

T.L.C. Facilitator's Manual

Act Safe Module

Sexual Decisions of HIV Positive Youth

Session #1: Should I Protect Myself and My Partner? (2 hrs.)

OBJECTIVES:

1. Youths will identify their ideal selves in different roles.
2. Youth will discuss the major dilemmas faced in deciding to protect themselves and others (e.g., disclosure, fear of rejection, conflict surrounding pleasure vs. protecting self and others).
3. Youth will be able to identify reasons to protect themselves and others from HIV re-infection or other STD infection.
4. Youth will be able to indicate which sexual acts provide the most protection and identify pleasurable alternatives to unprotected actions.
5. Youths will confront the ethical dilemmas in deciding to have children.

RATIONALE:

These sessions have three primary goals: 1) to reduce the spread of HIV; 2) to prevent reinfection and STDs; and 3) to reduce pregnancies of HIV-positive youths. The emphasis is on increasing motivation to accomplish these objectives through supporting positive self-concepts and through enhancing altruism. Looking at how the ideal self would behave in situations with sexual, moral dilemmas and confronting the ethical issues in these situations are the strategies employed.

After engaging the youths around their possible selves in the domains of lover and friend, some basic ethical dilemmas are exposed. Discussion and debates on ethical issues are staged as a way of confronting the dilemmas that sexual situations for HIV-positive youths present. Scenes, scripts, and stories provide the real life situations around which these discussions take place. Next, to provide a background for future decisions, the effects of STDs are presented and the degree of protection in different sexual acts is considered.

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The importance of curtailing STDs in this population is rarely dealt with even though STDs have their own negative consequences, weaken the immune system, are more deadly in already compromised immune systems, and make one more susceptible to HIV infection. Thus, in this first session STDs are introduced in a way that provides usable information.

Much attention has been focused on undesirable sexual acts while little emphasis has been given to sexual acts that are pleasurable and of less risk. As it is assumed that sex will continue to be a major part of these youths lives, less risk rather than only dealing with no risk is considered.

Finally, dilemmas and decisions around sexual behavior in HIV-positive youth are further complicated when the possibility of pregnancy exists. An opportunity to explore the issues and implications is provided.

SUMMARY OF EXERCISES:

1. Introduce the participants, the sessions, and give out "thanks". Do a lottery. Review group rules. (15 minutes)
2. Explore personal goals through identifying possible selves. (10 minutes)
3. Use scripts to illustrate dilemmas around sexual issues for HIV-positive youth, role play, and discuss. (20 minutes)
4. Provide basic information on STD's for HIV-infected youth. (5 minutes)
5. Create a line representing the degree of protection found in different sexual acts. Role play convincing a partner to engage in a less risky act. (20 minutes)
6. Generate lists of alternative sexually pleasurable activities and select favorite ones. Create new sexual scripts. (15 minutes)
7. Use scripts to illustrate dilemmas faced by HIV+ youth having children. Explore options for meeting one's needs. (20 minutes)
8. End with setting goals for between sessions and express group appreciation. (15 minutes)

MATERIALS:

Lottery tickets
Lottery prize
"Thanks"
Pencils
Newsprint and marking pens
Possible Selves Form
List of Self Characteristics
Scripts: "I Don't Care" & "Do You Want To Help?"
STD Information
Sexual act cards
Sexual acts rating form
End of Room Signs: "More Risky & "Less Risky"
Scripts: "Someone to Love," "What's the Score?" & "Whose Choice is it Anyway?"
Goal Setting Chart
Goal Summary Sheet
Goal Cards

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

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Exercise 1: Where Am I Headed in these Sessions?
(15 minutes)

[The purposes of this exercise are to create a positive atmosphere in which to work, to support goal achievement, to explain the sessions' goals and processes, to increase self-esteem, and to identify possible selves relevant to the session's goals. Positive introductions, "Thanks," a lottery, goal review, and determining positive selves are used.]

Welcome to these sessions on sexual decision making.

Before I go any further I want to let you know that I appreciate your being here, on time, and ready to start.

Let's do a lottery to begin the session.

■DO A LOTTERY. HAND OUT LOTTERY TICKETS. HAVE EACH YOUTH WRITE HIS\HER NAME ON THE TICKET. COLLECT TICKETS, MIX THEM UP, DRAW A WINNER, AND GIVE OUT THE PRIZE.

From earlier sessions you know that we want to let others in the group know when we liked something they said or did, their style, or simply their presence.

Here are some "Thanks" for you to pass out when you want to show somebody you appreciate them.

■GIVE OUT TWENTY "THANKS" TO EACH PERSON.

We also made some important ground rules during module 1. Does anyone remember some of them?

■SOLICIT LIST FROM GROUP. REFRAME AS NEEDED. LIST ON NEWSPRINT. INCLUDE THE FOLLOWING:

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GROUP GUIDELINES

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. BE AN ACTIVE PARTICIPANT--NOT TOO MUCH HIDING.
5. DON'T JUDGE OTHERS--ACCEPT OTHER GROUPS MEMBERS AS THEY ARE.
6. LISTEN ACTIVELY WITH AN OPEN MIND.
7. HAVE FUN!

Does anyone have any new ones they would like to add to our list?

■ACKNOWLEDGE/INCLUDE GOOD SUGGESTIONS ON LIST.

We also need to be aware that different sexual orientations are often represented in our groups. Some groups have straight, gay, and bi-sexual members in the same group.

During these first 5 sessions on sexual decision making we will be using examples for all orientations.

Remember that while our sexual practices may be somewhat different, that our concerns and goals are often very much the same--we are here to help each other to stay healthy and be happy.

Try to be open and supportive of each other. Looking to what makes us similar instead of what makes us different will be helpful.

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It has been three months since we last met.

What kind of progress did you make on the goals that you had set for yourself?

■POST THE GOAL SETTING CHART.

Remember that the goals were to be realistic, clear, not too easy or too hard, and easy to tell if completed.

Let's go around the room and hear how each of you made out.

Also let us know about something you did that made you really proud of yourself.

■HAVE EACH YOUTH DESCRIBED HOW GOALS WERE WORKED ON. USE THE GROUP AS A RESOURCE TO PROBLEM-SOLVE ANY BARRIERS THAT WERE MET. REFER TO THE GOAL SUMMARY SHEET AND PROBLEM SOLVING CHART. GIVE OUT "THANKS."

It sounds like you have been trying very hard to improve your lives.

That's great!

Now what are we going to work on?

This session has two goals.

The first goal is for you to avoid getting re-infected with a new strain of HIV or with sexually transmitted diseases that can make your condition worse.

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The second goal is for you to stop the spread of HIV and sexually transmitted diseases.

Why would you want to accomplish either of these goals?

One answer to that question lies in what you want for yourself in the future.

Exercise 2: What Is My Ideal Self?
(20 minutes)

[The purpose of this exercise is to use future selves as a way of locating motivation to take protective, sexual actions. Listing one's ideal self in several different roles or contexts is employed.]

Who we would like to be in the future and what are our ideal selves can influence our decisions and actions.

There are always two possibilities: what you hope to be in the future and what you are afraid of being.

For example, "I hope to love someone and have them love me for a long time."

"I am afraid of being alone, with no one to love me."

"I hope to get a raise on the job."

"I fear not having enough money."

What you hope for and what you fear I am going to call your "possible selves".

We all have a number of possible selves--depending on the area of our lives that we are interested in.

For example, you will have different possible selves in work than in your job or school.

I would like you to write down three hoped for selves and three feared selves in two different areas: love and friendship.

But, first, I would like you to take some time to think about some characteristics of your many ideal selves.

Here is a list of personal characteristics to give you some ideas.

You don't have to use any of the characteristics on this list, but some may be just right.

Feel free to make up your own.

■HAND OUT LIST OF SELF CHARACTERISTICS.

LIST OF SELF CHARACTERISTICS

<u>Accepting</u>	Approving of yourself and others.
<u>Calm</u>	At ease, peaceful.
<u>Capable</u>	Competent, effective
<u>Caring</u>	Being concerned about someone or something.
<u>Cheerful</u>	Lighthearted, joyful.
<u>Confident</u>	Believing, trusting and relying on someone or something.
<u>Friendly</u>	Supporting and helping friends.
<u>Funny</u>	Being able to see the funny side of things.
<u>Gentle</u>	Tender, sensitive
<u>Helpful</u>	Working to help others
<u>Honest</u>	Telling the truth. Being trustworthy.

<u>Imaginative</u>	Daring, creative
<u>Loving</u>	Affectionate, tender
<u>Passionate</u>	Expressing strong feelings with abandon.
<u>Responsible</u>	Being accountable and dependable.
<u>Sexy</u>	Physically attractive and exciting. Able to arouse people.
<u>Spiritual</u>	Searching for meaning and salvation.
<u>Tolerant</u>	Recognizing and respecting other's beliefs and actions that are different from your own.
<u>Trustworthy</u>	Having faith in someone or something.

■PASS OUT "POSSIBLE SELVES" FORM AND PENCILS.

POSSIBLE SELVES

Instructions: In the two areas listed below write down what you hope to be and what you fear being in the future. Try to list three possible selves under each category.

HOPED FOR

FEAR BEING

LOVE

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

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FRIENDSHIP

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

■ALLOW A FEW MINUTES TO FILL OUT THE FORM.

Let's go around the room, and you tell us one thing you hope for and one thing you fear.

If for some reason you don't feel ready to share with the group, just say that you pass.

■ENCOURAGE SHARING OF POSSIBLE SELVES. GIVE OUT "THANKS."

I appreciate you letting us know about what you want for yourself in the future.

Your possible selves will play a big role in what decisions you make with regard to protecting yourself and your partner.

The goals you set for yourself will be guided by what you want and fear in the future.

We will come back to them over and over again.

Whether to protect yourself and your lover is not necessarily an easy decision for everyone.

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Now I want you to examine some of the reasons it can be a hard decision to make.

Exercise 3: What Makes the Decisions Difficult?
(20 minutes)

[The purpose of this exercise is to confront the value issues inherent in deciding to protect others and oneself. Scripts, thinking out loud the value decisions, and discussion are employed.]

I am going to present some soap scenes that illustrate the issues in making a decision about protecting oneself, a partner, and the community.

As you listen to this first scene, think about the possible lover you would hope to be and the lover you fear becoming.

I need two volunteers--one to play the part of Chris and the other part of Johnny.

Notice that Chris could be male or female. The issues are similar for straight or same-sex relations. Think about the situations as you may experience them.

**■SELECT THE VOLUNTEERS AND DECIDE WHO WILL
PLAY EACH PART. GIVE THE PLAYERS THE SCRIPTS.**

There is one other important point to make.

The character Johnny is HIV-positive.

OK. Go ahead and do the scene.

■HAVE THE PLAYERS READ THE SCENE TO THE GROUP.

I DON'T CARE

CHRIS: Do you love me?

JOHNNY: Yes.

CHRIS: A lot?

JOHNNY: Of course. Why do you keep asking me?

CHRIS: If you loved me, you would tell me the truth.

JOHNNY: Something is eating you.

CHRIS: Nothing's bothering me.

JOHNNY: Do you always tell the truth?

CHRIS: No.

JOHNNY: Even if you love the person?

CHRIS: It's easier to lie if I don't love them.

JOHNNY: Yes, but what if you love them? Could you still lie to them?

CHRIS: Maybe. If I thought the truth would hurt them.

JOHNNY: I know you want to ask me something. So, ask me.

CHRIS: Have you got HIV?

JOHNNY: Of course not.

CHRIS: I didn't think so, but I wanted to ask you.

JOHNNY: Would it change anything?

CHRIS: Nothing. I'd still love you.

JOHNNY: Would you still let me fuck you?

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CHRIS: Every night.

JOHNNY: During the day?

CHRIS: Anytime.

JOHNNY: Would you want me to start wearing a condom?

CHRIS: Who gives a shit? If I'm going to get it, I'm going to get it. There's nothing you can do about it. I want to be close to you--no condom in between.

JOHNNY: Are you sure?

CHRIS: Positive.

JOHNNY: You'll still go down on me?

CHRIS: Nothing could be sweeter. Don't think you could get rid of me just because you have HIV.

JOHNNY: I'm glad you said that. I have never loved anyone like I love you. I don't want this to ever end.

CHRIS: It won't. I'm sorry I brought this up.

JOHNNY: Don't be. It tells me how much you love me and how much I want you. I won't let anything spoil it.

THE END

That was great acting!

■GIVE THE PLAYERS "THANKS."

Should Johnny tell Chris that he is HIV-positive?

Should Johnny make sure they both use condoms?

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**■ASK FOR A VOLUNTEER AND (SELF-IDENTIFIED GAY)
ASK HIM TO RESPOND TO YOUR INSTRUCTIONS AND
QUESTIONS.**

If you were Johnny, what kinds of thoughts would you have about these decisions?

Pretend that you are Johnny and think out loud the discussion you would have with yourself.

**■HAVE THE YOUTH SHARE HIS THINKING ABOUT THE
DECISIONS AS IF HE WERE JOHNNY.**

Thanks for sharing what you would think in this situation.

■GIVE THE YOUTH "THANKS."

**■SELECT A SECOND YOUTH AND (SELF-IDENTIFIED
STRAIGHT) REPEAT THE PROCESS.**

Put yourself in Johnny's shoes.

Think out loud how you would handle this situation.

What worries you in this situation?

What goes into deciding whether to tell Chris and whether to insist on using condoms?

**■HAVE THE SECOND YOUTH THINK OUT LOUD ABOUT
THE SITUATION WITH CHRIS.**

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Thanks for sharing.

■GIVE THE YOUTH "THANKS."

What do the rest of you think the issues are for Johnny and Chris?

What makes this a difficult situation?

What pulls a person with HIV in one direction and what pushes him or her in the other direction?

■ENCOURAGE A DISCUSSION. LOOK FOR DILEMMAS AND THEMES SUCH AS FEAR OF LOSING A PARTNER, FEAR OF REJECTION, FACING ANGER OVER NOT HAVING TOLD THE PARTNER EARLIER, WANTING TO SAVE THE PARTNER FROM HARM, FEAR OF BEING DEPRIVED OF SEX. WANTING TO DO THE "RIGHT" THING, WANTING TO PROTECT ONESELF, HOPELESSNESS. LIST THE ISSUES ON NEWSPRINT.

Now let's take a look at a second situation. In this situation, the concerns go beyond the two people involved. A person's responsibility to the community can also be an issue. This is an example of two gay men and some concerns for their community.

■TWO FACILITATORS ACT OUT.

DO YOU WANT TO HELP?

BERNIE: Steve! You're just the person I was looking for.

STEVE: What's happening?

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BERNIE: I want to ask you about helping out.

STEVE: Doing what?

BERNIE: You still go to the Green Banana, don't you?

STEVE: I hang out there.

BERNIE: I thought so. I was asking the bartender there who were the guys that others respected. He gave me your name. I checked it out. You are as they call it "An Opinion Leader."

STEVE: Cut it out, Bernie. What's all the bull shit.

BERNIE: We've got this project.

STEVE: Tell me about it.

BERNIE: I'm trying to. You know a lot of younger guys aren't practicing safer sex. Well, they had this project in Alabama or some place where guys like you--leaders--wore this button in the bar where they hung out. When someone asked what it meant, they told the guy about safer sex, why it was smart to do it, and what steps they personally were taking. It worked.

STEVE: Are you kidding me?

BERNIE: You get free training on how to give out a good AIDS message.

STEVE: How much time?

BERNIE: Two nights a week for a month.

STEVE: Do you get paid?

BERNIE: For the training. \$50. The rest is volunteer.

STEVE: No, I don't think so.

BERNIE: Why not?

STEVE: It just isn't for me.

BERNIE: Don't you care?

STEVE: Of course, I care. Don't try a guilt trip on me.

BERNIE: I don't get it. What's the problem? I was sure you would do it and be real good at it.

STEVE: So, what if some guy asks me if I'm HIV-positive?

BERNIE: Tell him the truth.

STEVE: Tell him that I'm HIV-positive?

BERNIE: I'm sorry I didn't know.

STEVE: What steps am I supposed to tell him I'm taking?

BERNIE: What steps are you taking?

STEVE: I'm eating better.

BERNIE: No. I mean what steps to stop the spread.

STEVE: If the other guy will use a condom, I go along with it. If he doesn't want us to use one, I'm not going to get into a fight about it.

BERNIE: Do you tell the guy you are positive?

STEVE: Sometimes. I don't want him to stop having sex with me because of that. It's not fair to deprive me of sex just because I'm positive.

BERNIE: If you wore a condom, who would refuse you?

STEVE: Plenty of guys.

BERNIE: You used to use condoms.

STEVE: All the time. Then I found out that I had it. Everything went down hill after that.

BERNIE: I'm sure after you got over the shock you did something different to protect other guys and yourself.

STEVE: Protect me from what? I already got it.

BERNIE: Protect yourself from STDs and things that could make it worse for you.

STEVE: Well, I do try to stick with jerking off and blow jobs. I cut way down on anal sex.

BERNIE: Those are good steps. Look, you understand the problems. You're struggling with them yourself. I still think you'd make a great opinion leader.

STEVE: Sorry, Bernie. I haven't got it together enough.

BERNIE: You will.

STEVE: Maybe, but not now. I say I care about other guys, but I don't act like it. I say I value myself, but I don't do what I know I should.

BERNIE: Give it a try.

STEVE: No. When I can sort things out in my own head, I'll give you a call, and we can talk about it again.

THE END

Again I want you to share with the group what makes this a difficult scene for Steve.

■ASK A VOLUNTEER TO SHARE HIS/HER THOUGHTS.

Put yourself in Steve's position.

Here was a chance to help others in the gay community.

He refused.

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What thoughts would Steve have about this situation?

Tell us the thoughts out loud that would go through his head.

What kind of a discussion would he have with himself?

Pretend that you are Steve.

■HAVE THE YOUTH SHARE OUT LOUD THE THOUGHTS THAT STEVE WOULD HAVE.

Thank you for sharing Steve's thoughts.

■GIVE THE YOUTH "THANKS" AND THEN SELECT ANOTHER YOUTH TO RESPOND.

What would your version be of Steve's internal conflict?

What thoughts would go through his head as he tried to decide what to do?

Be Steve and tell us your thoughts.

■HAVE THE YOUTH PRETEND HE IS STEVE AND SHARE HIS THOUGHTS.

Thank you for being Steve.

■GIVE THE YOUTH "THANKS."

What are others reactions to Steve and his decisions?

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What conflicts are there over being protective and caring for others in the gay community?

Is there a "right" thing to do?

■ENCOURAGE SHARING OF CONFLICTS AND DILEMMAS. LOOK FOR CONCERNS ABOUT LETTING OTHERS KNOW YOUR STATUS, HOPELESSNESS, FEARS AROUND BEING DEPRIVED OF SEX, NOT BEING AS ABLE TO DENY ONE'S STATUS, AND CONFLICT OVER PROTECTING ONESELF VERSUS HELPING OTHERS. PUT THE THEMES UP ON NEWSPRINT.

Now that we have explored some of the difficulties in making decisions about taking care of yourself, your lover, your friends, and others in the community I want you to have some background information that will help you make sexual decisions.

Exercise 4: What Are the Dangers in STDs?
(15 minutes)

[The purpose of this exercise is to increase the youths' understanding of the dangers of STDs.]

We have focused so much on HIV that we have forgotten the dangers in sexually transmitted diseases--called STDs. You all may know them as the drips or crabs, or something like that.

Paying attention to them is important for the following reasons:

1. They have serious consequences, ranging from painful sores all the way to brain damage and death.
2. With a weakened immune system they are easier to catch.
3. They weaken the immune system even more.
4. Having an STD makes it easier to become infected or re-infected with HIV.
5. All of them can be treated, but some them can never be cured.
6. But the most important thing for you to know about STD's is that all of them can be controlled by using condoms.

To protect yourself and others it is important that you know something about them.

We don't have time to discuss specific STD's today, so I have a handout that you can read at home. Your doctor would be the best person to ask if you want to know about treating STD's.

■PASS OUT A COPY OF THE STD INFORMATION.

Now that you have information about STDs we will look at which sex acts expose you to STDs and re-infection of HIV and which sex acts expose your partners.

Exercise 5: Which Sex Acts Should I Engage In?
(20 minutes)

[The purposes of this exercise are to explore how much protection different sex acts afford and to focus on sexual acts that are pleasurable and provide higher degrees of protection. Forming a line (more risky--less risky) of sexual acts, selecting pleasurable acts, and role playing switching to a less risky act are the methods used.]

We want to start off by looking at some typical sex acts--first exploring how much protection they provide and then how much pleasure they provide.

Each person will receive a card with a sex act on it.

Don't show it to anyone.

Then I want you to form a line from "less risky" at this end of the room to "more risky" at the other end of the room.

■AT ONE END OF THE ROOM PLACE A SIGN WHICH
READS "MORE RISKY" AND AT THE OTHER END PLACE A
SIGN WHICH READS "LESS RISKY."

Here are the sex acts cards.

■PASS OUT THE SEX ACTS CARDS. EACH PERSON RECEIVES
ONE CARD. THE CARDS ARE AS FOLLOWS:

VAGINAL INTERCOURSE WITHOUT CONDOM

ANAL INTERCOURSE WITHOUT A CONDOM

VAGINAL INTERCOURSE WITH A CONDOM

ANAL INTERCOURSE WITH A CONDOM

ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING SEMEN IN THE MOUTH

ORAL SEX WITH A CONDOM

ORAL SEX AND TAKING SEMEN IN THE MOUTH

MUTUAL MASTURBATION

RIMMING

FISTING

DEEP MOUTH TO MOUTH KISSING

BITING OR SCRATCHING ENOUGH TO DRAW BLOOD

Get up and place yourself where you think you should be on the line.

■ALLOW TIME TO FORM THE LINE.

Now will you each read off your sexual act starting at the "less risky" end of the line.

■HAVE EACH PERSON READ WHAT HIS CARD SAYS.

Do you think that someone is out of place on the line?

■ENCOURAGE DISCUSSION OF THE PLACEMENT OF THE ACTS. HAVE PEOPLE MOVE AROUND IF THERE IS GROUP AGREEMENT. INTERJECT COMMENTS FROM THE FOLLOWING NOTES AS NEEDED. MAKE IT CLEAR THAT THE DEGREE OF PROTECTION AFFORDED OR THE DEGREE OF RISK IS NOT ALWAYS A WELL ESTABLISHED FACT. EMPHASIZE THE "LESS RISKY" ACTS AS WELL AS "MORE RISKY" ACTS. WHEN POSSIBLE, CONNECT ENJOYMENT TO "LESS RISKY" ACTS.

NOTES ON SEXUAL ACTS

1. ANAL INTERCOURSE WITHOUT A CONDOM--TYPICALLY CONSIDERED THE MOST RISKY ACT BECAUSE SEMEN IS LIKELY TO COME IN CONTACT WITH BREAKS IN THE SKIN INSIDE THE ASS.
2. ANAL INTERCOURSE WITH A CONDOM AND--STILL CONSIDERED RISKY DUE TO TEARING AND INTERNAL BLEEDING AND THE RISK OF THE CONDOM BREAKING OR COMING OFF DUE TO THE TIGHT FIT IN THE ANUS.
3. VAGINAL INTERCOURSE WITHOUT A CONDOM--A VERY HIGH RISK SEXUAL ACTIVITY.
4. VAGINAL INTERCOURSE WITH A CONDOM--CONDOMS REDUCE THE RISK A LOT WHEN USED PROPERLY. STILL SOME RISK BECAUSE CONDOMS CAN BREAK.
5. ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING SEMEN IN THE MOUTH--DEPENDS ON WHETHER PRE-EJACULATE FLUID ENTERED THE MOUTH. SEE # 5. SOME RISK.
6. ORAL SEX WITH A CONDOM--CONSIDERED TO PROVIDE A HIGH DEGREE OF PROTECTION.
7. ORAL SEX AND TAKING SEMEN IN THE MOUTH--SO FAR THERE APPEAR TO BE 25 TO 30 DOCUMENTED CASES OF HIV INFECTION BEING TRANSMITTED THIS WAY. THAT MAY BE CONSIDERED VERY LOW OUT OF ALL THE DOCUMENTED CASES. HOW LITTLE PROTECTION IS IT? THERE IS A LOT OF DEBATE ON THIS ONE AND INSUFFICIENT DATA. SOME RISK HAS BEEN SHOWN.
8. RIMMING--NO PROTECTION AGAINST SERIOUS INFECTIOUS DISEASES SUCH AS HEPATITIS AND OTHER STDS.
9. FISTING--NO PROTECTION AGAINST INJURIES WHICH COULD LEAD TO HIGHER RISKS OF STDS AND HIV INFECTION. WEARING A SURGICAL GLOVE CAN REDUCE INFECTIONS BUT NOT INJURIES.
10. BITING OR SCRATCHING ENOUGH TO DRAW BLOOD--IF ONE OF THE PARTNERS IS INFECTED, PROTECTION SHOULD BE USED.

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11. MUTUAL MASTURBATION--CONSIDERED TO BE A VERY LOW RISK ACTIVITY.
12. DEEP MOUTH TO MOUTH KISSING--SOME SAY THAT THIS ACT DOES NOT PROTECT AGAINST SOME STDS. THERE IS INSUFFICIENT DATA TO DETERMINE HOW MUCH RISK IS PRESENT FOR HIV, BUT DEEP KISSING IS BELIEVED TO BE SAFE.

How do you feel about this discussion?

■ENCOURAGE REACTIONS.

Even if something is providing protection and yet giving little satisfaction, the chances of doing it on a regular basis go down.

Here is the list of sexual acts we used for the line.

■HAND OUT THE "SEXUAL ACTS PLEASURE RATING FORM."

Look at the sexual acts and decide which three give you the most pleasure.

Put a circle around those three.

Then rate the three of them.

The one that gives you the most pleasure gets a "1."

The next most pleasurable gets a "2" and the last one a "3."

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Then we will build a group list of pleasurable acts.

SEXUAL ACTS PLEASURE RATING FORM

Instructions: First select the three acts which give you the most pleasure and circle them. Then rate the three that you selected. Give a "1" to the act that gives you the most pleasure, a "2" to the next most pleasurable and a "3" to the third most pleasurable.

RATING

SEXUAL ACTS

- _____ VAGINAL INTERCOURSE WITHOUT A CONDOM
- _____ ANAL INTERCOURSE WITHOUT A CONDOM
- _____ VAGINAL INTERCOURSE WITH A CONDOM
- _____ ANAL INTERCOURSE WITH A CONDOM
- _____ ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING SEMEN IN THE MOUTH
- _____ ORAL SEX WITH A CONDOM
- _____ ORAL SEX AND TAKING SEMEN IN THE MOUTH
- _____ MUTUAL MASTURBATION
- _____ RIMMING
- _____ FISTING
- _____ DEEP MOUTH TO MOUTH KISSING
- _____ BITING OR SCRATCHING ENOUGH TO DRAW BLOOD

■ALLOW TIME FOR RATING THE ACTS.

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Please hand your ratings in, and someone can read them off to me while I write them on newsprint.

■COLLECT THE RATING FORMS, MIX THEM UP, AND HAVE SOMEONE READ OFF THE RATINGS. MAKE A TALLY ON NEWSPRINT.

What do you think of those ratings?

Does protection fit with pleasure?

■ENCOURAGE A DISCUSSION.

Let's do a brief role play in order to make the choice of sexual acts more real.

I need someone to play Buddy and someone to play Jim.

■SELECT TWO VOLUNTEERS AND DECIDE WHO WILL PLAY EACH PART.

Buddy and Jim are lovers.

Buddy is HIV-positive, and Jim is negative.

Buddy wants to convince Jim that oral sex is both exciting and provides some protection. Buddy wants to be caring and compassionate, not selfish.

Jim, you like anal sex and want to keep having it with Buddy.

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The rest of you will be observers.

■ASSIGN EACH OBSERVER A DIFFERENT TASK.

You pay attention to: facial expressions
 eye contact
 posture
 gestures
 voice
 language
 breathing
 blushing

■PUT TWO CHAIRS IN THE MIDDLE OF THE ROOM.

OK, let's go ahead and do the role play.

■DO THE ROLE PLAY FOR A FEW MINUTES AND THEN OBTAIN FEEDBACK.

Thank you for a great performance.

■GIVE "THANKS" TO THE PLAYERS.

Now let's get some feedback.

(TO BUDDY)--please tell us how you felt during the role play.

Also tell us what one thing you did that you liked and what thing you did in the role play that you would have done differently.

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■OBTAIN FEEDBACK FROM BUDDY.

(TO JIM)--how did you feel during the role play and what one thing that he did impressed you and what one thing would you have done differently if you had played his role?

■OBTAIN FEEDBACK FROM JIM.

(TO THE OBSERVERS)--Please tells us one thing that Buddy did which you liked and what you might have done differently had you played that part.

■OBTAIN FEEDBACK FROM OBSERVERS.

We have been dealing with linking safer sex to pleasurable sex.

We began by exploring sexual acts--some of which are considered to provide no protection from HIV or STDs.

We considered what pleasure these acts gave you, and finally role played trying to get a lover to engage in a satisfying as well as protective act rather than a less protective one.

Now let's identify what you consider to be good sex, but with one catch.

Exercise 6: What Are My Choices for Fun and Protected Sex?
(15 minutes)

[The purposes of this exercise are to identify protective and pleasurable activities and to encourage their integration into sexual scripts. Developing small group lists, and creating sexual scripts are employed.]

I said that we would identify good sex but with a catch.

The catch is that the penis or vagina cannot be involved.

Turn to person next to you and come up with three things that turn you on with your partner, that are sexually exiting with your partner, and that make you and your partner feel good.

But you cannot include any activity involving the penis or vagina except fantasy.

There's still lots of things you can do.

For example, remember all things you can do with your hands--stroke, pat, rub, squeeze, pinch, and spank.

Remember all the things you can do with your mouth--suck, nuzzle, lick, flutter, blow, nip.

Remember all the places your hands and mouth can touch.

Also think of settings and props.

Take a minute and brainstorm some ideas.

■ALLOW TIME FOR COMING UP WITH THE THREE ACTIONS.

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Let hear what you came up with.

■HAVE THE SMALL GROUPS CALL OUT SUGGESTIONS.

What do you think of this list?

■ENCOURAGE RESPONSES.

Now I want us to demonstrate what having pleasurable sex with protection can mean.

I will start the story of Phil and Bruce and their night of pleasure.

Then I will stop and the person next to me has to continue the story.

He will make up a little of the story and then pass it to the next person.

We will keep going around the room so that everyone tells the story.

Since this is fantasy, we'll make this really interesting. You can change the sex of either character, or both, when it's your turn. Just remember to:

1. Make it hot.
2. Make it last.
3. Keep the story going.

And most important, don't get into sex without protection.

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If you want to set it up so that the person next to you has to find a way out of a situation that might lead to ending it too quickly, feel free to do that.

I will start.

Phil and Bruce had a wonderful evening so far.

They had gone dancing at a club, talked seriously, and felt so close to each other.

Now they were back at Bruce's place.

Once in the door Phil took Bruce's hand and...(TO THE PERSON NEXT TO YOU)...keep it going.

■HAVE THE STORY CONTINUE AROUND THE GROUP SEVERAL TIMES, KEEPING PHIL AND BRUCE ENGAGED IN SEXUAL ACTIVITIES THAT WERE PLEASURABLE AND PROTECTIVE AT THE SAME TIME.

That was very good. Well, it sounds to me like safer sex can be a lot of fun.

I hope you are as good at being caring lovers as you are story tellers.

Exercise 7: What Should We Do About Having a Baby?
(20 minutes)

[The purpose of this exercise is to confront the ethical dilemmas involved with an HIV-positive girl becoming pregnant or an HIV-positive boy fathering a child. Scripts and discussion are used.]

The main decision we want to explore today is whether or not to have a baby.

There are a few facts to remember.

First, about one fourth (1/4) of the babies born to women with HIV are infected by their mothers.

The odds are four to one.

If the mother takes AZT during her pregnancy, she can improve the baby's chances of not getting infected.

About one in ten (10) of the babies born to mothers taking AZT become HIV-positive.

■NOTE TO THE FACILITATOR: ALL BABIES OF HIV+ MOTHERS HAVE THE MOTHER'S ANTIBODIES IN THEIR BLOOD AT BIRTH. THEREFORE, ON THE HIV ANTIBODIES TEST, THE BABIES MAY APPEAR TO BE HIV+. WHEN THE MOTHER'S ANTIBODIES LEAVE THE BABY'S SYSTEM, THE BABIES CAN BE TESTED AGAIN TO SEE IF THEY REALLY ARE HIV+. THERE IS ALSO A TEST THAT CHECKS FOR THE VIRUS; HOWEVER, THIS IS IN LIMITED USE.

Second, as far as we know, all babies infected with HIV get AIDS.

Babies with AIDS seem to fall into two groups.

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The majority show symptoms soon and die by three years of age.

A second group appears to live longer.

Some have lived to be 10 years old, and we know that a few have reached their 16th birthday, but we don't have enough information to know how long they will live.

Do you have any questions about HIV-positive mothers giving HIV to their babies?

■ANSWER QUESTIONS ON MOTHER-CHILD TRANSMISSION.

We will look at two different soap scenes about having a baby and see what you think should be done in each.

Here is the first scene.

In this scene two girls who are best friends are talking.

Who will play Lucia and who will play Inez?

■SELECT THE VOLUNTEERS. DECIDE WHO WILL PLAY EACH PART. GIVE THEM THE SCRIPT AND HAVE THEM READ THE SCENE ALOUD.

SOMEONE TO LOVE

LUCIA: I'm so miserable!

INEZ: That's nothing new. What is it now?

LUCIA: No one cares what happens to me.

INEZ: I do. But don't go feeling sorry for yourself.

LUCIA: You would feel awful if you were me. You are my only friend. I have no boyfriend. My family's all split up. I haven't seen my father for years. My mother has so many problems that she can't be bothered with me.

INEZ: I know it feels bad, but maybe there are some things you can do to fix it.

LUCIA: I'm going to do something. I'm going to get pregnant. I'd love to have a baby. It would feel so good. I'd love it, and it would love me.

INEZ: Aren't you forgetting that you have the virus?

LUCIA: I just know in my heart that I wouldn't pass it on.

INEZ: You can't be sure.

LUCIA: That's a chance I'm willing to take.

INEZ: For you or for the baby?

LUCIA: For both of us. The baby needs me. What are you going to say to me when the baby comes out all right?

INEZ: You really need to think this out carefully.

LUCIA: I have. Don't I have a right to be happy?

THE END

That was great!

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■GIVE THE PLAYERS "THANKS."

Think about when your ideal self would want to have a baby.

■PAUSE WHILE THE YOUTHS THINK OF WHEN THEIR IDEAL SELVES WOULD WANT TO HAVE A BABY.

Do you agree that Lucia has a right to be happy?

■ENCOURAGE REACTIONS TO THE SOAP SCENE AND DISCUSSION. FOCUS ON LUCIA'S NEEDS AND HER SOLUTION FOR MEETING THEM. IF SHE BEATS THE ODDS AND HER BABY IS HEALTHY, WAS IT A "WRONG" CHOICE? TRY TO GET AN OPINION FROM EVERYONE.

NOTE: IF GROUP IS MOSTLY HETEROSEXUAL, DO WHAT'S THE SCORE?, IF GROUP IS MOSTLY GAY, DO WHOSE CHOICE IS IT ANYWAY?

Here is the last soap scene.

■HETEROSEXUAL

In this scene two guys are talking about doing it with girls.

Who will play Jerome and who will play David?

■SELECT THE VOLUNTEERS AND DECIDE WHO WILL PLAY EACH PART. GIVE THEM THE SCRIPT AND HAVE THEM READ THE SCENE ALOUD TO THE GROUP.

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WHAT'S THE SCORE?

JEROME: What's happening, David? What's the matter?

DAVID: Jerome, I feel real bad. I got Jenny pregnant.

JEROME: You get ten points! I got five girls pregnant. Now that's something to brag about.

DAVID: I can't brag about it. I got the virus. What if I gave the virus to Jenny and the baby has it and the baby dies?

JEROME: You are talking crazy. Nothing's going to happen. Don't worry about it. Is this your first time?

DAVID: Yes. And my last. I don't like condoms, but I'm not giving AIDS to a baby. Next time I'm using one. I better tell Jenny the problem.

JEROME: You are getting too soft.

DAVID: I don't want to see Jenny or the baby getting AIDS. Maybe if she knows, she can do something about it.

JEROME: Are you going to marry her?

DAVID: No.

JEROME: Do you love her? Are you going to act like the kid's father?

DAVID: No. I don't love her, and I'm not going to be the kid's father.

JEROME: David, don't you see? She's just a piece. Forget it. Girls are for taking. The more the better.

DAVID: Your sister too?

JEROME: My sister's got four babies by four different fathers. You can't use that one on me. Look, I'm your friend. I'm older. I know what's going down. Here's some advice. Don't take everything so seriously.

DAVID: Are you telling me I should spread it around?

JEROME: There you go talking crazy again.

THE END

Good job!

■GIVE OUT "THANKS" TO THE PLAYERS.

First, think of the way you would want to be with a sex partner.

■PAUSE WHILE YOUTHS THINK OF HOW THEY WOULD WANT TO BE.

In this scene what attitudes do you agree with and which ones are not like yours?

■ENCOURAGE A DISCUSSION OF THE SCENE. EXPLORE ATTITUDES. WHAT IS THE BOY'S RESPONSIBILITY? ALSO SHOULD DAVID TELL JENNY THAT HE HAS THE VIRUS?

■GAY

WHOSE CHOICE IS IT ANYWAY?

JEROME: Hi David. Have you got a minute?

DAVID: Yeah, what's up?

JEROME: Scott and I are considering having a baby.

DAVID: Really, how do you plan to so that? Are you going to adopt?

JEROME: Forget adopting. We want the baby to have our genes. Jenny offered to have sex with me to get pregnant. She's already got two of her own and

would not mind doing this for us.

DAVID: Does Jenny know that you and Scott are HIV-positive? Don't you know that you could infect not only Jenny, but the baby too. If Jenny becomes infected during her pregnancy, the chance is even higher that the baby will actually become infected and go on to develop AIDS. How would you and Scott feel about that?

JEROME: Jenny does know that we are infected and she said that she is willing to risk that for us.

DAVID: Yeah, but are you and Scott willing to risk that for Jenny and the baby? Maybe, you can think about other options so everyone involved can be safe and healthy.

THE END

In this scene, what attitudes do you agree with and which ones are not like yours?

■ENCOURAGE A DISCUSSION OF THE SCENE. EXPLORE ATTITUDES. WHAT IS THE BOY'S RESPONSIBILITY?

■EVERYONE

Sometimes real needs get lost among our feelings and desires.

What need do we have to fill by having or fathering a child?

■GENERATE LIST--INCLUDE:

- STABLE ENVIRONMENT
- MONEY FOR HEALTH CARE, NUTRITION, CLOTHING, AND EDUCATION.
- EMOTIONAL HEALTH/STABILITY
- TRUST THAT PARENTS WILL BE THERE AND WILL BE ABLE TO CONTINUE TO TAKE CARE OF THEM.

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NOTE: THAT THE CHILD DOES NOT HAVE A CHOICE IN HOW HIS/HER NEEDS ARE MET, BUT THAT PARENTS HAVE CHOICES.

Let's look at our needs again and see if we have other options for meeting them.

■GENERATE LIST--REINFORCE CREATIVITY

EXAMPLES:

- VOLUNTEER TO BABYSIT FOR MOMS WITH AIDS.
- VOLUNTEER AT DAY CARE/CHILDREN' PROGRAMS.
- VOLUNTEER TO VISIT CHILDREN IN HOSPITALS
- TAKE ON A NEW PROJECT OR HOBBY THAT SHOWS YOU ARE MATURE/GROWN-UP.

■GIVE THANKS FOR IDEAS.

That was a good discussion.

Are there other opinions that you have on getting pregnant and having a baby that you did not get a chance to express?

■ENCOURAGE SHARING ANY ADDITIONAL COMMENTS.

Right now what are your plans for either having a baby or being the father of a baby?

■ASK EACH YOUTH WHAT HIS OR HER INTENT IS IN TERMS OF HAVING A CHILD.

Thanks for sharing your plans.

Now we are at the end of this session. Let's set some goals to achieve before our session next week.

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Exercise 8: What Short-term Goals Do I Want to Achieve?
(15 minutes)

[The purposes of this exercise are to establish goals that lead to accomplishing the session's objectives, to build group cohesion, and to increase self-esteem. Goal setting and group appreciation are used.]

At the end of each session we will set goals to accomplish between now and the next meeting.

Goals are important for several reasons.

First, they take what we do in here and put it out there where people really live.

Second, goals are how we express what's important to us and what kind of person we want to be.

Third, goals are ways that we are in charge of our lives rather than somebody else's.

When selecting a goal, make sure it is realistic, clear, not too easy or too hard, and easy to see if accomplished.

■POST GOAL SETTING CARD.

Also pick goals to which you are committed, goals that are important to you, and goals you can really get into.

Do you have any ideas so far?

**■CHECK OUT WHERE THE YOUTHS ARE AT THIS POINT
IN TERMS OF GOAL IDEAS.**

Some ideas for goals might come from the first exercise where you listed hoped for and feared

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possible selves.

Today we also covered conflicts and dilemmas in deciding to protect oneself, one's partner, one's friends, and one's community.

Furthermore we learned about STDs, protective sexual acts, and how to have sexual enjoyment while protecting ones self and lover.

What might you try to do that was related to what we covered today and that was also important to you?

■ENCOURAGE SHARING OF IDEAS.

Here are some examples of possible goals from this session:

1. Make a list of conflicts I would have in telling my lover I was HIV-positive.
2. Make a list of conflicts I would have in trying to convince my friends to use protection or engage in less risky sexual acts.
3. Make a list of benefits and conflicts I would have in working as a volunteer with a community agency's program on preventing HIV.
4. Discuss with a friend the dangers of STDs.
5. Try to convince my lover to do more sexual things that will protect us.
6. Change the typical way I have sex so that it doesn't always lead to anal intercourse.

Take a few minutes to think of what you agree to achieve between sessions.

Let's go around and hear what you came up with.

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As people tell their goals, feel free to ask them questions and check out if their goals are realistic, clear, not too easy or too hard, and easy to see if achieved.

Also ask if they are committed to the goals and if the goals are important to them.

■PASS OUT GOAL CARDS.

■ASK EACH YOUTH TO DESCRIBE HIS GOAL. COACH TO MAKE THE GOAL MEET THE STANDARDS. RECORD GOALS ON GOAL SUMMARY SHEET.

Those are good goals.

At the beginning of the next session we will check out what happened and help people think about the experience.

We will see you next time at _____ (time and place) on _____ (day and date).

THE END OF SESSION 1

POSSIBLE SELVES

Instructions: In the two areas listed below write down what you hope to be and what you fear being in the future. Try to list three possible selves under each category.

HOPED FOR

FEAR BEING

LOVE

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

FRIENDSHIP

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

I DON'T CARE

CHRIS: Do you love me?

JOHNNY: Yes.

CHRIS: A lot?

JOHNNY: Of course. Why do you keep asking me?

CHRIS: If you loved me, you would tell me the truth.

JOHNNY: Something is eating you.

CHRIS: Nothing's bothering me.

JOHNNY: Do you always tell the truth?

CHRIS: No.

JOHNNY: Even if you love the person?

CHRIS: It's easier to lie if I don't love them.

JOHNNY: Yes, but what if you love them? Could you still lie to them?

CHRIS: Maybe. If I thought the truth would hurt them.

JOHNNY: I know you want to ask me something. So, ask me.

CHRIS: Have you got HIV?

JOHNNY: Of course not.

CHRIS: I didn't think so, but I wanted to ask you.

JOHNNY: Would it change anything?

CHRIS: Nothing. I'd still love you.

JOHNNY: Would you still let me fuck you?

CHRIS: Every night.

JOHNNY: During the day?

CHRIS: Anytime.

JOHNNY: Would you want me to start wearing a condom?

CHRIS: Who gives a shit? If I'm going to get it, I'm going to get it. There's nothing you can do about it. I want to be close to you--no condom in between.

JOHNNY: Are you sure?

CHRIS: Positive.

JOHNNY: You'll still go down on me?

CHRIS: Nothing could be sweeter. Don't think you could get rid of me just because you have HIV.

JOHNNY: I'm glad you said that. I have never loved anyone like I love you. I don't want this to ever end.

CHRIS: It won't. I'm sorry I brought this up.

JOHNNY: Don't be. It tells me how much you love me and how much I want you. I won't let anything spoil it.

THE END

DO YOU WANT TO HELP?

BERNIE: Steve! You're just the person I was looking for.

STEVE: What's happening?

BERNIE: I want to ask you about helping out.

STEVE: Doing what?

BERNIE: You still go to the Green Banana, don't you?

STEVE: I hang out there.

BERNIE: I thought so. I was asking the bartender there who were the guys that others respected. He gave me your name. I checked it out. You are as they call it "An Opinion Leader."

STEVE: Cut it out, Bernie. What's all the bull shit.

BERNIE: We've got this project.

STEVE: Tell me about it.

BERNIE: I'm trying to. You know a lot of younger guys aren't practicing safer sex. Well, they had this project in Alabama or some place where guys like you--leaders--wore this button in the bar where they hung out. When someone asked what it meant, they told the guy about safer sex, why it was smart to do it, and what steps they personally were taking. It worked.

STEVE: Are you kidding me?

BERNIE: You get free training on how to give out a good AIDS message.

STEVE: How much time?

BERNIE: Two nights a week for a month.

STEVE: Do you get paid?

BERNIE: For the training. \$50. The rest is volunteer.

STEVE: No, I don't think so.

BERNIE: Why not?

STEVE: It just isn't for me.

BERNIE: Don't you care?

STEVE: Of course, I care. Don't try a guilt trip on me.

BERNIE: I don't get it. What's the problem? I was sure you would do it and be real good at it.

STEVE: So, what if some guy asks me if I'm HIV-positive?

BERNIE: Tell him the truth.

STEVE: Tell him that I'm HIV-positive?

BERNIE: I'm sorry I didn't know.

STEVE: What steps am I supposed to tell him I'm taking?

BERNIE: What steps are you taking?

STEVE: I'm eating better.

BERNIE: No. I mean what steps to stop the spread.

STEVE: If the other guy will use a condom, I go along with it. If he doesn't want us to use one, I'm not going to get into a fight about it.

BERNIE: Do you tell the guy you are positive?

STEVE: Sometimes. I don't want him to stop having sex with me because of that. It's not fair to deprive me of sex just because I'm positive.

BERNIE: If you wore a condom, who would refuse you?

STEVE: Plenty of guys.

BERNIE: You used to use condoms.

STEVE: All the time. Then I found out that I had it. Everything went down hill after that.

BERNIE: I'm sure after you got over the shock you did something different to protect other guys and yourself.

STEVE: Protect me from what? I already got it.

BERNIE: Protect yourself from STDs and things that could make it worse for you.

STEVE: Well, I do try to stick with jerking off and blow jobs. I cut way down on anal sex.

BERNIE: Those are good steps. Look, you understand the problems. You're struggling with them yourself. I still think you'd make a great opinion leader.

STEVE: Sorry, Bernie. I haven't got it together enough.

BERNIE: You will.

STEVE: Maybe, but not now. I say I care about other guys, but I don't act like it. I say I value myself, but I don't do what I know I should.

BERNIE: Give it a try.

STEVE: No. When I can sort things out in my own head, I'll give you a call, and we can talk about it again.

THE END

SOMEONE TO LOVE

LUCIA: I'm so miserable!

INEZ: That's nothing new. What is it now?

LUCIA: No one cares what happens to me.

INEZ: I do. But don't go feeling sorry for yourself.

LUCIA: You would feel awful if you were me. You are my only friend. I have no boyfriend. My family's all split up. I haven't seen my father for years. My mother has so many problems that she can't be bothered with me.

INEZ: I know it feels bad, but maybe there are some things you can do to fix it.

LUCIA: I'm going to do something. I'm going to get pregnant. I'd love to have a baby. It would feel so good. I'd love it, and it would love me.

INEZ: Aren't you forgetting that you have the virus?

LUCIA: I just know in my heart that I wouldn't pass it on.

INEZ: You can't be sure.

LUCIA: That's a chance I'm willing to take.

INEZ: For you or for the baby?

LUCIA: For both of us. The baby needs me. What are you going to say to me when the baby comes out all right?

INEZ: You really need to think this out carefully.

LUCIA: I have. Don't I have a right to be happy?

THE END

WHAT'S THE SCORE?

- JEROME: What's happening, David? What's the matter?
- DAVID: Jerome, I feel real bad. I got Jenny pregnant.
- JEROME: You get ten points! I got five girls pregnant. Now that's something to brag about.
- DAVID: I can't brag about it. I got the virus. What if I gave the virus to Jenny and the baby has it and the baby dies?
- JEROME: You are talking crazy. Nothing's going to happen. Don't worry about it. Is this your first time?
- DAVID: Yes. And my last. I don't like condoms, but I'm not giving AIDS to a baby. Next time I'm using one. I better tell Jenny the problem.
- JEROME: You are getting too soft.
- DAVID: I don't want to see Jenny or the baby getting AIDS. Maybe if she knows, she can do something about it.
- JEROME: Are you going to marry her?
- DAVID: No.
- JEROME: Do you love her? Are you going to act like the kid's father?
- DAVID: No. I don't love her, and I'm not going to be the kid's father.
- JEROME: David, don't you see? She's just a piece. Forget it. Girls are for taking. The more the better.
- DAVID: Your sister too?
- JEROME: My sister's got four babies by four different fathers. You can't use that one on me. Look, I'm your friend. I'm older. I know what's going down. Here's some advice. Don't take everything so seriously.
- DAVID: Are you telling me I should spread it around?

JEROME: There you go talking crazy again.

THE END

ANAL INTERCOURSE WITHOUT A CONDOM

VAGINAL INTERCOURSE WITHOUT A CONDOM

ANAL INTERCOURSE WITH A CONDOM

VAGINAL INTERCOURSE WITH A CONDOM

**ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING
SEMEN IN THE MOUTH**

ORAL SEX WITH A CONDOM

ORAL SEX AND TAKING SEMEN IN THE MOUTH

MUTUAL MASTURBATION

RIMMING

FISTING

DEEP MOUTH TO MOUTH KISSING

**BITING OR SCRATCHING ENOUGH TO DRAW
BLOOD**

SEXUAL ACTS PLEASURE RATING FORM

Instructions: First select the three acts which give you the most pleasure and circle them. Then rate the three that you selected. Give a "1" to the act that gives you the most pleasure, a "2" to the next most pleasurable and a "3" to the third most pleasurable.

RATING

SEXUAL ACTS

- _____ ANAL INTERCOURSE WITHOUT A CONDOM
- _____ ANAL INTERCOURSE WITH A CONDOM
- _____ ORAL SEX WITHOUT A CONDOM AND WITHOUT TAKING SEMEN IN THE MOUTH
- _____ ORAL SEX WITH A CONDOM
- _____ ORAL SEX AND TAKING SEMEN IN THE MOUTH
- _____ MUTUAL MASTURBATION
- _____ RIMMING
- _____ FISTING
- _____ DEEP MOUTH TO MOUTH KISSING
- _____ BITING OR SCRATCHING ENOUGH TO DRAW BLOOD
- _____ VAGINAL INTERCOURSE WITH A CONDOM
- _____ VAGINAL INTERCOURSE WITHOUT A CONDOM

WHOSE CHOICE IS IT ANYWAY?

JEROME: Hi David. Have you got a minute?

DAVID: Yeah, what's up?

JEROME: Scott and I are considering having a baby.

DAVID: Really, how do you plan to do that? Are you going to adopt?

JEROME: Forget adopting. We want the baby to have our genes. Jenny offered to have sex with me to get pregnant. She's already got two of her own and would not mind doing this for us.

DAVID: Does Jenny know that you and Scott are HIV-positive? Don't you know that you could infect not only Jenny, but the baby too. If Jenny becomes infected during her pregnancy, the chance is even higher that the baby will actually become infected and go on to develop AIDS. How would you and Scott feel about that?

JEROME: Jenny does know that we are infected and she said that she is willing to risk that for us.

DAVID: Yeah, but are you and Scott willing to risk that for Jenny and the baby? Maybe, you can think about other options so everyone involved can be safe and healthy.

THE END

LIST OF SELF CHARACTERISTICS

<u>Accepting</u>	Approving of yourself and others.
<u>Calm</u>	At ease, peaceful.
<u>Capable</u>	Competent, effective
<u>Caring</u>	Being concerned about someone or something.
<u>Cheerful</u>	Lighthearted, joyful.
<u>Confident</u>	Believing, trusting and relying on someone or something.
<u>Friendly</u>	Supporting and helping friends.
<u>Funny</u>	Being able to see the funny side of things.
<u>Gentle</u>	Tender, sensitive
<u>Helpful</u>	Working to help others
<u>Honest</u>	Telling the truth. Being trustworthy.
<u>Imaginative</u>	Daring, creative
<u>Loving</u>	Affectionate, tender
<u>Passionate</u>	Expressing strong feelings with abandon.
<u>Responsible</u>	Being accountable and dependable.
<u>Sexy</u>	Physically attractive and exciting. Able to arouse people.
<u>Spiritual</u>	Searching for meaning and salvation.
<u>Tolerant</u>	Recognizing and respecting other's beliefs and actions that are different from your own.
<u>Trustworthy</u>	Having faith in someone or something.

STD INFORMATION

CHLAMYDIA

- Symptoms: Genital discharge or pain in the penis during urination. Pain and swelling in crotch area or balls. One in four men show no symptoms.
- Treatment: Can be successfully treated with antibiotics.
- Complications: Can cause inability to have children. Inflammation of the rectum or butt. Inflammation of the lining of the eye. Inflammation of the throat. Easier to become infected with HIV. Using condoms protects against chlamydia.

GENITAL HERPES

- Symptoms: Different depending on the person. Itching and burning sensations. Pain in legs, buttocks or genital area. Feeling of pressure in the abdominal area. Sores, headache, fever, muscle ache, painful urination. Can get it through oral contact.
- Treatment: Acyclovir, a medicine, relieves the discomforts and pain of the infection. Genital herpes cannot be cured. Keeps recurring.
- Complications: With suppressed immune system episodes last longer and are more severe. Weakens immune system. Easier to get HIV. No sex when sores are present. Condoms protect against genital herpes.

GONORRHEA

- Symptoms: Discharge from penis and burning sensations during urination. Anal discharge, itching, and painful bowel movements.
- Treatment: Penicillin or other antibiotics. Penicillin-resistant gonorrhea is increasing.
- Complications: If untreated, infection goes to joints, heart valve and brain. Highly contagious. With a weakened immune system it is much easier to get gonorrhea. Condoms protect.

HEPATITIS

- Types: Four types: 1) "A" - mild, doesn't become chronic or long lasting. 2) "B" - Obtained through anal sex. 3) "Non A; non B" - Spread through sex. Can lead to liver disease. 4) "Delta" - occurs in people with "B" and is potentially severe.
- Symptoms: Some people have no symptoms. Headaches, mild fever, fatigue, loss of appetite, nausea, vomiting and diarrhea.
- Treatment: Some kinds can be treated with medicine, but others have no cure. Vaccines that keep you from catching hepatitis are available.
- Complications: Short term arthritis problems. Hepatitis B can be life threatening. Liver cirrhosis, liver cancer, weakened immune system. Condoms protect against hepatitis.

HUMAN PAPILOMAVIRUS AND GENITAL WARTS

- Symptoms: Warts on top of penis, on the shaft and in the mouth. Very contagious.
- Treatment: Removal of warts and medication. The symptoms are treatable, but human papillomavirus cannot be cured, you will always have it.
- Complications: Anal cancer. Condoms prevent the spread of genital warts.

SYPHILIS

- Symptoms: Sores (shankers) in mouth and anus and on penis. Secondary syphilis has rashes.
- Treatment: Penicillin.
- Complications: Spreads throughout the body and damages organs. If untreated it can lead to heart problems, blindness, neurological problems, and death.

**LESS
RISKY**

**MORE
RISKY**