

SESSION 5 : HOW CAN I DEAL WITH OTHER PEOPLE AND HELP MY FRIENDS COPE WITH THEM ALSO?

OBJECTIVES:

1. Participants will be able to assert what they want.
2. Participants will be able to negotiate safer sex with both new partners and longer-term partners.
3. Participants will be able to determine when being assertive may lead to abuse and to make a decision about using it.
4. Participants will improve their abilities to begin social contacts and cope with dating situations.
5. Participants will be able to use awareness of feelings to maintain self control in difficult situations.
6. Participants will improve their ability to deal with group norms.
7. Participants will increase their support of each other.

PROCEDURES:

1. Introduce the skills to be learned in the second half of this session.
2. Review what was covered in the first half of the session and answer any questions about the group's procedures. Refer to Thumbs Up/Thumbs down poster and remind the participants that the symbol will be used as a conversation starter. Go over the Score Cards.
3. Explain the need for confidence in dating relationships. Start with what girls and boys like in partners and practice starting and ending relationships.
4. Use a script to introduce the topic of communication and negotiations.
5. Use the Feeling Thermometer to assess feelings in reaction to three negotiation scenes.
6. Explain that being able to communicate what you want and what you will accept is a critical skill in practicing safer sex.
7. Hand out what "your rights" are as an effective communicator. Review and discuss.
8. Explain the difference between being assertive, aggressive, and passive. Use "I" statements as a model for being assertive. Hand out an example of an "I" statement and review it. Discuss.
9. Give each person a practice card with a sexual situation on it relating to safer sex. Have them make an "I" statement in response. Obtain feedback. Discuss. Take a Feeling Thermometer reading.
10. Explain the basic ideas in negotiations and hand out a description. Point out the differences in negotiating with a new partner and a long-term partner. Model negotiating with a new partner first. Then model negotiating with a long-term partner. Obtain feedback.
11. Pass out an interactive negotiation card with a sexual encounter on it. Half of the cards relate to new partners and the other half to long term partners. Have each person practice responding. Obtain feedback and discuss. Check Feeling Thermometer readings.
12. Use a script to introduce the idea of assertiveness resulting in violence. Discuss the signs of abuse and what to do. Present guidelines on when to take the risk of being assertive.

13. Introduce the idea of norms. Divide the group in two and have one small group identify current norms and the other group changing norms. Have them present and discuss.
14. Review how to problem solve and have the group solve a problem related to going against group norms.
15. Divide the group in two. For each group have four brief role plays involving giving assistance to a friend who is having trouble being assertive with a partner. Give each person a chance to respond to the friend. Obtain feedback and discuss.
16. Review the characteristics of giving an HIV/AIDS message to another person. Focus on how to start the conversation. Model starting a conversation and have the group practice it.
17. Explain that this time in the homework we want participants to start a conversation about HIV/AIDS and then share something that seemed helpful to them in one of the areas covered in today's session.
18. Assign homework of talking with someone you know but are not close friends with. Initiate a conversation about how you learned to be more assertive. Explain why being assertive makes sense. Don't try to give them advice. Remind participants that by helping friends ("brothers and sisters") avoid AIDS they are not only making a contribution to their group but also they are setting trends, being a special person, and acting in a real chillin way.
19. Pass out Score Cards and explain reporting on safer sex, taking care of themselves, and talking with a friend.
20. Summarize the session and take a Feeling Thermometer reading.
21. Have group members show their appreciation to each other's contributions.
22. Wrap-up, including thanks, a preview of the next session, evaluations, and payment.

MATERIALS:

Feeling Thermometers
 Tokens
 Newsprint and Pens
 Posters: Thumbs
 Messages
 Group Successes
 Danny and Debbie
 Feeling Thermometer on Communication
 Rights of a Self-Confident Person
 "I" Statements
 Confident Communicator Feedback form
 "I" Statement Cards
 Guidelines for Negotiations
 Guidelines for Couples in Problem Solving
 Negotiation Cards
 Arnold and Betty
 Abuse and Violence in a Relationship
 Examples of Starting a Conversation
 Score Cards

Exercise 1: Getting to Know You
(10 minutes)

GROUP LEADER SAYS

Welcome back. I'm really glad to see you here for the second half of Session 2.

In in the first half of today's session we focused on protecting ourselves through condoms, dental dams, fighting myths that keep us from using them, making protection more erotic, practicing no penetration, and HIV testing.

We also practiced spreading the word.

Remember Thumbs Up/Thumbs Down - our conversation starter.

POINT TO THE POSTER ON THE WALL WITH THUMBS UP/THUMBS DOWN ON IT.

Did you think of any questions between sessions that we need to answer?

ANSWER QUESTIONS.

Before I tell you about today's topics and the skills we will practice, I want to go through some introductions.

Tell us your first name as we go around and tells us what your friends like best about you.

For example, your friends might say, "I like the fact that he always listens to me."

To show you what I mean, I'll start first.

My name is _____, and my friends like me because _____.

HAVE EACH PARTICIPANT GIVE HER/HIS FIRST NAME AND WHAT THEIR FRIENDS LIKE ABOUT THEM. HAVE THE CO-GROUP LEADER GO LAST.

Thank you - that was great.

Today's session will cover how dealing with friends.

Any questions so far?

ANSWER QUESTIONS.

I want to pass out some tokens for everyone so that you tell other people in here "That's Great!" or "I really like what you did or said or who you are or your smile or whatever."

PASS OUT TWENTY TOKENS TO EACH PERSON.

Remember the Feeling Thermometer from last time?

100 means you feel very, very uncomfortable and 0 means you feel totally comfortable - completely chilled out.

What is your Feeling Thermometer level right now?

ENCOURAGE SHARING OF FEELING THERMOMETER READINGS.

We covered a lot in the last couple hours.

QUICKLY BRING UP TOPICS THAT WERE COVERED BY ASKING THE QUESTIONS THAT FOLLOW.

I am going to ask you a few questions just to sample a small part of what we worked on in that last module.

What kind of condoms are not good to use?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS FOR KNOWING THAT LAMBSKINS ARE NOT GOOD.

Should you use a condom twice?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS FOR "NO" ANSWERS.

Dental dams are used for what kind of sex?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS FOR "ORAL SEX."

Name one way to make using a condom more fun?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS.

What is one sexy thing you can do that does not require penetration?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS.

If your HIV test results come back negative, does that mean you don't have the virus?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS.

Name one disadvantage to HIV testing?

ENCOURAGE ANSWERS AND GIVE OUT TOKENS.

That was great.

You touched on some of the highlights of the first half of Session 2.

Let's move on to the second half.

We are now going to work on the skills needed to deal with other people.

How do you communicate effectively?

How do you negotiate with others to practice safer sex?

First, we will look at dating issues that often come up with teenagers.

Exercise 2: What Do Girls and Boys Like in Partners?
(10 minutes)

Often male and females don't really know what the other group finds attractive.

What this misunderstanding can lead to is doing things that turn off the other person.

Let's find out what the girls and boys in this group find attractive.

I want the girls and boys to meet separately and list five actions you like and five that you don't like in a member of the opposite sex.

Just to give you some ideas I'll give you each a list.

You don't have to use the items on the list.

Has everyone got it?

Five things you find attractive and five you don't like in a girl or boy.

Try to put it in terms of actions.

For example, do girls like a boy who works out in a gym?

PASS OUT THE LISTS AND HAVE EACH GROUP WORK ON DEVELOPING THEIR PREFERENCES.

GIRLS' VIEWS OF EFFECTIVE MALE ACTIONS

1. HE DISPLAYED A GOOD SENSE OF HUMOR.
2. HE WAS SYMPATHETIC TO HER TROUBLES.
3. HE SHOWED GOOD MANNERS.
4. HE KEPT HIMSELF WELL-GROOMED.
5. HE MADE AN EFFORT TO SPEND A LOT OF TIME WITH A PARTICULAR WOMAN.
6. HE OFFERED TO HELP HER.
7. HE SHOWERED DAILY.
8. HE KEPT PHYSICALLY FIT TO CREATE A HEALTHY APPEARANCE.
9. HE EXERCISED.
10. HE WORE ATTRACTIVE OUTFITS.
11. HE TOLD PEOPLE HOW IMPORTANT HE WAS AT WORK.
12. HE BRAGGED ABOUT HIS CAR.
13. HE SHOWED OFF HIS ABILITY TO DRINK A LOT.
14. HE HAD SEX ON THE FIRST DATE.

15. HE LET A WOMAN CONTROL THE CONVERSATION.
16. HE PRETENDED TO BE INTERESTED IN THE WOMAN'S INTERESTS.
17. HE WORE SEXY CLOTHES.
18. HE FLEXED HIS MUSCLES.
19. HE WALKED IN A SEXY MANNER.
20. HE FLIRTED VERBALLY AND VISUALLY.

BOYS' VIEWS OF EFFECTIVE FEMALES ACTIONS

1. SHE DISPLAYED A GOOD SENSE OF HUMOR.
2. SHE KEPT HERSELF WELL-GROOMED.
3. SHE WAS SYMPATHETIC TO HIS TROUBLES.
4. SHE SHOWED GOOD MANNERS.
5. SHE SHOWERED DAILY.
6. SHE KEPT HERSELF PHYSICALLY FIT TO CREATE A HEALTHY APPEARANCE.
7. SHE MADE UP JOKES TO MAKE MEN LAUGH.
8. SHE MADE AN EFFORT TO SPEND A LOT OF TIME WITH A PARTICULAR MAN.
9. SHE WORE STYLISH, FASHIONABLE CLOTHES.
10. SHE OFFERED TO HELP HIM.
11. SHE WORE SKIMPY CLOTHES TO IMPRESS GUYS.
12. SHE ACTED SEXY TO INTEREST HIM.
13. SHE GAVE ENCOURAGING GLANCES TO GUYS.
14. SHE TRIED TO APPEAR INDIFFERENT TO THE GUY SHE REALLY LIKED.
15. SHE SLEPT AROUND WITH A LOT OF GUYS.
16. SHE PRETENDED TO BE HELPLESS.
17. SHE TOLD HIM THINGS HE WANTED TO HEAR.
18. SHE SHOWED OFF HER DRIVING SKILLS.
19. SHE SHOWED OFF HER PHYSICAL STRENGTH.
20. SHE BRAGGED ABOUT HER ACCOMPLISHMENTS.
21. SHE WORE EARRINGS.

Please put your choices up on newsprint when you are finished.

ALLOW ABOUT FIVE MINUTES FOR THE GROUPS TO WORK.

OK, will the boys give us their list.

HAVE THE BOYS PUT AND EXPLAIN THEIR LIST.

Now will the girls put up their list.

HAVE THE GIRLS PUT UP THEIR LIST AND EXPLAIN IT.

What do you think of these lists?

What are the similarities and differences?

ENCOURAGE DISCUSSION. CHECK FOR SURPRISES.

Exercise 3: How To Start A Relationship
(10 minutes)

The next question is how do you start a relationship.

Suppose you meet someone you like and the person seems safe to you.

How would you get the relationship started?

The more comfortable you are the less likely you will get yourself into an awkward situation.

Remember when you have sex with someone you are doing it with a person.

A person has likes and dislikes, their own special feel and smell, all different qualities, their own particular looks.

If you don't think you are doing with a person, you care less about protecting them or you.

We are going to role play getting started talking to someone.

Who will be the boy and who will be the girl?

SELECT VOLUNTEERS.

You like this girl, and you want to get to know her.

You also want her to like you.

Here are a couple of suggestions before you start.

Ask open ended questions - ones she can't answer with "yes" or "no" because that way you will get her to talk.

Listen hard. Really pay attention to her.

Give her some genuine strokes.

That means compliment her, but don't fake it.

Last, remember the list of what girls like.

Have you got it?

Here's the scene.

You see her standing alone at a party.

Go up to her and see what you can do.

The girl's goal is to see if you like this guy.

So what are your goals?

HAVE THE BOY AND THE GIRL TELL THE GROUP WHAT THEIR GOALS ARE. HELP THEM IF THE GOALS AREN'T CLEAR.

How do the two of you feel now?

CHECK OUT FEELING LEVELS.

The rest of us will observe and give feedback.

I'll give you things to look for.

ASSIGN OBSERVER ROLES: FEELINGS, BODY LANGUAGE, LISTENING, GIVING COMPLIMENTS, ASKING OPEN ENDED QUESTIONS, DOING WHAT GIRLS LIKE, NOT DOING WHAT GIRLS DON'T LIKE.

Go ahead and get started.

ALLOW A FEW MINUTES OF ROLE PLAYING. IF YOU WISH, LET OTHER GROUP MEMBERS STEP INTO THE ROLES.

That was very good.

I want to ask the boy and the girl how you feel now, what you liked about what you did, and what would you do differently.

OBTAIN RESPONSES.

What feedback can the rest of you give our players?

First tell them what you liked, what you observed, and then tell them what you would do if you had been role playing it.

ENCOURAGE FEEDBACK.

Now we'll reverse it, and the girl will try to get to know the guy better.

I need a girl volunteer and a boy.

SELECT VOLUNTEERS.

You have been in a group session together.

You sat next to this cute guy, and you want to get him to like you and to start up a conversation.

The group session is over.

Let's have the two of you sit next to each other.

ASK THE GIRL WHAT HER GOAL IS AND HELP HER BE CLEAR THAT SHE IS TO HAVE THE GUY LIKE HER AND TO KEEP A CONVERSATION GOING.

What is your goal with this guy?

The guy's goal is to see if he likes this girl.

Have you got that? (TO THE GUY)

How do the two of you feel now?

CHECK OUT FEELING LEVELS.

The rest of us will observe and give feedback.

I'll give you things to look for.

ASSIGN OBSERVER ROLES: FEELINGS, BODY LANGUAGE, LISTENING, GIVING COMPLIMENTS, ASKING OPEN ENDED QUESTIONS, DOING WHAT BOYS LIKE, NOT DOING WHAT BOYS DON'T LIKE.

Go ahead and get started.

ALLOW A FEW MINUTES OF ROLE PLAYING. IF YOU WISH, LET OTHER GROUP MEMBERS STEP INTO THE ROLES.

That was very good.

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What feedback can the rest of you give our players?

First tell them what you liked, what you observed, and then tell them what you would do if you had been role playing it.

ENCOURAGE FEEDBACK.

So what did you learn from these role plays?

ENCOURAGE DISCUSSION.

Exercise 4: How to End a Relationship
(10 minutes)

Sometimes people stay in relationships that aren't any good for them because they don't know how to end them.

What kinds of feelings have you had when a relationship ended?

ENCOURAGE SHARING OF FEELINGS AFTER A RELATIONSHIP.

People are afraid of anger, rejection, loneliness, hurt.

So a good skill to have is stopping a relationship.

I need two people to help me take a look at this.

Who will play Danny and who will play Debbie in this brief scene?

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

Danny and Debbie

DANNY: I'm sorry, baby. I'm sorry. I'm sorry. I'm sorry.

DEBBIE: I don't like being hit. I told you before that if you go upside my head one more time, we are through.

DANNY: Oh, please don't leave me. I won't do it again. I promise.

DEBBIE: That's what you said last time. I wasn't fooling around. Either you pack up and leave by noon or I'll find some other place to live.

DANNY: You're serious? It's my drinking. I never hit you when I'm not drinking.

DEBBIE: Danny, there is a lot I like about you. I don't want to give you up, but nobody is going to hit me twice. There is nothing that would make me stay with someone who does that. I agree the drinking is a big part of it. So go to AA.

DANNY: One more chance.

DEBBIE: You had your one more chance.

DANNY: Damn!

DEBBIE: I'm sorry that you're hurt and angry, but I come first in this business. I'm going out now, and I will respect you a whole lot, if when I come back, you are gone.

THE END

A great scene!

GIVE OUT TOKENS.

What are you both feeling?

GET FEELING READINGS.

So what did you like or not like in how Debbie handled this situation?

ENCOURAGE DISCUSSION.

Let's do one role play around ending a relationship.

YOU CAN EITHER OBTAIN A SITUATION FROM THE GROUP ABOUT ENDING A SITUATION OR USE THE ONE BELOW. USE THE SAME PROCESS.

Who will be Donna and who will be Sam?

SELECT VOLUNTEERS.

Here is the situation.

Donna and Sam have been going together for two years.

Because they both said they weren't seeing anyone else they have been having unprotected sex.

Donna finds out that Sam has been having sex with several other girls.

She is terrified of getting HIV.

She wants to end the relationship.

Donna's goal is to end the relationship.

Sam's goal is to keep the relationship going.

So what are your goals?

MAKE SURE DONNA AND SAM ARE CLEAR ABOUT THEIR RESPECTIVE GOALS.

The rest of us will observe and give feedback.

I'll give you things to look for.

ASSIGN OBSERVER ROLES: FEELINGS, BODY LANGUAGE, EXPRESSING HER NEEDS, RESPECTING HIS NEEDS, KEEPING CALM, NOT LETTING HIM GET TO HER, STICKING WITH IT, SHOWING CONFIDENCE.

Go ahead and get started.

ALLOW A FEW MINUTES OF ROLE PLAYING. IF YOU WISH, LET OTHER GROUP MEMBERS STEP INTO THE ROLES.

That was very good.

I want to ask the boy and the girl how you feel now, what you liked about what you did, and what would you do differently.

OBTAIN RESPONSES.

What feedback can the rest of you give our players?

First tell them what you liked, what you observed, and then tell them what you would do if you had been role playing it.

ENCOURAGE FEEDBACK.

So what did you learn from these role plays?

ENCOURAGE DISCUSSION.

Exercise 5: Speaking Up for Myself
(15 minutes)

To get into this next area I need two volunteers to read a short script.

Who will read Susan and who will read Steve?

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

Susan and Steve

SUSAN: I like you too, but you're going a little too fast for me.

STEVE: Come on. You know you like it.

SUSAN: Don't touch me there.

STEVE: Baby, I'm just sending you some of my love.

SUSAN: I'll let you know when I want it.

STEVE: Sweetheart, you are beautiful, so beautiful, and I've got something that will make you squirm with delight.

SUSAN: Where's the condom?

STEVE: What the hell is this? You are one big prick-tease.

SUSAN: No respect - no sex. No condom - no sex. I think you better find yourself somebody else.

STEVE: Girl, have you just been playing with me, leading me on?

SUSAN: Good bye, Steve. I'll see you around sometime.

THE END

Thank you. That was great!

GIVE OUT TOKENS.

Now we are dealing with communication - making it clear what you want.

How would you feel in the following circumstances?

PASS OUT A FEELING THERMOMETER AND READ THE THREE SITUATIONS.

FEELING THERMOMETER ON COMMUNICATION

FEELING THERMOMETER

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

SITUATION

FEELING
THERMOMETER
LEVEL

1. You meet a new person that you like and say, "One thing I want to make clear: No sex without protection."
2. You say to your lover, "I'd feel a lot better if we practiced safer sex," and your lover says, "That's fine with me."
3. It is the first time you are going to have sex with someone you recently met. You feel real turned on. The person says to you, "If you expect me to use protection, forget it. You can leave. I can find good sex without you."

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I will read the three situations, and you put down what your feeling thermometer reading would be.

READ THE SCENES AND ALLOW TIME BETWEEN EACH ONE FOR RECORDING LEVELS.

Why do you think you felt as you did?

DISCUSS FEELINGS AROUND BEING ASSERTIVE AND BEING REBUFFED.

I think you can see that being able to communicate what you want and will accept is a critical skill in practicing safer sex.

Sometimes people don't think they have any rights when expressing themselves to others.

What do you think of these rights?

PASS OUT "RIGHTS OF A SELF-CONFIDENT PERSON," GO OVER THE HANDOUT, AND DISCUSS.

THE RIGHTS OF A SELF-CONFIDENT PERSON

1. YOU HAVE THE RIGHT TO JUDGE YOUR OWN BEHAVIOR, THOUGHTS, AND EMOTIONS, AND TO TAKE UPON YOURSELF THE RESPONSIBILITY FOR THEM AND THEIR CONSEQUENCES.
2. YOU HAVE THE RIGHT TO OFFER NO REASONS OR EXCUSES FOR JUSTIFYING YOUR BEHAVIOR.
3. YOU HAVE THE RIGHT TO DECIDE IF YOU ARE RESPONSIBLE FOR SOLVING OTHER PEOPLE'S PROBLEMS.
4. YOU HAVE THE RIGHT TO CHANGE YOUR MIND.
5. YOU HAVE THE RIGHT TO MAKE MISTAKES - AND BE RESPONSIBLE FOR THEM.
6. YOU HAVE THE RIGHT TO SAY, "I DON'T KNOW."
7. YOU HAVE THE RIGHT TO DISREGARD HOW NICE OTHERS HAVE BEEN TO YOU IN THE PAST BEFORE DEALING WITH THEM NOW.
8. YOU HAVE THE RIGHT TO BE ILLOGICAL IN MAKING DECISIONS.
9. YOU HAVE THE RIGHT TO SAY, "I DON'T UNDERSTAND."
10. YOU HAVE THE RIGHT TO SAY, "I DON'T CARE."

[adapted from M. J. Smith's [When I say no, I feel guilty.](#)]

Let me make a point about being assertive.

How many of you have heard that term?

There can be confusion about being assertive, aggressive, and passive.

Assertive means you state what you want and respect other people's needs at the same time.

"I know you think it feels better without a dental dam, but I am worried about HIV and want to be safe."

Aggressive means you consider only what you want and trample over other people and their desires.

"I don't care what you think. Come over here so I can put a condom on your dick."

Passive means you only respect what others want and ignore your own desires.

"OK, if that's what you want, I'll bend over."

We want to practice being assertive.

In an earlier session we went over "I" Statements.

They come in handy when you are being assertive.

Let's review one again before we try our hand at practicing.

HAND OUT NEW "I" STATEMENT EXAMPLE AND GO OVER IT.

I STATEMENTS

AN "I STATEMENT" TELLS OTHER PEOPLE DIRECTLY WHAT BOTHERS YOU ABOUT THEIR BEHAVIOR, WHAT CHANGES YOU WOULD LIKE TO SEE AND WHY. IN PERSONAL, NON-THREATENING TERMS IT EXPLAINS HOW THE SITUATION MAKES YOU FEEL.

CONDITIONS

"I STATEMENTS" ARE OFTEN USED IN A CONFLICT SITUATION THAT KEEPS HAPPENING AND IS GETTING HOTTER.

"I STATEMENTS" ARE USED AFTER A SIMPLE REQUEST HAS BEEN MADE WITHOUT ANY RESULT.

COMPONENTS AND STEPS

1. DESCRIBE THE PROBLEM BEHAVIOR.

2. STATE THE EFFECT OF THE PROBLEM BEHAVIOR ON YOU.

3. SHOW THAT YOU ARE AWARE OF THE OTHER PERSON'S NEEDS.
4. REQUEST A SPECIFIC, POSITIVE, BEHAVIOR CHANGE.
5. STATE THE CONSEQUENCES, PARTICULARLY THE IMPACT OF MAKING THE BEHAVIOR CHANGE ON YOU.

EXAMPLE

BACKGROUND: DONNA AND STAN ARE HAVING MAD, PASSIONATE SEX. STAN HAS PROMISED DONNA THAT WHEN HE GETS READY TO PUT IT IN THAT HE WILL USE A RUBBER. SUDDENLY STAN JABS HIS PENIS AT DONNA'S VAGINA. DONNA LOOKS DOWN AND REALIZES THAT STAN DOES NOT HAVE ON A RUBBER.

DONNA'S "I STATEMENT": "STAN, WHEN YOU DON'T PUT A RUBBER ON LIKE YOU AGREED TO, I FEEL REALLY ANGRY BECAUSE I EXPECT YOU TO DO AS YOU SAID YOU WOULD. I DON'T WANT TO GET HIV. I KNOW YOU THINK IT FEELS SEXIER WITHOUT ONE. I WANT US BOTH TO BE SATISFIED. LISTEN, IF YOU KEEP YOUR PART OF THE DEAL BY PUTTING IT ON, I'D FEEL A LOT HAPPIER AND BE MORE WILLING TO HAVE SEX WITH YOU ALL NIGHT LONG.

NOTE: DON'T ASSUME THAT BECAUSE YOU USE AN "I STATEMENT" THE OTHER PERSON WILL SUDDENLY CHANGE. THE POINT IS NOT TO MANIPULATE THE OTHER PERSON BUT TO COMMUNICATE HONESTLY WHAT YOUR NEEDS ARE.

Let's go over this page together.

"I" statements are typically used after you've already asked for what you wanted: "Please put a condom on." And then when nothing happened.

You try to state what the problem is, what this does to you, what you want and how you will feel if you get what you want.

You state what you think the other person wants.

Remember you have to put it in your own words so that it doesn't sound fake.

The "NOTE" there is really important: first, you may still not get what you want.

Second, this isn't a technique to manipulate your partner.

It is a way of stating honestly and explicitly what your needs are.

To summarize, the basic principle in self-confident communication is stating clearly what you want, recognizing what is important to the other person, and trying to problem solve together a solution that meets both people's needs.

We are going to practice making "I" Statements which will help us get the idea, but for now do you have any questions?

ANSWER QUESTIONS.

Let's get ready for practicing self-confident communication.

Each person will get a practice card and without looking at it will pass it to the person mentioned on the card.

The person who gets the card will describe a scene to you and then act it out with you.

If you are the person who is reading what is on the card, you read the first line and then wait for a response.

After the response, you read the next line and so on.

Remember if you are the person practicing dealing with your partner, your task is to be self-confident in this situation.

That means saying what you want, recognizing the other person's needs and trying to find a way that brings satisfaction to both of you without violating what's important to you.

Let me give you an example.

I pass my card to the person with a gold chain.

That person reads the card, "You and your partner have been practicing safer sex for four months. One night your partner comes home stoned, wants sex, and gets really turned on. Suddenly he says to you: "Let me put it in without a rubber. I promise I'll pull out before I cum."

So I have to think how to tell him I want to continue practicing safer sex.

I might say, "I know you'd like to have that old feeling without a rubber, but I would really prefer using a rubber like we have been."

The person with the gold chain reads the next line: "I promise with all my heart that I'll pull out in time."

I say, "We've been having such good sex. I don't want to have worry about being unsafe. Doing it without a rubber will make me less responsive." And so on.

Have you got the idea?

The other members of the group will have a feedback form to assist them in giving you ideas about what they observed.

Here is the feedback form.

PASS OUT THE "CONFIDENT COMMUNICATION FEEDBACK FORM."

CONFIDENT COMMUNICATION FEEDBACK FORM

HOW WELL DID THE PARTICIPANT

- | | | | | | |
|----|--|-----------|------|----|-------------------|
| 1. | STATE HIS NEEDS CLEARLY AND DIRECTLY? | Excellent | Good | OK | Needs Improvement |
| 2. | SHOW UNDERSTANDING FOR THE OTHER PERSON'S NEEDS? | Excellent | Good | OK | Needs Improvement |
| 3. | RECOMMEND THE DESIRED OUTCOME? | Excellent | Good | OK | Needs Improvement |
| 4. | SPEAK SLOWLY? | Excellent | Good | OK | Needs Improvement |
| 5. | SPEAK CLEARLY? | Excellent | Good | OK | Needs Improvement |
| 6. | AVOID THREATS? | Excellent | Good | OK | Needs Improvement |
| 7. | MAINTAIN EYE CONTACT? | Excellent | Good | OK | Needs Improvement |
| 8. | KEEP AT IT? (NOT GIVE UP) | Excellent | Good | OK | Needs Improvement |

Let's take a look at that form.

GO OVER THE FEEDBACK FORM SO THAT EVERYONE KNOWS WHAT THE OBSERVERS WILL BE LOOKING FOR.

The situation you get may not be one that happens often to you.

Later in the session you will have an opportunity to create a high risk situation just for you.

For now you can model for others in the group one way to handle the situation that you receive on the

practice cards.

After each person tries her or his hand at the scene, the group will give that person feedback.

Let's go ahead and get started.

PASS OUT THE CARDS ONE AT A TIME. MAKE SURE THE PERSON WHO READS THE CARD UNDERSTANDS THAT NO MATTER WHAT THE OTHER REPLIES HE/SHE RESPONDS WITH WHAT IT SAYS ON THE CARD. ASK EACH OBSERVER TO LOOK FOR ONE ITEM ON THE FEEDBACK FORM. WHEN THE SCENE IS OVER, FIRST ASK HOW THE PERSON WHO WAS ON THE SPOT FEELS USING THE FEELING THERMOMETER AND THEN HAVE THE OTHER GROUP MEMBERS GIVE FEEDBACK. THEN PASS OUT THE NEXT CARD. KEEP GOING IN THE SAME WAY.

THE "I STATEMENT" CARDS

1,FRONT,"I,"

PASS TO THE PERSON WHO SPEAKS CLEARLY

SCENE: Bobby is an older friend you have known for years. Several times in the past she/he has helped you out of trouble. He/she has never asked anything from you.

TOM: This will surprise you, but I really want to have sex with you. I've been dreaming about it for years. (WAIT FOR A REPLY)

TOM: I'll even pay you for it. (WAIT FOR A REPLY)

TOM: You owe me something. All the things I did for you. (WAIT FOR A REPLY)

TOM: What an ungrateful shit you turned out to be.

2,FRONT,"I,"

PASS TO THE PERSON WHO SPEAKS QUIETLY

SCENE: You go over to your good friend's hang out. Your friend is smoking crack and is pretty high.

FRIEND: Take a smoke. I got plenty of it - good stuff. Come on, you'll love it. (WAIT FOR A REPLY)

FRIEND: It's not going to hurt you. Really! Are you my good friend or not? I'm telling you it's the best I've had in years. (WAIT FOR A REPLY)

FRIEND: Don't give me that shit! Wait till you see what else I got. Really hot porno pictures. They will really get you wet. I'm so horny. Please! You got to try this crack. (WAIT FOR REPLY)

FRIEND: You're in such a bad mood. This stuff will help you, seriously.

3,FRONT,"I"

PASS TO THE PERSON WHO IS VERY FORCEFUL

SCENE: One of the people in your group gets very familiar when high. This person starts touching people all over. Always trying to get a feel. Then, Fingers, as the person is called, acts like nothing happened. Today Fingers is all over you in a very sneaky way. Fingers walks by and gives your ass a long, slow pat. You hate it.

FINGERS: Why you looking at me like that? Nothing happened. (WAIT FOR A REPLY)

FINGERS: Who is touching you? Have you something good there to touch? I'll bet you would really like a little action and just haven't the guts to ask for it. (WAIT FOR A RESPONSE)

FINGERS: If you want some real fingering, let's go out back. (WAIT FOR A RESPONSE)

FINGERS: You are such a tease. I don't believe a word you're saying.

4,FRONT,"I"

PASS TO THE PERSON WHO LOOKS YOU IN THE EYE

SCENE: Your partner believes that using protection cuts down on the feeling of sex. But you have an agreement to practice safer sex. Often when your partner gets drunk, your partner tries to sneak in having sex without protection. You and your partner have been drinking.

PARTNER: I can tell you are feeling pretty mellow. One more drink and you'll be ripe. I'm way ahead of you, but you're catching up. Then we can get between the sheets. (WAIT FOR A REPLY)

PARTNER: Skin on skin. Juice to juice. That's the best way. Have another drink. (WAIT FOR A REPLY)

PARTNER: Baby, you are too good to have something come between us. Please, pretty please. Have some more to drink. It's going to wear off soon if you don't keep drinking. (WAIT FOR A REPLY)

PARTNER: You make me so sad. I love what you have, but I want it raw not cooked.

5,FRONT,"I"

PASS TO THE PERSON WHO STANDS UP STRAIGHT

SCENE: One of your friends is shy and doesn't hang out with many other people. In some ways your friend is homesick. You often have to go there and see what's happening. When you go today, your friend

is lying in bed. Your friend appears out of it.

FRIEND: I know I shouldn't have taken the stuff, but I thought it might make me feel better. I am so f..king lonely. I saved a pill for you. Take it and lie next to me. (WAIT FOR A RESPONSE)

FRIEND: I'm so cold. Please take off your clothes and get in here with me. Hold me. (WAIT FOR A REPLY)

FRIEND: Nothing will happen. I just need you to warm me up and hold me. (WAIT FOR A REPLY)

FRIEND: I'm not asking that you rob a bank. I just want you to be covering me with your naked body so I won't feel so lonely.

6,FRONT,"I"

PASS TO THE PERSON WHO USES GESTURES WHEN SPEAKING

SCENE: Lola is very sexy but probably still a virgin. You believe that if Lola was seduced, suicide would be the result. You like each other a lot. You have done some kissing and feeling but never intercourse. You and Lola have been drinking a lot of rum. Suddenly Lola becomes very affectionate.

LOLA: I know you want sex with me. I want it too, but I'm a virgin because of my religion. I want you so much. Go ahead and do it. No, I didn't mean that. Oh, yes, please do it, but be easy. (WAIT FOR A REPLY)

LOLA: I want to show you that I love you. I feel so excited. I'm ready. What are you waiting for? (WAIT FOR A REPLY)

LOLA: Don't you want me? Don't you like me? Can't you see how ready I am. What's the problem? (WAIT FOR A REPLY)

LOLA: I can feel you're excited too. Don't talk. Just do it.

7,FRONT,"I"

PASS TO THE PERSON WHO IS GOOD AT LISTENING

SCENE: You have no money and haven't eaten for several days. You decide to go to school to see if you can get some food or borrow some money. So far you have not been very successful in getting anything at school. You see the gym teacher and ask for a loan of two dollars. The gym teacher looks you over and says

TEACHER: I'm not giving you money. But you can earn it. Come out to my car. It's very comfortable and safe. (WAIT FOR A REPLY)

TEACHER: I got the money. You want the money. You got what I want. We can trade. (WAIT FOR A REPLY)

TEACHER: If you're good, there may even more in it for you. (WAIT FOR A REPLY)

TEACHER: You may end up getting your ass kicked out of here.

8,FRONT,"I"

PASS TO THE PERSON WHO TREATS OTHERS WITH RESPECT

SCENE: You are sitting around with 4 or 5 of your group. One of them recently stole a little money and has offered to buy some crack for everybody to smoke together. They are all getting ready to go, find some crack, and smoke it.

T.J.: You're coming, aren't you? Everybody's going. (WAIT FOR A REPLY)

T.J.: It's going to be great. Come on, let's go. We've been waiting for this. And it's a gift. (WAIT FOR A REPLY)

T.J.: What's happening to you? Going soft on us? We not good enough for you? (WAIT FOR A REPLY)

T.J.: Don't be stubborn. A little crack never hurt anybody.

9,FRONT,"I"

PASS TO THE PERSON WHO IS DIRECT

SCENE: Your friend has been depressed for weeks. You are worried. You got the word to come over fast. You did.

FRIEND: I feel like shit. Nothing's ever going to change. If somebody loved me and made love to me, I might feel better. I'm so scared. I'd have to be high to get enough courage to find someone and get in bed with them. Let's go get high together. Please! (WAIT FOR A REPLY)

FRIEND: You're my only friend. I have no one else to ask. We'll get high and then find some sex. (WAIT FOR A REPLY)

FRIEND: If you don't come with me, I'll die. Oh, shit, I feel so terrible. (WAIT FOR A REPLY)

FRIEND: I'm going to cry and cry and cry and cry.

10,FRONT,"I"

PASS TO THE PERSON WHO IS VERY OPEN

SCENE: Your partner wants you to get high because your partner thinks you are freer sexually when you

have some drinks in you. Sometimes you wonder if you can really trust your partner. Once your partner put something in your drink. You go to your partner's place. The drinking has already started. There is a drink poured for you.

PARTNER: I've been waiting for you. Thinking about that nice body of yours. Here's a drink to get you started. Just a lot of orange juice and a drop of vodka. Drink it down. (WAIT FOR A REPLY)

PARTNER: There's not enough vodka in there to kill a fly. (WAIT FOR A REPLY)

PARTNER: Would I do something sneaky to you? Don't you trust me? (WAIT FOR A REPLY)

PARTNER: Baby, baby, baby. What are you up to? No drinks, no sex, no feeling around, no naked dancing. What's going on?

WHEN EVERYONE HAS HAD A TURN, ASK FOR OTHER IDEAS ABOUT HOW TO HANDLE THE SITUATIONS AND DISCUSS WHAT WAS LEARNED.

Now we will take a few minutes and discuss other approaches that you have found helpful in these situations.

ALLOW A FEW MINUTES OF DISCUSSION. GIVE OUT TOKENS.

Exercise 6: Negotiating with Partners (15 minutes)

Now went to work on negotiating for safer sex with a partner.

How you approach trying to bring about a change in sexual behavior may differ if the partner is new or a long term partner.

By new I mean someone you just met that night or someone you have known for a short period of time.

By long-term I mean someone you have been going with for many months or maybe years and where you are both faithful.

Here are some guidelines for how to negotiate.

HAND OUT "GUIDELINES FOR NEGOTIATING" AND GO OVER IT.

GUIDELINES FOR NEGOTIATING

1. STATE EACH WANT THAT YOU HAVE IN ONE SHORT SENTENCE.
2. STATE WHAT YOU WANT TO SEE OR HEAR - NOTHING ELSE.
3. STATE WHAT YOU WANT TO HAVE HAPPEN, NOT WHAT YOU DON'T WANT.
4. STATE WHAT YOU THINK THE OTHER PERSON WANTS ALSO.
5. LISTEN WITHOUT INTERRUPTING.
6. EXPLAIN WITHOUT BLAMING.

The first point is to make your request short because if you can do that the request will be more clear and the other person won't become confused over a long, complicated statement.

Next, you want to know that a change has occurred so you focus on behavior - what you can see or hear.

You can't really tell if your partner thinks or feels differently.

All you can go on is what you observe.

Number three means to focus on the positive.

Telling people to not do something creates barriers more than asking them to do something.

State what you think your partner's position is to make sure you understand it and to give your partner a chance to clarify it.

On the other hand acting like you know how your partner thinks and feels can be dangerous.

"Listen without interrupting" allows you to hear what is being said at a deeper level and in a clearer way.

It communicates to your partner that you care about what they have to say and respect them.

By not blaming other people you avoid creating barriers that are very hard to take down when you want to be close.

Those are the general rules for negotiating.

If you are negotiating with your new partner, you might be making remarks like

- I want you to wear a condom and then I'll feel much freer when we make love.
- Is this right? You don't want to wear a condom because putting one on interrupts the excitement.
- Tell me more about how you feel.
- You want me to believe that I am the only person you have had sex with, and I don't want to get into your past sexual experiences. I just want to feel that I won't get HIV.

For couples who have been together for a while and who have a commitment to each other it is better to create an atmosphere where both partners are trying to solve a problem together.

That way it is not one person demanding change from the other.

Instead, the two of them are jointly solving a problem that is important to them.

Here are some guidelines for couples in problem solving.

Let's go over them together.

HAND OUT "GUIDELINES FOR COUPLES IN PROBLEM SOLVING" AND GO OVER IT. THE MAIN OBJECTIVE IS TO MAKE PARTICIPANTS FAMILIAR WITH THE BIG IDEAS. AS THE GUIDELINES ARE FAIRLY EXPLICIT, IT MAY NOT BE NECESSARY TO DO A LOT OF EXPLAINING.

GUIDELINES FOR COUPLES IN PROBLEM SOLVING

STEP 1: DEVELOP A CLEAR WELL-DEFINED PROBLEM STATEMENT.

ALWAYS BEGIN WITH SOMETHING POSITIVE WHEN STATING THE PROBLEM.

USE SPECIFIC BEHAVIORS TO DESCRIBE WHAT IS NOT LIKED RATHER THAN USING DEROGATORY LABELS OR OVERGENERALIZATIONS.

MAKE CONNECTIONS BETWEEN THOSE SPECIFIC BEHAVIORS AND FEELINGS THAT ARISE IN RESPONSE TO THEM.

ADMIT ONE'S OWN ROLE IN THE DEVELOPMENT OF THE PROBLEM.
BE BRIEF AND MAINTAIN A CURRENT OR FUTURE FOCUS. DON'T DWELL ON THE PAST.

STEP 2: BRAINSTORM AS MANY SOLUTIONS AS POSSIBLE.

FOCUS ON MUTUALITY AND COMPROMISE BY CONSIDERING SOLUTIONS THAT INVOLVE CHANGE BY BOTH PARTNERS.

OFFER TO CHANGE SOMETHING IN ONE'S OWN BEHAVIOR.

ACCEPT, FOR A BEGINNING, A CHANGE LESS THAN THE IDEAL SOLUTION.

STEP 3: DISCUSS THE ADVANTAGES AND DISADVANTAGES OF EACH SUGGESTION BEFORE REACHING AGREEMENT.

STEP 4: PREPARE A FINAL CHANGE AGREEMENT THAT IS SPELLED OUT IN CLEAR, DESCRIPTIVE, BEHAVIORAL TERMS, THAT IS RECORDED IN WRITING, AND THAT INCLUDES CUES REMINDING EACH PARTNER OF CHANGES HE HAS AGREED TO MAKE.

GENERAL GUIDELINES

DEVELOP AN AGENDA FOR EACH PROBLEM-SOLVING DISCUSSION.

DISCUSS ONLY ONE PROBLEM AT A TIME. (BEWARE OF SIDETRACKING)

TALK ABOUT ONLY WHAT YOU CAN OBSERVE. DON'T TRY TO GUESS WHAT IS "BEHIND" IT.

PARAPHRASE WHAT THE PARTNER HAS SAID AND CHECK OUT THE ACCURACY OF WHAT WAS HEARD BEFORE RESPONDING TO THE STATEMENT.

[Adapted from Margolin, G. & Fernandez, V. (1985) Marital dysfunction, pgs. 708-9 in M. Hersen & A. Bellack, Eds., Handbook of Clinical Behavior Therapy with Adults. New York: Plenum.]

If you were trying to solve a problem with your long-term partner, you might be saying things like

- We both want to have good sex together. The problem is that neither of us are enjoying it. I am afraid of getting HIV, and using a condom reduces your pleasure.
- I know my fear cuts down on my ability to be a good lover.
- I would be willing to try some new ways of making love if you would use the condom.
- Maybe we could think of things that would make safer sex much more exciting. What really turns you on?

I want you to have a chance to practice.

Some of the situations will be between new partners and others will be between long-term couples.

I will divide you into pairs.

Then I will give a card to one person who will read from the card and say something to her or his partner.

The person without the card will try to negotiate safer sex with her or his partner.

The partner with the card will follow the instructions on it.

When you have finished, we will give you feedback, and then it will be your partner's turn to try negotiating.

It is important to remember as you practice negotiating that you always start out liking your partner.

DIVIDE THE GROUP INTO PAIRS. PASS OUT THE CARDS ONE AT A TIME. WHILE THE COUPLE NEGOTIATES, EVERYONE ELSE OBSERVERS. LET EACH NEGOTIATION GO ON FOR ABOUT TWO MINUTES, THEN GIVE FEEDBACK. MAKE SURE EVERYONE HAS A CHANCE TO NEGOTIATE.

NEGOTIATING CARDS

CARD 1: SHORT TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I'M SO GLAD WE MET TONIGHT. YOU REALLY TURN ME ON. ALL I CAN THINK ABOUT IS GOING SOMEWHERE, LYING IN EACH OTHER'S ARMS, AND THEN LETTING GO COMPLETELY."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I'M NOT HIV POSITIVE. SO I DON'T NEED TO WEAR A CONDOM."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "IT SOUNDS LIKE YOU DON'T TRUST ME ALREADY."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 2: SHORT TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I REALIZE WE HAVE ONLY KNOWN EACH OTHER A WEEK, BUT I LOVE YOU DEEPLY. I WILL NEVER CHEAT ON YOU. SO YOU DON'T NEED TO WORRY ABOUT CONDOMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "CONDOMS ARE FOR PEOPLE WHO DON'T LOVE EACH OTHER."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "CONDOMS ARE FOR PEOPLE WHO CHEAT ON EACH OTHER."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 3: SHORT-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "AFTER THE FIRST WEEK, YOU TOLD ME I HAD TO USE A CONDOM. I'VE THOUGHT ABOUT IT. I'LL USE A CONDOM FOR SCREWING IF I CAN HAVE A LOT MORE ORAL SEX. THAT'S THE KIND OF SEX I REALLY LIKE."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I'M NOT SURE I WANT TO HANG AROUND IF YOU WON'T DO WHAT I ASK."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "I LIKE YOU EVEN IF YOU ARE STUBBORN."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 4: SHORT-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I WAS ENJOYING SEX WITH YOU UNTIL YOU SAID YOU WERE GOING TO USE A DENTAL DAM ON ME. IT FEELS LIKE YOU ARE RUBBING A BICYCLE TIRE ACROSS MY CLITORIS. LET'S STOP."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "DON'T YOU KNOW WE CAN'T GET HIV FROM ORAL SEX."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "WE BARELY KNOW EACH OTHER, BUT MAYBE YOU NEED TO LOOK FOR SOMEONE WHO IS AS NUTTY ABOUT SAFER SEX AS YOU ARE."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 5: SHORT-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I CAN'T BELIEVE THAT LAST WEEK I DIDN'T KNOW YOU. I'LL NEVER LEAVE YOU. WE FIT TOGETHER, BUT WHY DID YOU GET SO MAD WHEN I USED MY SEX TOY ON YOU. YOU WERE SCREAMING ABOUT STERILIZING IT."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I DON'T HAVE HIV AND I CAN'T IMAGINE THAT ANY OF MY PAST LOVERS HAD IT."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "PUTTING A CONDOM ON A SEX TOY IS RIDICULOUS. IT WOULD LOOK SILLY."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 6: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "WE HAVE BEEN TOGETHER FOR THREE YEARS, AND NO CHEATING - I HOPE. SO WHY SHOULD WE START USING A CONDOM NOW? WHAT HAS GOTTEN INTO YOU?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "IF YOU ARE MONOGAMOUS, YOU ARE SAFE."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "IT'S NOT FAIR TO ASK ME ABOUT LOVERS BEFORE YOU."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 7: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "ALL OF A SUDDEN YOU KEEP TALKING ABOUT HIV ALL THE TIME, AND YOU SEEM UP TIGHT WHEN WE ARE MAKING LOVE. WHAT'S BOTHERING YOU? ARE YOU GOING TO ASK ME TO WEAR A RUBBER?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I WAS JUST KIDDING ABOUT USING A RUBBER. I HATE THEM. THEY DESTROY THE CLOSENESS BETWEEN US."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "I DON'T KNOW WHY WE CAN'T FORGET ABOUT HIV AND ENJOY BEING TOGETHER."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 8: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "REMEMBER THAT REALLY PRETTY KID WE KNEW YEARS AGO - JEFF? WELL I HEAR HE HAS AIDS. IT DOESN'T SEEM POSSIBLE. YOU LOOK SO YOUNG AND HEALTHY THAT I KNOW YOU COULDN'T BE HIV POSITIVE. SOMETIMES I DO WONDER IF WE SHOULD USE CONDOMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I THINK ABOUT CONDOMS BUT THEN I PUT THEM OUT OF MY MIND."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "WHEN WE GET OLDER, WE CAN WORRY ABOUT CONDOMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 9: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "WE HAVE BEEN TOGETHER ALL THIS TIME, AND NOW YOU ARE TELLING ME I HAVE TO USE A DENTAL DAM FOR ORAL SEX? IT'S ABSURD. DO YOU KNOW SOMETHING I DON'T KNOW? HAVE YOU BEEN CHEATING ON ME?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "WHAT'S HAPPENED TO THE TRUST

IN OUR RELATIONSHIP?"

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "IT HURTS ME TO THINK WE HAVE GOTTEN TO THE POINT OF USING DENTAL DAMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 10: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "WE MET FIVE YEARS AGO, AND AT THE TIME YOU TOLD ME I WAS YOUR FIRST LOVER. I NEVER HID THE FACT THAT BEFORE YOU I HAD MANY LOVERS. ALL OF A SUDDEN YOU SEEM TO WANT TO KNOW IF ANY OF MY EX-LOVERS ARE HIV POSITIVE. WHY ARE YOU CURIOUS?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I HAVE BEEN FAITHFUL TO YOU. DON'T YOU THINK HIV WOULD HAVE SHOWN UP BY NOW IF EITHER OF US HAD IT?"

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "AREN'T WE SAFE BY BEING TOGETHER THIS LONG AND NOT CHEATING ON EACH OTHER?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

Those were great practice sessions.

How are you feeling on the Feeling Thermometer?

OBTAIN READINGS AND ENCOURAGE REACTIONS TO THE EXERCISE.

Exercise 7: Deciding When Not To Be Assertive
(10 minutes)

To begin this brief section I need two volunteers.

Who will be Arnold and who will be Betty?

SELECT VOLUNTEERS, GIVE THEM THE SCRIPT, AND HAVE THEM READ IT ALOUD.

Arnold and Betty

ARNOLD: What did you say to me?

BETTY:I said I would appreciate it if you would wear a condom. I don't want to suck your penis unless it has a condom on it.

ARNOLD: If you bring that up one more time, I'm going to beat the shit out of you. Do you understand?

BETTY:When you get mean like this, I feel you don't care about me.

ARNOLD: I'm warning you. Keep whining like that and you'll end up with a busted jaw.

BETTY:I'm just trying to tell you what is important to me.

ARNOLD: Don't raise your voice to me, Betty. I am getting pissed. Very pissed. When I tell you to suck, you better get down on your knees and suck. Suck and swallow. Is that clear?

BETTY:It's clear but...

ARNOLD: Don't cry. Just do it. I'm warning you. One more word out of you and wham!

BETTY:OK, Arnold.

THE END

So, what is this scene about?

ENCOURAGE RESPONSES.

The issue is knowing when to be assertive and when not.

When will being assertive lead to violence and abuse?

What are the signs of violence and abuse in a relationship?

ENCOURAGE ANSWERS. HAND OUT "ABUSE AND VIOLENCE IN A RELATIONSHIP." GO OVER IT.

ABUSE AND VIOLENCE IN A RELATIONSHIP

1. VIOLENCE PROGRESSES FROM:

- SHOVING
- SLAPPING
- CRITICIZING
- BECOMING JEALOUS

TO:

- LOCKING UP

CHOKING

CUTTING

BREAKING A JAW

2. SOMETHING OUTSIDE OF THE RELATIONSHIP USUALLY HAS TO STOP IT.
3. VIOLENCE IN A RELATIONSHIP IS A CYCLE WITH DENIAL AT THE CENTER.
TENSION-BUILDING

VIOLENCE

HONEYMOON

4. EMOTIONAL ABUSE IS HIGHLY EFFECTIVE.

ISOLATE PERSON FROM SOCIAL SUPPORT

MAKE PERSON DEPENDENT

ELIMINATE COMPETITION

KEEP PERSON FOCUSED ON THE ABUSER

FRUSTRATE PERSON

WEAKEN PERSON MENTALLY AND PHYSICALLY

CULTIVATE ANXIETY AND DESPAIR

ENCOURAGE COMPLIANCE

STRESS THE FUTILITY OF RESISTANCE

OCCASIONALLY INDULGE THE PERSON

What signs would tell you that you might get hurt if you pushed being assertive too far?

ENCOURAGE RESPONSES AND DISCUSS.

The point is that you have to decide when your physical safety is at stake from violence and act accordingly.

Exercise 8: Understanding Group Norms
(10 minutes)

Another factor that influences negotiations is what the group believes.

If you are going in the same direction as the group, it is easier to convince somebody.

If you are going in the opposite direction, it is harder.

What does the well dressed guy wear these days?

Call out ideas.

WRITE THEM ON NEWSPRINT.

Let's do the same for the well dressed girl.

WRITE A LIST ON NEWSPRINT.

You can see how strongly the group's definitions of what to wear or how to cut your hair or the correct language can be.

What could a person do?

We'll look at a situation with Preston.

What would you tell Preston?

How would you help him solve his problem?

Remember to define the problem, look for a goal, come up with alternatives, select the best one, and prepare to try it.

READ PRESTON'S PROBLEM TO THE GROUP.

PRESTON'S PROBLEM

Three of my friends - Steve, Russell, and Gilbert - love to get high on crack, watch porno films, and then get into a big group bang. Everybody is into everybody else, and nothing is safe. They invite other of my friends to these parties.

I want to stay safe. They tell me I can come, try crack, watch the films, and stay away from sex. I don't think I am that strong. They won't listen to me, and they are always pressuring me to join them.

Recently they tried to fool me. They invited me over and said there was no party. Everybody was hiding in the back and popped out when I got there.

I like these guys and want to keep them as friends, but I am determined to practice safer sex. I don't want to be pushed out of the group either. What should I do?

THE END

Take about five minutes as a group and figure out what you would tell Preston.

HAVE THE GROUP WORK ON PRESTON'S PROBLEM WITH GROUP NORMS. AFTER FIVE MINUTES, ASK THEM TO SUMMARIZE WHAT THEY WOULD DO.

There is no one way to deal with group pressure.

You have lots of great ideas in what you said.

POINT OUT IDEAS THAT LOOK AT ALTERNATIVES AND TRY TO MAKE REASONABLE, SMALL CHANGES IN THE SITUATION. ALSO EXPLORE HOW TO CHANGE GROUP NORMS.

Exercise 9: Helping a Friend Be Assertive
(15 minutes)

Now we want to practice helping a friend be assertive in a sexual situation.

I am going to divide the group in half and a co-group leader will go with each half.

You can then go through a role play and receive feedback.

DIVIDE THE GROUP INTO TWO - EACH WITH A GROUP LEADER. THE INSTRUCTIONS ARE THE SAME FOR BOTH GROUP LEADERS. ROLE PLAY GIVING HELP ON ASSERTION.

Who will play Maria and who will play Ida?

SELECT VOLUNTEERS.

Maria, your goal is to help Ida be assertive with a new lover.

Maria, what is your goal?

HAVE MARIA STATE HER GOAL: TO HELP IDA BE ASSERTIVE WITH A NEW LOVER.

Ida, your situation is that your new lover doesn't practice safer sex and you are afraid to bring the topic up.

You want to know what you should do.

Ida, what is your situation?

HAVE IDA STATE HER SITUATION: HER NEW LOVER DOESN'T PRACTICE SAFER SEX; SHE IS AFRAID TO BRING IT UP AND WANTS TO KNOW WHAT TO DO.

The rest of us will be observers.

You will each have a specific task.

ASSIGN OBSERVER TASKS.

You watch....

- Their facial expressions
- Their tone of voice
- Their postures
- Their words
- Their gestures
- Their voice level
- Their eye contact

After the role play we will give feedback.

First, tell us what you liked about the way they handled the situation.

Next tell us one thing you observed.

Last tell us what you would have done differently if you had been in the role play - don't tell us what they "should" have done.

OK, let's start the role play.

HAVE IDA AND MARIA DO THE ROLE PLAY. ALLOW IT TO GO ON FOR A FEW MINUTES - NOT TOO LONG.

That was great!

GIVE OUT TOKENS.

Maria and Ida, how do you feel now on the Feeling Thermometer?

OBTAIN RESPONSES.

Maria, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Ida, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Now let's here from the observers: what you liked, observed, and would do differently.

OBTAIN FEEDBACK AND DISCUSS.

Who will play Herb and who will play Gus?

SELECT VOLUNTEERS.

Herb, your goal is to help Gus deal with the fact that his new lover refuses to have sex with a condom.

Gus asked her to let him use a condom, and she flatly refused.

She says that using a condom means he doesn't want a long term relationship with her.

Herb, what is your goal?

HAVE HERB STATE HIS GOAL: TO HELP GUS DEAL WITH HIS NEW LOVER'S REFUSAL TO LET HIM USE A CONDOM.

Gus, your goal is to get help so that your new lover will use a condom.

Gus, what is your goal?

HAVE GUS STATE HIS GOAL: TO GET HELP SO THAT HIS NEW LOVER WILL LET HIM USE A CONDOM.

The rest of us will be observers.

You will each have a specific task.

ASSIGN OBSERVER TASKS.

You watch....

- Their facial expressions
- Their tone of voice
- Their postures
- Their words
- Their gestures
- Their voice level
- Their eye contact

After the role play we will give feedback.

First, tell us what you liked about the way they handled the situation.

Next tell us one thing you observed.

Last tell us what you would have done differently if you had been in the role play - don't tell us what they "should" have done.

OK, let's start the role play.

HAVE HERB AND GUS DO THE ROLE PLAY. ALLOW IT TO GO ON FOR A FEW MINUTES - NOT TOO LONG.

That was great!

GIVE OUT TOKENS.

Herb and Gus, how do you feel now on the Feeling Thermometer?

OBTAIN RESPONSES.

Herb, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Gus, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Now let's here from the observers: what you liked, observed, and would do differently.

OBTAIN FEEDBACK AND DISCUSS.

Who will play Frank and who will play Irene?

SELECT VOLUNTEERS.

Frank, your goal is to help Irene talk to her long term lover about practicing safer sex. They have been together three years.

Frank, what is your goal?

HAVE FRANK STATE HIS GOAL: TO HELP IRENE TALK TO HER LOVER ABOUT PRACTICING SAFER SEX.

Irene, your goal is to find a way to talk to your lover about the need for practicing safer sex without offending him. Getting HIV really worries you. You have ben together three years.

Irene, what is your goal?

HAVE IRENE STATE HER GOAL: TO SPEAK TO HER LOVER ABOUT CHANGING BEHAVIOR AND PRACTICING SAFER SEX WITHOUT OFFENDING HIM.

The rest of us will be observers.

You will each have a specific task.

ASSIGN OBSERVER TASKS.

You watch....

- Their facial expressions
- Their tone of voice
- Their postures
- Their words
- Their gestures
- Their voice level
- Their eye contact

After the role play we will give feedback.

First, tell us what you liked about the way they handled the situation.

Next tell us one thing you observed.

Last tell us what you would have done differently if you had been in the role play - don't tell us what they "should" have done.

OK, let's start the role play.

HAVE FRANK AND IRENE DO THE ROLE PLAY. ALLOW IT TO GO ON FOR A FEW MINUTES - NOT TOO LONG.

That was great!

GIVE OUT TOKENS.

Frank and Irene, how do you feel now on the Feeling Thermometer?

OBTAIN RESPONSES.

Frank, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Irene, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Now let's here from the observers: what you liked, observed, and would do differently.

OBTAIN FEEDBACK AND DISCUSS.

Everybody did a really great job.

Who will play Stuart and who will play Weston?

SELECT VOLUNTEERS.

Stuart, your goal is to help Weston convince his long-term lover to use a condom.

Weston does not want to confront his lover about it, but suspects his lover may have slipped several times.

Stuart, what is your goal?

HAVE STUART STATE HIS GOAL: TO HELP WESTON TALK TO HIS LOVER ABOUT PRACTICING SAFER SEX WITHOUT BRINGING UP ANY THING ABOUT AFFAIRS.

Weston, your goal is to find a way to talk to your lover about the need for practicing safer sex without making her think that you know about her past indiscretions. Getting HIV really worries you.

Weston, what is your goal?

HAVE WESTON STATE HIS GOAL: TO SPEAK TO HIS LOVER ABOUT CHANGING BEHAVIOR AND PRACTICING SAFER SEX WITHOUT BRINGING UP HAVING AFFAIRS.

The rest of us will be observers.

You will each have a specific task.

ASSIGN OBSERVER TASKS.

You watch....

- Their facial expressions
- Their tone of voice
- Their postures
- Their words
- Their gestures
- Their voice level
- Their eye contact

After the role play we will give feedback.

First, tell us what you liked about the way they handled the situation.

Next tell us one thing you observed.

Last tell us what you would have done differently if you had been in the role play - don't tell us what they "should" have done.

OK, let's start the role play.

HAVE STUART AND WESTON DO THE ROLE PLAY. ALLOW IT TO GO ON FOR A FEW MINUTES - NOT TOO LONG.

That was great!

GIVE OUT TOKENS.

Stuart and Weston, how do you feel now on the Feeling Thermometer?

OBTAIN RESPONSES.

Stuart, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Weston, what did you like about the way you handled it and tell us one change you would have made.

OBTAIN RESPONSE.

Now let's here from the observers: what you liked, observed, and would do differently.

OBTAIN FEEDBACK AND DISCUSS.

Everybody did a really great job.

Exercise 10: Initiating An HIV/AIDS Conversation
(10 minutes)

Now we want to practice starting a conversation about HIV/AIDS.

Remember some of the characteristics of a good HIV message are that being concerned about AIDS is smart, more and more people are worried and doing something about it, safer sex is a wise thing to do, use yourself as an example with "I" statements, and give practical suggestions when asked.

Right now, however, all I want you to do is to practice getting started.

So, start the conversation and then mention one thing you learned.

I'll show you what I mean.

Who will help me read two examples?

SELECT VOLUNTEER.

You read the "friend" and I'll read the "leader."

We will give you two examples of starting a conversation on HIV/AIDS.

EXAMPLES OF STARTING A CONVERSATION

SCENE 1:

LEADER: How are you doing?

FRIEND: OK. What about you?

LEADER: I have been going to Project LIGHT II. It's a training program on safer sex. I've been thinking a lot about how to protect myself against AIDS. I also learned how to tell somebody what I want.

OR

SCENE 2:

LEADER: What's happening?

FRIEND: Not much.

LEADER: This AIDS thing has got me worried.

FRIEND: How come?

LEADER: I've been going to this program on safer sex. There's a lot of stuff I'm learning there. I learned how to make using protection more fun.

THE END

There are lots of other ways you could start.

You could mention a mutual friend who is HIV positive or has AIDS.

You could ask what the person thought about Magic Johnson or Arthur Ashe.

We will break into two groups and practice starting a conversation.

DIVIDE THE GROUP IN HALF. A GROUP LEADER GOES WITH EACH HALF. ONE AT A TIME HAVE EACH PERSON DEMONSTRATE STARTING A CONVERSATION WITH ANOTHER GROUP MEMBER. AFTER EACH ONE GIVE FEEDBACK ON WHAT WAS LIKED AND WHAT WOULD THE OBSERVER DO DIFFERENTLY. KEEP THE FEEDBACK BRIEF OR OBTAIN FEEDBACK FROM ONLY ONE OR TWO PEOPLE.

Are there any barriers to starting a conversation that we need to work on?

DISCUSS BARRIERS AND BRAINSTORM SOLUTIONS.

Exercise 11: Ending - Assigning Homework
(5 minutes)

Between now and the next session I would like you to open a conversation with someone you know but are not best friends.

Start a conversation about how you learned to be more assertive in sexual scenes.

Explain why being assertive makes sense - can stand up for what you want, say "no" more easily, handle pressure from others.

Don't try to give the person advice.

Remember that by helping your friends ("brothers and sisters") you are not only making a contribution to your group, but you are also setting trends, being a special person.

The homework, then, is to start an HIV/AIDS conversation with one person and tell them what you learned about how to be assertive.

Any questions?

Here are some more Score Cards.

PASS OUT SCORE CARDS.

Between now and our next session please write down on your Score Card that you started an HIV conversation, anything you did to practice safer sex, and anything you did to make your life better.

In the second half of Session 2 we worked on social situations, including dating issues, communication, negotiating with a partner around safer sex, and working out a safer sex problem with a long term partner.

How are you feeling on the Feeling Thermometer?

ENCOURAGE SHARING OF READINGS.

This session has been very interactive.

You have had to do a lot of negotiating with each other.

I want to take a few minutes and let's show appreciation to each other.

ENCOURAGE GIVING EACH OTHER STROKES. MODEL GIVING OUT TOKENS AND COMMENTING ON PARTICIPANTS' CONTRIBUTIONS.

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

We will be working on giving HIV/AIDS messages to our friends.

Please complete your evaluations now.

PASS OUT EVALUATIONS.

Next we will take care of payments.

HANDLE PAYMENTS

I really enjoyed working with you today.

Thanks a lot.

I look forward to seeing you next time.

END OF SESSION 5

GIRLS' VIEWS OF EFFECTIVE MALE ACTIONS

1. HE DISPLAYED A GOOD SENSE OF HUMOR.
2. HE WAS SYMPATHETIC TO HER TROUBLES.
3. HE SHOWED GOOD MANNERS.
4. HE KEPT HIMSELF WELL-GROOMED.
5. HE MADE AN EFFORT TO SPEND A LOT OF TIME WITH A PARTICULAR WOMAN.
6. HE OFFERED TO HELP HER.
7. HE SHOWERED DAILY.
8. HE KEPT PHYSICALLY FIT TO CREATE A HEALTHY APPEARANCE.
9. HE EXERCISED.
10. HE WORE ATTRACTIVE OUTFITS.
11. HE TOLD PEOPLE HOW IMPORTANT HE WAS AT WORK.
12. HE BRAGGED ABOUT HIS CAR.
13. HE SHOWED OFF HIS ABILITY TO DRINK A LOT.
14. HE HAD SEX ON THE FIRST DATE.
15. HE LET A WOMAN CONTROL THE CONVERSATION.
16. HE PRETENDED TO BE INTERESTED IN THE WOMAN'S INTERESTS.
17. HE WORE SEXY CLOTHES.
18. HE FLEXED HIS MUSCLES.
19. HE WALKED IN A SEXY MANNER.
20. HE FLIRTED VERBALLY AND VISUALLY.

BOYS' VIEWS OF EFFECTIVE FEMALES ACTIONS

1. SHE DISPLAYED A GOOD SENSE OF HUMOR.
2. SHE KEPT HERSELF WELL-GROOMED.
3. SHE WAS SYMPATHETIC TO HIS TROUBLES.
4. SHE SHOWED GOOD MANNERS.
5. SHE SHOWERED DAILY.
6. SHE KEPT HERSELF PHYSICALLY FIT TO CREATE A HEALTHY APPEARANCE.
7. SHE MADE UP JOKES TO MAKE MEN LAUGH.
8. SHE MADE AN EFFORT TO SPEND A LOT OF TIME WITH A PARTICULAR MAN.
9. SHE WORE STYLISH, FASHIONABLE CLOTHES.
10. SHE OFFERED TO HELP HIM.
11. SHE WORE SKIMPY CLOTHES TO IMPRESS GUYS.
12. SHE ACTED SEXY TO INTEREST HIM.
13. SHE GAVE ENCOURAGING GLANCES TO GUYS.
14. SHE TRIED TO APPEAR INDIFFERENT TO THE GUY SHE REALLY LIKED.
15. SHE SLEPT AROUND WITH A LOT OF GUYS.
16. SHE PRETENDED TO BE HELPLESS.
17. SHE TOLD HIM THINGS HE WANTED TO HEAR.
18. SHE SHOWED OFF HER DRIVING SKILLS.
19. SHE SHOWED OFF HER PHYSICAL STRENGTH.
20. SHE BRAGGED ABOUT HER ACCOMPLISHMENTS.
21. SHE WORE EARRINGS.

Danny and Debbie

DANNY: I'm sorry, baby. I'm sorry. I'm sorry. I'm sorry.

DEBBIE: I don't like being hit. I told you before that if you go upside my head one more time, we are through.

DANNY: Oh, please don't leave me. I won't do it again. I promise.

DEBBIE: That's what you said last time. I wasn't fooling around. Either you pack up and leave by noon or I'll find some other place to live.

DANNY: You're serious? It's my drinking. I never hit you when I'm not drinking.

DEBBIE: Danny, there is a lot I like about you. I don't want to give you up, but nobody is going to hit me twice. There is nothing that would make me stay with someone who does that. I agree the drinking is a big part of it. So go to AA.

DANNY: One more chance.

DEBBIE: You had your one more chance.

DANNY: Damn!

DEBBIE: I'm sorry that you're hurt and angry, but I come first in this business. I'm going out now, and I will respect you a whole lot, if when I come back, you are gone.

THE END

Susan and Steve

SUSAN: I like you too, but you're going a little too fast for me.

STEVE: Come on. You know you like it.

SUSAN: Don't touch me there.

STEVE: Baby, I'm just sending you some of my love.

SUSAN: I'll let you know when I want it.

STEVE: Sweetheart, you are beautiful, so beautiful, and I've got something that will make you squirm with delight.

SUSAN: Where's the condom?

STEVE: What the hell is this? You are one big prick-tease.

SUSAN: No respect - no sex. No condom - no sex. I think you better find yourself somebody else.

STEVE: Girl, have you just been playing with me, leading me on?

SUSAN: Good bye, Steve. I'll see you around sometime.

THE END

FEELING THERMOMETER ON COMMUNICATION

FEELING THERMOMETER

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

SITUATION

FEELING
THERMOMETER
LEVEL

1. You meet a new person that you like and say, "One thing I want to make clear: No sex without protection."

2. You say to your lover, "I'd feel a lot better if we practiced safer sex," and your lover says, "That's fine with me."

3. It is the first time you are going to have sex with someone you recently met. You feel real turned on. The person says to you, "If you expect me to use protection, forget it. You can leave. I can find good sex without you."

THE RIGHTS OF A SELF-CONFIDENT PERSON

1. YOU HAVE THE RIGHT TO JUDGE YOUR OWN BEHAVIOR, THOUGHTS, AND EMOTIONS, AND TO TAKE UPON YOURSELF THE RESPONSIBILITY FOR THEM AND THEIR CONSEQUENCES.
2. YOU HAVE THE RIGHT TO OFFER NO REASONS OR EXCUSES FOR JUSTIFYING YOUR BEHAVIOR.
3. YOU HAVE THE RIGHT TO DECIDE IF YOU ARE RESPONSIBLE FOR SOLVING OTHER PEOPLE'S PROBLEMS.
4. YOU HAVE THE RIGHT TO CHANGE YOUR MIND.
5. YOU HAVE THE RIGHT TO MAKE MISTAKES - AND BE RESPONSIBLE FOR THEM.
6. YOU HAVE THE RIGHT TO SAY, "I DON'T KNOW."
7. YOU HAVE THE RIGHT TO DISREGARD HOW NICE OTHERS HAVE BEEN TO YOU IN THE PAST BEFORE DEALING WITH THEM NOW.
8. YOU HAVE THE RIGHT TO BE ILLOGICAL IN MAKING DECISIONS.
9. YOU HAVE THE RIGHT TO SAY, "I DON'T UNDERSTAND."
10. YOU HAVE THE RIGHT TO SAY, "I DON'T CARE."

[adapted from M. J. Smith's When I say no, I feel guilty.]

I STATEMENTS

AN "I STATEMENT" TELLS OTHER PEOPLE DIRECTLY WHAT BOTHERS YOU ABOUT THEIR BEHAVIOR, WHAT CHANGES YOU WOULD LIKE TO SEE AND WHY. IN PERSONAL, NON-THREATENING TERMS IT EXPLAINS HOW THE SITUATION MAKES YOU FEEL.

CONDITIONS

"I STATEMENTS" ARE OFTEN USED IN A CONFLICT SITUATION THAT KEEPS HAPPENING AND IS GETTING HOTTER.

"I STATEMENTS" ARE USED AFTER A SIMPLE REQUEST HAS BEEN MADE WITHOUT ANY RESULT.

COMPONENTS AND STEPS

1. DESCRIBE THE PROBLEM BEHAVIOR.
2. STATE THE EFFECT OF THE PROBLEM BEHAVIOR ON YOU.
3. SHOW THAT YOU ARE AWARE OF THE OTHER PERSON'S NEEDS.
4. REQUEST A SPECIFIC, POSITIVE, BEHAVIOR CHANGE.
5. STATE THE CONSEQUENCES, PARTICULARLY THE IMPACT OF MAKING THE BEHAVIOR CHANGE ON YOU.

EXAMPLE

BACKGROUND: DONNA AND STAN ARE HAVING MAD, PASSIONATE SEX. STAN HAS PROMISED DONNA THAT WHEN HE GETS READY TO PUT IT IN THAT HE WILL USE A RUBBER. SUDDENLY STAN JABS HIS PENIS AT DONNA'S VAGINA. DONNA LOOKS DOWN AND REALIZES THAT STAN DOES NOT HAVE ON A RUBBER.

DONNA'S "I STATEMENT": "STAN, WHEN YOU DON'T PUT A RUBBER ON LIKE YOU AGREED TO, I FEEL REALLY ANGRY BECAUSE I EXPECT YOU TO DO AS YOU SAID YOU WOULD. I DON'T WANT TO GET HIV. I KNOW YOU THINK IT FEELS SEXIER WITHOUT ONE. I WANT US BOTH TO BE SATISFIED. LISTEN, IF YOU KEEP YOUR PART OF THE DEAL BY PUTTING IT ON, I'D FEEL A LOT HAPPIER AND BE MORE WILLING TO HAVE SEX WITH YOU ALL NIGHT LONG.

NOTE: DON'T ASSUME THAT BECAUSE YOU USE AN "I STATEMENT" THE OTHER PERSON WILL SUDDENLY CHANGE. THE POINT IS NOT TO MANIPULATE THE OTHER PERSON BUT TO COMMUNICATE HONESTLY WHAT YOUR NEEDS ARE.

CONFIDENT COMMUNICATION FEEDBACK FORM

HOW WELL DID THE PARTICIPANT

- | | | | | | |
|----|--|------|----|-------------------|--|
| 1. | STATE HIS NEEDS CLEARLY AND DIRECTLY? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 2. | SHOW UNDERSTANDING FOR THE OTHER PERSON'S NEEDS? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 3. | RECOMMEND THE DESIRED OUTCOME? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 4. | SPEAK SLOWLY? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 5. | SPEAK CLEARLY? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 6. | AVOID THREATS? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 7. | MAINTAIN EYE CONTACT? | | | | |
| | Excellent | Good | OK | Needs Improvement | |
| 8. | KEEP AT IT? (NOT GIVE UP) | | | | |
| | Excellent | Good | OK | Needs Improvement | |

1,FRONT,"I,"

PASS TO THE PERSON WHO SPEAKS CLEARLY

SCENE: Bobby is an older friend you have known for years. Several times in the past she/he has helped you out of trouble. He/she has never asked anything from you.

TOM: This will surprise you, but I really want to have sex with you. I've been dreaming about it for years. (WAIT FOR A REPLY)

TOM: I'll even pay you for it. (WAIT FOR A REPLY)

TOM: You owe me something. All the things I did for you. (WAIT FOR A REPLY)

TOM: What an ungrateful shit you turned out to be.

2,FRONT,"I,"

PASS TO THE PERSON WHO SPEAKS QUIETLY

SCENE: You go over to your good friend's hang out. Your friend is smoking crack and is pretty high.

FRIEND: Take a smoke. I got plenty of it - good stuff. Come on, you'll love it. (WAIT FOR A REPLY)

FRIEND: It's not going to hurt you. Really! Are you my good friend or not? I'm telling you it's the best I've had in years. (WAIT FOR A REPLY)

FRIEND: Don't give me that shit! Wait till you see what else I got. Really hot porno pictures. They will really get you wet. I'm so horny. Please! You got to try this crack. (WAIT FOR REPLY)

FRIEND: You're in such a bad mood. This stuff will help you, seriously.

3,FRONT,"I"

PASS TO THE PERSON WHO IS VERY FORCEFUL

SCENE: One of the people in your group gets very familiar when high. This person starts touching people all over. Always trying to get a feel. Then, Fingers, as the person is called, acts like nothing happened. Today Fingers is all over you in a very sneaky way. Fingers walks by and gives your ass a long, slow pat. You hate it.

FINGERS: Why you looking at me like that? Nothing happened. (WAIT FOR A REPLY)

FINGERS: Who is touching you? Have you something good there to touch? I'll bet you would really like a little action and just haven't the guts to ask for it. (WAIT FOR A RESPONSE)

FINGERS: If you want some real fingering, let's go out back. (WAIT FOR A RESPONSE)

FINGERS: You are such a tease. I don't believe a word you're saying.

4,FRONT,"I"

PASS TO THE PERSON WHO LOOKS YOU IN THE EYE

SCENE: Your partner believes that using protection cuts down on the feeling of sex. But you have an agreement to practice safer sex. Often when your partner gets drunk, your partner tries to sneak in having sex without protection. You and your partner have been drinking.

PARTNER: I can tell you are feeling pretty mellow. One more drink and you'll be ripe. I'm way ahead of you, but you're catching up. Then we can get between the sheets. (WAIT FOR A REPLY)

PARTNER: Skin on skin. Juice to juice. That's the best way. Have another drink. (WAIT FOR A REPLY)

PARTNER: Baby, you are too good to have something come between us. Please, pretty please. Have some more to drink. It's going to wear off soon if you don't keep drinking. (WAIT FOR A REPLY)

PARTNER: You make me so sad. I love what you have, but I want it raw not cooked.

5,FRONT,"I"

PASS TO THE PERSON WHO STANDS UP STRAIGHT

SCENE: One of your friends is shy and doesn't hang out with many other people. In some ways your friend is homesick. You often have to go there and see what's happening. When you go today, your friend is lying in bed. Your friend appears out of it.

FRIEND: I know I shouldn't have taken the stuff, but I thought it might make me feel better. I am so f..king lonely. I saved a pill for you. Take it and lie next to me. (WAIT FOR A RESPONSE)

FRIEND: I'm so cold. Please take off your clothes and get in here with me. Hold me. (WAIT FOR A REPLY)

FRIEND: Nothing will happen. I just need you to warm me up and hold me. (WAIT FOR A REPLY)

FRIEND: I'm not asking that you rob a bank. I just want you to be covering me with your naked body so I won't feel so lonely.

6,FRONT,"I"

PASS TO THE PERSON WHO USES GESTURES WHEN SPEAKING

SCENE: Lola is very sexy but probably still a virgin. You believe that if Lola was seduced, suicide would be the result. You like each other a lot. You have done some kissing and feeling but never intercourse. You and Lola have been drinking a lot of rum. Suddenly Lola becomes very affectionate.

LOLA: I know you want sex with me. I want it too, but I'm a virgin because of my religion. I want you so much. Go ahead and do it. No, I didn't mean that. Oh, yes, please do it, but be easy. (WAIT FOR A REPLY)

LOLA: I want to show you that I love you. I feel so excited. I'm ready. What are you waiting for? (WAIT FOR A REPLY)

LOLA: Don't you want me? Don't you like me? Can't you see how ready I am. What's the problem? (WAIT FOR A REPLY)

LOLA: I can feel you're excited too. Don't talk. Just do it.

7,FRONT,"I"

PASS TO THE PERSON WHO IS GOOD AT LISTENING

SCENE: You have no money and haven't eaten for several days. You decide to go to school to see if you can get some food or borrow some money. So far you have not been very successful in getting anything at school. You see the gym teacher and ask for a loan of two dollars. The gym teacher looks you over and says

TEACHER: I'm not giving you money. But you can earn it. Come out to my car. It's very comfortable and safe. (WAIT FOR A REPLY)

TEACHER: I got the money. You want the money. You got what I want. We can trade. (WAIT FOR A REPLY)

TEACHER: If you're good, there may even more in it for you. (WAIT FOR A REPLY)

TEACHER: You may end up getting your ass kicked out of here.

8,FRONT,"I"

PASS TO THE PERSON WHO TREATS OTHERS WITH RESPECT

SCENE: You are sitting around with 4 or 5 of your group. One of them recently stole a little money and has offered to buy some crack for everybody to smoke together. They are all getting ready to go, find some crack, and smoke it.

T.J.: You're coming, aren't you? Everybody's going. (WAIT FOR A REPLY)

T.J.: It's going to be great. Come on, let's go. We've been waiting for this. And it's a gift. (WAIT FOR A REPLY)

T.J.: What's happening to you? Going soft on us? We not good enough for you? (WAIT FOR A REPLY)

T.J.: Don't be stubborn. A little crack never hurt anybody.

9,FRONT,"I"

PASS TO THE PERSON WHO IS DIRECT

SCENE: Your friend has been depressed for weeks. You are worried. You got the word to come over fast. You did.

FRIEND: I feel like shit. Nothing's ever going to change. If somebody loved me and made love to me, I might feel better. I'm so scared. I'd have to be high to get enough courage to find someone and get in bed with them. Let's go get high together. Please! (WAIT FOR A REPLY)

FRIEND: You're my only friend. I have no one else to ask. We'll get high and then find some sex. (WAIT FOR A REPLY)

FRIEND: If you don't come with me, I'll die. Oh, shit, I feel so terrible. (WAIT FOR A REPLY)

FRIEND: I'm going to cry and cry and cry and cry.

10,FRONT,"I"

PASS TO THE PERSON WHO IS VERY OPEN

SCENE: Your partner wants you to get high because your partner thinks you are freer sexually when you have some drinks in you. Sometimes you wonder if you can really trust your partner. Once your partner put something in your drink. You go to your partner's place. The drinking has already started. There is a drink poured for you.

PARTNER: I've been waiting for you. Thinking about that nice body of yours. Here's a drink to get you started. Just a lot of orange juice and a drop of vodka. Drink it down. (WAIT FOR A REPLY)

PARTNER: There's not enough vodka in there to kill a fly. (WAIT FOR A REPLY)

PARTNER: Would I do something sneaky to you? Don't you trust me? (WAIT FOR A REPLY)

PARTNER: Baby, baby, baby. What are you up to? No drinks, no sex, no feeling around, no naked dancing. What's going on?

GUIDELINES FOR NEGOTIATING

1. STATE WHAT YOU WANT TO HAVE IN ONE SHORT SENTENCE.
2. STATE WHAT YOU WANT TO SEE OR HEAR - NOTHING ELSE.
3. STATE WHAT YOU WANT TO HAVE HAPPEN, NOT WHAT YOU DON'T WANT.
4. STATE WHAT YOU THINK THE OTHER PERSON WANTS ALSO.
5. LISTEN WITHOUT INTERRUPTING.
6. EXPLAIN WITHOUT BLAMING.

GUIDELINES FOR COUPLES IN PROBLEM SOLVING

STEP 1: DEVELOP A CLEAR WELL-DEFINED PROBLEM STATEMENT.

ALWAYS BEGIN WITH SOMETHING POSITIVE WHEN STATING THE PROBLEM.

USE SPECIFIC BEHAVIORS TO DESCRIBE WHAT IS NOT LIKED RATHER THAN USING DEROGATORY LABELS OR OVERGENERALIZATIONS.

MAKE CONNECTIONS BETWEEN THOSE SPECIFIC BEHAVIORS AND FEELINGS THAT ARISE IN RESPONSE TO THEM.

ADMIT ONE'S OWN ROLE IN THE DEVELOPMENT OF THE PROBLEM.

BE BRIEF AND MAINTAIN A CURRENT OR FUTURE FOCUS. DON'T DWELL ON THE PAST.

STEP 2: BRAINSTORM AS MANY SOLUTIONS AS POSSIBLE.

FOCUS ON MUTUALITY AND COMPROMISE BY CONSIDERING SOLUTIONS THAT INVOLVE CHANGE BY BOTH PARTNERS.

OFFER TO CHANGE SOMETHING IN ONE'S OWN BEHAVIOR.

ACCEPT, FOR A BEGINNING, A CHANGE LESS THAN THE IDEAL SOLUTION.

STEP 3: DISCUSS THE ADVANTAGES AND DISADVANTAGES OF EACH SUGGESTION BEFORE REACHING AGREEMENT.

STEP 4: PREPARE A FINAL CHANGE AGREEMENT THAT IS SPELLED OUT IN CLEAR, DESCRIPTIVE, BEHAVIORAL TERMS, THAT IS RECORDED IN WRITING, AND THAT INCLUDES CUES REMINDING EACH PARTNER OF CHANGES HE HAS AGREED TO MAKE.

GENERAL GUIDELINES

DEVELOP AN AGENDA FOR EACH PROBLEM-SOLVING DISCUSSION.

DISCUSS ONLY ONE PROBLEM AT A TIME. (BEWARE OF SIDETRACKING)

TALK ABOUT ONLY WHAT YOU CAN OBSERVE. DON'T TRY TO GUESS WHAT IS "BEHIND" IT.

PARAPHRASE WHAT THE PARTNER HAS SAID AND CHECK OUT THE ACCURACY OF WHAT WAS HEARD BEFORE RESPONDING TO THE STATEMENT.

[Adapted from Margolin, G. & Fernandez, V. (1985) Marital dysfunction, pgs. 708-9 in M. Hersen & A. Bellack, Eds., Handbook of Clinical Behavior Therapy with Adults. New York: Plenum.]

CARD 1: SHORT TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I'M SO GLAD WE MET TONIGHT. YOU REALLY TURN ME ON. ALL I CAN THINK ABOUT IS GOING SOMEWHERE, LYING IN EACH OTHER'S ARMS, AND THEN LETTING GO COMPLETELY."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I'M NOT HIV POSITIVE. SO I DON'T NEED TO WEAR A CONDOM."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "IT SOUNDS LIKE YOU DON'T TRUST ME ALREADY."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 2: SHORT TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I REALIZE WE HAVE ONLY KNOWN EACH OTHER A WEEK, BUT I LOVE YOU DEEPLY. I WILL NEVER CHEAT ON YOU. SO YOU DON'T NEED TO WORRY ABOUT CONDOMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "CONDOMS ARE FOR PEOPLE WHO DON'T LOVE EACH OTHER."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "CONDOMS ARE FOR PEOPLE WHO CHEAT ON EACH OTHER."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 3: SHORT-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "AFTER THE FIRST WEEK, YOU TOLD ME I HAD TO USE A CONDOM. I'VE THOUGHT ABOUT IT. I'LL USE A CONDOM FOR SCREWING IF I CAN HAVE A LOT MORE ORAL SEX. THAT'S THE KIND OF SEX I REALLY LIKE."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I'M NOT SURE I WANT TO HANG AROUND IF YOU WON'T DO WHAT I ASK."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "I LIKE YOU EVEN IF YOU ARE STUBBORN."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 4: SHORT-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I WAS ENJOYING SEX WITH YOU UNTIL YOU SAID YOU WERE GOING TO USE A DENTAL DAM ON ME. IT FEELS LIKE YOU ARE RUBBING A BICYCLE TIRE ACROSS MY CLITORIS. LET'S STOP."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "DON'T YOU KNOW WE CAN'T GET HIV FROM ORAL SEX."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "WE BARELY KNOW EACH OTHER, BUT MAYBE YOU NEED TO LOOK FOR SOMEONE WHO IS AS NUTTY ABOUT SAFER SEX AS YOU ARE."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 5: SHORT-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "I CAN'T BELIEVE THAT LAST WEEK I DIDN'T KNOW YOU. I'LL NEVER LEAVE YOU. WE FIT TOGETHER, BUT WHY DID YOU GET SO MAD WHEN I USED MY SEX TOY ON YOU. YOU WERE SCREAMING ABOUT STERILIZING IT."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I DON'T HAVE HIV AND I CAN'T IMAGINE THAT ANY OF MY PAST LOVERS HAD IT."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "PUTTING A CONDOM ON A SEX TOY IS RIDICULOUS. IT WOULD LOOK SILLY."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 6: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "WE HAVE BEEN TOGETHER FOR THREE YEARS, AND NO CHEATING - I HOPE. SO WHY SHOULD WE START USING A CONDOM NOW? WHAT HAS GOTTEN INTO YOU?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "IF YOU ARE MONOGAMOUS, YOU ARE SAFE."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "IT'S NOT FAIR TO ASK ME ABOUT LOVERS BEFORE YOU."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 7: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "ALL OF A SUDDEN YOU KEEP TALKING ABOUT HIV ALL THE TIME, AND YOU SEEM UP TIGHT WHEN WE ARE MAKING LOVE. WHAT'S BOTHERING YOU? ARE YOU GOING TO ASK ME TO WEAR A RUBBER?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I WAS JUST KIDDING ABOUT USING A RUBBER. I HATE THEM. THEY DESTROY THE CLOSENESS BETWEEN US."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "I DON'T KNOW WHY WE CAN'T FORGET ABOUT HIV AND ENJOY BEING TOGETHER."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 8: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "REMEMBER THAT REALLY PRETTY KID WE KNEW YEARS AGO - JEFF? WELL I HEAR HE HAS AIDS. IT DOESN'T SEEM POSSIBLE. YOU LOOK SO YOUNG AND HEALTHY THAT I KNOW YOU COULDN'T BE HIV POSITIVE. SOMETIMES I DO WONDER IF WE SHOULD USE CONDOMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I THINK ABOUT CONDOMS BUT THEN I PUT THEM OUT OF MY MIND."

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "WHEN WE GET OLDER, WE CAN WORRY ABOUT CONDOMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 9: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "WE HAVE BEEN TOGETHER ALL THIS TIME, AND NOW YOU ARE TELLING ME I HAVE TO USE A DENTAL DAM FOR ORAL SEX? IT'S ABSURD. DO YOU KNOW SOMETHING I DON'T KNOW? HAVE YOU BEEN CHEATING ON ME?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "WHAT'S HAPPENED TO THE TRUST IN OUR RELATIONSHIP?"

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "IT HURTS ME TO THINK WE HAVE GOTTEN TO THE POINT OF USING DENTAL DAMS."

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

CARD 10: LONG-TERM RELATIONSHIP

SAY TO YOUR PARTNER: "WE MET FIVE YEARS AGO, AND AT THE TIME YOU TOLD ME I WAS YOUR FIRST LOVER. I NEVER HID THE FACT THAT BEFORE YOU I HAD MANY LOVERS. ALL OF A SUDDEN YOU SEEM TO WANT TO KNOW IF ANY OF MY EX-LOVERS ARE HIV POSITIVE. WHY ARE YOU CURIOUS?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY: "I HAVE BEEN FAITHFUL TO YOU. DON'T YOU THINK HIV WOULD HAVE SHOWN UP BY NOW IF EITHER OF US HAD IT?"

WAIT FOR YOUR PARTNER TO REPLY AND THEN SAY: "AREN'T WE SAFE BY BEING TOGETHER THIS LONG AND NOT CHEATING ON EACH OTHER?"

WAIT FOR YOUR PARTNER TO RESPOND AND THEN SAY WHATEVER YOU WISH.

MAKE UP THE REST OF YOUR LINES.

Arnold and Betty

ARNOLD: What did you say to me?

BETTY: I said I would appreciate it if you would wear a condom. I don't want to suck your penis unless it has a condom on it.

ARNOLD: If you bring that up one more time, I'm going to beat the shit out of you. Do you understand?

BETTY: When you get mean like this, I feel you don't care about me.

ARNOLD: I'm warning you. Keep whining like that and you'll end up with a busted jaw.

BETTY: I'm just trying to tell you what is important to me.

ARNOLD: Don't raise your voice to me, Betty. I am getting pissed. Very pissed. When I tell you to suck, you better get down on your knees and suck. Suck and swallow. Is that clear?

BETTY: It's clear but...

ARNOLD: Don't cry. Just do it. I'm warning you. One more word out of you and wham!

BETTY: OK, Arnold.

THE END

ABUSE AND VIOLENCE IN A RELATIONSHIP

1. VIOLENCE PROGRESSES FROM:
 - SHOVING
 - SLAPPING
 - CRITICIZING
 - BECOMING JEALOUS

TO:

 - LOCKING UP
 - CHOKING
 - CUTTING
 - BREAKING A JAW
2. SOMETHING OUTSIDE OF THE RELATIONSHIP USUALLY HAS TO STOP IT.
3. VIOLENCE IN A RELATIONSHIP IS A CYCLE WITH DENIAL AT THE CENTER.
 - TENSION-BUILDING
 - VIOLENCE
 - HONEYMOON
4. EMOTIONAL ABUSE IS HIGHLY EFFECTIVE.
 - ISOLATE PERSON FROM SOCIAL SUPPORT
 - MAKE PERSON DEPENDENT
 - ELIMINATE COMPETITION
 - KEEP PERSON FOCUSED ON THE ABUSER
 - FRUSTRATE PERSON
 - WEAKEN PERSON MENTALLY AND PHYSICALLY
 - CULTIVATE ANXIETY AND DESPAIR
 - ENCOURAGE COMPLIANCE
 - STRESS THE FUTILITY OF RESISTANCE
 - OCCASIONALLY INDULGE THE PERSON

SCENE 1:

LEADER: How are you doing?

FRIEND: OK. What about you?

LEADER: I have been going to Project LIGHT II. It's a training program on safer sex. I've been thinking a lot about how to protect myself against AIDS. I also learned how to tell somebody what I want.

THE END

SCENE 2:

LEADER: What's happening?

FRIEND: Not much.

LEADER: This AIDS thing has got me worried.

FRIEND: How come?

LEADER: I've been going to this program on safer sex. There's a lot of stuff I'm learning there. I learned how to make using protection more fun.

THE END