

STAY SAFE!

SESSION 1: What will **ASTAY SAFE!@** do for me?

Objectives

1. To introduce group members to each other.
2. To explain the goals of the training and gain commitment to them.
3. To provide a model for understanding why people engage in behavior they know is risky.
4. To illustrate some of the skills and resources that are necessary for reaching the goal of practicing safer sex.
5. To introduce two training strategies which will be used throughout the sessions: giving out tokens and obtaining feeling levels on the Feeling Thermometer.
6. To set the ground rules for how the group will operate.

Rationale

Three assumptions underlie this introductory session. First, building a cohesive group is essential. Therefore, members introduce themselves in a humorous way, and the ground rules regarding such topics as confidentiality and appropriate group participation are presented.

Second, group members need a cognitive map which tells them where they are going in this training. What is it all about? How are they going to get there? The goals of the training are outlined and are made personal. A model for understanding why people act in certain ways is presented. The model will help participants understand why what happens in the training will lead to reaching the goals.

Third, it is assumed that this learning experience has to be active, engaging and fun to be successful. Therefore exercises and scripts are used right away in the first session.

Also the use of the Feeling Thermometer is introduced to begin the all important process of re-educating these adolescents to recognizing how they feel as a way of sensing danger in risky situations. Tokens of appreciation for building self-esteem and reinforcing positive behaviors are used as well. Tokens and Feeling Thermometers will be a part of every session.

Procedures

1. Group members and leaders introduce themselves.
2. The group quickly practices putting sexual behavior on a safeness continuum for the purpose of introducing the topic of safer sex.
3. Through the use of a script the group identifies why someone would engage in risky

behavior when they knew it was risky. They also build a simplified model of human behavior and self-efficacy in the process.

4. The training's goals are examined to see how they will help move participants toward safer sex.
5. Suggested rules for the group are presented and shaped by the group.
6. Homework is recommended. It entails each person's searching for what they want to do better by the time the training is over.

Materials

Tokens

Newsprint and marking pens

Feeling Thermometers

Script for Liz and Janet

Signs related to risk of sexual activities

Sexual Activity cards.

"People's Actions" - handout

The Goals of Stay Safe - handout

Proposed Group rules and norms - handout

Exercise 1: Introducing

Hello! Welcome to Stay Safe!

I would like everyone to get to know each other before I explain what this is all about.

Will each person please give his or her name and an adjective that starts with the same letter as their first name.

Make the adjective describe you, like "Wild Willy" or "Super Sam" or "Crazy Carole" or "Beautiful Betty."

I'll start.

My name is _____ and the adjective that describes me is _____; so call me _____
(Adjective and Name together.)

My co-leader here will go next.

Have the co-leader give her/his name and an adjective that begins with the same first letter as the name. Then go around the room with participants saying their names and adjectives.

I'd like to find out how you feel right now.

Let me tell you what I mean.

Knowing what we feel is the first step toward knowing we need to do something for ourselves.

In every session we will check how we are feeling right then.

At first all I want to know is how comfortable or uncomfortable you feel.

Here is a Feeling Thermometer.

Draw a simple version of the feeling thermometer up on newsprint. See below:

Feeling Thermometer

100	Very, very uncomfortable
90	
80	
70	
60	
50	
40	
30	
20	
10	
0	Very, very comfortable

You can see that being the most uncomfortable is 100 and being very, very comfortable is 0.

So how are you feeling now?

Have each participant indicate where he or she is on the feeling thermometer.

Thank you.

That was a very good start.

It is quite natural for people to feel uncomfortable at the beginning of meeting together.

You don't know me, don't know the other group members, don't know what we are going to do.

I want to clarify the leader's role right at the beginning.

Our job is to help you learn how to "Stay Safe."

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.

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

Later on we will work on some rules for the group which we can all agree to.

Exercise 2: Introducing safer sex

The goal of meeting together is to "STAY SAFE!"

This program is called "Adolescents Living Safely."

I like to call it, "Stay Safe."

Staying safe means to keep from getting the HIV, the virus that leads to AIDS or if someone already is HIV-positive, to keep from re-infecting themselves or others.

Can you think of a better name for training program?

Have the group select a name for the program. Throughout the manual it is referred to as "STAY SAFE" but a new name can be substituted.

My guess is that most of you know that HIV can be passed from one person to another through either unsafe sex or drugs where a dirty needle is used.

Is that a good guess?

Obtain responses on whether most participants are aware of that.

To get started in reaching our goal we need to take a quick look at what is unsafe sex.

I am going to place five signs in different parts of the room: "No Risk," "Probably Safe," "Possibly Risky," "Risky," and "High Risk."

These signs tell you how safe a sexual activity is.

Place one sign in the middle of the front wall and the others in the four corners of the room.

Next I am going to give you some cards with sexual acts on them.

If you don't what the technical term means, ask me and I will give it to you in street talk.

Shuffle the cards and then pass out all of the sexual activities cards so that each person has at least one card.

I want each person to read his or her card aloud.

Decide how safe the activity is and then go stand under the sign where you think it belongs.

If you have two cards, tell me where the second card goes and I'll stand there for you.

Have each member read the card aloud and then go stand there.

Sexual Activity Cards

(One line to a card)

Masturbating with another person but not touching

Intercourse between the thighs - not inside

Oral sex on a woman using a dental dam

Oral sex on a man without a condom but not putting the head of the penis in the mouth

Oral sex on a man without a condom, putting the head in the mouth, and pulling out before ejaculation

Vaginal intercourse with a condom, foam that kills HIV, and pulling out prior to ejaculation

Anal intercourse with condom, lubricant that kills HIV, and pulling out prior to ejaculation

Use of sex toys by more than one partner, no condom or sterilization

Vaginal intercourse without foam that kills HIV, without condom, and without pulling out before ejaculation

Anal intercourse with internal ejaculation and no condom

Not everyone will agree on what is safe, but what do you think of where the cards are placed?

Discuss the placement of cards, trying to correct any gross misunderstandings and giving out praise for what participants did.

Most people would probably agree that anal intercourse without a condom, vaginal intercourse without a condom, and oral sex where fluid gets in the mouth is highly risky.

I like the way you participated in that exercise.

Later on in the sessions we will go into much more detail on what are safer sex acts.

Do you know anyone who knows which sexual acts are unsafe and yet who does them any way?

Obtain responses.

Which unsafe sexual acts do they do?

Obtain responses.

Why would someone do a sexual act that they knew was risky?

Obtain responses.

Exercise 3: Exploring why people act as they do

If we go over a scene from our home made TV studio, it might help us answer that question.

I need two volunteers to read the parts of Liz and Janet.

Select the volunteers, give them the scripts, and have them read the parts to the group.

Liz and Janet

JANET: Have I got something to tell you!

LIZ: What is it?

JANET: About somebody you know....

LIZ: Who?

JANET: Somebody you think is really

LIZ: Don't mess with me. Just tell me.

JANET: Johnny Carter!

LIZ: What about him?

JANET: He asked me out last night. We went to his friend's place. His friend was working.

LIZ: You kidding.... My, my. You and the big man. Is he as hot as they say?

JANET: Mmmmmmm.

LIZ: What's that supposed to tell me? You don't mean that you let him do it?

JANET: Yeah. It was wonderful.

LIZ: You are out of your head.....He's a real lover. Isn't he?

JANET: Well, to tell the truth it was kind of "wam-bam, thank you mam." Quick, hurt a little, but he told me he loved me and wanted to see me again and again. When he looked into my eyes...oh...oh...oh.

LIZ: Child, I hope you got a rubber on him. Could you hang on to it?

JANET: It's not funny. No..... I just couldn't do anything about it. He said he hates them. Wouldn't do it with one. Said it would take all the feel away - all the pleasure.

LIZ: You're crazy! Did you really want him squirting that in you?

JANET: No. Of course not. But how I am I supposed to tell him "No?" I didn't know what to do. I was too high to do anything. I couldn't tell if I was turned on or terrified.

LIZ: What happens when he asks you out again? You going to lie down and spread your legs – condom or no condom.

JANET: Get off my case. Everybody knows he asked me out. It's all over town. Tell me one girl that you know who wouldn't do it for him?.... You can't! Liz, what are you going to say when you see me going up town with him?

LIZ: I'm going to pray for you.

THE END

That was great!

Hold up token.

These are tokens of appreciation.

We use them a lot in here to show group members how much we appreciate their contributions to the group.

Every time we catch somebody doing something good, we try to give them a token also.

Give out tokens to the group members who played Liz and Janet.

So, what are some reasons that explain why Janet went ahead and had unprotected sex even when she knew it was highly risky?

Some ideas are contained in the dialogue.

Encourage discussion. To help focus the group, ask questions such as the following:

- **What did Janet get out of it?**
- **Did Janet believe in her own ability to handle the situation?**
- **What skills would have helped Janet?**
- **What were Janet's strengths?**
- **Did the community or people around Janet support her attempts to practice safer sex?**

Summarize the groups' reasons.

You gave some very good reasons why Janet practiced unsafe sex.

Here are tokens for you to pass out when you like what another group member did.

Pass out tokens to group members.

I am going to pass out this page called "People's Actions."

Pass out "People's Actions" and go over the top part of the page.

As you can see from this sheet, there are reasons why people act as they do.

It may look to us like they are doing something which harms them, but that is not how they see it.

What would help Janet practice safer sex?

Get ideas and then go over the bottom part of the handout.

So you can see that when people are effective in practicing safer sex, they know what is good for them.

They have skills to cope with tough situations.

They have chances to learn skills and see others using them.

They believe in themselves, and their friends and the community encourages being safe.

If you don't know what safer sex is, if you can't get out of risky situations, if you can't stay cool, if you have lots of unprotected sex, if you shoot up, and if most people around you don't practice safer sex and do use IV drugs, then practicing safer sex is not easy.

One of the big problems is that getting AIDS comes so long after - years and years after - that night of unprotected sex.

When you are having sex, the danger doesn't seem to be there, but it sure is.

People's Actions

People will continue to behave in a certain way if.....

1. They expect something good to come out of it.
2. Something that they want does come out of it.
3. Something good comes out of it often.
4. Anything negative that comes out of it happens a long time after the good part.

People will behave effectively in their best interests if.....

1. They know what is in their best interest.
2. They have the skills.
3. They have opportunities to learn skills in many ways: observing, imitating, and practicing.
4. They believe they can be effective and have effective tools.

5. They fit into the environment in which they live and the environment supports them.

Exercise 4: Understanding the goals of the training

We have touched on three areas so far: what safer sex is, why people who know better have unsafe sex, and what helps people be effective in practicing safer sex.

We have 20 training sessions planned to help us stay safe and healthy.

I want to go over the goals of these 20 training sessions to make sure they fit with what you think you need.

Remember we want to keep you from getting HIV - the virus that can lead to AIDS.

If someone is already infected with HIV, we want to help you keep from re-infecting yourself because re-infection will make it worse.

Also we want you to protect your partners by practicing safer sex.

Here are the goals and objectives of Stay Safe!

Pass out the goals of Stay Safe!

Let's go around having each person read a goal until all have been read.

Have each person read a goal until all have been read. Remember to use tokens as seems appropriate.

So what do you think?

Any questions?

Are there ideas you have about making changes?

Encourage discussion and explore modifications. Use tokens for active participation.

The Goals of Stay Safe!

When you are finished with this training, you will be able to

1. Answer correctly questions about HIV/AIDS.
2. Believe that you could get AIDS, that you can keep yourself from getting AIDS, and that you can change the way you act.
3. Control how strongly you feel in risky situations.
4. Reward yourself for safe thinking and safe actions.
5. Guide yourself through risky situations so that you stay safe.
6. Get rid of thoughts that are self-defeating and lead to unsafe sex.
7. Solve problems in getting along with other people that lead to unsafe behavior.

8. Express your needs to stay safe confidently.
9. Find out how safe possible partners are.
10. Avoid getting high on drugs or alcohol before sex.
11. Get the resources you need from your community.
12. Practice safer sex.

Exercise 5: Defining the group=s rules

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 the ground rules. Have each group member read one aloud.

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

Read the rules aloud.

Is there anything here that is too mickey mouse or not clear?

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

Discuss rules and come up with a workable set.

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 months 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.

Exercise 6: Homework assignment

We are about at the end of today's session.

It would be helpful if you thought about what one or two things you would want to do better after having come to all the sessions in this training program.

At the beginning of the next session we will check out responses to the homework.

Take a look at the drawing of the Feeling Thermometer that we did earlier.

How are you feeling now?

Obtain responses. Make sure participants use the 100 to 0 scale.

At the end of every meeting we want to have group members tell each other what they appreciated today about the others here.

You could tell them you liked a remark they made, how much they talked, the way they shared their feelings, the way they listened to other group members, something they had on, their smile - all kinds of things.

I'll show you what I mean.

Model giving appreciation by using tokens and complimenting each of the group members.

Now let's you hear give some strokes to others in the group.

Encourage giving appreciation.

My thanks to all of you.

I'll see you next time at ____ (time) on ____ (date).

END OF SESSION 1