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I n t r o d u c t i o n

Rates of sexual activity among teenagers have risen throughout the last thirty years. Almost all adolescents participate in sexual activity of some kind. Overall, 90% have kissed, 79% have participated in deep kissing, 72% have participated in touching “above the waist,” and 54% have participated in touching “below the waist.” Sexual activity is fairly rare among the youngest teenagers, but becomes increasingly common with age. The number who are sexually active is 9% among twelve-year-olds, but rises to 23% among fourteen-year-olds, 42% among sixteen-year-olds, and 71% among eighteen-year-olds.

Many of these sexual encounters result in unplanned pregnancies, which have numerous negative consequences and threaten to unravel the fabric of our community. Teen pregnancies cost our society billions of dollars in social welfare and medical costs. Yet our collective efforts to date have failed to stem the tide. Sex education programs that teach only abstinence have not proven effective. Nearly two-thirds of teenagers think teaching “Just Say No” is an ineffective deterrent to teenage sexual activity.

What is needed now is a new model, a program which includes a strong abstinence message, as well as information about contraception and safe sex. We believe that Project Alpha, with its keygoal of helping adolescents to postpone sexual intercourse until they are ready for mature relationships, can be that model. Our Alpha brothers in chapters across the country are dynamic, diverse and dedicated men who share a common desire and goal to improve the chances of success for young African-American males.

One of the things we would like to accomplish during Project Alpha’s workshops and follow-up activities is to help develop and foster the goals and dreams of this next generation of Black men, and instill in them a system of values, ethics and respect for others. Young African-American males need to be exposed to and challenged by new alternatives for their lives. Through this project, we can share with them our collective life experiences and prepare them for the challenges and responsibilities that they will encounter in their communities and beyond. By providing our young men with the support and skills they need early on to have a sense of control over their lives and the means to make informed and responsible choices, we can change the future for this “at-risk” population.

Too many of our young men see themselves as having nothing to strive for. They cannot envision graduating from high school because they have few role models to follow, their teachers give them little encouragement about their academic abilities, their neighborhoods are chaotic with drugs and violence, and mainstream society sees them as stereotypes to be avoided or destroyed. Yet our unique approach shows them that positive alternatives do exist, and that there are serious consequences to interrupting one’s chances in life with a pregnancy. We seek to avoid that interruption by giving our young men a hopeful sense of the future and by helping them discover their potential.

As Project Alpha moves forward, we must expand our sights and encourage our educational and political leaders to support development of other long-term, multidimensional, community-based programs, which offer our young people hope for a brighter future and the means to achieve life goals other than parenthood. Those types of programs would undoubtedly prove expensive; yet those costs would still be far less than the social welfare and medical costs that we pay when “babies make babies.”

Overview of the Guide

Project Alpha revolves around the use of the S.T.A.T.S.: Sex, Teens, AIDS - Take 'Em Serious video. This *Project Alpha Curriculum and Activities Guide* is a key resource tool developed to help support the members of the Project Alpha team as they share the program's key messages during conferences. To develop the guide, focus groups were conducted with young males in urban, rural and suburban environments to assess the sexual issues that most concern them. Their concerns are interwoven into the following five sessions:

- Session I: Responsibility, Respect and the Role of Young Males in Relationships
- Session II: Adolescent Pregnancy and Fatherhood
- Session III: Protecting Yourself and Your Partner
- Session IV: Sexually Transmitted Diseases
- Session V: Intimate Violence in Relationships

Each session can be completed in approximately ninety minutes. This includes showing the video twice and having approximately forty-five minutes for discussion. The sessions include:

- ✓ key scenes and summaries of S.T.A.T.S.
- ✓ goals
- ✓ opening statements
- ✓ trigger questions (to help get the discussion started)
- ✓ talking points
- ✓ additional discussion questions
- ✓ activities

In the *Project Alpha Implementation Guide*, program models have been provided which suggest the sessions that should be covered and the activities to use during a one-day or two-day Project Alpha conference. If you are presenting your conference over a multiple number of weeks, there also is guidance on models for this format.

How to Use the Guide

All facilitators should thoroughly read this Guide prior to the Project Alpha conference. As a facilitator, you have been assigned a session or sessions and/or the activities you are to lead. You should re-read those sessions and activities. This will help you to become comfortable with presenting the information. The more familiar you are with the information, the more you will be able to put things in your own words.

In addition to using the activities presented, facilitators are encouraged to be creative by incorporating other forms of media in their presentation and discussion. For instance, the use of lyrics from rap songs or other popular music and movie clips can help to get a message across and/or reflect the participants' culture. This also will increase the facilitator's credibility and encourage open, productive discussion. Relax and be prepared to have a good time.

The talking points in each session are the issues that should be covered during the presentation. Facilitators can expand on these issues and add other factual information to enhance the discussion.

Overview of the S.T.A.T.S. Video

Video Description

S.T.A.T.S. is a 20-minute video produced and edited by MEE (Motivational Educational Entertainment) Productions Inc. specifically for Project Alpha. Talking with young men about irresponsible sexual behavior is a necessary first step to reverse social trends which threaten the future of our communities. This video is a learning tool designed to stimulate dialogue around this topic.

The video's style attracts today's youth: edgy, fast-paced and music-oriented. S.T.A.T.S. jumps right into the middle of urban life, giving youth information they can use. The interwoven mini-dramas are intercut in a dynamic, rhythmic style with flash frames, bold graphics and innovative camera movements to capture and retain the viewer's attention.

We watch as youth grapple—sometimes successfully, sometimes not—with their choices about sex and sexual behavior. During the course of the video, the characters reflect a multitude of issues: peer pressure, how to have successful intimate relationships, safe sex, abstinence, HIV and other STDs, teen pregnancy, the consequences of bad decision-making, and much more. The video illustrates many of the issues and challenges which young people face in dealing with their sexuality. It reflects the diversity and realities of today's urban teens, while depicting their social interactions in a realistic, authentic manner to which youth will be able to recognize and relate. Young people watching the video will be exposed to alternative ways to solve problems and resolve conflicts in interpersonal relationships. Several characters in the video model the positive behaviors which we hope young people will choose to adopt.

The provocative dramatic vignettes are interwoven throughout eight sections. The drama takes an insider's look at the paths of a group of high school friends as they grapple with sexual issues. The group reflects various scenarios with which today's youth are often confronted with—ranging from those who are comfortable and proud of their decision to remain abstinent, those who are having or contemplating having sex (using safe sex methods), to those who exhibit irresponsible and dangerous sexual behavior.

The Characters

Kevin is a sexually-active male teen who is flirtatious and sees himself as a “playa” (i.e., ladies man). He does not have as much information as he should on sex and therefore his actions are irresponsible and not always respectful. His goal seems to be to have sex with every attractive female with whom he comes in contact. Kevin needs lessons when it comes to sexual decision-making. Eventually, he gets a major lesson when he meets Gina, a young woman who tells him something that turns him around. Kevin's best friends are Quan and Jaz.

Quan is a mature teenage male who respects females. He has some knowledge about sex and is sexually active. Safe sex is a must for him. Quan's girlfriend is Pam and he is interested in making their relationship a sexual one. Initially, she refuses and he respects her decision. He always tells his friends Kevin and Jaz that they should always use condoms. Most importantly, when Kevin gets himself into trouble with a female, Quan supports him through the crisis.

Overview of the S.T.A.T.S. Video

Jaz is a popular, high school star athlete with many goals and dreams and has chosen to abstain from sex. He always treats women with respect. His decision to remain a virgin sometimes brings about pressure from his friend Kevin to “get busy” because females are always throwing themselves at him. Though sometimes embarrassed that he is a virgin, by the close of the video he confronts Kevin and does not bow down to the pressure of his peers. By the end of video, he also shares with Erica why he wants to remain abstinent. She respects his decision.

Dana is a teenage female who in the beginning of the video is a virgin. Her sexual curiosity and naivety get her into trouble. She hosts a house party while her mother, Vivian, is out of town. Later, she skips school to go spend time with Kevin. Even though she was not ready for the consequences, she has sex with Kevin because she thinks she knows another side of him and can bring that out. They both find themselves having to make some serious decisions. Dana learns that before you have sex with someone you should get to know him or her better. Her best friend is LaTasha.

LaTasha is an outspoken, highly confident teenager who is very sexually knowledgeable. She is a virgin and can handle it because she is a good debater. LaTasha is bold enough to say the things that other people will not. She is attractive and familiar with all the games and tricks that males like to play. She keeps a watchful eye on Dana because that is “her girl.” When Dana needs her, she is right there because “no matter what” they will always be best friends.

Nakia is a teen female who is from “around the way” (i.e., outside the neighborhood). There are rumors out that she prefers older guys and has gotten “burnt” (i.e., contracted an STD) by one of them. She attends Dana’s party and initially is attracted to Kevin. However, their interaction turns sour when he forcibly seduces her during the house party.

Pam is a teenager who is wise beyond her years. She mostly goes with the flow. She receives lots of support from the women in her family. She could be considered a “woman in training.” She is definitely going to make something out of her life. Her boyfriend is Quan and she likes him because he is respectful and a monogamous kind of guy. She is considering becoming involved sexually with Quan. Their relationship is what she has been looking for. They openly discuss all aspects of their relationship.

Erica is a teen female who really likes Jaz. She hangs around whenever she can, hoping to get to know him better and eventually “get with” him.

Mr. Tip is an older adult male in the community to whom young males feel they can talk about tough issues. He is the director of the neighborhood recreation center. The young people in the neighborhood show him respect. He is a role model and mentor.

Gina is a young adult female who is HIV-positive and works as peer educator for a local HIV/AIDS program. Part of her outreach efforts includes distributing information and condoms at a local teen night club - The Spot. Kevin forces her to tell him what living with HIV is really like.

Vivian is Dana’s mother.

Cynthia is the nurse at a health clinic.

Overview of the S.T.A.T.S. Video

Scene Synopses

Scene 1: Party Tonight

Introduces the male characters in the video, Kevin, Quan, Jaz and Mr. Tip. Establishes the fact that Dana is having a house party at which there will be no adult supervision. We also see Erica for the first time. She likes Jaz.

Scene 2: Get Together at Dana's

Topics addressed: intimate relationships, the importance of respecting yourself and others, safe sex practices, peer pressure around sex, virginity, looking ahead to future goals.

The scene opens at the party being held at Dana's house. Everyone is having fun, dancing and socializing. Kevin is "on the prowl," first approaching Dana, who is attracted to him, then Nakia, who also responds to his charms, for some intimate time together. LaTasha, Jaz, Dana, Quan, Pam and Erica spend time discussing male/female relationships, in particular, whether all guys are after one thing only, like Kevin. During this scene we learn that Jaz, Dana and LaTasha are virgins. Their choices are respected by their peers.

Quan and Pam are attracted to each other and happy to see each other at the party. When Pam says she does not want to have sex, he accepts her decision. Kevin coaxes Nakia into the bedroom, to continue their conversation in private. When she does not want to go any further than kissing or touching, he forces himself on her sexually, then claims that she was "down" and that he has no idea what is wrong with her when she runs out of the bedroom and leaves the party, visibly upset. Still, Dana refuses to accept that Kevin could do anything wrong. Everyone is asked to leave.

Scene 3: Skipping School

Topics addressed: sexually transmitted diseases, teen pregnancy, getting to know someone before you get intimate.

While the rest of the crew tries to figure out what went on at the party between Kevin and Nakia, Kevin continues his pursuit of Dana. He talks her into cutting classes so that they can go to his house while his mother is at work. Even though she is nervous, Dana has sex with Kevin. Afterward he is insensitive, rushing her out of the house. Dana is too confused, embarrassed and frustrated to return to school. Meanwhile the group is worried about Dana, noting that her behavior has changed recently. They also discuss rumors that Nakia, who none of them really know well, had been infected with an STD by an older male she was dating. Quan demonstrates his self-efficacy with condoms by stating he knows why and how to use one.

Overview of the S.T.A.T.S. Video

Scene 4: After Hoops

Topics addressed: how to sanction negative behavior of peers; using condoms; respect; playing games in male/female relationships; why teens lie about their abstinence choice.

Kevin brags about his exploits with Nakia, but instead of praising him, Quan calls his behavior “messed up.” Quan is even more upset when he finds out Kevin has seduced Dana, whom the group looks on as a sister. Kevin admits that he did not use a condom, claiming he does not like the way they feel. Mr. Tip overhears the boys’ conversation and steps in to confront Kevin about his behavior. Kevin is in denial about the possibilities of contracting an STD, and blows off Mr. Tip’s advice. Jaz finds another outlet to spend his time and release any pent-up energy; he works out.

Scene 5: Gina Drops the Bomb

Topics addressed: STDs do not always have obvious symptoms; caution and protection are always in order; the realities of life as a person living with HIV

The guys are hanging out at The Spot, an 18-and-under dance club. Kevin moves right in to his “Mack Daddy” mode when he spots an attractive young woman at the edge of the dance floor. Gina, however, is no typical female. She is an HIV-positive peer educator doing outreach. When Kevin tries to talk to her, she plays along with him at first, then “tells him about himself.” She shares her painful story of what AIDS is really like, hands him some information, then walks away. Now Kevin sees that maybe he cannot pick the girls like he said he could.

Scene 6: Burnt

Topics addressed: what it’s like to have an STD; consequences of not using a condom.

Kevin recounts his experience with Gina for his two buddies. Jaz and Quan both continue to believe in the benefits of safe sex and abstinence. The information he got in the club is finally making Kevin think about some of his actions. Kevin is terrified when he experiences a burning sensation in his penis as he uses the bathroom. He screams and Jaz and Quan look at each other with concern. They decide to go to Mr. Tip for help.

Overview of the S.T.A.T.S. Video

Scene 7: Clinic

Topics addressed: consequences young people must face when they do not think and make unhealthy decisions.

Dana and Kevin both go to a health clinic to be treated for an STD. LaTasha, who believed that Dana was a virgin, is mystified about how she caught anything. Dana and Kevin give two different versions of their encounter, each painting the other as the instigator. Dana's mother, Vivian, is angry, disappointed, and disgusted that Dana betrayed her by having the party behind her back. Kevin admits he took advantage of Dana's positive feelings for him. Dana realizes that she should have gotten to know Kevin much better before having sex with him.

Scene 8: Recreation Center Picnic

Topics addressed: recovery from negative behavior is possible; when you stick to what you believe in, you will earn respect; there are choices to make—do it wisely

Kevin is now beginning to understand some of the things his friends and mentor have been telling him; he realizes that he could have ended up in a situation much worse than contracting a treatable STD. Quan reinforces the importance of using condoms properly and every time you have sex. Jaz is still confident with his choice; he feels he has nothing to prove and other things to do with his life. Mr. Tip is still laying down the knowledge; he talks about his mistakes and being a teen father—he is the voice of experience.

Pam and Quan have decided that they are ready to take their relationship to a sexual level, but are committed to using safe sex. They talk about their choices of protection before the moment comes. Erica finally spends some time alone with Jaz at the recreation center picnic. She tries to kiss him, but he says he is not ready for sex. Erica is surprised to hear him say it, but respects his decision.



Overview of the S.T.A.T.S. Video

Preparing to Facilitate A Session

In the Appendix of this Guide, this section appears as a handout that can be copied and distributed to all Project Alpha facilitators.

The role of the facilitator is to create a safe and comfortable atmosphere where young males can express their thoughts and feelings. It is important for participants to listen to and learn from the different perspectives offered by their peers. Part of the facilitator's job will be to help set and clarify the goals of the discussion and to maintain respectful group dynamics. The following information will help facilitators to prepare themselves:

- Before the Project Alpha conference, watch the video as many times as you can. Each time, you will pick up, see or hear something new that you may have previously missed. Read the character summaries and scene synopses to reinforce your knowledge of what's happening in the video.
- Familiarize yourself with the key facts about the sexuality topics you will be discussing. Read this *Project Alpha Curriculum and Activities Guide* thoroughly and determine how you are going to incorporate the talking points into your presentation. Reviewing information on teen culture will allow you to examine your own feelings and be prepared to address the various feelings that come up within your audience.
- Review the activities that will be used during your presentation. Make sure you have all of the necessary materials.
- Think about your audience and what their needs are. Who are they? What world view and life experiences will they bring to the discussion? What are the unhealthy influences they deal with each day of their lives? Participants' beliefs, values and cultural background may affect how they receive the information.
- Do an anxiety self-audit. Think back to when you were a young male struggling with some of these same issues. What were some of your biggest worries and how did you address them?
- Your familiarity with the information will help you not to feel as though you must use everything presented. You know how much time you have to make your presentation and you have your own unique ways of presenting the material. Modify and build on what is presented, adapting it to your own objectives and time constraints. Be as creative and selective as you feel appropriate.
- The video can be shown in various ways. The Project Alpha program models allow for showing the video at least twice to participants. The object is to show the video once, get quick reactions and then show it again. Make sure you know which model is being used and review the final agenda prior to the conference.

Overview of the S.T.A.T.S. Video

- Think about how you will handle difficult questions or possible challenges to your authority or method. Prepare an action plan to handle occurrences like arguments, one-sided discussions, emotional outbursts, laughing at others, etc. Some of the issues may be controversial and there may be strong differences of opinion among participants. If this is the case, be sure to point out that everyone is entitled to his own opinion; stress the need for tolerance and mutual respect.
- At the completion of your discussions, ask participants if they can think of any related topics the group has not yet discussed, and that they would like to talk about or get more information on. You do not have to have all the answers to issues raised. It is more important to provide a forum for open, honest discussion.
- Gather pamphlets and obtain other resource materials regarding services in your community, which young males can contact for additional information and answers to their questions. Encourage young male participants to research for themselves other areas of interest, using the additional resources outlined at the end of the guide.

Leading the Discussion

Begin the discussion of each session by stating the goals and asking some of the trigger questions provided. Make sure that, from the beginning, participants realize that sexuality encompasses far more than the physical act of sex. Point out all that is involved. Throughout the presentation, continually encourage the group's young males to share their responses. Point out that participants can learn from each other's experiences, successes and failures. Remind them that the information you are all going to be talking about may help them solve some of the problems they have run across. Facilitators should consider the following when leading discussions with young males during the conference:

- Developing ground rules with participants is always a good idea. During Project Alpha, this should be done following the group introductions. The purpose is to have the group agree upon ground rules, which support the discussion taking place in a "safe" environment. Those rules might include things like: maintain confidentiality; listen to each other with respect; use "I" statements when sharing your own thoughts, reactions or feelings; and do not put down someone else's experiences. Get a group consensus on all rules, allowing participants an opportunity to add to the list.
- Be watchful that one individual or small group of individuals does not dominate the discussion.
- Do not be afraid to allow for moments of silence in the discussion. If someone says something profound or shares a personal testimony, take a moment to let it sink in for everyone.
- Be flexible in leading the discussion. When you hear something moving or something that you think would be a good point for the group to discuss, ask the person speaking to elaborate.

Overview of the S.T.A.T.S. Video

Leading the Discussion cont.

- Set a good example by being creative, open and honest, and encouraging the same from the participants. Tell participants to speak using language with which they are most comfortable.
- Keep a running vocabulary list of phrases, concepts and practices, that are unfamiliar to young males. Always, always, always correct any misinformation about the sexuality topics you are discussing.
- Wrap up the discussion by summarizing today's discussion and asking if there are any additional questions or concerns. Ask if today's program made them think differently about their sexual decisions. If there is a next session, inform participants about what to expect and of the date, time and location.
- Motivate participants toward some kind of action or next steps for themselves personally. Spend a few minutes discussing this and what they will need to meet their goals. Talk about the support the Alpha brothers will give them and some challenges they may very well face.



Warm - Up Activities

The Warm-Up Activities are to be used at the beginning of your Project Alpha conference, during the time allotted for introductions. In the *Implementation Guide*, each program model incorporates one of the three warm-up activities presented in this section.

Activity A - Hi! My Name Is . . (1)

Time:

Approximately 20 minutes

Supplies:

Newsprint, markers and tape.

Instructions

1. The facilitator introduces himself and states what he expects to gain from the session.
2. Have participants introduce themselves (i.e., name, age, school) and share their expectations for the session.
3. Chart their answers on a flip chart.

Activity B - Hi! My Name Is . . (2)

Time:

Approximately 20 minutes

Supplies:

Index cards and pens

Instructions:

1. The facilitator introduces himself.
2. Distribute index cards to participants and have them write down what they hope to gain from the session.
3. Collect the index cards and read each one out loud (anonymously).
4. Have each participant give a brief introduction (i.e., name, age, school).

Warm - Up Activities

Activity C - Magazines, Magazines, Magazines

Time:

Approximately 20 minutes

Supplies:

Magazines [i.e., The Source, Vibe, Sports Illustrated, ESPN The Magazine], and scissors

Instructions:

1. The facilitator introduces himself and explains the exercise.
2. Break participants into small groups with no more than five participants per group.
3. Hand out magazines and have them cut out or tear out pictures that relate to the following questions:

What messages are men given about females?

What messages are women given about males?

What messages are men given about relationships?

What messages are women given about relationships?

?

4. As each group gets up to share its answers, group members should introduce themselves. Following the introductions, the group then shares its answers.
5. Close out this activity by moving right into the overall goals of the conference and ground rules.

Responsibility, Respect and the Role of Males in Relationships

SESSION I

Key Scenes and Summaries from S.T.A.T.S.

Scene 2

The scene opens at the party being held at Dana's house. Everyone is having fun, dancing and socializing. Kevin is "on the prowl," first approaching Dana, who is attracted to him, then Nakia, who also responds to his charms, for some intimate time together. LaTasha, Jaz, Dana, Quan, Pam and Erica spend time discussing male/female relationships, in particular whether all guys are after one thing only, like Kevin. During this scene we learn that Jaz, Dana and LaTasha are virgins. Their choices are respected by their peers.

Quan and Pam are attracted to each other and happy to see each other at the party. When Pam says she does not want to have sex, he accepts her decision. Kevin coaxes Nakia into the bedroom, to continue their conversation in private. When she does not want to go any further than kissing or touching, he forces himself on her sexually, then claims that she was "down" and that he has no idea what is wrong with her when she runs out of the bedroom and leaves the party, visibly upset. Still, Dana refuses to accept that Kevin could do anything wrong. Everyone is asked to leave. **Topics addressed:** *Intimate relationships, the importance of respecting yourself and others, safe sex practices, peer pressure around sex, virginity, looking ahead to future goals.*

Scene 4

Kevin brags about his exploits with Nakia, but instead of praising him, Quan calls his behavior "messed up." Quan is even more upset when he finds out Kevin has seduced Dana, whom the group looks on as a sister. Kevin admits that he did not use a condom, claiming he does not like the way they feel. Mr. Tip overhears the boys' conversation and steps in to confront Kevin about his behavior. Kevin is in denial about the possibilities of contracting an STD, and blows off Mr. Tip's advice. Jaz finds another outlet to spend his time and release any pent-up energy; he works out. **Topics addressed:** *How to sanction negative behavior of peers; using condoms; respect; playing games in male/female relationships; why teens lie about their abstinence choice.*

Responsibility, Respect and the Role of Males in Relationships

SESSION I



Scene 7

Dana and Kevin both go to a health clinic to be treated for an STD. LaTasha, who believed that Dana was a virgin, is mystified about how she caught anything. Dana and Kevin give two different versions of their encounter, each painting the other as the instigator. Dana's mother, Vivian, is angry, disappointed, and disgusted that Dana betrayed her by having the party behind her back. Kevin admits he took advantage of Dana's positive feelings for him. Dana realizes that she should have gotten to know Kevin much better before having sex with him. **Topics addressed:** *Consequences young people must face when they do not think and make unhealthy decisions.*

Scene 8

Kevin is now beginning to understand some of the things his friends and mentor have been telling him; he realizes that he could have ended up in a situation much worse than contracting a treatable STD. Quan reinforces the importance of using condoms properly and every time you have sex. Jaz is still confident with his choice; he feels he has nothing to prove and other things to do with his life. Mr. Tip is still laying down the knowledge; he talks about his mistakes and being a teen father—he is the voice of experience.

Pam and Quan have decided that they are ready to take their relationship to a sexual level, but are committed to using safe sex. They talk about their choices of protection before the moment comes. Erica finally spends some time alone with Jaz at the recreation center picnic. She tries to kiss him, but he says he is not ready for sex. Erica is surprised to hear him say it, but respects his decision. **Topics addressed:** *Recovery from negative behavior is possible; when you stick to what you believe in, you will earn respect; there are choices to make—do it wisely.*

Responsibility, Respect and the Role of Males in Relationships

SESSION I

FACILITATOR NOTES: Review the goals of this session with the participants.

Goals:

- Allow participants to define for themselves what responsibility means
- Examine what it means to get and gain respect
- Promote the importance of developing healthy relationships where the participants' role is to be open, honest and respectful of their partner

FACILITATOR NOTES: Make the opening statement.

Opening Statement:

We are here to talk about responsibility, respect and the role of young males like yourself in intimate relationships. Often times, young people struggle with how to develop a healthy relationship with their partner. They “play games” rather than spend time having open and honest communication. Young males have told us that “game-playing” is often necessary to avoid getting taken advantage of by a female. This session will provide us with an opportunity to discuss why respect plays such an important role in teen relationships. We have heard over and over from young males that they want to show respect to their partners by being supportive and attentive, but they never want to lose respect in the eyes of their male friends. *Would you agree with this?*

FACILITATOR NOTES: Ask the trigger questions. The questions do not have to be asked in any particular order.

Trigger Questions

- What are some of the key points made during LaTasha and Jaz’s conversation about male/female relationships? (Scene 2)
- What were Dana and Kevin thinking when they saw each other in the clinic? Why do you think they did not say anything to each another? (Scene 7)
- Do you have friends like Quan and Pam, who openly discuss their sexual decisions together? What are the benefits of this kind of relationship? (Scene 8)

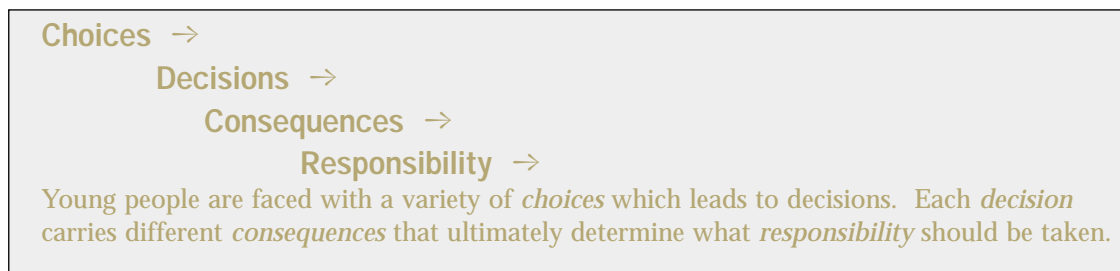
FACILITATOR NOTES: Use the talking points during the discussion to support your presentation. These are the minimum points you want to make. Feel free to add additional factual information.

Responsibility, Respect and the Role of Males in Relationships

SESSION I

Talking Points:

- Part of being respectful, responsible and understanding your role in an intimate relationship is being committed and able to develop a healthy relationship, rather than an unhealthy one. A healthy relationship is not one where the male or female believes they must always “be in control” of his or her partner. What do you think a healthy relationship is? What does it involve? How would it make you feel? How would it make your partner feel? What kinds of things would you and your partner say? How would you treat your partner? How would you want to be treated?
- Positive relationships are those that have at their center a perception of “mutual respect.” Respect comes from within. Both males and females should respect themselves first, before expecting respect from anyone else. Make your own commitment not to be disrespectful to females or anyone for the sake of being accepted by your peers, because when you give disrespect. It also looks as if Jaz and Erica are starting out by being honest with each other.
- Each day of your life, you are faced with a variety of choices. When it comes to relationships and sexuality, these choices can become more complicated, depending upon your decisions. There is a decision-making process young people go through when it comes to sex — Young people are faced with a variety of **Choices**, which lead to **Decisions**. Each decision carries different **Consequences** that force youth to determine how **Responsible** they will be.
- *Draw the diagram on a flip chart. It will help to explain this concept.* It is sometimes hard to be different from your friends, or to make different choices. But what your friends choose to do may not always be what you want. Have confidence in your own choices.



- You probably already have an idea of what things you feel comfortable doing. Now the important thing is to tell your partner about them and find out what she wants, too. Getting started is probably the hardest part. Pick a good time, take a deep breath, and just talk about it. Do not assume your partner knows as much about safe sex as you do. So talk about it and perhaps you will both learn something new.
- You have control over your sexuality and have the right to do only what you feel ready to do. Even if you have had sex in the past, you can decide to abstain, if that is what you want to do now. If there are older peers or adults in your life that you have a good relationship with and are comfortable talking to, go to them for a listening ear or advice. The experiences they have had may be useful to your situation. Encourage your partner to do the same.

Responsibility, Respect and the Role of Males in Relationships

SESSION I

FACILITATOR NOTES: These additional questions can be used during the discussion.

Additional Discussion Questions

- Do you know any males who behaved the way Kevin did with Dana after they had sex? Do they act like that all the time? If so, why do you think they do this?
- What about females who behave like Dana? Why do they act this way? What are they ultimately looking for or expecting to get?
- How do males and females communicate differently when it comes to relationships?
- When you hear the phrase “like a sister to us,” what does that make you think?



Responsibility, Respect and the Role of Males in Relationships

SESSION I

Activity A - Male Responsibility in Relationships

Time:

Approximately 20 minutes

- Small Group - 10 minutes
- Reporting - 10 minutes

Supplies:

Newsprint, markers and tape

Instructions:

1. Tell participants we are going to talk about what it means for a male to be responsible in a relationship. Often times, young males may only think about the responsibility they have to take if a female gets pregnant. However, responsibility in relationships should begin before something like that happens.
2. Divide participants into small groups with no more than five people in each group. Give each group a piece of newsprint and a marker.
3. Have one person from the group write the following questions on the top of the newsprint:
What does responsibility mean in a relationship?
4. Have the participants list their answers to the question.
5. Have each group share their answers.
6. After all groups have presented their information, tape their answers on the wall and ask participants the following questions:
 - **Where did you learn about male responsibility in relationships?**
 - **How can a young male know when he is being responsible in his relationship?**
 - **Share some examples of males when you know who are responsible in their relationships. What kinds of things do they do or say? These examples can include teens, older peers or adults in your lives.**
7. End the discussion by thanking the participants for their honesty.

Responsibility, Respect and the Role of Males in Relationships

SESSION I

Activity B - Recipe For A Healthy Relationship

Time:

Approximately 20 minutes

- Small Group - 10 minutes
- Reporting - 10 minutes

Supplies:

Newsprint, markers and tape

Instructions:

1. Tell participants that we want to help young males like you to develop healthy relationships with your partners. You have probably heard the phrase "the ingredients for success." Well, we are going to work with that same concept and come up with the "ingredients for a healthy relationship."
2. Divide participants into small groups with no more than five people in each group. Give each group a piece of newsprint and a marker.
3. Have one person from the group write the following:
 - 2 Cups
 - 1 Cup
 - 3 Tablespoons
 - 2 Teaspoons
 - Other secret ingredients
4. Have the participants discuss and write down what they believe are the key ingredients for a healthy relationship.
5. Have each group share their answers and state why they selected those ingredients.
6. Tape the newsprint on the wall.

Adolescent Pregnancy and Fatherhood

SESSION II

Key Scenes and Summaries from S.T.A.T.S.

Scene 3

While the rest of the crew tries to figure out what went on at the party between Kevin and Nakia, Kevin continues his pursuit of Dana. He talks her into cutting classes so that they can go to his house while his mother is at work. Even though she is nervous, Dana has sex with Kevin. Afterward he is insensitive, rushing her out of the house. Dana is too confused, embarrassed and frustrated to return to school. Meanwhile the group is worried about Dana, noting that her behavior has changed recently. They also discuss rumors that Nakia, who none of them really know well, had been infected with an STD by an older male she was dating. Quan demonstrates his self-efficacy with condoms by stating he knows why and how to use one. **Topics addressed:** *Sexually transmitted diseases, teen pregnancy, getting to know someone before you get intimate.*

Scene 8

Kevin is now beginning to understand some of the things his friends and mentor have been telling him; he realizes that he could have ended up in a situation much worse than contracting a treatable STD. Quan reinforces the importance of using condoms properly and every time you have sex. Jaz is still confident with his choice; he feels he has nothing to prove and other things to do with his life. Mr. Tip is still laying down the knowledge; he talks about his mistakes and being a teen father—he is the voice of experience.

Pam and Quan have decided that they are ready to take their relationship to a sexual level, but are committed to using safe sex. They talk about their choices of protection before the moment comes. Erica finally spends some time alone with Jaz at the recreation center picnic. She tries to kiss him, but he says he is not ready for sex. Erica is surprised to hear him say it, but respects his decision. **Topics addressed:** *Recovery from negative behavior is possible; when you stick to what you believe in, you will earn respect; there are choices to make—do it wisely.*

FACILITATOR NOTES:

Review the goals of this session with the participants.

Goals:

- Allow participants to communicate the consequences of pregnancy and fatherhood
- Discuss ways to prevent a pregnancy
- Focus on the importance of obtaining goals and dreams

Adolescent Pregnancy and Fatherhood

SESSION II

FACILITATOR NOTES: Make the opening statement.

Opening Statement:

Pregnancy prevention is a major goal of Project Alpha. We want young males to make healthy sexual decisions that will not delay the goals and dreams they desire to achieve. This does not mean that if a young male becomes a teen father, he cannot achieve success. However, parenthood can be a tremendous emotional and financial burden. For young people, it is in their best interest to avoid this kind of responsibility before they are completely ready to handle it. This session will allow us the opportunity to discuss ways to avoid becoming a father too soon.

FACILITATOR NOTES: Ask the trigger questions. The questions do not have to be asked in any particular order.

Trigger Questions

- Why would Dana go off with Kevin after what happened at the party? (Scene 3)
- What useful information did you take away from Mr. Tip's discussion with the youth? (Scene 8)

FACILITATOR NOTES: Use the talking points during the discussion to support your presentation. These are the minimum points you want to make. Feel free to add additional factual information.

Talking Points

- There are too many instances where a teenage couple has a child and the male chooses not to "handle his business" by being an active parent in the child's life. Fatherhood means giving of yourself to someone else through your time, money and emotions. It becomes a twenty-four-hour-a-day responsibility. If you have a child, it is inappropriate for you to think that someone else's parents (like your's or the female's) will simply step in and raise the child. For some teen male parents, the demands of a new baby become too much. Instead of hanging in there, the father runs away, leaving the mother alone to raise the child. What are some other issues associated with being a father? Do you know any teen fathers who are truly helping the mother to raise the child? If you were to get a female pregnant, what would you do?
- When teens do not have goals to follow or dreams to believe in, they may be more likely to get involved in unplanned pregnancies. Some girls see no other life goal as being realistically within their reach except that of being a baby's mother. Parenting looks good to them because they believe that babies provide an immediate source of unconditional love, and something they can call their own. Because of that, a pregnancy may not be accidental, but intentional. Know the dreams, goals and desires of a female with whom you are considering becoming sexually involved. Ask yourself, "What does she want out of life?" Of course, you should also know the answer to that question about yourself. What are your goals and dreams? How would becoming a father affect those goals and dreams?

Adolescent Pregnancy and Fatherhood

SESSION II

- Choosing not to have sex is one way to avoid pregnancy and fatherhood. Contrary to the belief of many teens, a significant proportion of adolescents remain abstinent—nearly 20 percent of young people do not have intercourse during their teenage years. Having sex with people before you know them can cause you and them a lot of heartache and pain. Instead, take the time to get to know a person if you like her. Ask the group to list some of the other reasons that young people choose not to have sex. The list may include: prefer to wait for religious or moral reasons; want to wait until there is a commitment in the relationship, such as marriage; do not feel physically or emotionally ready; do not want to risk pregnancy or getting an STD; do not have the time or energy to establish a sexual relationship, has not been the right time yet; or that a sexual relationship will distract them from their goals.
- Ask the group to list some of the advantages of being abstinent. Responses may include: no risk of pregnancy; decreased risk of STD transmission; no expenses for contraception; the opportunity to make a deliberate decision about when, where and how to express your sexuality.
- Peer pressure exists at every turn. There is a lot of pressure to be accepted and to fit in with your peers. People say all kinds of things about sex — “Everybody else is doing it,” “You keep saying no, but I know you really want it,” “You mean you’re still a virgin?,” “What do you mean, NO? You let me do it before,” “If you love me, you’ll do this,” or “I’m all the protection you need.” Ask participants if any of these statements sound familiar.

FACILITATOR NOTES:

These additional questions can be used during the discussion.

Additional Discussion Questions

- What are some things you need to think about before you take on the responsibilities of a sexual relationship? What are some things that young males like yourself ask themselves about this?
- For those of you who are in a relationship, do you feel comfortable with the way your relationship with your partner is going? What would make it better? Are the two of you thinking the same things about the relationship?
- What are some of the possible results of having sex with someone you do not know?

Adolescent Pregnancy and Fatherhood

SESSION II

Activity A - Pregnancy and Fatherhood

Time:

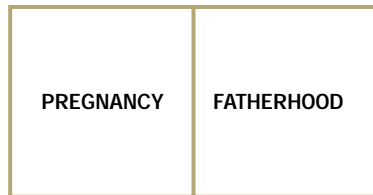
Approximately 20 minutes

Supplies:

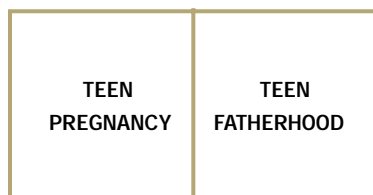
Newsprint, markers and tape

Instructions:

1. On a flip chart write the word "PREGNANCY" on one side and the word "FATHERHOOD" on the other side.



2. Have participants close their eyes and think about what those words mean to adults. Have them share the words or phrases which come to their minds regarding both words.
3. Chart their comments on the flip chart.
4. Now add the word "TEEN" in front of both words.



5. Ask participants if there are any words they want to add or delete.
6. Ask participants for the reasons they made the changes.
7. End the exercise by asking the following question: **What are the key messages you will take away from this activity?**

Adolescent Pregnancy and Fatherhood

SESSION II

Activity B - Goals and Dreams

Time:

Approximately 30 minutes

- Complete Handout - 10 minutes
- Partner Sharing - 10 minutes
- Group Sharing - 10 minutes

Supplies:

Handout and pens

Instructions:

1. Distribute the handout and explain it to participants.
First, list up to five goals you have for yourself over the next three years.
Second, list any barriers that will keep you from obtaining your goals.
Third, state how you will overcome these barriers.
2. When everyone has finished, have participants pair off and share their information with a partner.
3. Bring the group back together and get a few volunteers to share their information.
4. Allow participants to keep their handouts for future reference.



Adolescent Pregnancy and Fatherhood

SESSION II

Activity B Handout: Goals and Dreams

1. For the next three years, list up to five goals and dreams you have for yourself.

YEAR ONE (1)	YEAR TWO (2)	YEAR THREE (3)

2. List any barriers that will keep you from obtaining your goals.

3. How will you overcome these barriers?

P r e m a t u r i t y

It's supposed to take nine months for a baby to be born; yet every day in the United States more than 1,305 babies arrive too soon (before 37 completed weeks). In 2001, the overall preterm birth rate was 11.9%. In addition, preterm birth rates in the United States were highest among infants born to black mothers (17.5%) compared to other racial/ethnic groups. Teens 17 and younger have the highest rates of preterm birth compared to the overall preterm birth rate.

Premature births are escalating. Between 1981 and 2001 the rate of infants born preterm in the United States increased more than 27%. Prematurity is the second leading cause of infant death in the United States and the leading cause of death among black babies. Premature infants are at a higher risk of developing lifelong health problems than babies born after 37 weeks. One-half of all neurologic disabilities in children can be attributed to prematurity.

There are many simple things a pregnant woman can do to care for herself and her baby during her pregnancy. And, knowing the signs and symptoms of preterm labor, and what to do, is critical for getting the care needed if a woman does go into labor too soon. So if you know someone who is pregnant or planning to be, share the following important information.

A pregnant woman should:

- Get early and regular prenatal care. Prenatal care should begin as soon as a woman knows she is pregnant. In fact, it is wise to visit a health care provider even before becoming pregnant. And, make sure she goes to every appointment.

Take good care of herself by:

- Not smoking, not drinking alcohol, not taking drugs and avoiding secondhand smoke
- Eating regularly and nutritiously
- Resting, when possible
- Drinking lots of water
- Taking a prenatal multivitamin (with iron and folic acid) every day. In fact, a woman should begin taking prenatal multivitamins before conception
- Exercising regularly – with her health care provider's okay
- Avoiding stress and stressful situations

Learn the signs and symptoms of preterm labor:

- *Contractions* every 10 minutes or more often
- *Clear, pink or brownish fluid* (water) leaking from the vagina
- *Pelvic pressure* – the feeling that the baby is pushing down
- *Low, dull backache*
- *Menstrual-like cramps* (cramps that feel like her period)
- *Abdominal cramps*, with or without diarrhea

Remember: a woman doesn't need to have all these signs to have preterm labor. She should call her health care provider immediately even if she only has one.

P r e m a t u r i t y

Activity A – Neonatal Intensive Care Unit (NICU) Tour

Time:

Approximately 1 hour

Supplies:

The items below will vary depending on your resources:

Transportation

March of Dimes video *Saving Babies: Premature Birth – A Silent Crisis* (You can purchase this video by calling the March of Dimes Fulfillment Center at 800-367-6630. Item number: 41-1750-02. Cost \$10.)

Instructions

1. Contact the local March of Dimes office to coordinate a visit to a neonatal intensive care unit (NICU) in a local hospital to determine hospital rules and regulations for young adult tours in neonatal units.
2. Coordinate transportation from Project Alpha program site to hospital. Be sure parents or guardians sign consent forms. Confirm a suitable facility available to hold the tour. If transportation is needed, identify drivers and hand out their assignments for pickups and delivery.
3. Have a NICU professional talk to the youths about prematurity before the tour.
4. Tour local hospital NICUs with 5-10 youths to increase awareness, share knowledge and see the premature babies.
5. If NICU tours are not allowed in your local hospital, show the March of Dimes video *Saving Babies: Premature Birth – A Silent Crisis*. The video is 6 minutes long.
6. Share personal stories about someone you know who was born premature and the struggles of the child and his/her family.
7. Have a medical professional share information on the possible risk factors for preterm labor and premature birth: including racial/ethnic disparities, stress and sexually transmitted diseases.
8. Discuss the health issues associated with premature births. In addition to mortality, prematurity is a major determinant of illness and disability among infants, including developmental delays, chronic respiratory problems and vision and hearing impairment.

Prematurity

Activity B – Game: Prematurity and Pregnancy -- Myth or Fact?

Time:

15 minutes

Supplies:

Note cards containing Questions and Answers

Instructions:

FACILITATOR NOTE:

Before playing the game, review the March of Dimes Web site on prematurity to learn the facts. <http://www.marchofdimes.com/prematurity/>

Game format is similar to “Family Feud”

1. Divide the class into two teams.
2. See example game questions below. Shuffle the “Myth or Fact?” game cards.
3. One player from each team comes to the front of the room.
4. Read the statement on the card. The first of the two players to answer “myth” or “fact” and explain why correctly, gets to keep that game card for their team.
5. If the player cannot give a correct explanation, the other player is allowed to answer and possibly steal the card.
6. Read the answer and information on the card.
7. Repeat the same steps for each set of players from the two teams until all the cards have been read or until time runs out.
8. The team with the most cards wins first prize.
9. The runners-up win a consolation prize.

Activity B – Game: Prematurity and Pregnancy -- Myth or Fact?	
Myth or Fact? In 2001, the percentage of babies born prematurely was nearly 12%, the highest rate ever reported. Fact!	Myth or Fact? Very premature babies (born at or before 32 weeks) who survive are more likely to suffer lifelong consequences, including cerebral palsy, mental retardation, lung disease, vision and hearing loss. Fact!
Myth or Fact? Premature birth rates are lower among teenagers. Myth! In 2000, the preterm birth rate among women 25-29 was 10.6%, while, for ages 17 and under, the preterm birth rate was 15.7%.	Myth or Fact? The first time a female is pregnant, she can't have a premature baby. Myth! This is not true! Anytime a woman is pregnant she is at risk for premature birth.

Protecting Yourself and Your Partner

SESSION III

Key Scenes and Summaries from S.T.A.T.S.

Scene 4

Kevin brags about his exploits with Nakia, but instead of praising him, Quan calls his behavior “messed up.” Quan is even more upset when he finds out Kevin has seduced Dana, whom the group looks on as a sister. Kevin admits that he did not use a condom, claiming he does not like the way they feel. Mr. Tip overhears the boys’ conversation and steps in to confront Kevin about his behavior. Kevin is in denial about the possibilities of contracting an STD, and blows off Mr. Tip’s advice. Jaz finds another outlet to spend his time and release any pent-up energy; he works out. **Topics addressed:** *How to sanction negative behavior of peers; using condoms; respect; playing games in male/female relationships; why teens lie about their abstinence choice.*

Scene 5

The guys are hanging out at The Spot, an 18-and-under dance club. Kevin moves right in to his “Mack Daddy” mode when he spots an attractive young woman at the edge of the dance floor. Gina, however, is no typical female. She is an HIV-positive peer educator doing outreach. When Kevin tries to talk to her, she plays along with him at first, then “tells him about himself.” She shares her painful story of what AIDS is really like, hands him some information, then walks away. Now Kevin sees that maybe he cannot pick the girls like he said he could. **Topics addressed:** *STDs do not always have obvious symptoms; caution and protection are always in order; the realities of life as a person living with HIV.*

Scene 6

Kevin recounts his experience with Gina for his two buddies. Jaz and Quan both continue to believe in the benefits of safe sex and abstinence. The information he got in the club is finally making Kevin think about some of his actions. Kevin is terrified when he experiences a burning sensation in his penis as he uses the bathroom. He screams and Jaz and Quan look at each other with concern. They decide to go to Mr. Tip for help. **Topics addressed:** *What it’s like to have an STD; consequences of not using a condom.*

Scene 8

Kevin is now beginning to understand some of the things his friends and mentor have been telling him; he realizes that he could have ended up in a situation much worse than contracting a treatable STD. Quan reinforces the importance of using condoms properly and every time you have sex. Jaz is still confident with his choice; he feels he has nothing to prove and other things to do with his life. Mr. Tip is still laying down the knowledge; he talks about his mistakes and being a teen father—he is the voice of experience.

Pam and Quan have decided that they are ready to take their relationship to a sexual level, but are committed to using safe sex. They talk about their choices of protection before the moment comes. Erica finally spends some time alone with Jaz at the recreation center picnic. She tries to kiss him, but he says he is not ready for sex. Erica is surprised to hear him say it, but respects his decision. **Topics addressed:** *Recovery from negative behavior is possible; when you stick to what you believe in, you will earn respect; there are choices to make—do it wisely.*

Protecting Yourself and Your Partner

SESSION III

FACILITATOR NOTES: Review the goals of this session with the participants.

Goals:

- Discuss the importance of protecting yourself each and every time you have sex
- Increase participants' knowledge and self-efficacy about condom use
- Increase participants' confidence about discussing condom use in their relationships

FACILITATOR NOTES: Make the opening statement.

Opening Statement:

In this session, we have an opportunity to discuss the importance of protecting yourself from pregnancy and sexually transmitted diseases (STDs). Both partners are responsible for birth control. Do not rely on your partner to provide it. Males should not assume that if a woman does not mention birth control, that means she is on the pill! This is an opportunity to create a healthy, responsible relationship by having an open discussion with your partner. If you believe that you are mature and responsible enough to make the decision to have sex, then you should definitely be able to discuss protection for you and your partner. You must take responsibility for yourself and your partner and care enough to use a condom when having sex.

FACILITATOR NOTES: Ask the trigger questions. The questions do not have to be asked in any particular order.

Trigger Questions

- If Mr. Tip said to you the things that he said to Kevin, would you listen or ignore him? Would you think about his statements later? (Scene 4)
- Have you ever known anyone in Kevin's situation? If so, what did he do? (Scene 6)
- What were you thinking when Jaz told Erica to "hold up?" Would you have done the same if you were he? Do you think she respects him even more for standing his ground about not having sex? (Scene 8)

Protecting Yourself and Your Partner

SESSION III

FACILITATOR NOTES:

Use the talking points during the discussion to support your presentation. These are the minimum points you want to make. Feel free to add additional factual information.

Talking Points:

- If you choose to be sexually active, we want you to protect yourself, each and every time you have sex. Because when it comes to HIV and the other STDs that unprotected sex can expose you to, it is not enough for a female to be on birth control pills, Depo-Provera, Norplant or any of the other forms of birth control. No matter what kind of birth control you use, always use a condom too, because condoms also can keep you from getting HIV and other STDs. Condoms are the only way to really protect yourself and your partner, but you must use them correctly every time you have sex. As Quan said in the video, “You need to have your condoms, but more importantly you need to use them each and every time from beginning to end.”
- You must always use a condom made of latex. It is imperative that you check the expiration date to make sure the condom’s effectiveness is not expired. If you use two condoms, vaseline, lotion or grease, the condom may break. Use only non-petroleum lubrication or water-based solutions such as K-Y jelly. Once a condom has been used, wrap it in paper or toilet tissue and throw it in the trash. Never reuse a condom.
- Different kinds of birth control include condoms, female condoms, diaphragms, cervical caps, spermicides, the Pill, the morning-after pill, Norplant, and Depo-Provera. Some of these are available over the counter in drug stores and supermarkets; others need to be prescribed/implanted in a clinic by your health care provider. Other methods of birth control include withdrawal, abstinence, and the rhythm method.

FACILITATOR NOTES:

These additional questions can be used during the discussion,

Additional Discussion Questions

- How did you feel when you learned that LaTasha, Jaz and Dana are virgins?
- Do you know any teens who speak openly about their virginity? If so, do you respect them? Why or why not? Why do you think they can speak openly about being virgins?
- Is the opinion that “they do not feel good” a good enough reason not to use condoms?
- Why do you think Jaz played Kevin off when he asked if he was going to “get busy” tonight? Do most teens in Jaz’s situation lie?
- Are you willing to take the responsibility for your own actions regarding sex? What does this mean to you?

Protecting Yourself and Your Partner

SESSION III

Activity A - What's the First Symptom of Pregnancy, HIV or an STD?

Time:

Approximately 10 minutes

Supplies:

A prize for the winner

Instructions:

1. Ask participants - What's the first symptom of Pregnancy, HIV or an STD? Tell them that before they begin to shout out answers that you are not looking for any kind of "medical answer" (i.e., nightsweats or sores). **The Answer: When your partner doesn't care if a condom is used.**
2. Once you have received several answers, but no correct answer, ask them if they give up and then give them the answer.
3. If someone gets it right, give him the prize.

Activity B - Using A Condom

Time:

Approximately 25 minutes

Supplies:

- Lubricated condoms
- Lubricant
- Paper towels
- Penis-shaped items (i.e., ceramic penis models, coke bottles, cucumbers, bananas) - no sharp edges
- Wet ones or wipes (for cleaning hands)

Protecting Yourself and Your Partner

SESSION III

Instructions:

1. Introduce the exercise by explaining that the purpose is for participants to become comfortable handling and putting on condoms. The exercise is not an endorsement of sex, but rather a desire for young males to know how to properly use a condom, if needed.
2. Give each participant a condom and ask them to open it, remove the condom carefully, and unroll it. While they are opening their packages, you should also open one up, unroll the condom, and demonstrate how strong it is by pulling it over your hand and up to your arm. If the condom tears because of your nails or jewelry, let the participants know it is important to be careful with sharp objects.
3. Ask participants how the condoms feel.
4. Demonstrate how to put the condom on correctly. Explain the steps as you move through the demonstration.

Using a Condom Correctly

- Always use a latex condom. Never use lambskin. Check the expiration date. If expired, throw out and don't use.
- When opening the package, be careful not to tear the condom. Squeeze a few drops of lubricant on the tip.
- Hold the condom by the last 1/2 inch at the tip. Make sure to squeeze out any air.
- The condom should be put on when the penis is erect and prior to any contact between the penis and your partner's genitals, mouth or anus.
- Place the condom on the tip of the penis. Males who are not circumcised should pull back their foreskin before putting on the condom.
- Unroll the condom from the tip of the penis to the base. Smooth out any extra air. If desired, rub lubricant on the outside of the condom.
- During sex, check to make sure the condom is not slipping.
- After ejaculation, pull the penis out slowly. Hold the condom by the rim at the base of the penis. Take the penis out while it is erect.
- To remove the condom, roll it off. This should be done away from your partner's body.
- Wrap the condom in tissue and throw it away. Do not flush condoms down the toilet.

Protecting Yourself and Your Partner

SESSION III

Using a Condom Correctly cont.

- Never reuse a condom.
 - Condoms can fit different size penises. They also can stretch.
 - A condom will break if you use vaseline, lotion or grease. Use only nonpetroleum lubrication, or water-based solutions, such as K-Y Jelly.
 - Do not expose condoms to heat.
 - If expired, throw out unused condoms.
5. Hand out whatever penis-shaped objects you are using. Give one to each participant. Give each participant a condom and some lubricant. Instruct them to practice putting on the condom.
 6. While they are putting on the condoms, walk around and make sure they are doing things properly.
 7. Reiterate the key points to making sure a condom is put on and used correctly.
 - Make sure there is space left at the end, if there is not a tip.
 - Always use a nonpetroleum lubricant.
 - Put the condom on prior to any contact with your partner's genitals, mouth or anus.
 - Following sex, hold the rim of the condom at the base of the penis and pull out the penis, carefully, while it is erect.
 - Always use a latex condom.
 8. Close out the activity by saying that if participants choose to become sexually active, they must always use a condom each and every time they have sex.

Sexually Transmitted Diseases

SESSION IV

Key Scenes and Summaries from S.T.A.T.S.

Scene 3

While the rest of the crew tries to figure out what went on at the party between Kevin and Nakia, Kevin continues his pursuit of Dana. He talks her into cutting classes so that they can go to his house while his mother is at work. Even though she is nervous, Dana has sex with Kevin. Afterward he is insensitive, rushing her out of the house. Dana is too confused, embarrassed and frustrated to return to school. Meanwhile the group is worried about Dana, noting that her behavior has changed recently. They also discuss rumors that Nakia, who none of them really know well, had been infected with an STD by an older male she was dating. Quan demonstrates his self-efficacy with condoms by stating he knows why and how to use one. **Topics addressed:** *sexually transmitted diseases, teen pregnancy, getting to know someone before you get intimate.*

Scene 5

The guys are hanging out at The Spot, an 18-and-under dance club. Kevin moves right in to his “Mack Daddy” mode when he spots an attractive young woman at the edge of the dance floor. Gina, however, is no typical female. She is an HIV-positive peer educator doing outreach. When Kevin tries to talk to her, she plays along with him at first, then “tells him about himself.” She shares her painful story of what AIDS is really like, hands him some information, then walks away. Now Kevin sees that maybe he cannot pick the girls like he said he could. **Topics addressed:** *STDs do not always have obvious symptoms; caution and protection are always in order; the realities of life as a person living with HIV.*

Scene 6

Kevin recounts his experience with Gina for his two buddies. Jaz and Quan both continue to believe in the benefits of safe sex and abstinence. The information he got in the club is finally making Kevin think about some of his actions. Kevin is terrified when he experiences a burning sensation in his penis as he uses the bathroom. He screams and Jaz and Quan look at each other with concern. They decide to go to Mr. Tip for help. **Topics addressed:** *what it’s like to have an STD; consequences of not using a condom.*

Scene 7

Dana and Kevin both go to a health clinic to be treated for an STD. LaTasha, who believed that Dana was a virgin, is mystified about how she caught anything. Dana and Kevin give two different versions of their encounter, each painting the other as the instigator. Dana’s mother, Vivian, is angry, disappointed, and disgusted that Dana betrayed her by having the party behind her back. Kevin admits he took advantage of Dana’s positive feelings for him. Dana realizes that she should have gotten to know Kevin much better before having sex with him. **Topics addressed:** *consequences young people must face when they do not think and make unhealthy decision.*

Sexually Transmitted Diseases

SESSION IV

FACILITATOR NOTES: Review the goals of this session with the participants.

Goals:

- Identify the various types of STDs
- Increase participants' understanding about the symptoms associated with STDs
- Increase participants' confidence about discussing condom use in their relationships
- Increase participants' knowledge about HIV testing

FACILITATOR NOTES: Make the opening statement.

Opening Statement

Here are a few statistics I want you to think about. In 1996, African-American teens accounted for 78% of all cases of gonorrhea among adolescents age 15-19. The rate of gonorrhea infection was two-thirds as high in Black males as it is in Black females. During the same year, African-American teens accounted for 96% of all cases of syphilis among adolescents age 15-19. What do you think about these statistics? What is going through your mind? What can you do not to be part of these statistics?

FACILITATOR NOTES: Ask the trigger questions. The questions do not have to be asked in any particular order.

Trigger Questions

- What was going through Kevin's mind when Gina told him what it was like to live with HIV? (Scene 5)
- Why do you think Kevin was screaming? Is this a turning point for him? (Scene 6)
- At the clinic, why did Dana and Kevin give different versions of what happened when they skipped school? Were they both right? (Scene 7)

Sexually Transmitted Diseases

SESSION IV

FACILITATOR NOTES:

Use the talking points during the discussion to support your presentation. These are the minimum points you want to make. Feel free to add additional factual information.

Talking Points:

- Did you know that about a quarter of all new cases of STDs occur in teens? Think about this: By age 24, at least one in three sexually-active people will have contracted an STD. The reason I have presented this is because young people who choose to be sexually active are at a great risk of contracting an STD. Youth are more likely than adults to be single, have multiple sex partners and to engage in other risky behaviors.
- The signs of an STD can often be hidden, unnoticed or absent in both males and females. Often, the first sign may be a sore, burning or uncomfortable urination, a drip or ooze from sex organs or eyes, a persistent itch or swollen glands. Later signs include a rash, blotches, a sore which may appear anywhere on the body, abdominal pains, swollen glands, hair loss. You can avoid getting an STD by not having sex or by having protected sex by using condoms.
- The most common STDs that sexually-active teens get are chlamydia, gonorrhea and herpes. For males, the symptoms for chlamydia include a discharge from the penis and a burning feeling when urinating. The symptoms can be the same for gonorrhea. However, it also is possible for a male to have no symptoms. With herpes in males, sometimes there are no symptoms, or blisters may appear which can break open to form sores.
- Before having sex, ask whether your partner has ever tested positive for an STD. This might be an uncomfortable conversation to have, but it is something that you want to know before having sex with her.
- HIV (human immunodeficiency virus) is a virus that can infect people and begin to destroy their immune system, the body's system that fights infection. Eventually, HIV causes AIDS. AIDS (acquired immunodeficiency syndrome) is a serious illness, marked by multiple infections over time. Although progress is being made in HIV treatment, AIDS is usually fatal over time. HIV is passed by having unprotected sex or by sharing a needle with an HIV-infected person. Mothers with HIV also can pass the virus to their babies during pregnancy, childbirth or possibly, nursing.
- What does HIV testing involve? The most common test requires a blood sample. New tests require you to place a special swab between your cheek and gum for a couple of minutes. For most of the home health kits, you prick your finger and put a few drops of blood on a test card and you mail it off to a lab. Three to seven days later, you call up for your results, giving them the number on the kit. Counseling is made available to you.

Sexually Transmitted Diseases

SESSION IV

- It is a good idea to get tested if you think you may have been exposed to HIV. It can take up to six months to test positive for HIV. You need to be tested more than once to be sure. After getting tested, you should abstain, or use a condom every time you have sex. Also during this six-month period, practice safe sex with a single partner. Following this period of time get tested again so you can be as sure as possible. Do not stay in the dark. It is better to know than not know.
- If you test negative for HIV or another STD, that does not mean that you should feel like you are invincible and that you can have unprotected sex. It means that you are starting off clean and that you should do everything in your power to stay that way. If you have taken chances before, consider yourself lucky; do not fool yourself into thinking that the odds will never catch up with you.
- There are a number of places in the community where you can go to get tested. They include city health clinics, private doctors, and local AIDS organizations. In many cities, anonymous testing is available to minors. You do not have to give your name, social security number, phone number, or any other personal information. Instead, you are assigned a random number. If you go to get tested for HIV or an STD, it will be completely confidential.
- When you go to a health clinic, you may want to bring a friend with you, but it is fine to go alone. The counselors/social workers are there to help you; feel free to ask questions. The health clinic nurse will draw blood from you and then give you another appointment to come back for your results.
- Often when people drink alcohol or do other drugs, they are less likely to make the best decisions for themselves. Young people are much less likely to have safe sex if they are drunk or high.

FACILITATOR NOTES: These additional questions that can be used during the discussion.

Additional Discussion Questions

- How did Kevin's feelings change about Dana? Did her feelings change about him? If so, how? Did either of them have different feelings about themselves? If so, what were they?
- Do you know of any peers who have been tested for an STD or have had symptoms like Kevin? Did they talk to you about it? If so, what did they say?
- If you were having burning in your penis, what would you do? To whom would you talk?
- With what STDs are you familiar? What do you know about the testing and treatment of STDs?
- If you were in Kevin's shoes, what would you have done after talking with Gina?

Sexually Transmitted Diseases

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Additional Discussion Questions cont.

- Who have you talked to about the facts around HIV? Why? What are some of the myths that people still have regarding HIV?
- What other questions do you have regarding HIV and AIDS?
- Do you know any of your peers who have ever gotten tested for HIV? If so, did they share what the experience was like with you?

Activity A: STD Facts

Time:

Approximately 30 minutes

Supplies:

Handouts

Instructions:

1. Distribute STD handout and go over it with participants.
2. Encourage them to ask questions, while impressing upon them the seriousness of contracting an STD.
3. Distribute the HIV fact sheet and go over it with participants.
4. Elicit questions from them.

Sexually Transmitted Diseases

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Activity A, Handout 1: STD Facts:

Infection	Symptoms	Treatment
AIDS (Acquired Immune Deficiency Syndrome)	When a person has AIDS, they may not feel bad at all. Some people do have serious symptoms such as: flu-like symptoms; skin lesions; recurring infections; cancers and dementia.	There is no cure. Medicines can slow down the onset of AIDS symptoms and specific infections can be treated.
Chlamydia	In men: discharge from the penis; burning feeling when urinating. In women: discharge from vagina; burning when urinating; may have abdominal pain and pain during sex. It is possible to have no symptoms at all.	Antibiotics taken as pills for about 10 days. Sexual partner(s) must also be treated.
Genital Warts	In both men and women: wart-like growths on the genitals; warts may itch; warts may be in the vagina or urinary tract and may not be visible.	Warts are burned off by an acid, freezing, or electric needle. Warts also can be removed by surgery.
Gonorrhea (clap)	In men: discharge from penis; burning feeling while urinating; some men have no signs. In women: most have no signs; some may have a discharge from the vagina and burning feeling while urinating.	Antibiotics that are taken as pills or a shot. Sexual partner(s) must also be treated.
Herpes	Sometimes there are no symptoms. You may see tiny blisters which break open to form sores	There is no cure. A medication (cream and/or pills) is used to treat outbreaks.
Syphilis	First stage: single, painless sore, usually on the genitals. Second stage: flu-like symptoms; rash. Later stage: affects nervous system, causing problems with brain, heart and eyes; leading to death.	In first and second stage, it can be treated with penicillin shots or other antibiotics. Sexual partner(s) must be treated. In later stage, it cannot be treated.
Trichomoniasis (trich)	In men: usually have no symptoms. May have discharge from penis; itching and burning in urinary tract. In women: greenish discharge from vagina; itching and burning in and around vagina.	Antibiotic taken as a pill. Sexual partner(s) must be treated at the same time.

Sexually Transmitted Diseases

SESSION IV

Activity A, Handout 2: Preventing STD Infection

Postpone Sexual Involvement:

To be 100% sure that you will not get an STD, you should not have sex.

Limit Sexual Partners

Have sex with only one partner, who also is having sex only with you. This reduces your chance of infection.

Use Latex Condoms Every Time You Have Sex

Use a condom correctly and each time you have sex. Put the condom on when the penis is erect and before there is any contact with your partner's genitals. Remove the condom while the penis is erect. Throw it away.

Take A Look

Look before you have sex with someone. If you see sores, rashes or a discharge, discuss it with your partner. You could be looking at something infectious. However, looking is not enough, because some infections may not be visible.

Get Tested

If you are having sex, you should have periodic check-ups and get tested for STDs. Ask your health care provider about specific tests for HIV, gonorrhea, chlamydia and syphilis. These tests may not be part of a regular examination. Your sexual partner also should be checked for STDs. If you are diagnosed with one STD, you should get tested for others.

Get Treated

If you are diagnosed with an STD, notify your partner immediately. For most STDs, both people have to be treated at the same time to avoid any reinfection.

Good Hygiene is Important

Wash your hands each time after you use the bathroom. After using the bathroom, wipe from front to back.

Sexually Transmitted Diseases

SESSION IV

Activity B: HIV/AIDS Facts

Time:

Approximately 20 minutes

Supplies:

Handout

Instructions:

1. Distribute HIV/AIDS handout and go over it with participants.
2. Encourage them to ask questions, while impressing upon them the seriousness of contracting HIV.



Sexually Transmitted Diseases

SESSION IV

Activity B: Handout 1: Things To Know About HIV

- HIV (human immunodeficiency virus) is a virus that can infect people and begin to destroy their immune system, the body's system that fights infection. Eventually, HIV causes AIDS. AIDS (acquired immunodeficiency syndrome) is a serious illness, marked by multiple infections over time. Although progress is being made in HIV treatment, AIDS is usually fatal over time.
- HIV is passed by having unprotected sex or sharing a needle with an HIV-infected person. Mothers with HIV can also pass the virus to their babies during pregnancy, childbirth or possibly, nursing.
- Not having anal, oral or vaginal sex and not sharing needles are the only sure way to prevent getting HIV. But, correctly using a latex condom every time you have sex greatly can reduce your risk of infection.
- You can never tell by looking if a person has HIV. Anyone can be HIV-positive and not know it — including you. People who are HIV-positive can be young or old, gay or straight, skinny or built like a brick house. You CANNOT tell by looking. That is why you must always play it safe. The only way to know if you or someone else has an STD, HIV, or AIDS is to be tested.
- There are four fluids that can carry and transmit HIV: blood, semen, vaginal fluids, and breast milk. Saliva doesn't transmit it; so unless both partners have cuts or sores in their mouths, transmission through kissing is extremely unlikely.
- No sexual encounter, no matter how much fun, is worth dying for. Safe sex is always better! Do not believe the myths; know the correct information for yourself.

Myth vs. Reality - You won't get AIDS if it's your first time, if you are in love with your sex partner, if your partner looks healthy and sexy, or neither of you thinks you are at risk.
Reality: Only safe sex (i.e., using a condom correctly every time you have sex) can prevent AIDS.

Myth vs. Reality - You don't have to worry about AIDS anymore, because new drugs can cure it. Reality: Treatments, such as protease inhibitors, help people with AIDS live better and longer, but there's still no cure for AIDS. There are no antibiotic pills to take or shot to get, as is the case with some other STDs.

- Casual contact, such as hugging or kissing someone on the lips, is safe. Deep kissing an HIV-infected person can be dangerous if that person has open sores or bleeding gums.

Intimate Violence In Relationships

SESSION V

Key Scenes and Summaries from S.T.A.T.S.

Scene 2

The scene opens at the party being held at Dana's house. Everyone is having fun, dancing and socializing. Kevin is "on the prowl," first approaching Dana, who is attracted to him, then Nakia, who also responds to his charms, for some intimate time together. LaTasha, Jaz, Dana, Quan, Pam and Erica spend time discussing male/female relationships, in particular whether all guys are after one thing only, like Kevin. During this scene we learn that Jaz, Dana and LaTasha are virgins. Their choices are respected by their peers.

Quan and Pam are attracted to each other and happy to see each other at the party. When Pam says she does not want to have sex, he accepts her decision. Kevin coaxes Nakia into the bedroom, to continue their conversation in private. When she does not want to go any further than kissing or touching, he forces himself on her sexually, then claims that she was "down" and that he has no idea what is wrong with her when she runs out of the bedroom and leaves the party, visibly upset. Still, Dana refuses to accept that Kevin could do anything wrong. Everyone is asked to leave. **Topics addressed:** *Intimate relationships, the importance of respecting yourself and others, safe sex practices, peer pressure around sex, virginity, looking ahead to future goals.*

FACILITATOR NOTES:

Review the goals of this session with the participants.

Goals:

- Increase participants' perception that violence in relationships is unacceptable
- Explore the reasons why males do not sanction the behavior of other males when they know they have been violent toward women
- Increase participants' negotiation and communication skills

FACILITATOR NOTES:

Make the opening statement.

Opening Statement:

A healthy relationship does not have at its center the need for one person to possess all of the power and to always be in control. Often times, when young males behave this way, they do so because they can get away with it. They also feel "disrespected" in some way and abuse to the female is a way to get even. Manhood is not defined based on hitting a female to show your strength or showing that you have her and the situation "in check."

Intimate Violence In Relationships

SESSION V

FACILITATOR NOTES:

Ask the trigger questions. The questions do not have to be asked in any particular order.

Trigger Questions

- Why do you think Nakia went upstairs with Kevin? What was she expecting to happen? What was he expecting to happen? (Scene 2)
- After Kevin and Nakia went upstairs, at what point should Kevin have backed off? (Scene 2)

FACILITATOR NOTES:

Use the talking points during the discussion to support your presentation. These are the mini mum points you want to make. Feel free to add additional factual information.

Talking Points:

- The importance of communication in your relationships is critical. Too often, a lack of communication between teen males and females leads to violent behavior. It is not uncommon for young people to have different perceptions about the type of relationship they are engaged in or the expectations they have of one another. In this session, we will explore some of the reasons why violence happens in teen intimate relationships.
- Verbal and physical abuse of women is absolutely unacceptable. We have heard both young men and women say that there are instances when it is “okay” to hit a female or that sometimes women bring violence on themselves. Why do you think these things get said? Do you think that part of the reason that young males are abusive to females is because they are not sanctioned by their peers for this kind of negative behavior? If you saw one of your male friends or peers strike a woman, what would you do?
- What are some of the reasons that violence happens in relationships among teens? If violence exists in a teen relationship, the acceptance of this behavior can lead to family violence in adulthood. In our society, people are aware of the consequences they face for violence that occurs on the streets. However, in relationships there are few consequences for being verbally or physically violent to another person.
- No matter what you and your partner have done before, each of you always has the right to change your mind. No one should be made to do something he or she does not want to do. If your partner says no, you should lay off immediately. If a female is forced to have sex without agreeing to, even if it is with someone that she knows and trusts, it may be considered rape.

Intimate Violence In Relationships

SESSION V

FACILITATOR NOTES: These additional questions can be used during the discussion.

Additional Discussion Questions

- What are some of the thoughts that go through your mind when you are in an intimate situation with a female? What happens if things do not turn out the way you had hoped?
- Do you go into intimate situations with certain expectations? Do you make it a point to discuss your expectations with the female prior to anything happening?
- If your male friends are disrespectful to a female and you witness this happening, what do you say to your friends?



Intimate Violence In Relationships

SESSION V

Activity A: Agree or Disagree

Time:

Approximately 20 minutes

Supplies:

Signs, tape

Instructions:

1. Have everyone stand up and explain that there are two (2) signs on separate sides of the room. One says "Agree" and the other says "Disagree." The area in the middle of the room should serve as the neutral area, for people who do not know if they agree or disagree.
2. Read the following statements one at a time. After each statement is read, direct participants to walk to the area that states their position.
 - I believe that abuse in relationships is about power and control.
 - If a male tells a female not to do something and she does it, he has the right to be abusive to her.
 - If a young girl is in a relationship and she gets hit by her partner, it's usually because she's asked for it.
 - Some females deserve to get hit.
 - It is unacceptable to hit females. If a guy sees a male friend hit his girlfriend, he should say something to him.
3. After participants move to their desired position, have them defend why they chose where they are. Be sure to have at least two people from each position respond.

Intimate Violence In Relationships

SESSION V

Activity B: Resolutions

Time:

Approximately 20 minutes

- Small Group - 10 minutes
- Reporting - 10 minutes

Supplies:

Newsprint, markers, tape

Instructions:

1. Put the participants into small groups (no more than five per group). Give each group a piece of newsprint with one of the following situations to resolve without violence.
 - You are at a school party and the girl you met there is dancing very intimately (real close, bumping and grinding) with another guy. Afterwards she comes up to you like there is nothing wrong with what she was doing. What do you say to her?
 - You are at school and a girl whom you are seeing has heard that you have been trying to get with someone else at school behind her back. She is upset and confronts you. During the course of the confrontation, she pushes you several times. What is your reaction?
 - You are outside with your "boy" and he sees his girl with someone else. Your friend approaches the female and they get into a heated argument. During the course of the argument, he hits her. You're watching everything. What do you do or say to him?
2. Each group presents their resolution.
3. Allow the other participants to give alternative ways in which the situation could have been resolved.

Resources and References

Articles, Reports and Booklets

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The National Campaign To Prevent Teen Pregnancy. *Not Just for Girls: The Roles of Boys and Men in Teen Pregnancy Prevention*. Washington, DC; 1997.

Resources and References

Agencies and Organizations

Advocates for Youth

1025 Vermont Avenue, NW, Suite 200
Washington, DC 20005
202-347-5700

American Association for Health Education

1900 Association Drive
Reston, VA 20191
800-321-0789

American Red Cross

National Headquarters
Health and Safety Services
8111 Gatehouse Road
Falls Church, VA 22042
800-375-2040

Boys & Girls Clubs of America

1230 West Peachtree Street, NW
Atlanta, GA 30309
404-815-5700

CDC National AIDS Clearinghouse

P.O. Box 6003
Rockville, MD 20849-6003
800-458-5231

Center for Substance Abuse Prevention (CSAP)

5600 Fishers Lane
Rockville, MD 20857
Order Materials By Calling - 800-729-6686

Children's Defense Fund

122 C Street, NW, Suite 400
Washington, DC 20001
202-628-8787

National Organization on Adolescent Pregnancy, Parenting & Prevention

1319 F Street, NW, Suite 401
Washington, DC 20004
202-783-5770

National Education Association

1201 16th Street, NW
Washington, DC 20036
202-833-4000

National Family Partnership

1159 B South Towne Square
St. Louis, MO 63123
314-845-1933

Planned Parenthood Federation of America

810 Seventh Avenue
New York, NY 10019
800-230-PLAN (National Office)
800-230-7526 (For Nearest Local Office)

Sexuality Information and Education Council of the U.S.

130 W. 42nd Street, Suite 350
New York, NY 10036-7802
212-819-9770

The Alan Guttmacher Institute

111 Fifth Avenue
New York, NY 10003
212-254-5656

The National Campaign To Prevent Teen Pregnancy

2100 M Street, NW, Suite 300
Washington, DC 20037
202-261-5655

Health Information Lines

CDC National AIDS Hotline Centers for Disease Control and Prevention

P.O. Box 13827
Research Triangle Park, NC 27709
800-342-2437

CDC National STD Hotline Centers for Disease Control and Prevention

P.O. Box 13827
Research Triangle Park, NC 27709
800-227-8922

Just Say No International

2101 Webster Street, Suite 1300
Oakland, CA 94612
800-258-2766

Juvenile Justice Clearinghouse Department of Justice

P.O. Box 6000
Rockville, MD 20850-6000
800-638-8736

March of Dimes Resource Center

1275 Mamaroneck Avenue
White Plains, NY 10605
888-MODIMES

National Clearinghouse for Alcohol and Drug Information (NCADI)

P.O. Box 2345
Rockville, MD 20852
800-729-6686

Office of Minority Health Resource Center

P.O. Box 37337
Washington, DC 20013-7337
800-444-6472

Rural Information Center for Health Service

10301 Baltimore Avenue, Room 304
Beltsville, MD 20705
800-633-7701

Appendix

Facilitator Tips Handout

Preparing to Facilitate A Session

The role of the facilitator is to create a safe and comfortable atmosphere where young males can express their thoughts and feelings. It is important for participants to listen to and learn from the different perspectives offered by their peers. Part of the facilitator's job will be to help set and clarify the goals of the discussion and to maintain respectful group dynamics. The following information will help facilitators to prepare themselves:

- Before the Project Alpha conference, watch the video as many times as you can. Each time, you will pick up, see or hear something new that you may have previously missed. Read the character summaries and scene synopses to reinforce your knowledge of what's happening in the video.
- Familiarize yourself with the key facts about the sexuality topics you will be discussing. Read the *Project Alpha Curriculum and Activities Guide* thoroughly and determine how you are going to incorporate the talking points into your presentation. Reviewing information on teen culture will allow you to examine your own feelings and be prepared to address the various feelings that come up within your audience.
- Review the activities that will be used during your presentation. Make sure you have all of the necessary materials.
- Think about your audience and what their needs are. Who are they? What world view and life they bring to the discussion? What are the unhealthy influences they deal with each day of their lives? Participants' beliefs, values and cultural background may affect how they receive the information.
- Do an anxiety self-audit. Think back to when you were a young male struggling with some of these same issues. What were some of your biggest worries and how did you address them?
- Your familiarity with the information will help you not to feel as though you must use every thing presented. You know how much time you have to make your presentation and you have your own unique ways of presenting the material. Modify and build on what is presented, adapting it to your own objectives and time constraints. Be as creative and selective as you feel appropriate.
- The video can be shown in various ways. The Project Alpha program models allow for showing the video at least twice to participants. The object is to show the video once, get quick reactions and then show it again. Make sure you know which model is being used and review the final agenda prior to the conference.

Appendix

Facilitator Tips Handout cont.

- Think about how you will handle difficult questions or possible challenges to your authority or method. Prepare an action plan to handle occurrences like arguments, one-sided discussions, emotional out-bursts, laughing at others, etc. Some of the issues may be controversial and there may be strong differences of opinion among participants. If this is the case, be sure to point out that everyone is entitled to his own opinion; stress the need for tolerance and mutual respect.
- At the completion of your discussions, ask participants if they can think of any related topics the group has not yet discussed, and that they would like to talk about or get more information on. You do not have to have all the answers to issues raised. It is more important to provide a forum for open, honest discussion is critical.
- Gather pamphlets and obtain other resource materials and services in your community which young males can contact for additional information and answers to their questions. Encourage young male participants to research for themselves other areas of interest, using the additional resources outlined at the end of the guide.



Appendix

Leading the Discussion

Begin the discussion of each session by stating the goals and asking some of the trigger questions provided. Make sure that, from the beginning, participants realize that sexuality encompasses far more than the physical act of sex. Point out all that is involved. Throughout the presentation, continually encourage the group's young males to share their responses. Point out that participants can learn from each other's experiences, successes and failures. Remind them that the information you are all going to be talking about may help them solve some of the problems they have run across. Facilitators should consider the following when leading discussions with young males during the conference:

- Developing ground rules with participants is always a good idea. During Project Alpha, this should be done following the group introductions. The purpose is to have the group agree upon ground rules, which support the discussion taking place in a "safe" environment. Those rules might include things like: maintain confidentiality; listen to each other with respect; use "I" statements when sharing your own thoughts, reactions or feelings; and do not put down someone else's experiences. Get a group consensus on all rules, allowing participants an opportunity to add to the list.
- Be watchful that one individual or small group of individuals does not dominate the discussion.
- Do not be afraid to allow for moments of silence in the discussion. If someone says something profound or shares a personal testimony, take a moment to let it sink in for everyone.
- Be flexible in leading the discussion. When you hear something moving or something that you think would be a good point for the group to discuss, ask the person speaking to elaborate.
- Set a good example by being creative, open and honest, and encouraging the same from the participants. Tell participants to speak using language with which they are most comfortable.
- Keep a running vocabulary list of phrases, concepts and practices, that are unfamiliar to young males. Always, always, always correct any misinformation about the sexuality topics you are discussing.
- Wrap up the discussion by summarizing today's discussion and asking if there are any additional questions or concerns. Ask if today's program made them think differently about their sexual decisions. If there is a next session, inform participants about what to expect and of the date, time and location.
- Motivate participants toward some kind of action or next steps for themselves personally. Spend a few minutes discussing this and what they will need to meet their goals. Talk about the support the Alpha brothers will give them and some challenges they may very well face.