



Session 2

Personalized Risk

2:1	Introductions	<i>15 min</i>
2:2	Exploring People's Actions	<i>20 min</i>
2:3	How Safe Am I?	<i>15 min</i>
2:4	What are My Triggers?	<i>30 min</i>
2:5	How to Set Your Own Limits	<i>25 min</i>

street smart

Session 2: Personalized Risk

Objectives:

1. Participants will know the relative safety of different sexual behaviors.
2. Participants will assess the safety of their own sexual behavior.
3. Participants will start to learn how to avoid sexual risk.

Rationale:

Youth are often confused about which sexual behaviors are safe or risky. As sexual encounters have a number of specific acts, it is important to be as definite as possible.

Having learned the risk associated with specific acts, this information needs to be personalized in order for it to play a significant role in fostering safer sex. Youth need to see exactly what they are doing and how it can lead to becoming HIV-positive.

Youth also need to realize what "triggers" them to engage in unsafe behavior. Thus learning about triggers is useful technique for staying safer.

The main point of this session is to help the participants figure out which of their behaviors put them at risk, and which triggers lead them to unsafe behaviors.

Procedures:

1. Have participants introduce themselves and tell the group how old they were when they had their first serious relationship.
2. Role-play a risk situation in order to introduce the topic of personalized risk. Identify triggers associated with risky behavior and review a simplified model of social normative acts and self-efficacy.

3. Give out a confidential questionnaire that allows the participants to take a reading on how risky their own behavior is.
4. Explain triggers and have participants break up into two smaller groups to develop lists of people's triggers for having unsafe sex. Ask participants to confidentially write down a trigger that puts them at risk for unsafe sex.
5. A role-play is used to help participants start learning how to set their own limits.
6. End with group building through showing appreciation for other members' contributions and take a final assessment of feelings.

Materials:

Goals for Street Smart

Lottery prize

Tokens

Feeling Thermometer poster

Ground Rules newsprint

Newsprint and marking pens

Pencils

Scripts – Janet and Lori

People's Actions handout

Check Yourself Out questionnaires

Answer sheets for the questionnaire

The Order of Sex Acts According to Safety handout

3 X 5 index cards and pencils

Exercise 1: Introductions (15 minutes)

Welcome! It's good to see you in Street Smart.

As you may already know, we are trying to become more competent in keeping ourselves from getting HIV, and in leading the kind of life that we want for ourselves.

Let's go around and introduce ourselves. Tell your name and at what age you remember having your first serious relationship. Not sex necessarily, but a real love.

Don't tell us any shady stories - just how old you were.

Just say, "I'm Sam and I was 12 years old."

I'll start. I'm _____ and I was _____ when I had my first serious relationship.

Have everyone give their name and how old they were when they had their first boyfriend or girlfriend.

Very good.



Hand out tokens of appreciation to everyone.

These are tokens of appreciation.

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

So, if you appreciate someone else's comment or action, please give them a token.

You must say something to the other person when giving a token. It is important to hand the token directly to the other person.

The idea is to share positive feelings with others by distributing your pile of tokens by the end of the session.

Review last session's homework from the workbook. If someone is new and doesn't have a workbook, give him/her one.

For all of you, what did you do in the last 24 hours to keep safer from HIV and STDs?

We are interested in even the smallest thing that you did because we want to see you stay healthy.

Your comments may also help someone else in the group.

Who would like to be the first person to tell us about a success you had in the last week (or since the last session) in keeping safer?

Encourage discussion.

Great.



Hand out tokens for any positive behaviors.

Who has a condom?

Ask them to hold up their condoms.

Great.



Hand out a special prize to those people carrying a condom (\$1).

And for everyone who was on time today, you get a chance to win today's lottery.

Have the lottery drawing. Each participant draws from a box and 2-3 of them will win a prize (e.g., a food coupon).



Put up "GOALS OF STREET SMART." (Also see end of session.)

During these sessions, we will focus on the feelings and thoughts that lead to actions that are unsafe.

For example:

You are drunk and meet this really hot guy.
You want to have a partner.
You go ahead and have unprotected sex.

The goals of Street Smart are to help you stay safer. We will give you the tools, information, and practice to help you keep yourself safe. Our goals are to help you:

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.

4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

We are committed to making sure that this is a safe place to share feelings and thoughts, try out new behaviors, give feedback to each other, and to work together.



Put up “FEELING THERMOMETER POSTER.” (Also see end of session.)

Here is a Feeling Thermometer.

You can see that being the most uncomfortable is 100 and being very, very comfortable is 0. Where do you think you are?

What is your temperature on the Feeling Thermometer right now?



Have participants look at the poster of the Feeling Thermometer and have them indicate where they are on the thermometer.

Thank you.

It is quite natural for people to feel uncomfortable at the beginning of something new.

It is important to stay in touch with how much comfort or discomfort you are feeling, and what those feelings mean.

Our role as facilitators is to help you learn how to stay safer.

That means we will present you with many opportunities to practice.

Over the course of these sessions, we will be talking about many different situations that can put people at risk for HIV, STDs, and unwanted pregnancy.

We will be dealing with situations that put you at risk that you may have encountered, and some situations that you may have never encountered.

The idea is to incorporate many different experiences that can put you at risk, such as sex with persons of the opposite sex, sex with persons of the same sex, using and abusing drugs, selling yourself for drugs or money, and many others.

We don't expect that everyone will have the same experiences. We are all here to learn and help to keep each other safer.

One thing we will do to make it a safe place is to have ground rules.



Put up “GROUND RULES” newsprint. (Also see end of session.)

From our last session, the ground rules for Street Smart are:

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance
6. Don't come high.

What other rules would you like to add?



Encourage sharing and give out tokens. Catch someone doing something good.

Great! Let's do the next exercise now.

Exercise 2: Exploring People's Actions (20 minutes)

Today we will continue to talk about safer sex.

Let's begin with a quick role-play.

Who will be Janet and who will be Lori?

Select the volunteers and give them the scripts.



Janet and Lori

Janet: He told me I was beautiful – that he wanted to make me his, and he had to do it with me now.

Lori: So did you?

Janet: You better believe it! He told me I looked so fine, he couldn't leave without doing it – he said he'd be in pain all night just thinking of me.

Lori: Did you use protection?

Janet: Are you kidding girl? I was flying. He was flying. We never gave it a thought.

Lori: What, are you kidding?

Janet: Okay, I thought for a second of stopping and going to the store, but he just kept saying its okay, don't you worry, I'm clean, I don't want anything to come between us.

Lori: You are crazy girl.

THE END



That was great!

Give out tokens.



Get Feeling Thermometer levels for both actors.

Elicit what aspect each actor liked about their performance.

What did each of you like about how you played that role?

Elicit what each actor would have done differently.

What one thing would you do differently in your next role-play?

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

- **What did Janet get out of having unsafe sex?**
- **Did Janet believe in her own ability to handle the situation?**
- **What skills would have helped Janet?**
- **What were Janet's strengths in the situation?**
- **What do you think triggered Janet to have unsafe sex? (being high, not having condoms readily available, being really turned on, with someone she did not want to disappoint)**
- **Did the community or people around Janet support her attempts to practice safer sex?**

Summarize the groups' reasons.



Pass out "PEOPLE'S ACTIONS" handout (see end of session) 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 people are effective in practicing safer sex when:

They know what is good for them.

They have the 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 they use injection drugs, then practicing safer sex is not easy.

One of the big problems is that getting AIDS for example, happens 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.

Let's bring this a little closer to home.

Exercise 3: How Safe Am I? (10 minutes)

Now we come to you personally.

How safe is your behavior?

I am going to pass out a questionnaire that asks you to indicate what you do sexually.

This questionnaire is for you to keep.

No one is going to ask you to tell the group about your sex life.

To make it strictly confidential, record your answers on this blank sheet and don't put your name on it.

If you don't want to answer about yourself, you could also answer the questions about someone whose sex life you know really well.

Facilitators should hand out the "CHECK YOURSELF OUT WORKSHEET," the blank answer form, and pencils. Make sure that everyone uses pencil to fill in their answers so that there is no way to distinguish the answer sheets.

Take a few minutes and answer these questions. The form is for you to keep.

Is there anything unclear about this exercise?

Allow five minutes to complete the questions.

Now I want everyone to look at the statements that you checked (said were true for you) on your worksheets.

I would like you to rank the acts or situations that you checked in the order of how uncomfortable you feel when you experience them. Just consider the 3 that are the most uncomfortable. Think about the Feeling Thermometer, and put these situations in order from highest to lowest temperatures.



Make sure that the participants can see the Feeling Thermometer Poster.

Remember, this worksheet is for only you to see. But you don't have to write down your ranked situations, you can just think about them.

Allow a few minutes for participants to rank their situations.

Let's do one more thing with the worksheet.

I would like you to think about which situation is the most risky for you. In other words, which unsafe situation are you most likely to experience?

You don't have to tell us. Just think about it.

Allow a moment for participants to think about their most risky situation.

Thinking about your own risky situations can be stressful.

Does anyone want to talk about how they feel right now?

Encourage participants to share how they feel. Give out tokens.

What is the best way to definitely avoid getting HIV or an STD?

Encourage answers.

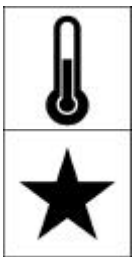
Right - never have sex or share needles.

However, if you are going to have sex it is a question of how you have sex.

Hand out "THE ORDER OF SEX ACTS ACCORDING TO SAFETY." (See end of session.) Read out loud the handout to the group, or have volunteers read a section.

This is a handout for your reference to take with you. If you have any questions, please feel free to ask me.

The main point is that you need to figure out which of your behaviors put you at risk. Then you can learn how to change those behaviors.



Exercise 4: What are My Triggers? (30 minutes)

In the role-play we did at the start of the session, we identified some of the things that may have triggered Janet to have unsafe sex – being high, not having condoms readily available, being really turned on, and being with someone she did not want to disappoint.

There are many triggers that influence us to have unsafe sex.

These triggers fall into four general categories:



Write on newsprint:

People

Places

Situations

Feelings

For example, if whenever I got depressed and felt lonely and worthless I went out to pick someone up for casual sex to make me feel better, then feeling depressed would be a trigger for me.

Elicit one example of each of the four categories. Refer back to the role-play if necessary.

Now let's break up into two teams.

Each team will make a list of people, places, situations, and feelings that might place people at risk for having unsafe sex.

Divide the group in half and give each team a piece of newsprint and a marker.

Decide who will do the writing and who will be the reporter for the team.

When you are finished, the reporter will tell us what triggers you listed.

You will have about five minutes to develop your list.

Does anyone have any questions?

Give each team about 5 minutes then bring everyone back together. Have the reporter from each team go over their list.

Make sure the lists include the following: going out alone, going to places where you get picked up, certain kinds of parties (e.g., drug parties such as Ecstasy or Crystal Meth parties or sex parties), not having condoms, reading or watching pornography, trading sex for drugs or money, trying to impress your partner, being afraid of your partner, being high or drunk, feeling lonely, depressed, angry, etc.

Okay, let's hear from the teams. Who wants to start?

Encourage discussion about the listed triggers.



Get Feeling Thermometer levels.

If I can recognize my triggers, then I can change the situation before I get into trouble.

Now, I want you to think about what is the most risky situation for you.

Again, that means when you might be tempted to have unsafe sex even though you knew it was taking a big chance.

Write down the most risky situation on this card, but don't put your name on it.

Pass out a 3 x 5 card and a pencil to everyone. Make sure everyone uses a pencil so nobody can tell who wrote on what card. Allow 3 minutes for writing down the risky situation. Then collect the cards, shuffle them, and pass the cards out.

Read out loud what your card says.

Have everyone read what is on the card that they have. Then discuss.

OK, so now you know what are dangerous situations, places, people, and feelings for you.

Knowing what your triggers are can help you plan ways to either avoid them, or to deal with them in a safer way.

Exercise 5: How to Set Your Own Limits (20 minutes)



To show how we can set our own limits, I need two people to role-play an unscripted scene.



CHOICE

Choose one of the following unscripted role-plays: Louisa and Karen OR José and Tim.

Role-play #1 - Louisa and Karen

Who will play Louisa and who will play Karen?

Select two volunteers.

Louisa, your goal is to find out whether your new partner is interested and willing to show concern for your safety as well as his own. You have not had sex with him yet.

You want to get some advice from your older friend Karen about what you should do.

Karen and Louisa, tell us your goals.

Have the two actors tell the group what their goals are. Louisa's goal is to find out what she should do with her new boyfriend. Karen's goal is to give Louisa good advice.



CHOICE - to videotape or not

Now, we are going to film our little soap opera here, who would like to be the camera-person?

Select a volunteer.

While you two do the role-play, the rest of us will watch.

We will look for what emotions you are showing and how you handle unclear sexual situations.

Select volunteer observers.

You watch the face of Louisa, and you watch the face of Karen to see what feelings they are expressing.

You look for emotion in the voice of Louisa and you Karen.

You watch the hands of Louisa and you watch the hands of Karen. Body language can be a good way to figure out how someone is feeling.

If necessary, assign other participants to coach the players in acting out the scene.



Ask actors where their Feeling Thermometer levels are before they begin the role-play.

Observe role-play.

That was great!

Skip to page 23.

OR

Role-play #2 - José and Tim

Who will play José and Tim?

Select two volunteers.

José you are 13 years old and you have never had sex.

You found this boy you want to have sex with, but you aren't sure what is OK to do.

Tim is 17 and thinks he knows his way around.

José, you ask Tim what he thinks you should do.

Tim, you tell José what he should do to be safe for his first sexual encounter.

José, what is your goal?

Have José indicate that his goal is to find out what sexual behavior is OK to do this first time.

Tim, what is your goal?

Have Tim indicate that his goal is to give José straight information about what is safe sex on this first try at having sex.



CHOICE - to videotape or not

Now, we are going to film our little soap opera here, who would like to be the camera-person?

Select a volunteer.

While you two do the role-play, the rest of us will watch.

We will look for what emotions you are showing and how you handle unclear sexual situations.

Select volunteer observers.

You watch the face of Tim, and you watch the face of José to see what feelings they are expressing.

You look for emotion in the voice of Tim and you José.

You watch the hands of Tim and you watch the hands of José. Body language can be a good way to figure out how someone is feeling.

If necessary, assign other participants to coach the players in acting out the scene.

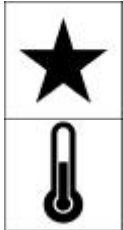


Ask actors where their Feeling Thermometer levels are before they begin the role-play.

Observe role-play.

That was great!

FOR BOTH OPTION 1 and 2



Give out tokens.

Get Feeling Thermometer readings for both actors.

Where are your Feeling Thermometers now?

Elicit what aspect each actor liked about their performance.

What did each of you like about how played that role?

Elicit what each actor would have done differently.

What one thing would you do differently in your next role-play?

Throughout the subsequent discussion, emphasize the point that it is very important to figure out which behaviors and triggers put people at risk for engaging in unsafe behaviors.



CHOICE

If role-play was videotaped, say:

Let's go to the videotape!

Have the whole group watch the videotape.

Observers, what feedback can we give our players?

First tell them what you observed about their emotions, body language, eye contact, etc.

Observers, now that you have watched the scene, what did you like about what the actors did, and what would you have done differently?



Encourage discussion and share tokens.

Thank you for your feedback.

The main point is you need to figure out the behaviors and triggers that put you at risk, so you can learn how to change them and stay safer.

Point out the homework for Session 3 in the workbook.

Between now and the next session, do the homework for Session 3.

Now go around and tell the person on your right something you liked that they said or did today. Let's go around and give some tokens to each other.



Encourage sharing of tokens.

Our next meeting will be held on _____ at _____.

Remember, one of our ground rules is to agree to come one more time.

We hope to see you then!

END OF SESSION 2

Goals of Street Smart

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

Feeling Thermometer

<u>Level</u>	<u>Triggers (Situations, People, Places, Feelings, Things)</u>
Very uncomfortable 100	<hr/> <hr/> <hr/> <hr/>
Uncomfortable 75	<hr/> <hr/> <hr/> <hr/>
Mildly Comfortable 25	<hr/> <hr/> <hr/> <hr/>
Very comfortable 0	<hr/> <hr/> <hr/> <hr/>

Janet and Lori

Janet: He told me I was beautiful – that he wanted to make me his, and he had to do it with me now.

Lori: So did you?

Janet: You better believe it! He told me I looked so fine, he couldn't leave without doing it – he said he'd be in pain all night just thinking of me.

Lori: Did you use protection?

Janet: Are you kidding girl? I was flying. He was flying. We never gave it a thought.

Lori: What, are you kidding?

Janet: Okay, I thought for a second of stopping and going to the store but he just kept saying "its okay, don't you worry, I'm clean, I don't want anything to come between us."

Lori: You are crazy girl.

THE END

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 necessary skills to behave effectively.
3. They have opportunities to learn skills in several different ways: observing, imitating, and practicing.
4. They believe that they can be effective and have effective tools.
5. They fit into the environment in which they live and the environment supports them.

Check Yourself Out Worksheet*

This checklist is completely confidential. It will help you determine whether your behavior puts you at risk. Be honest with yourself. Check every item that is true for YOU at the end of the list.

1. I have never had vaginal sex.
2. I have never had anal sex.
3. I have never given someone oral sex.
4. I have never put a sex toy that someone else has used into my anus or vagina.
5. I have never received oral sex.
6. I have had deep wet kisses.
7. I masturbate by myself.
8. I have mutually masturbated with only touching on the outside.
9. I have used sex toys covered with a condom or sterilizing them first.
10. I have had sex between the thighs-not inside.
11. I have given and received hugging, massage and wet kisses.

Activities 1 - 11 are considered safer sexual acts.

12. My partner and I have used a latex condom plus a spermicide with non-oxynol 9 all our lives every time we had vaginal or anal sex.
13. My partner and I have used a latex condom and another barrier every time we had oral sex.
14. My partner and I have both been tested for HIV and both tested negative. Neither of us has had any sex with other partners.
15. If either I or my sex partner has shared needles, we have always cleaned the works with bleach before use and never shared needles with another person.

Activities are 12 - 15 are considered probably safe sexual acts.

16. I have sex without using a condom and spermicide.
17. I have oral sex without using a latex condom or other barrier.
18. I have had sex without a latex condom with someone, whose sexual and/or drug

history I didn't know.

- 19. I have had sex without a latex condom with someone who has had many other sex partners.
- 20. I have had sex without a latex condom with a man who has sex with another man.
- 21. I share needles for drug use.
- 22. I had a blood transfusion between 1977 and 1985 or had sex with someone who had a transfusion during this time.

Activities 16 - 22 are considered definitely unsafe sexual acts.

* Modified from Teaching Safer Sex, Brick, et al., 1989.

Answer Worksheet

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 7. _____ | 13. _____ | 19. _____ |
| 2. _____ | 8. _____ | 14. _____ | 20. _____ |
| 3. _____ | 9. _____ | 15. _____ | 21. _____ |
| 4. _____ | 10. _____ | 16. _____ | 22. _____ |
| 5. _____ | 11. _____ | 17. _____ | |
| 6. _____ | 12. _____ | 18. _____ | |

The Order of Sex Acts According to Safety

DEFINITELY SAFE

(No exchange of semen, vaginal secretions or blood)

Not having sex of any kind

Masturbating alone

Hugging, massage, dry kissing

Masturbating with another person but not touching

Mutual masturbation with only touching on the outside

Mutual masturbation with inside touching using a condom

Body rubbing

Intercourse between the thighs - not inside

Mutual masturbation with orgasm on, not in partner

Putting sex toys in with condoms on or sterilized

PROBABLY SAFE

(Most likely there would be no exchange of semen, vaginal fluids or blood)

Deep wet kissing

Oral sex on a woman with a dental dam or a piece of plastic wrap over her vagina

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

Oral sex on a man using a condom until he came

Vaginal sex using a latex condom, foam that kills HIV, and pulling out before cumming

Anal sex using a latex condom, lubricant that kills HIV, and pulling out before cumming

Vaginal sex with a condom, foam that kills HIV, and cumming inside

Oral sex on a man not using a condom, putting the head in your mouth, and pulling it out before he cums

Vaginal sex with a condom and cumming inside

Anal sex using a latex condom, lubricant that kills HIV, and cumming inside

DEFINITELY UNSAFE

(Almost certain dangerous exchange of semen, vaginal secretions, or blood)

Use of sex toys - inserted into vagina or anus - by more than one partner, no condom cover or sterilization

Oral sex on a man, no condom, and cumming in your mouth

Vaginal sex using foam that kills HIV, no condom, and pulling out before cumming

Vaginal sex without foam that kills HIV, no condom, and cumming inside

Vaginal sex with foam that kills HIV, no condom, and cumming inside

Anal sex without using a latex condom, but pulling out before cumming

Vaginal sex without using a condom or other barrier method, and cumming inside

Anal sex and cumming inside without using a condom.