

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 13: (JOINT) HOW DO WE PRACTICE SAFER SEX, PREVENT PREGNANCY AND REDUCE ALCOHOL AND DRUG USE? (Day 7, Morning, 2 hours)

OBJECTIVES:

1. Youths and caregivers will be able to argue against attitudes which facilitate teenage pregnancy.
2. Youths and caregivers will be able to identify the advantages and disadvantages of teenage pregnancy.
3. Youths and caregivers will understand how substance abuse works.
4. Youths and caregivers will be able to explain how alcohol use leads to unsafe sex.
5. Youths and caregivers will reduce barriers talking to each other about sex.
6. Youths and caregivers will be able to put on and take off a male condom correctly.

RATIONALE:

Teenage pregnancy, alcohol and drug use, and safer sex are all important areas for youths whose parent died from AIDS, and they are ongoing concerns for caregivers. Yet their complexity and the number of corresponding skills that need to be learned would require extensive time investments that are not possible for this workshop. Consequently the areas are recognized as concerns, and key areas are select for brief, cognitive-behavioral interventions.

Teenage pregnancy and fatherhood have been shown to be related to a series of attitudes which encourage having a baby. Also changing from the teenager to the mother role has appeal for some young women. Identifying and arguing against the attitudes is the approach taken to cause doubts about the wisdom of having a baby. Furthermore, analyzing the advantages and disadvantages of teenage pregnancy might expose some of the role issues and move toward establishing new peer norms.

With a model of substance abuse in mind, the points of personal intervention become clearer. The model (trigger→thought→craving→use) emphasizes early intervention and focuses on triggers. Alcohol use more than drug use has been associated with unsafe sex behavior. Therefore making the connection between the two and identifying the advantages and disadvantages in the context of the peer/caregiver group might help change some behavior in this area.

Youths rarely talk to their parents and caregivers about sex with the result that important supports are not used. Difficulties in communication abound. Consequently a communication exercise began the section on sex in order to create a more comfortable zone. The main emphasis was on encouraging condom use. The approach was one of desensitizing participants to condoms through teaching them the skills of putting them on.

Throughout the session caregivers/parents and youths are encouraged to give messages to each other about the topic under consideration. These messages are designed to show caring and to clarify what is happening with the youth.

SUMMARY OF EXERCISES:

1. Introduce the participants, the methods, and the topics. Do a lottery. (20 minutes)
2. Counter attitudes that encourage teenage pregnancy. (20 minutes)
3. Identify the advantages and disadvantages of teenage pregnancy. (15 minutes)
4. Present a model of how substance use works. (5 minutes)
5. Identify the advantages and disadvantages of alcohol use. (10 minutes)
6. Use a story and panel discussion to encourage caregiver/youth communication about sex. (10 minutes)
7. Practice putting on a male condom and learn about the female condom. (20 minutes)
8. Role play helping a friend learn how to use a condom. (10 minutes)
9. Identify possible tasks for between sessions and give group appreciation. (10 minutes)

MATERIALS:

"Thanks"
Newsprint and marking pens
Pencils
Pregnancy Attitude Cards
Lottery tickets and 2 prizes (youth prize and caregiver prize)
Quitting and not-quitting form
Male Condoms - lubricated and unlubricated
Penis models
Female condoms
Paper towels
Extra male and female condoms for participants (with instructions)
Notes on using condoms

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Happens In These Sessions?
(20 minutes)

[The purposes of this exercise are to create a comfortable and rewarding atmosphere, to explain how the sessions work, and to review between session tasks. Personal introductions, a lottery, "Thanks," goal review, and explanations are used here.]

#THE FACILITATOR SAYS

Welcome back to these sessions on dealing with the death of a parent and adjusting to a new life together.

I'm glad that all of you could be here.

Let's meet who is here today.

Please tell us the name you want to be called by in here and complete this sentence: "Safer sex is....."

For example, a caregiver might say, "My name is Mrs. Garcia, and safer sex is something I never talked about."

I'll start.

My name is and safer sex is.....

**#HAVE THE PARTICIPANTS INTRODUCE THEMSELVES, GIVING
THE NAME THEY WANT TO BE CALLED BY AND COMPLETING
THE SENTENCE, "SAFER SEX IS...."**

Caregivers have many worries about the teenagers for whom they are now responsible.

Those worries include becoming pregnant, getting HIV and other sexually transmitted diseases (STDs), and using too much alcohol and drugs.

You have probably guessed that today's session is on sex and substance use.

Before looking at those areas let's prepare for working together.

I will pass out the lottery tickets, and then we'll draw a prize. This session we have a prize for caregivers and a prize for young people.

**#PASS OUT THE LOTTERY TICKETS. HAVE PEOPLE WRITE
CAREGIVER CONTAINER, MIX THEM UP, AND DRAW A WINNER.
THEN GIVE OUT THE PRIZE.**

One is to create a strong family for the young person whose parent has gotten ill or has died.

The second goal is to help the teenager handle strong emotions constructively.

And the fourth is to support the caregiver in coping with this new and sometimes difficult situation.

Another important thing that we do in these sessions is to let people know when we like what they said or did.

When we like something they said.

When we like the way they present themselves.

When we like a quality about them.

One way to show our appreciation is to give them a "Thanks."

This is a "Thanks."

#HOLD UP A "THANKS."

Everyone will receive a pile of "Thanks," and I hope yours are all gone - given to other people in the group - by the time we end today.

Here are your "Thanks."

#GIVE TWENTY "THANKS" TO EACH GROUP MEMBER.

Now let's move on to sex, alcohol, drugs, and babies.

(20 minutes)

[The purpose of this exercise is to expose attitudes which lead to becoming pregnant. Arguing

We could have a whole workshop on drugs and alcohol.

We could meet for weeks on trying to stop teenage pregnancy.

But we don't have the time to do that in this workshop.

Therefore we are just touching on some key attitudes and skills.

or not doing any of

Safer sex can protect you and your partner against infection (STDs like gonorrhea, syphilis, herpes, and worst of all: HIV) and it can prevent getting pregnant.

What you believe about teenage pregnancy can make a difference.

I am going to give everyone (youths and caregivers) a card with a belief on it.

When you get your card, read the belief to the group.

Then I want you to argue _____ the belief.

Let me demonstrate what I mean.

Will someone pick a card and give it to me.

#HAVE SOMEONE PICK A CARD FROM THE PILE AND GIVE IT TO YOU. READ THE BELIEF ALOUD AND MAKE UP AN ARGUMENT AGAINST IT.

Here are the cards.

#GIVE OUT THE CARDS ONE AT A TIME. IF OTHERS WANT TO COMMENT ON THE BELIEF, THAT IS FINE. CONTINUE UNTIL ALL THE CARDS HAVE BEEN GIVEN OUT. THE CARDS ARE AS FOLLOWS:

CARD 1

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I DON'T WANT TO GET PREGNANT.

CARD 2

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I AM TOO YOUNG TO CONCEIVE.

CARD 3

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I DON'T HAVE SEX OFTEN ENOUGH.

CARD 4

PREGNANCY CAN'T HAPPEN TO ME BECAUSE IT IS THE WRONG TIME OF THE MONTH.

CARD 5

PREGNANCY CAN'T HAPPEN TO MY GIRLFRIEND BECAUSE I PULL OUT BEFORE COMING.

CARD 6

I HAVE LITTLE CONTROL OVER WHAT HAPPENS TO ME, SO WHY SHOULD I WORRY ABOUT CONTRACEPTION? IT IS GOD'S WILL.

CARD 7

IF I GET PREGNANT, IT IS EASY TO GET AN ABORTION.

CARD 8

IF I GET MY GIRLFRIEND PREGNANT, IT IS EASY FOR HER TO GET AN ABORTION.

CARD 9

IF I GET MY GIRLFRIEND PREGNANT, NOBODY WILL REALLY CARE.

CARD 10

IF WE USE A CONDOM WHEN HAVING SEX, WE ARE GOING TO HAVE MORE SEX.

CARD 11

SOMETIMES I DON'T REALLY CARE IF I GET PREGNANT.

CARD 12

WHY SHOULD I GIVE A DAMN IF I GET A GIRL PREGNANT?

CARD 13

MY RELIGION IS AGAINST CONTRACEPTION.

CARD 14

I DON'T KNOW WHERE TO GET BIRTH CONTROL.

CARD 15

I WOULD BE TOO EMBARRASSED TO BUY CONDOMS IN A DRUG STORE.

CARD 16

IF I BOUGHT CONDOMS IN A DRUG STORE, THE DRUGGIST WOULD DISAPPROVE OF ME.

CARD 17

IF I GET CONDOMS, PEOPLE WILL THINK I AM HAVING SEX.

CARD 18

IF A COUPLE USES CONDOMS, IT SHOWS THEY DON'T CARE ABOUT EACH OTHER.

CARD 19

USING CONDOMS DOESN'T FEEL GOOD.

CARD 20

IF I USE BIRTH CONTROL PILLS, I WILL GET SICK.

CARD 21

IF USE CONDOMS REGULARLY, I WON'T BE ABLE TO HAVE A BABY WHEN I WANT TO.

CARD 22

IF MY GIRLFRIEND GETS PREGNANT, IT'S HER FAULT FOR NOT TAKING THE PILL.

CARD 23

HAVING A BABY MEANS I AM A NORMAL WOMAN.

CARD 24

MAKING A BABY PROVES I AM A MAN.

HAVING CHILDREN IS THE MOST IMPORTANT THING A WOMAN CAN DO.

CARD 26

CARD 27

MY MOTHER WON'T SAY IT OUT LOUD, BUT I KNOW SHE WANTS ME TO HAVE A BABY.

IF MY GIRLFRIEND HAD A BABY, IT WOULD BE BECAUSE SHE SECRETLY WANTED TO GET PREGNANT.

Can you think of other beliefs that lead to pregnancy?

#

How would you argue against those beliefs?

#

BELIEFS.

We have heard the arguments, but let's take it a step further.

Some methods that work against preventing pregnancy - like Norplant and the pill - do not kill HIV.

You have to use a method that stops STDs, including HIV, and pregnancy - like the condom with spermicide.

It is important that you know what works and what doesn't.

Exercise 3: What Are the Advantages of Getting Pregnant?
(15 minutes)

[The purpose of this exercise is to focus the youths' attention on the consequences of teenage pregnancy. Making a list of advantages and disadvantages is used.]

Let's start off by making a list of the advantages and disadvantages of being a teenage mother or father.

I want one group to work on the advantages and disadvantages to the teenage mother and the other group to deal with the teenager father.

#DIVIDE THE GROUP IN HALF. STAY IN THE SAME ROOM. (IT TAKES TOO MUCH TIME TO GO TO A SEPARATE ROOM.) A FACILITATOR GOES WITH EACH GROUP. ONE GROUP FOCUSES ON THE MOTHER AND THE OTHER GROUP ON THE FATHER. PUT A CHART ON NEWSPRINT AND HAVE THE PARTICIPANTS CALL OUT THE ADVANTAGES AND DISADVANTAGES. WRITE THEM ON NEWSPRINT.

TEENAGE MOTHER

ADVANTAGES

DISADVANTAGES

TEENAGE FATHER

ADVANTAGES

DISADVANTAGES

#EXAMPLES ARE AS FOLLOWS: MOTHER - ADVANTAGE: HAS SOMEONE TO LOVE. DISADVANTAGE: DROPS OUT OF SCHOOL. FATHER - ADVANTAGE: PROVES HE IS A MAN. DISADVANTAGE: GIRLFRIEND IS ANGRY WITH HIM.

#WORK ON THE LIST FOR THREE MINUTES. THEN BRING THE

GROUPS BACK TOGETHER AGAIN, REPORT AND DISCUSS.

What did you come up with?

HAVE EACH GROUP REPORT BACK.

What do you think of those lists?

ENCOURAGE RESPONSES AND DISCUSSION.

What message would caregivers want to give youths about pregnancy?

HAVE CAREGIVERS CALL OUT MESSAGES. GIVE OUT
"THANKS."

#HAVE YOUTHS CALL OUT MESSAGES TO CAREGIVERS. GIVE

Next we want to touch on the problems of drugs, alcohol, and sex.

Exercise 4: How Does Substance Abuse Work?
(5 minutes)

[The purpose of this exercise is to present a model of substance use that focuses on what is controllable, and from which a treatment and prevention approach follows. A brief explanation is used here.]

It can be helpful to have some idea of how substance use works.

Let me share with you the way I see it.

Drugs and alcohol affect your central nervous system.

You don't have much control over the chemical reactions that take place.

The more you take drugs, the more you train your body and mind to associate wanting drugs with something that you see, hear or feel at the time you take the drugs and alcohol.

Just like watching an ad on TV may result in your thinking, "I sure feel like some potato chips right now," having someone give you \$10 may lead to your thinking about drugs.

Making those connections is natural - it's the way the brain is wired.

If you become addicted, having your thinking and rational brain try to argue with your central nervous system won't help.

The central nervous system doesn't listen to you.

Here is the process that takes place.

#DRAW THE FOLLOWING MODEL ON NEWSPRINT.

TRIGGER → THOUGHT → CRAVING → USE

For someone who is addicted, this cycle can be automatic.

The addict may be unaware that a trigger has occurred which led to a thought which caused cravings that ended up with using.

Take a look at the first part of the drawing - triggers.

What is a trigger?

Triggers are anything that can cause cravings.

For example, if every Friday night after work you cash your paycheck, go out with friends to a particular club, and use cocaine, the triggers would be

Friday night

After work

Money

Friends who use

The club

What would be some triggers for a teenager who buys drugs on 164th street when he feels angry, goes to the park, and shoots up with some friends?

#ENCOURAGE IDENTIFYING TRIGGERS. LOOK FOR THE STREET, THE DEALER, FEELING ANGRY, THE PARK, THE FRIENDS, THE PARAPHERNALIA.

These triggers then lead to thoughts which tell you that

using is ok,

it won't hurt you,

you'll feel better,

you really need it.

Those thoughts give you permission to use.

They lead to cravings; thinking, "I **must** have it," feelings in the head and chest that demand using it.

Obviously "use" comes next.

Even if you want to stop using, triggers will affect your thoughts and feelings and create cravings.

And the central nervous system part of the addiction is very difficult to control.

What can a person do who doesn't want to use?

Pick fights with that part of your addiction which you can beat.

Once you start craving, it is very hard to stop moving on to using.

So you want to make sure that the whole triggers → thoughts → cravings → use cycle doesn't have a chance to begin.

Two main strategies are avoiding triggers and stopping substance use thoughts before they get started.

Exercise 5: What Are the Pros and Cons of Substance Use?

[The purpose of this exercise is to increase youths' motivation to become more concerned about substance use, to intend to take actions consistent with the level of concern, and to allow pros and cons is the approach taken.]

I want the group to think about the pros and cons of taking drugs.

At the top it says "Using" and "Not Using."

On the sides it says "Advantages" and "Disadvantages."

PUT THE FOLLOWING CHART ON NEWSPRINT. USE TWO SHEETS IF NECESSARY.

#GIVE OUT A CHART AND PENCIL TO EACH PERSON SO THAT

<u>THE ADVANTAGES AND DISADVANTAGES OF USING</u>		
	USING	NOT USING
DISADVANTAGES		

Let's start with "Using."

In this case let's think only of using alcohol because it is more connected to unsafe sex practices.

#ENCOURAGE RESPONSES. RECORD THE IDEAS. COACH THE GROUP IN FILLING OUT THE CHART.

Now we will look at "Not Using" alcohol.

What are the advantages and disadvantages of "Not Using?"

#ENCOURAGE RESPONSES. RECORD THE IDEAS. COACH THE GROUP IN FILLING OUT THE CHART.

EXAMPLES FROM A CHART FOLLOW:

THE ADVANTAGES AND DISADVANTAGES OF USING		
	USING	NOT USING
ADVANTAGES	Feel great Less shy More confident More sex Relaxed More friends Fit in with crowd Fun Takes mind off things	Keep your sanity Get on better with girlfriend Save money Feel better Think Clearly Less jealous No hangovers No withdrawal Sleep better
DISADVANTAGES	Body takes a beating Big debt Relationships suffer Can't have sex Can't remember No self-esteem Ashamed Could get fired Loss of control Stopped eating Sleep all day	I'll be lonely Can't fall asleep Will still be too shy Losing friends Have to face things No fun Bars won't be fun Nervous I'll withdraw

Each person has to figure out her or his own advantages and disadvantages of using and not using alcohol and

What do you think of our list of advantages and disadvantages?

Does any one see something critical that is missing?

ENCOURAGE IDEAS AND DISCUSSION.

It has been proven that using alcohol leads to unsafe sex.

#ENCOURAGE THE GROUP TO CONNECT ALCOHOL USE TO
FREES PERSON TO DO THINGS HE/SHE WOULD NOT
NORMALLY DO.

What message would the caregivers like to communicate to the youths about using alcohol and drugs?

ENCOURAGE THE CAREGIVERS TO CALL OUT MESSAGES TO
THE YOUTHS ABOUT DRUG AND ALCOHOL USE. GIVE OUT
"THANKS."

What message would the youths like to give to the caregivers about drug and alcohol use?

#ENCOURAGE THE YOUTHS TO CALL OUT MESSAGES ABOUT
THE USE OF DRUGS AND ALCOHOL TO THE CAREGIVERS. GIVE
OUT "THANKS."

Throughout today's session we have mentioned safer sex.

Next we will tackle that topic.

Exercise 6: Why Is It Hard To Talk About Sex?
(10 minutes)

[The purpose of this exercise is to increase the youths' and guardians' comfort in talking about sex. A story and panel discussion are used.]

First, I need four people to serve on a panel - two youths and two caregivers.

**#SELECT THE FOUR PANELISTS. HAVE THEM SIT TOGETHER IN
A LINE AS PANELISTS DO.**

First, I want you to listen to this story and give us your reaction to it.

Then I will ask the panel a question to answer.

Here is the brief story.

#THE FACILITATOR READS THE FOLLOWING STORY:

Ami was 15 years old. She had never had sexual intercourse. She had masturbated and liked the way it felt. One day after school her older brother's friend, Jack, stopped by. She had always had a crush on Jack. No one else was home. Jack started teasing Ami and then kissed her. She felt excited. Soon he was caressing her breasts and suddenly slipped her pants down. Before she knew it, he was jamming his penis in her. Ami had heard that sex felt good. Why did this hurt so much? Jack made her promise she wouldn't tell anyone.

What were your reactions to the story?

**#ASK EACH PANELIST FOR A BRIEF REACTION TO THE STORY.
THIS STORY FACILITATES THEM TALKING TO EACH OTHER
ABOUT SEX EVEN THOUGH THEY WILL SAY IT IS DIFFICULT OR
THAT THEY DON'T DO IT.**

Now I would like the panel to discuss the following question: "Why do youths and caregivers/parents find it difficult to talk about sex?"

#ENCOURAGE THE PANELIST TO DISCUSS DIFFICULTIES IN

COMMUNICATING ABOUT SEX. WHEN THE DISCUSSION IS
OVER, GIVE "THANKS" TO THE PANELISTS.

That was a good discussion.

It may take time to work out, but it does appear that being able to talk about sex is important and possible to do.

As we are concerned with safer sex practices, I want to spend a little time on condoms.

Exercise 7: How Do I Use A Condom Correctly?
(20 minutes)

[The purposes of this exercise are to increase the participants' skill in putting on a condom and to familiarize using a female condom. Modelling, practice and discussion are employed. NOTE: half of exercise is split into three groups: 1. female youths, 2. male youths, 3. caregivers/parents]

Now it is time to practice using condoms.

For this exercise we will have the girls in one group, the boys in another, and the caregivers in a third group.

But first I want to tell you about condoms and show you how to use them.

You get HIV through bodily fluids of one person getting in the blood stream of another person.

The dangerous bodily fluids are a man's semen, a woman's vaginal fluid, and blood.

Right now we don't have a jelly or a cream that kills HIV before it gets into the blood stream.

Therefore we capture it before it can do damage or we keep it from getting into the other person.

That's what a condom does.

The semen is caught in the condom, and the condom keeps the vaginal fluid or blood from getting into the other partner.

Right now there is nothing else that works as well.

Are there any questions?

#ANSWER QUESTIONS.

I want to demonstrate how to use the male condom.

#PASS OUT A HANDFUL OF UNLUBRICATED CONDOMS TO EACH PARTICIPANT.

First, I simply want you to get the feel of condoms.

All of these are unlubricated condoms.

Tear open the package and pull it.

Unroll it, stretch it, snap it, blow it up.

Do anything crazy thing you want with it.

**#MODEL DOING SOMETHING PLAYFUL WITH A CONDOM.
ALLOW A MINUTE OR TWO FOR PLAYING WITH THEM.**

Now open another one and throw it to someone else in the group.

See if you can catch it.

Now let's practice putting a condom on a penis model.

Here is a lubricated condom and a penis model.

I will demonstrate putting on a male condom.

#BEGIN MODELLING, TALKING THE YOUTHS THROUGH THE PROCESS. FACILITATORS SHOULD HAVE PRACTICED THIS SEVERAL TIMES BEFORE DEMONSTRATING IT. A GUIDELINE FOLLOWS:

USING A CONDOM

PUTTING ON A CONDOM

(BUY LATEX ONLY BECAUSE LAMB SKIN LETS HIV THROUGH)

1. OPEN THE PACKAGE CAREFULLY.
2. PUT A DROP OF WATER-BASED LUBRICANT INSIDE THE TIP OF THE CONDOM.
3. ROLL DOWN 1/2 INCH OF CONDOM.
4. PUT THE CONDOM AGAINST THE HEAD OF THE HARD PENIS. (IF THE PENIS IS UNCIRCUMCISED, PULL BACK THE FORESKIN FIRST.)
5. SQUEEZE ANY AIR OUT OF THE CONDOM.
6. ROLL THE CONDOM ALL THE WAY DOWN TO THE BASE OF THE PENIS.
7. GENTLY SMOOTH OUT ANY EXTRA AIR.

#WHEN FINISHED PUTTING THE CONDOM ON, COMMENT ON THE CORRECT WAY TO TAKE OFF A CONDOM. A GUIDELINE FOLLOWS:

TAKING OFF A CONDOM

1. PULL OUT GENTLY WHILE THE PENIS IS STILL HARD.

2. HOLD THE CONDOM AT THE BASE OF THE PENIS WHILE PULLING OUT SO THE CONDOM DOESN'T LEAK OR FALL OFF.
3. STARTING AT THE BASE, ROLL THE CONDOM OFF CAREFULLY SO THE CUM DOESN'T SPILL.
4. THROW THE CONDOM AWAY. (NEVER USE A CONDOM TWICE.)

Here is a set of Do's and Don'ts for Condom use.

#HAND OUT THE DO'S AND DON'TS. EMPHASIZE ANY POINTS

THAT
HAVE
NOT
BEEN
COVE
RED
SUFFI
CIENT
LY.

DO'S AND DON'TS FOR CONDOMS

DO

1. USE ONLY LATEX CONDOMS
2. USE FOR VAGINAL, ANAL AND ORAL SEX
3. USE ONLY WITH WATER-BASED LUBRICANT SUCH AS K-Y JELLY NOT VASELINE OR OTHER OIL BASED PRODUCTS.
4. CHECK OUT THE CONDOM PACKET FOR PUNCTURES
5. PUT ON CONDOM BEFORE PENIS EVEN TOUCHES ANUS, VAGINA OR MOUTH
6. PULL BACK FORESKIN
7. PLACE SMALL AMOUNT OF LUBRICANT WITH NON-OXYNOL 9 IN CONDOM TIP

8. ROLL CONDOM ALL THE WAY TO BASE OF PENIS
9. LEAVE ROOM IN END OF CONDOM FOR CUM
10. SQUEEZE OUT ANY AIR POCKETS.
11. HOLD ON TO THE RIM OF THE CONDOM AT THE BASE WHEN PULLING OUT
12. CAREFULLY REMOVE CONDOM
13. THROW CONDOM AWAY
14. **USE THE CONDOM EVERY TIME YOU HAVE SEX**

DON'T

1. DON'T USE AN OIL-BASED LUBRICANT
2. DON'T USE A CONDOM MORE THAN ONCE
3. DON'T PUNCTURE THEM
4. DON'T USE LAMB SKIN CONDOMS
5. **DON'T HAVE SEX WITHOUT A CONDOM**

We have talked about putting on a condom and demonstrated it, but you haven't had a chance to try it.

That's what we will do next.

#PLACE THE GIRLS IN ONE GROUP, THE CAREGIVERS IN ANOTHER AND THE BOYS IN A THIRD GROUP. HOWEVER, INSTRUCTIONS CAN BE GIVEN TO THE GROUP AS A WHOLE (BECAUSE THERE ARE THREE SMALL GROUPS AND TWO CO-FACILITATORS)

In your small groups find a partner.

Each of you will receive a lubricated condom.

#DIVIDE THEM INTO PAIRS. GIVE EACH PAIR A PENIS MODEL AND TWO LUBRICATED CONDOMS. ALSO PASS OUT KLEENEX OR PAPER TOWELS FOR WIPING OFF THEIR HANDS.

One of you hold the penis model while your partner puts on the condom.

Then switch.

If you would rather put the condom on your partner's three fingers, that is fine, also.

OK. Go ahead and practice.

#FACILITATORS WANDER FROM PAIR TO PAIR. GIVE LOTS OF ENCOURAGEMENT, REINFORCEMENT, AND "THANKS" EVEN IF THE ATTEMPT IS NOT PERFECT IN THIS PRACTICE. IF GROUP IS LARGE, FACILITATORS SHOULD FOCUS ON YOUTH PAIRS.

That was very good.

***** BRING THE GROUPS BACK TOGETHER AGAIN.**

Now let's become familiar with the female condom.

#HAND OUT SEVERAL FEMALE CONDOMS TO BE PASSED AROUND.

Remember that the female condom is to be put on ahead of time and not in front of her partner.

Also it can be inserted hours ahead of time, like in the morning and kept in all day and night.

While the male condom puts the man in control, the female condom gives more power to the woman.

Just like the male condom, the female condom is thrown away after one use of it.

The female condom is not easy to put on the first time, but with practice using it becomes simple.

The female condom is just as effective at stopping infection as is the male condom.

Right now the female condom is expensive, but they are working on bringing the price down.

Therefore the simplest way to protect yourself right now is the male condom.

In time many women will be using the female condom instead.

And remember what I said before, birth control methods like Norplant and the pill do not protect you against getting infected with a sexually transmitted disease or with HIV.

Why don't they protect a woman?

Because they don't capture infected fluids so they can be removed from your vagina.

What message would the caregivers and parents want to give the youths about practicing safer sex?

**#ENCOURAGE THE CAREGIVERS/PARENTS TO CALL OUT
MESSAGES. GIVE "THANKS" TO THE PEOPLE WHO GIVE
MESSAGES.**

What message would the youths like to give the caregivers/parents about safer sex?

**#ENCOURAGE THE TEENAGERS TO CALL OUT MESSAGES.
GIVE "THANKS" TO THE YOUTHS WHO CALL OUT MESSAGES.**

Thanks for calling out those messages.

How would you teach someone to use a condom?

Exercise 8: How Would I Help Another Person Use a Condom?
(10 minutes)

[The purpose of this exercise is to increase skills in putting on a condom. Teaching someone else how to do it is the methods used. NOTE: JOINT exercise, but try to maximize comfort among youths]

I need two volunteers.

#SELECT TWO VOLUNTEERS.

You are two friends.

One of you will teach the other person how to put on a condom.

#HAVE THE VOLUNTEERS AGREE ON WHO WILL PLAY EACH
ROLE. GIVE THEM TWO CONDOMS AND A PENIS MODEL.

Go ahead and help your friend learn how to use a condom.

#LET THEM ROLE PLAY FOR FIVE MINUTES OR EARLIER IF
FINISHED. GIVE OUT "THANKS" TO THE ROLE PLAYERS.

Now let's obtain some feedback.

What did you observe that you liked and what would you have done differently?

#OBTAIN FEEDBACK. LOOK FOR: HELPING THE FRIEND TO
BECOME COMFORTABLE; DEMONSTRATING FIRST, THEN
HAVING THE FRIEND TRY IT; COACHING; RE-ENFORCING.

That was a good demonstration.

Today everybody gets some male and female condoms so you can continue your practice.

#GIVE MALE AND FEMALE CONDOMS TO PARTICIPANTS

Exercise 9: What Is Next?
(10 minutes)

[The purposes of this exercise are to increase group cohesion and to transfer what was learned in the sessions to the outside world. Group appreciation and considering between session tasks are the approaches used.]

At the end of the day you will be asked to practice something at home between sessions.

Think about this morning and what we did. Maybe there will be some ideas for later.

We worked on preventing pregnancy, promoting safer sex (learning how to use a condom), and reducing alcohol and drug use.

For example, you could discuss with a friend attitudes toward having a baby as a teenager.

You could check into birth control devices and find out which ones work well at both preventing pregnancy and stopping HIV.

You could teach someone how to use a condom.

You could identify your alcohol triggers.

What ideas do you have?

**#ENCOURAGE SHARING OF POSSIBLE BETWEEN-SESSION
TASKS.**

Those are some good ideas.

We are at the end of the session.

It is time for showing group appreciation.

Let people know you liked what they did today.

#MODEL SHOWING APPRECIATION. MAKE SURE NO ONE IS LEFT OUT. ENCOURAGE GETTING UP AND MOVING ABOUT IN ORDER TO SHOW APPRECIATION.

I will see you after lunch.

This afternoon we will work on solving conflicts at home.

I will see you at _____ (time) in _____ (room).

END OF SESSION 13

CARD 1

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I DON'T WANT TO GET PREGNANT.

CARD 2

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I AM TOO YOUNG TO CONCEIVE.

CARD 3

PREGNANCY CAN'T HAPPEN TO ME BECAUSE I DON'T HAVE SEX OFTEN ENOUGH.

CARD 4

PREGNANCY CAN'T HAPPEN TO ME BECAUSE IT IS THE WRONG TIME OF THE MONTH.

CARD 5

PREGNANCY CAN'T HAPPEN TO MY GIRLFRIEND BECAUSE I PULL OUT BEFORE COMING.

CARD 6

I HAVE LITTLE CONTROL OVER WHAT HAPPENS TO ME, SO WHY SHOULD I WORRY ABOUT CONTRACEPTION? IT IS GOD'S WILL.

CARD 7

IF I GET PREGNANT, IT IS EASY TO GET AN ABORTION.

CARD 8

IF I GET MY GIRLFRIEND PREGNANT, IT IS EASY FOR HER TO GET AN ABORTION.

CARD 9

IF I GET MY GIRLFRIEND PREGNANT, NOBODY WILL REALLY CARE.

CARD 10

IF WE USE A CONDOM WHEN HAVING SEX, WE ARE GOING TO HAVE MORE SEX.

CARD 11

SOMETIMES I DON'T REALLY CARE IF I GET PREGNANT.

CARD 12

WHY SHOULD I GIVE A DAMN IF I GET A GIRL PREGNANT?

CARD 13

MY RELIGION IS AGAINST CONTRACEPTION.

CARD 14

I DON'T KNOW WHERE TO GET BIRTH CONTROL.

CARD 15

I WOULD BE TOO EMBARRASSED TO BUY CONDOMS IN A DRUG STORE.

CARD 16

IF I BOUGHT CONDOMS IN A DRUG STORE, THE DRUGGIST WOULD DISAPPROVE OF ME.

CARD 17

IF I GET CONDOMS, PEOPLE WILL THINK I AM HAVING SEX.

CARD 18

IF A COUPLE USES CONDOMS, IT SHOWS THEY DON'T CARE ABOUT EACH OTHER.

CARD 19

USING CONDOMS DOESN'T FEEL GOOD.

CARD 20

IF I USE BIRTH CONTROL PILLS, I WILL GET SICK.

CARD 21

IF USE CONDOMS REGULARLY, I WON'T BE ABLE TO HAVE A BABY WHEN I WANT TO.

CARD 22

IF MY GIRLFRIEND GETS PREGNANT, IT'S HER FAULT FOR NOT TAKING THE PILL.

CARD 23

HAVING A BABY MEANS I AM A NORMAL WOMAN.

CARD 24

MAKING A BABY PROVES I AM A MAN.

CARD 25

HAVING CHILDREN IS THE MOST IMPORTANT THING A WOMAN CAN DO.

CARD 26

REGARDLESS OF WHEN IT HAPPENS, THE BIRTH OF A CHILD IS A BLESSED EVENT.

CARD 27

MY MOTHER WON'T SAY IT OUT LOUD, BUT I KNOW SHE WANTS ME TO HAVE A BABY.

CARD 28

IF MY GIRLFRIEND HAD A BABY, IT WOULD BE BECAUSE SHE SECRETLY WANTED TO GET PREGNANT.

<u>THE ADVANTAGES AND DISADVANTAGES OF USING</u>		
	USING	NOT USING
ADVANTAGES		
DISADVANTAGES		

DO'S AND DON'TS FOR CONDOMS

DO

1. USE ONLY LATEX CONDOMS
2. USE FOR VAGINAL, ANAL AND ORAL SEX
3. USE ONLY WITH WATER-BASED LUBRICANT SUCH AS K-Y JELLY NOT VASELINE OR OTHER OIL BASED PRODUCTS.
4. CHECK OUT THE CONDOM PACKET FOR PUNCTURES
5. PUT ON CONDOM BEFORE PENIS EVEN TOUCHES ANUS, VAGINA OR MOUTH
6. PULL BACK FORESKIN
7. PLACE SMALL AMOUNT OF LUBRICANT WITH NON-OXYNOL 9 IN CONDOM TIP
8. ROLL CONDOM ALL THE WAY TO BASE OF PENIS
9. LEAVE ROOM IN END OF CONDOM FOR CUM
10. SQUEEZE OUT ANY AIR POCKETS.
11. HOLD ON TO THE RIM OF THE CONDOM AT THE BASE WHEN PULLING OUT
12. CAREFULLY REMOVE CONDOM
13. THROW CONDOM AWAY
14. **USE THE CONDOM EVERY TIME YOU HAVE SEX**

DON'T

1. DON'T USE AN OIL-BASED LUBRICANT
2. DON'T USE A CONDOM MORE THAN ONCE
3. DON'T PUNCTURE THEM
4. DON'T USE LAMB SKIN CONDOMS
5. **DON'T HAVE SEX WITHOUT A CONDOM**