

# Sisters Rising

## Curricula

*Girls component of  
Promoting Adolescent Sexual Health and Safety (PASS)*

## Acknowledgments

Sisters Rising and Brothers Rising are components of the Promoting Adolescent Sexual Health and Safety (PASS) program, written for adolescent girls and boys (respectively). PASS was co-developed by Urban Institute and UC San Diego researchers, DC Housing Authority Benning Terrace residents, the DC Rape Crisis Center, Men Can Stop Rape staff and consultants, and health service providers from Washington, DC.

Curriculum development was supported by grants from the National Institute on Minority Health and Health Disparities of the NIH, and the W.K. Kellogg Foundation. Revisions were supported by a grant from the D.C. Department of Health, and in partnership with Sasha Bruce Youthwork through a grant from the Administration on Children Youth and Families (ACYF) under the U.S. Department of Health and Human Services.

The girls' curriculum, Sisters Rising, was largely based on Sisters Informing, Healing, Living, Empowering (SIHLE) program and adapted to expand the content to include broader topics around sexual health and relationships. The boys' curriculum, Brothers Rising, was largely based on Men Can Stop Rape programs, and drafted by three consultants Lydia Watts, Ericka Hines, and Lisa Fish.

We would like to say a special thanks to the PASS curriculum team lead by sade adeeyo, including Tia Newman, Jay Silverman, Leah Gordon, and Melinda Coles, to the project directors, Susan J. Popkin and Jay Silverman, and to Urban staff who supported the curriculum development and piloting – Chantal Hailey, Brittany Murray, Somala Diby, David Blount, and Reed Jordan.

Additional thanks to consultants, Melinda Coles, Irwin Royster and Dorinda Williams, DC sexual health educators who helped pilot the program, train community members as facilitators, and adapt and refine curriculum content.

Thank you to the community facilitators, who have taken ownership and brought life to the program and curriculum since 2013 – Dannielle Hamilton, Brenda Williams, Curtis Monroe, and Stan Hamilton. You have all demonstrated what consistency and dedication can do for youth who have come to expect far too little from adults in their lives.

Thanks also to Cameron Okeke, Eona Harrison, and Micaela Lipman of the Urban Institute, Heather Helvink of UCSD, and various staff from Sasha Bruce Youthworks, who refined the formatting and content, and drafted a facilitators manual to create a more user-friendly curriculum and to update activities and media content to reflect the most up to date content and language available on sexual health.

Finally, we are most grateful to the teen residents of Benning Terrace who lent us their trust, and contributed their personal experiences and guidance on everything from the

format and content of the program sessions, to the kind of facilitators and ways to analyze data from the surveys. The teen and adult residents who participated as community advisory board (CAB) members not only shaped the content and implementation of this new curriculum, but helped to redefine what research and services can and should look like when done in true partnership with a community. For that, we continue to be in your debt.

Please do not distribute or reproduce without permission from Urban Institute staff.

## Contents

Workshop 1: Young, Gifted, and Black	5
Workshop 2: Race, Gender, and Sexual Orientation	21
Workshop 3: I Know and Love My Body	43
Workshop 4: Pregnancy, Choice, and Power	63
Workshop 5: Safer Sex is the Best Sex	84
Workshop 6: The Company You Keep	98
Workshop 7: R-E-S-P-E-C-T, Find Out What It Means to Me	111
Workshop 8: No Means No	126
Workshop 9: Everything That Glitters Aint Gold	133
Workshop 10: Become the Change You Want to See	147

## How to Use This Guide:

This guide is meant to be used by PASS facilitators. It contains outlines for each of the workshops to aide facilitators in delivering all important content. Each workshop begins with a curriculum overview, which highlights the learning objectives, key outcomes, facilitator goals, and points on role modeling. The workshops will include a variety of activities. You will find instructions in the guide to ensure proper execution of these activities. Please use the key below to guide you through the content in the guide:



Learning Objectives



Key Outcomes



Activity Goal



Instructions



Script



Facilitator Notes

# **Workshop 1: Young, Gifted, and Black**

# CURRICULUM OVERVIEW

## The Scoop

This module is all about laying a foundation. It's about getting you and the sisters familiar and comfort-able with each other. It's also geared to emphasize that the Sisters can rise above society's often limiting judgements and expectations to exercise their own power and make decisions about their lives.

**Approximate Duration: 132 minutes**



## Learning Objectives

By the end of the workshop, Sisters will be able to:

- Get to know other Sisters and begin to build trust within the program
- Develop a set of groups agreements
- Identify 3 core values
- Develop life goals and visualize them on a life map



## Key Outcomes

Sisters should leave this session having made steps toward promoting a healthy identity by:

- Understanding that each one of us has personal power and we are able to define who we are.
- Understand that we make the choice of what we want our lives to look like and make it happen.

## SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Handouts on program description and logistics <input type="checkbox"/> Print out any materials you will ask Sisters to read out loud <input type="checkbox"/> Laptop and A/V capabilities to show video clips <input type="checkbox"/> Role model box and Power Venn diagram <input type="checkbox"/> Life Maps materials (poster, magazine cutouts, scissors, glue, etc.) <input type="checkbox"/> Poster board, chart paper (flip chart) <input type="checkbox"/> Markers, pens and pencils <input type="checkbox"/> Easel <input type="checkbox"/> Tissues	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins <input type="checkbox"/> Place the chairs in a half circle <input type="checkbox"/> Arrange materials (poster, magazines, pictures, scissors, glue, tape) station for life maps <input type="checkbox"/> Set up Power Venn diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance <input type="checkbox"/> Load the Maya Angelou and Black is Beautiful clips (have the ready to play before the session begins)

## AGENDA

Total duration	132 minutes
Dinner, Welcome, and Check-In	15 min
Icebreaker	10 min
Activity 1: Program Description	5 min
Activity 2: Establishing Group Agreements	10 min
Activity 3: And Still, I Rise	15 min
Activity 4: What is Power?	15 min
Activity 5: Define Who You Are	10 min
Activity 6: Create Your Life Map	40 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

## ADDITIONAL RESOURCES

- ☐ **Video clip:** Maya Angelou: And Still I Rise: <https://www.youtube.com/watch?v=IqOqo50LSZ0>



- ❑ **Video clip:** Black is Beautiful: <https://www.youtube.com/watch?v=Cdgg7DHCXME>

## FACILITATING THE WORKSHOP

---

### Introduction

---

---

#### DINNER, WELCOME, AND CHECK-IN

---

15 MIN



#### GOAL OF ACTIVITY

Introductions and the establishment of a ritual to provide consistency at the start of every session.



#### ACTIVITY INSTRUCTIONS

- Check in with Sisters. How has their week been?
- Welcome the Sisters to the group. Introduce yourselves and explain your hopes for Sisters Rising. Get the Sisters excited about participating by sharing a few highlights of what's planned for the rest of the program.
- It is important to recognize that the Sisters' lives outside of your time together may be chaotic. It can be helpful to start the beginning of each workshop with a ritual to signal to the Sisters that they are entering a safe space. This activity could be standing up, inhaling and exhaling together, stretching together, a unity clap, playing a song and singing along, etc. Pick an activity that will work for the Sisters in the room and make sure that there is consistency in starting this activity on time, after dinner, at the start of every workshop.

---

#### ICEBREAKER:

---

10 MIN



#### GOAL OF ACTIVITY

Sisters learn each other's names and interesting facts about each other. This is a good visual to see the differences and similarities in the room. Make sure Sisters are loosening up and starting to feel comfortable.



#### ACTIVITY INSTRUCTIONS

- Instruct Sisters to bring their chairs to the middle of the room and put them in a circle. The facilitator and co-facilitator should also participate in this icebreaker and bring their chairs to the circle.
- The facilitator should choose one Sister to take their chair out of the circle and stand in the middle.
- This person says “My name is....” and then says something that she is, has, does, likes, is interested in, etc., like “is wearing shorts”, or “was born in DC”, or “likes eating chocolate”, “goes to the Maya Angelou Public Charter school”, or “has a younger brother”, “listens to Rihanna”, etc.
- Anyone who agrees with that statement has to get up and run to another seat that is not directly to the right or left of her. The person in the middle also has to run to find a seat. The last person to find a seat, or the person left without a seat has to come to the middle of the circle to share next by introducing herself and telling one thing about herself.
- The game continues so that everyone gets a chance to introduce themselves.
- If there is time at the end, let a couple of Sisters attempt to go around the room and say everyone’s name and one thing about them (the intention is to make sure the Sisters are engaged and remembering each other’s name at least).
- Allow Sisters to go back to their workspaces with their chairs.

---

## ACTIVITY 1: PROGRAM DESCRIPTION

5 MIN

---



### GOAL OF ACTIVITY

Sisters should understand the purpose and direction of the program. They should also have all the logistical information they need to participate.



### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:*** “We chose the name Sisters Rising because this program is about empowering girls to be healthy and to develop positive Sisterhood. This program is about rising above society’s judgements and expectations that can sometimes limit girls’ ability to be powerful. It’s designed to empower young Black girls like you to be critical thinkers, so you can make the best decisions for yourself when it comes to your body, how you express yourself and how you choose to develop healthy habits in relationships.

- **Knowledge is power:** In this group, you will learn about human sexuality, anatomy, different birth control options, and community resources. We'll talk about the different options and choices you have as women about how to use your body and how you want your life to turn out.
- **Exercising choice is power:** Sisters Rising is a safe space where you will learn that you have the right to be healthy and express your sexuality on their own terms.
- **Being assertive is power:** You will learn how to recognize and create healthy relationships.
- **Owning your individuality is power:** This program is about encouraging teens to see and value their unique gifts, talents and creativity. Sisters Rising is dedicated to teenage girls defining themselves for themselves.
- **Community support is power:** This is a space where Black girls can rise above negativity, so they can support and encourage each other.

#### HOUSEKEEPING ITEMS TO ADDRESS AND COMMUNICATE

- Where will Sisters meet every week? What day and time?
- How many sessions will there be?
- Will Sisters receive gift cards for attending the sessions? How much?

**Facilitator Reminder:** Provide teens with some choices of locations they could receive gift cards from. Make sure you honor their choice.

- What happens if someone has to be late or skip a session?
- Who should Sisters communicate with outside of the program sessions?
- How can co-facilitators and Sisters be contacted?

---

#### ACTIVITY 2: ESTABLISHING GROUP AGREEMENTS

10 MIN

---



#### GOAL OF ACTIVITY

The group agreements set the tone for the Sisters.

---



#### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



**Suggested phrasing,** “Group agreements are a set of agreements about how we will act towards each other in and out of this space as Sisters. These agreements will help us respect and trust each other and build a safe space together where we can talk about the real issues in our lives. Group agreements are not like classroom rules. I am not going to tell you what they

*are, but I may make some suggestions. We are going to work together to set up some agreements that we can all get behind."*

- Ask Sisters to suggest group agreements that will help them feel more comfortable discussing sensitive topics. Ask the Sisters to demonstrate or role-play what they mean when they give a group agreement suggestion. Make sure that the facilitator and co-facilitator also role play their group agreement suggestions. Some ideas for group agreements are listed below.
- Ask a Sister to write the agreements on a poster board.
- Keep the group agreements poster in the room throughout every session.
- Ask everyone to sign at the bottom of the group agreements as their pledge.
- Congratulate the teens on their agreements. Now explain that to keep everyone in check, we need ways to give shout-outs to teens who follow the group agreements and give reminders to teens who forget the group agreements.
- Agree on a way to give positive shout-outs and recognition when a Sister represents a group agreement during the session. This could be snapping like at a poetry slam. The facilitator and co-facilitator should use this method of recognition as well.
- Agree on a way to remind each other when someone's behavior doesn't follow the group agreements. This could be crumpling up a piece of paper and throwing it at the poster or pointing at the poster when a Sister is violating the agreement. The facilitator and co-facilitator should use this method of reminders as well.

### Suggested Group Agreements List

**Respect:** Do not talk over one another or interrupt. Give full attention to the person who is speaking. No cell phones!

**Confidentiality:** Keep personal information that we share in this group in this room. It's OK to share facts like statistics about HIV, alcohol or other drugs, birth control or STD with others, just not personal information about any of the Sisters. For example, do not tell anyone about the story Brittany shares about her relationship.

**Openness:** If you feel comfortable, be open, honest, and ready to learn. No one should make anyone feel uncomfortable or pressured.

**Nonjudgmental approach:** You can disagree with another Sister's point of view or behaviors, but don't judge or put anyone down. It's important to provide a safe space for everyone to discuss sensitive topics. Agree to disagree.

**Nondiscrimination:** Be aware that Sisters in the group may have different backgrounds, family situations, sexual orientations or financial situations for example. Be sensitive to the fact that we all have differences, during discussions and while making comments. In this group, we celebrate our differences.

**Right to pass:** It is always OK to pass. You can say, "I'd rather not do this activity," or, "I don't want to answer that question."

**Acceptance:** It's OK to come out of your comfort zone, especially when talking about sex, HIV, and the body for example. Even adults feel get nervous when discussing these topics. How about everyone say the word vagina 5 times aloud. On the count of 3—1, 2, 3: VAGINA, VAGINA, VAGINA, VAGINA, VAGINA...How did that feel?

**Responsibility:** Come to the session and be on time. If you can't attend, notify the group leader or another Sister.

**Speak using "I":** Speak from your own personal experiences and try not to judge the experiences of others. Use I-statements such as "I feel..." or "In my experience..." Do your best to avoid starting sentences with "You should" or "You all think that ...".

**Share air time:** If you're someone who likes to speak a lot try to keep track of that and make sure that others get equal air time. If you're someone who doesn't like to speak in front of other people, try to challenge yourself to take up more air time.

**GOAL OF ACTIVITY**

Sisters will understand that we all belong to a Sisterhood of powerful Black women and girls from the past and present. Their life stories and achievements are gifts, sources of inspiration and power in our own lives have a working understanding of the difference between gender and sex.

**ACTIVITY INSTRUCTIONS**

- Show the Maya Angelou media clip: <https://www.youtube.com/watch?v=JqOqo50LSZ0>
  - Ask discussion questions to the group about the poem:
    - What is Maya Angelou trying to teach us with this poem?
    - The poem says, “I rise, bringing the gifts that my ancestors gave.” Who are some of our ancestors?
    - What gifts from our ancestors is Maya Angelou talking about?
    - Why do you think she wrote this poem?
    - Ask the Sisters what legacy means to them in their lives.
    - Ask the Sisters if they have any questions about the video.
- Show the Black is Beautiful clip: <https://www.youtube.com/watch?v=Cdgg7DHCXME>
  - Ask discussion questions to the group:
    - Did you relate to any of the girls in the video?
    - Johnette Elzie, an activist in Black Lives Matter, talked about how people like Beyoncé and Oprah helped her imagine all that was possible for Black girls. Who has helped you do that?
    - Do you have any questions about the video?
- Summarize the Sisters’ conversation.



**Suggested phrasing:** “From these two clips, we know that throughout history powerful Black women and girls have overcome obstacles and tragedies. Powerful Black women have a strong sense of pride because they are aware of their history and the gifts their ancestors give them. When we see powerful successful Black women, it should make us feel powerful too. We see that if she has the power to make her dreams happen and overcome her pain, we do too. If she did it, I can do it too. We’re all connected to that legacy.”

- Let's take a look at some examples. Show the teens where you will keep the role model box each week. Ask for a volunteer to choose a role model from the role model box and read the first few sentences of the description out loud before passing it to another Sister to read the next few sentences, etc. Ask some follow-up questions:
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Explain to Sisters that we are going to learn about powerful Black women and girls in this program to understand the Sisterhood that we share as Black girls.

---

#### ACTIVITY 4: WHAT IS POWER

15 MIN

---



#### GOAL OF ACTIVITY

Sisters will understand that these powerful Black women didn't always have institutional power, but they had personal power and community power. They overcame huge challenges and made their dreams come true for their own lives and their communities.



#### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



**Suggested phrasing:** "Now that we've seen some examples of powerful Black women, let's come up with a group definition of what power is and what it means to be powerful."

- Ask for a volunteer to write/draw on the flip chart paper.
- Group brainstorm by asking questions to the Sisters:
  - What is power?
  - What words or images or song lyrics do you think of when you hear the word power?
  - Who comes to mind when you think of a powerful female?
- Use the brainstorm to explain the definition of power:



**Suggested phrasing:** "Power is the ability to do or act. Being powerful doesn't mean power over someone else. It's the focus and energy you have inside you to decide and to control how you behave, how you think about things and how things turn out in your life. Power means that you

*can determine what kind of people you allow in your life and how they should treat you. Power is about being in the driver's seat of your life."*

- Explain the three different kinds of power. As the different layers of power are being introduced, ask a Sister to give an example of personal power, then community power, and finally institutional power. Write the definitions on chart paper and make sure Sisters are following along and understanding it:
  - **Personal Power:** The power that all of us have to define who we are, choose what we want our lives to look like, and to make it happen.
  - **Community Power:** The power that all of us have together to make change in our communities, in our environments, and in the world.
  - **Institutional Power:** Institutions are governments, churches, organizations, and corporations. Institutional power is the power that institutions have to affect society. Institutional power is in the hands of the few but affects many.
- Ask the Sister's if any of them read Teen Vogue.
- The editor in chief is a Black woman, Elaine Welteroth, and that under her leadership, the magazine has covered politics and injustice more than ever.
  - What types of power do you think she has?
- Split up into groups and ask a volunteer from each group to pick a role-model from the role-model box. Discuss within the group whether these powerful Black women had personal power, community power, institutional power, or some combination of all three and why.
- Allow a spokesperson from each group to share their thoughts on the mini biography they reviewed with the whole group of Sisters.
- Draw a Venn diagram on the board with the three circles representing the three types of power, or post the Venn diagram below.



### 3 Types of Power



- Decide with whole group of Sisters where each of the two bios should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

---

**ACTIVITY 5: DEFINE WHO YOU ARE**

---

**10 MIN****GOAL OF ACTIVITY**

Sisters will identify their three core values. They will understand that the powerful Black women they learned about today valued education, their health, and their community. They held on to those values and made decisions based on those values even in difficult situations.

---

**ACTIVITY INSTRUCTIONS**

Tapping into your personal power is rooted in your personal values, what you believe in, and who you are.

- Ask the Sisters:
  - What are personal values?

**GROUP DISCUSSION**

- What did these powerful Black women value?
- How did they hold on to their values in difficult situations?
- What did these Black women need in their life to hold on to their values?
- What do you need in your life to hold on to your values?

\*Show a word bank of values on flip chart paper

- Ask Sisters to pick three words off the list that they think best describe their core values
  - Ask some of the Sisters to explain why
- 

**ACTIVITY 6: CREATE YOUR LIFE MAPS****40 MIN**

---

**GOAL OF ACTIVITY**

Sisters should understand that planning and organizing their lives is tapping into personal power.



#### NOTE TO FACILITATOR

After describing the purpose and power of a life map provide teens with choices and ask the teens what kind of music they like and play some background music while they work.



#### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:*** “We are going to create life maps that will lead us to where we want to be as adults. “

- Describe the purpose and power of doing a personal life map or vision board.

***Suggested phrasing:*** “Each one of us has personal power, just like the powerful Black women in our past and present. The first step to tapping into your own personal power is defining who you are, choosing what you want for your life, and deciding what you need to help get you there. To do that we are going to make a vision board. I’m going to give each of you a board and I want you to use it to show me who you are, what you want, and what you need to help you get there. You can write words, write lyrics, draw, paste pictures, be as creative as you want.”

#### PROCEDURE

1. Use Life Maps materials (magazine cutouts, scissors, glue, etc.)
2. Direct the Sisters to collect materials to start working on their life maps
3. First, take 5 minutes to begin planning your life map/vision board on a blank sheet of paper:
  - a. Start with setting a personal goal for your life
  - b. Outline the steps you will need to take to get there.
  - c. What will you need to help you be successful at each step?
  - d. After spending some time planning your life map, begin drawing pictures, using magazine cutouts or any other materials to represent your future life.
  - e. Make sure to include:

- i. Values
  - ii. Goals
  - iii. Steps to get to your goals
  - iv. Things you need at each of those steps
4. Ask questions to get the Sisters to start dreaming big, such as:
  - What would a happy life look like for you?
  - Where do you want to live?
  - What kind of relationships do you want?
  - What would your family look like?
  - What kind of career do you want? How will you get there?
  - Do you want children? How many children?
5. Have each Sister explain their dream board and then post it around the room.

---

## Closing

---

---

### RECAP

5 MIN

Summarize the learning objectives for the day:



***Suggested phrasing:*** “Today we learned about three different types of power. We read and talked about powerful Black women who overcame a lot to tap into their personal power and achieve their dreams. We also took huge steps in tapping into our own personal power: We defined our values, chose what we want our lives to look like, and thought about what we need to make it happen.”

- Ask the Sisters one thing they learned that they didn’t know before and one thing that they will take away from this week.

---

### HOMEWORK EXPLANATION

2 MIN

Preview of next week:

- Ask the Sisters to focus on their 3 personal values they listed and to think about situations over the next week where it became difficult to hold onto their values.
- Make sure all of the teens know when and where you will meet next.

---

## SHOUT-OUTS

5 MIN

---

### Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

## **Workshop 2: Race, Gender, and Sexual Orientation**

# CURRICULUM OVERVIEW

## The Scoop

In this section you and the Sisters will have the opportunity to explore their own understandings and experiences of ethnicity, race, and racism. The Sisters will also learn what different types of power. This session also covers gender and gender identities.

**Approximate Duration: 140 minutes**



### Learning Objectives

By the end of the workshop, Sisters will be able to:

- Define key terms related to race, gender and sexual orientation
- Have a deeper understanding of the double standards of gender
- Understand different types of racism
- Think about how to be supportive of LGBT individuals



### Key Outcomes

Sister should leave this session with an understanding of:

- The different kinds of racism that impact our lives differently. We are going to work in this program to find ways to fight back against racist assumptions about Black girls.
- The various types of gender identities and how to work to be allies for those of any gender identity, rather than making assumptions in advance that could lead to discriminatory reactions.

## SESSION PREP

MATERIALS	ROOM SET UP
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Role model box and Power Venn diagram <input type="checkbox"/> Race Definitions Worksheet <input type="checkbox"/> Sexual Orientation Definitions Q&A Worksheets <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Laptop and A/V capabilities to play video clips <input type="checkbox"/> Print out any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins <input type="checkbox"/> Set up Power Venn diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance <input type="checkbox"/> Load the Questions for Trans Women Clip

### AGENDA

Total duration	140 minutes
Dinner and Check-In	15 min
Icebreaker	15 min
Role Model Box	8 min
Activity 1: What is Race?	15 min
Activity 2: What is Racism?	10 min
Activity 3: What is Gender	15 min
Activity 4: Gender Boxes	30 min
Activity 5: Sexual Orientation Spectrum	20 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

### ADDITIONAL RESOURCES



- ❑ **Video clip:** Questions Women have for Trans Women Clip: <https://www.youtube.com/watch?v=CBRYVUmu0Qs>
- ❑ **Video Clip:** Assumptions <https://youtu.be/zNbF006Y5x4>

## Opening

### DINNER, WELCOME, AND CHECK-IN

15 MIN

- As the Sisters enter, invite them to get dinner and take a seat. Once the Sisters have arrived and are seated, welcome them all to Sisters Rising by introducing yourselves and sharing why you volunteered to be a part of the program and what your hopes are for your time together.
- Use the same starting ritual as Session 1.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What is Sister's Rising all about?
  - What are some of our group agreements?
  - What are the three kinds of power?

### ICEBREAKER:

15 MIN



#### GOAL OF ACTIVITY

Sisters will identify and process ideas and emotions about their own racialization and experiences with racism.



#### ACTIVITY INSTRUCTIONS

- Ask the Sisters to form two lines facing each other, and pair up with the person across from them. If there is an odd number, ask your co-facilitator to participate as well.
- Tell the Sisters they each have two minutes to speak while the other person only listens and that you will be giving them questions to answer in those two minutes. After the two minutes, they swap, so each Sister has a chance to answer each prompt.

#### PROMPT ONE

**When you were a child, what were two messages you were taught about what it meant to be Black? Were these messages positive and/or negative?**

- After two minutes the partners swap and the person listening the first time, answers prompt one.
- After those two minutes, everyone changes partners to answer prompt two.

#### PROMPT TWO

**Have you experienced racism in the last 3 months? Can you share an example?**

- After two minutes the Sisters swap.

#### GROUP DISCUSSION

- Ask the Sisters the following:
  - Were there any similarities between your answers and your partner's answers? Care to share an example?
  - What did you feel when you were listening to your partner? How did it feel talking about your own examples?
  - Do you think it would have been a lot different to do this with a male partner, why or why not?

---

#### **ROLE MODEL BOX**

**8 MIN**

---



#### **GOAL OF ACTIVITY**

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies.



#### **ACTIVITY INSTRUCTIONS**

- Ask a teen to choose a role model from the role model box. Go around the room so that each teen can read a sentence or two from the mini-bio.
- Ask the following group discussion questions.
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where each of the two bios should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

**GOAL OF ACTIVITY**

Sisters develop a working understanding of race and ethnicity.

**ACTIVITY INSTRUCTIONS**

- Play the Assumptions video: <https://youtu.be/zNbF006Y5x4>

**QUESTIONS**

- How does this experiment relate to real life? Answers might include:
  - That it's hard to pay close attention to many things happening at once. That we are missing a lot of what goes on around us
  - That we don't realize we are missing so much. That what we see as reality might not be the whole picture



**Suggested Phrasing:** "The brain is trying to process a lot of information at once, so it likes to create shortcuts, especially when there's a lot going on. Scientists have shown that the human brain receives 11 million bits of information every moment, but we can only consciously process 40 bits. One of the ways the brain creates shortcuts when we meet new people is we tend to make assumptions about them – just based on what they look like."

- Can anyone here give me a definition for what an assumption is?
- Ask a Sister to come up and write their definition on the flip chart and finish by saying:



**Suggested Phrasing:** "When we make a statement or reach a conclusion without proof, we are making an assumption. The assumptions we make are based in our experiences, what we have been taught, our values and the emotions we feel. Sometimes assumptions are based on stereotypes. Stereotypes are when people have an oversimplified image or idea of another person like 'People from Jersey are jerks' or 'Women are bad drivers.'"

## DISCUSSION

Facilitators should lead with examples for the following questions:

- What are some assumptions that have been made about you?
- Are the assumptions we make about a person generally positive or negative?
- Why do you think that is?
- What assumptions have people made about you?
- Have you ever seen anyone make an assumption about you, a friend, or a family member based on your race? What about your gender?
- Do these assumptions help or hurt you reach your life goals on your dream board? Why? Why not?
- How did it feel to have them make that assumption?



***Suggested phrasing:*** “Can anyone give me a definition of what race is?”

- Once you’ve heard from a few Sisters, read this definition:



***Suggested phrasing:*** “Race is a term for when people are put into different groups based on characteristics such as physical appearance (particularly skin color), their ancestral and cultural heritage, and cultural history. It’s important to know that we are all one race, human, and that separating people based on skin color is something relatively new that our society created to divide people.”

## QUESTIONS

- Does that make sense to everyone?
- How often do you think people make judgements based on race?

## RACE V. ETHNICITY

- Ask if anyone knows what the difference is between race and ethnicity?
- Let a few Sisters answer and then share this definition:



***Suggested phrasing:*** “Ethnicity is when people are divided into social groups based on characteristics like their values, language, politics and where their ancestors came from. (Not necessarily skin color).”

## QUESTIONS

- Does that make sense to everyone?
- What are examples of different races?
  - White, Black, Native American, Asian
- What are examples of ethnicities?
  - Examples of different ethnic groups are: Ethiopian, Cape Verdean, Haitian, African American; Chinese, Korean, Vietnamese; Cherokee, Mohawk, Navaho; Cuban, Mexican, Puerto Rican; Polish, Irish, and Swedish.
- What ethnicity or ethnicities are you?
  - Turn to a neighbor and share with them.
- What do you love most about your racial and/or ethnic identities?
  - Share that with a neighbor.

---

## ACTIVITY 2: WHAT IS RACISM?

10 MIN



### GOAL OF ACTIVITY

Sisters will learn the three main types of racism.



### NOTE TO FACILITATOR

If there is extra time in the session, provide some examples of the three kinds of racism and have the teens choose the appropriate category, or split the youth into three groups and have each act out a different kind of racism.



### ACTIVITY INSTRUCTIONS

- Break the Sisters into groups of 3-4.
  - Ask two Sisters to hand out the **Race Definitions Worksheet (found below)**
  - Tell them they have ten minutes to come up with as many definitions as they can in their groups, tell them if they can't define a word to try to come up with an example.

The **Race Definitions Worksheet** contains the words below with blank spots for them to write in their brainstormed definition.

- After ten minutes, bring the groups together, go through each word and ask each group to share their definition for a word and then share the correct definitions above (also on the answer key).
- Once you've worked through all the definitions give them each the worksheet that has all of the definitions on one paper, so they have it in front of them.

## DISCUSSION

- Why should we know the difference between these terms?
- Did you learn anything new from these definitions?
- Were you surprised by any of them?
- What is your racial identity? What about your ethnicity?
- What do you love most about your racial and/or ethnic identities?
- What are examples of each type of structural racism?
- Which type do we talk about the most? (Hint: Interpersonal)
- How does making assumptions relate to understanding race and racism?
- Are all kinds of racism the same? Why not?

Here are three different kinds of racism. The difference is who is acting in the situation.

**Internalized:** This is when someone lets their racist beliefs impact how they see themselves. When white people internalize racism, it can make them feel superior to people of color. Among people of color, it shows up as internalized oppression which is the idea that their race is inferior, or that they are inferior.

**Interpersonal:** This is when racism happens between two people or within a group of people. Examples include telling a racist joke or thinking less of someone solely by the color of their skin.

**Structural:** This is when a system works to promote one race over others. It is racial bias across institutions and policies that systematically privilege white people and disadvantage people of color. Example: There were government policies that didn't allow African Americans to get loans, mortgages, or improve their homes (also known as "redlining"). This policy promoted Whites over African Americans as it made it easier for Whites to own a home than African Americans and is an example of structural racism.

- Did you know the three types of racism? Maybe you've experienced them but didn't have a name for each.
- In what ways have you seen these forms of racism at work?
- Can you give me an example of each kind of racism?

## **RACE DEFINITIONS WORKSHEET**

**Race:**

**What are examples of races:**

**Ethnicity:**

**What are examples of ethnicities:**

**White Privilege:**

**Biracial:**

**Multiracial:**

**Colorism:**

**Racism:**

## **RACE DEFINITIONS WORKSHEET ANSWER KEY**

**Race:** When people are put into different groups based on characteristics such as physical appearance (particularly skin color), their ancestral and cultural heritage, and cultural history.

**What are examples of different races:** White, Black, Native American, Asian

**Ethnicity:** When people are divided into social groups based on characteristics such like their values, language, politics and where their ancestors came from. (Not necessarily skin color).

**What are examples of ethnicities:** Ethiopian, Cape Verdean, Haitian, African American; Chinese, Korean, Vietnamese; Cherokee, Mohawk, Navaho; Cuban, Mexican, Puerto Rican; Polish, Irish, and Swedish.

**White Privilege:** The unquestioned and unearned set of advantages, and benefits that white people get just for being white. Generally, white people who experience such privilege do so without being aware of it.

**What are examples of white privilege:** White people were allowed to own land, vote, and get credit cards before people of other races.

**Biracial:** A person that comes from two races. A person whose biological parents are of two different races.

**Multiracial:** A person that comes from more than two races. An individual whose parents are born from more than two different races.

**Colorism:** Discrimination against individuals with a dark skin tone. Colorism can be discrimination within the same ethnic or racial group such as a Black person treating another Black person differently because they have darker skin, or within different ethnic or racial groups such as a white person treating a darker-skinned Black person differently from a lighter-skinned Black person.

**Racism:** Judgements and/or discriminatory actions based on difference in race and or ethnicity. Racism is a complex system of beliefs and behaviors, rooted in a presumed superiority of the whiteness



**GOAL OF ACTIVITY**

Sisters have a working understanding of the difference between gender and sex.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



***Suggested Phrasing:** “Now that we’ve talked about race and racism we’re going to explore another characteristic we all share, which is gender. Because gender is more complex than you might think we’re going to start off by reading to you about the basics.”*

Each person has a sex, and a gender.

- **Sex is biological.** It’s based on your body parts, genetic makeup or DNA, and hormones, when you were born a doctor looked at you and labeled you either a boy or a girl based on those things, that’s sex.
- **Gender** is related but different. Gender is society’s expectations about how we should think and act as girls and boys, and women and men. For example, society places the expectation on girls that they will play with dolls and wear makeup and society places the expectation on boys that they will play sports and have short hair. For example, when you check a box saying you identify as male, that’s gender, or your driver’s license saying you’re male, the way you dress or cut your hair also relates to your gender. Just because someone was assigned the sex of a woman at birth, does not mean that their gender is female. There is a whole spectrum of gender options, not just two choices.



***Suggested Phrasing:** “One’s gender identity is their feeling of self as male, female, something else, both, or neither. It also means that one’s gender identity can be the same or different than their sex assigned at birth. Some people find that their gender does not match their biological sex. When this happens, there is a spectrum of choices for a person to express their gender (through such things as clothing, hairstyles, and mannerisms, to name a few). Some persons may choose to identify as*

*transgender. It's important to understand that just how you feel you are female; a transgender person feels that they are their preferred gender –even if their biological sex doesn't match. Unfortunately, transgender people are often targeted in the US and experience the highest level of hate crimes of any group. Transgender people have existed throughout human history and in many cultures being transgender is as regular as being a man or a woman.*

*Gender roles vary greatly from one culture to the next, from one ethnic group to the next, and whether someone is from a wealthy family versus a poor family. But every culture has gender roles — they all have expectations for the way women and men, girls and boys, should dress, behave, and look. For example, what being a man entails might look different for someone who grew up in New York City than in rural Alabama, or being a lady might be different for a woman from Tokyo than from a woman in Washington, D.C.*

*You learned about gender roles from an early age — from parents and family, religion, friends, television, magazines, and other media.”*

#### GROUP DISCUSSION



***Suggested phrasing:*** “I know we just covered a lot of ground. Can anyone recap for me the difference between sex and gender? To recap, sex is biological where gender refers to the way we express our “male-ness” and “female-ness.”

- Growing up what were some things girls were expected to do? These are gendered messages.

- What happened if they didn't act that way?
- Growing up what were some things boys were expected to do? These are gendered messages.
- What happened if they didn't act that way?



**Suggested phrasing:** *"These expectations are how our culture teaches gender. But, sometimes boys want to play with dolls and girls want to play with trucks but as children grow, they stop or hide behaviors that are ridiculed, shamed, or punished. It is important that we don't judge anyone because of how they choose to express their gender. Instead, we should celebrate those who break gender expectations because they are living as their truest self and being yourself is important."*

- What are 5 things you saw today that made you think someone was a boy or a girl?
- Are you surprised at all the ways that you reinforce your gender every day?
- What type of gendered messages do you get at home? At school?
- What roles and behaviors are expected of you because of your gender?
- How have you gendered yourself today? For example, wrapping a towel around your chest not your waist after showering. (Other examples: clothing, make-up, the color razor you buy, nail polish, jewelry).

---

#### ACTIVITY 4: GENDER BOXES

30 MIN

---



#### GOAL OF ACTIVITY

Sisters understand that gender stereotypes and expectations set by our society are not realistic or healthy. Sisters will understand that there is a double standard between men and women going outside the box.



#### ACTIVITY INSTRUCTIONS

Let's look more in depth at the two most common gender categories, male and female. Remember, these are not the only two gender categories.

- Take two sheets of flip chart paper, put the below on each:

<b>A man</b>	<b>A woman</b>
<b>Acts like...</b>	<b>Acts like ...</b>
<b>Likes...</b>	<b>Likes...</b>
<b>Is supposed to...</b>	<b>Is supposed to...</b>

- Ask Sisters to come up with as many stereotypes as they can for men and then for women.
- Record what they come up with under each heading.
- Next, draw boxes around each set of lists and explain to Sisters these are the boxes our society puts men and women inside of. They are gender stereotypes. For example, enjoying sports or going shopping isn't inherently a male or female activity but we place each in separate boxes.
- Now, ask the Sisters what happens when a man steps outside of that box, what names does he get called? What do people think about him? List those answers around the outside of the box.
- Now, ask the Sisters what happens when a woman steps outside of her box, what names does she get called? What do people think about her? List those answers around the outside of the woman box.

### GROUP DISCUSSION

Ask the Sisters the following:

1. Ask the Sisters what is the impact of the names that men get called when they leave the box?
  - a. *Answer: Men that step outside the box are called names that are associated with being female. That the worst thing a man can be is to be like a woman.*
2. Ask the Sisters what conclusions they can draw from the names women are called when they step outside the box.
  - a. *Answer: They should arrive at understanding that the names women are called are often related to their sexuality and limit their personal power.*
3. Ask the Sisters: Do you think this is fair? Ask them if they see a double standard (a rule or principle that is unfairly applied in different ways to different people or groups). What harm is done in having a double standard?
4. Where do these ideas/stereotypes come from?

- a. **Media should be one of the answers.** Ask them, how do the messages from the media and pop culture keep people in boxes?

If time permits, ask these additional questions:

- How do these stereotypes hurt women and men?
- How many Sisters here feel like they are in the box all of the time? What are those boxes? What does that feel like?
- How should a “woman” react if she gets called these names?
- How should a “man” react if he sees a woman getting called these names?
- Are you always safe if you stay in your box? What about if you leave your box?
- Finish the activity by asking about positive ways men and women are pushing the boundaries against their gender boxes. Examples might include:
  - More men staying home to raise and be closer to their children
  - Men working in positions such as nurses
  - Women competing in male dominated sports like MMA, basketball or soccer
  - Women gaining more leadership roles in the military, organizations, political positions or companies

---

## ACTIVITY 5: THE SEXUAL ORIENTATION SPECTRUM

20 MIN

---



### GOAL OF ACTIVITY

Sisters can identify that sexual orientation exists across a spectrum and can define key terms.



### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



“Now we’re going to switch topics from gender to looking at sexual orientation. Can anyone explain what we mean by sexual orientation?”

- Allow a Sister or two to define it, then read this definition.

- **Sexual Orientation** is the type of sexual and romantic attraction a person has for another person. It's generally labeled based on the genders between the person and the people they are attracted to, like straight or gay.
- Does anyone know how is sexual orientation is different from gender?
  - *Answer: They should arrive at understanding that gender is how we define ourselves and that sexual orientation is how we define who we are attracted to.*
- Break Sisters into groups of 3-4. Ask two Sisters to hand out the sexual orientation Q&A. Inform the Sisters they have 5 minutes to finish the Q&A.

***Match the word on the left with its definition on the right.***

<b>Lesbian:</b>	An acronym that stands for, Lesbian Gay Bisexual Transgender and Queer and/or Questioning.
<b>Transgender:</b>	A person who typically doesn't feel sexual attraction for anyone. These people can still choose to be in relationships and can still love their partner, they are just not interested in sex.
<b>Queer:</b>	People whose gender identity is different from the gender/sex they were assigned at birth.
<b>LGBTQ:</b>	People who are attracted to both males and females.
<b>Questioning:</b>	A term given to females who are attracted to other females.
<b>Gay:</b>	Negative and sometimes hateful attitudes, assumptions and beliefs toward people who are LGBTQ or are thought to be LGBTQ.
<b>Transitioning:</b>	When someone isn't sure about their own sexual orientation or gender identity and is exploring who they are.
<b>Asexual:</b>	A term given to males who are attracted to other males.
<b>Homophobia:</b>	A term to describe individuals who don't identify as straight. It is not embraced or used by all members of the LGBTQ community because it can be used in a hurtful way.
<b>Bisexual:</b>	The process a transgender person undergoes when changing their bodily appearance to be more similar with the gender they feel themselves to be.

## Q&A Answer Key

**Lesbian:** A term given to females who are attracted to other females.

**Transgender:** People whose gender identity is different from the gender/sex they were assigned at birth.

**Queer:** A term to describe individuals who don't identify as straight. It is not embraced or used by all members of the LGBTQ community because it can be used in a hurtful way.

**LGBTQ:** An acronym that stands for, Lesbian Gay Bisexual Transgender and Queer and/or Questioning.

**Questioning:** When someone isn't sure about their own sexual orientation or gender identity and is exploring who they are.

**Gay:** A term given to males who are attracted to other males.

**Transitioning:** The process a transgender person undergoes when changing their bodily appearance to be more similar with the gender they feel themselves to be.

**Asexual:** A person who typically doesn't feel sexual attraction for anyone. Asexual people can still choose to be in relationships and can still love their partner, they are just not interested in sex.

**Homophobia:** Negative and sometimes hateful attitudes, assumptions and beliefs toward people who are LGBTQ or are thought to be LGBTQ.

**Bisexual:** People who are attracted to both males and females.



## GROUP DISCUSSION

- Bring the groups back together and read through the answer key. Ask the group if any of the terms were new to them. Ask the groups if they were surprised by any of the definitions. Ask the group if they would like to add any more words to the list or if they are curious about the definition of any other words related to gender and/or sexual orientation.



***Suggested phrasing:*** “Next, we’re going to watch a short clip of women asking trans women questions. In the clip you’ll hear the term cis-women. A cis-woman is a person who was labeled as a woman at birth (sex) and who identifies as a female (gender).”

- Play the Questions Women have for Trans Women Clip:  
<https://www.youtube.com/watch?v=CBRYVUmu0Qs>



***Suggested phrasing:*** “Did you know lesbian, gay, bisexual and transgender people are the most likely targets of hate crimes in America. And trans people, especially Black trans women, are the most targeted?”

- Proceed to ask:
  - Why do you think they are the most targeted group? What do you think is in the minds of those people who act violently towards transgender people?
  - Can you remember any hate crimes aimed at LGBT folks you’ve seen in the media? In school? (e.g., Deenequia Dodds (trans woman) in Washington DC, 2016 shooting at the Pulse Orlando nightclub).
  - What are ways that straight people can stand up for LGBT people?
  - Do you think it’s ok to say things like “That’s so gay?” Why or why not?
  - Have you ever stood up for someone who was LGBT? What were the benefits? What were the challenges?



***Suggested Phrasing:*** “Earlier today we talked about discrimination and making assumptions based on peoples’ race and/or ethnicity. Is judging someone based on their race similar to judging someone based on their gender? Why? Why not? Think about your personal values and

*life maps from last week. If we follow our personal values, will we judge those who are different from us or support them in their life goals?"*

Answer: They should arrive at understanding that when we make assumptions about people because of their racial and/or gender identity, we are judging people based on a label and keeping people in their box. Instead, next time you make an assumption based on someone's race and/or gender, try to focus on who they really are on the inside, not just on what you see on the outside.

---

## Closing

---

---

### RECAP

5 MIN

---

Summarize the learning objectives for the day:

- Remind the teens that there are different kinds of racism, that racism is about making assumptions, and that there are different ways racism shapes our lives that we'll keep learning about during the rest of Sister's Rising meetings.
- Ask the teens to recap the difference between gender and sex.

---

### LOOKING AHEAD

2 MIN

---

What will we do next week? And when will we meet?

---

### SHOUTOUTS

5 MIN

---

Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and "shout-out" individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, "I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable."
- After each girl shares, everyone snaps their fingers like they're at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!



## **Workshop 3: I Know and Love My Body**

## CURRICULUM OVERVIEW

### The Scoop

In this section you and the Sisters will learn about both male and female reproductive systems as well as the menstrual cycle. These topics will also be discussed in the context of pregnancy.

**Approximate Duration: 130 minutes**



#### Learning Objectives

By the end of the workshop, Sisters will be able to:

- Identify components of the male and female reproductive system.
- Understand how each body part acts during sex to contribute towards pregnancy.
- Understand the phases of the menstrual cycle.



#### Key Outcomes

Sister should leave this session with an understanding of:

- How they are in control of their own bodies and in order to take that power, they must know how your body works.

## SESSION PREP

MATERIALS	ROOM SET UP
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Role model box and Power Venn diagram <input type="checkbox"/> Female anatomy handout <input type="checkbox"/> Male anatomy handout <input type="checkbox"/> Menstrual Cycle Chart <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Print out any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins <input type="checkbox"/> Set up Power Venn diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

### AGENDA

Total duration	130 minutes
Dinner and Check-In	15 min
Icebreaker	15 min
Role Model Box	8 min
Activity 1: Body Parts and Sexual Power	30 min
Activity 2: Male Reproductive Anatomy	30 min
Activity 3: Menstrual Cycle	20 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

## Opening

---

## DINNER, WELCOME, AND CHECK-IN

---

15 MIN

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What is race? How about ethnicity?
  - What are the three kinds of racism?
  - What is the difference between gender and sex?

---

## ACTIVITY 1: ICEBREAKER

---

15 MIN



### GOAL OF ACTIVITY

Sisters will learn the importance of personal identity.



### ACTIVITY INSTRUCTIONS

- Divide the Sisters into groups of 3 or 4.
- Ask each group to find three things that they have in common with each other. The weirder those things are — the better.
- After 10 minutes each group announces the three weirdest things they have in common.
- Everyone votes to decide which group has the “weirdest” three things in common.

### TRANSITION



***Suggested Phrasing:** “It’s really hard to reach the goals on your life map when you don’t know who you are. Throughout our sessions, we have started to say out loud what our values are and who we are as powerful individuals. This is really important. Knowing who you are*

*physically is just as important as knowing who you are emotionally and mentally. Today we are going to learn about our physical identities and what control we have over our bodies. As you know, our bodies are complex. If we want to protect our bodies, we have to be informed about how they work and the ways that we can protect them."*

---

## ROLE MODEL BOX

8 MIN



### GOAL OF ACTIVITY

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies



### ACTIVITY INSTRUCTIONS

- Ask a teen to choose a role model from the role model box. Go around the room so that each teen can read a sentence or two from the mini-bio.
- Ask the following group discussion questions.
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where each of the two bios should fall in the venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

---

## ACTIVITY 1: BODY PARTS AND SEXUAL POWER

30 MIN



### GOAL OF ACTIVITY

Increase knowledge of the functions of the internal and external organs of the female reproductive system.



### ACTIVITY INSTRUCTIONS

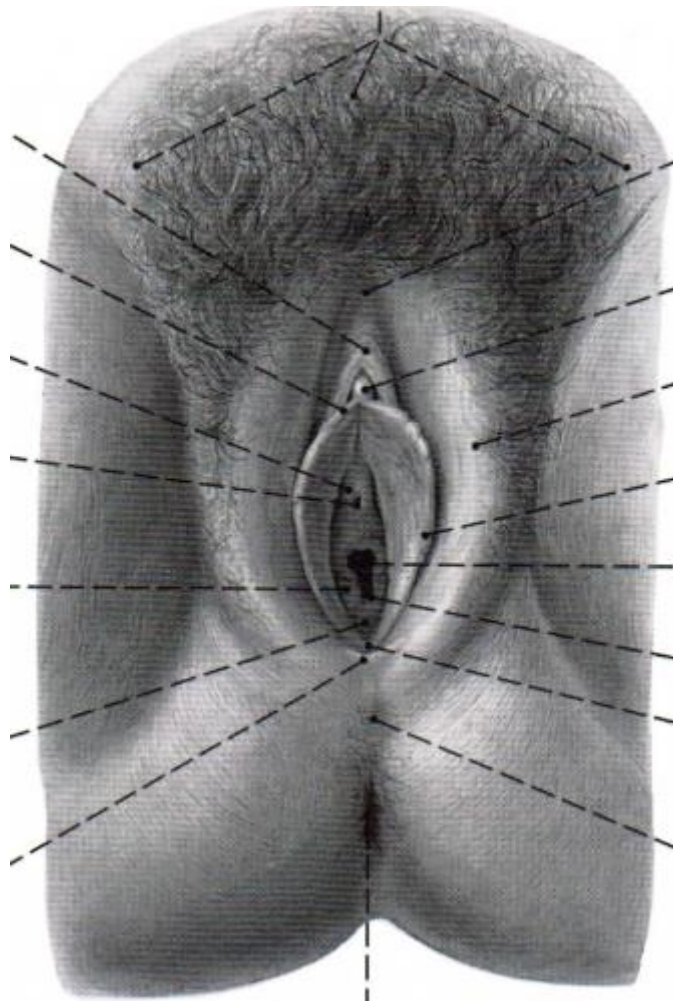
Understanding how our bodies work is the first step to understanding menstruation, sex, reproduction, pregnancy, etc.



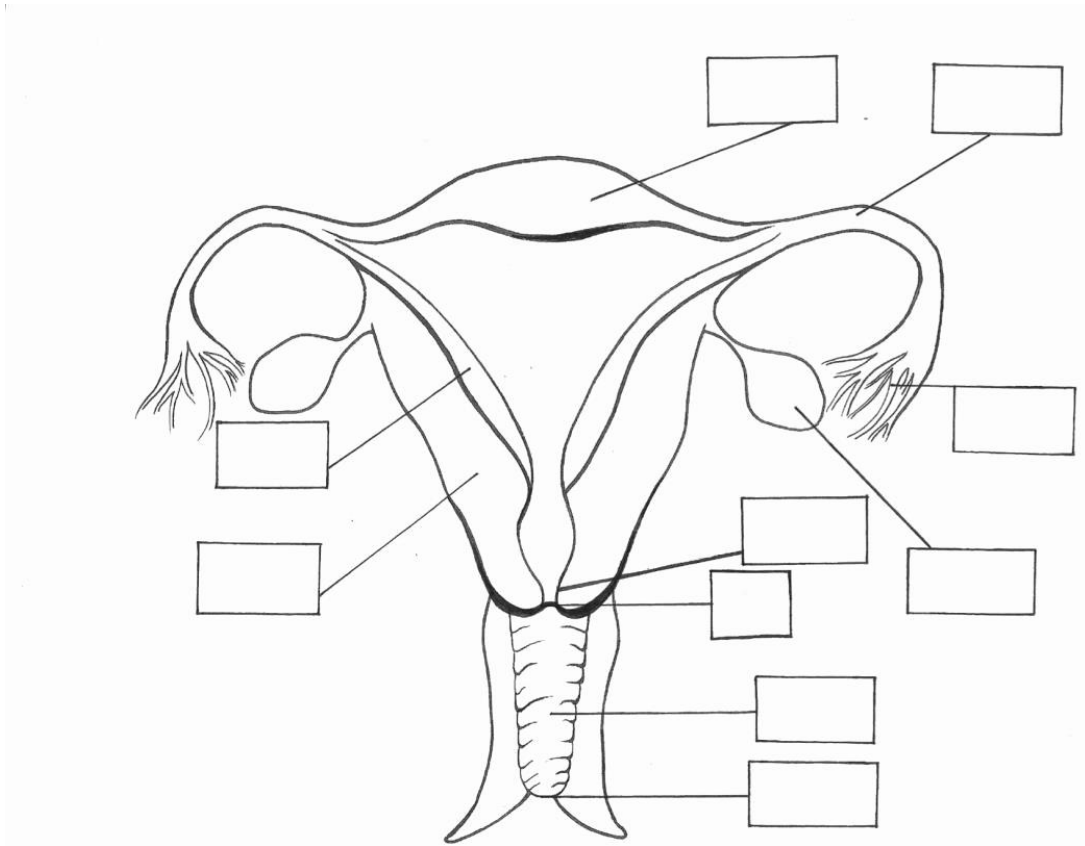
- Divide the group into no more than three groups; give each group a blank female anatomy handout.
- Present a word bank of female internal and external anatomy terms to the groups.
- Each group has 5 minutes to label the parts. Tell teens not to worry if they don't know where to put all of the words.
- Have a large printout of the blank female anatomy handout in the front of the room with post-its for each word on the word bank.
- Ask teens from each group to take turns coming up, taking a post it, and putting it where it belongs. Use clues like "hot" and "cold" to make sure the teens are putting the words in the right place.
- After each group presents, facilitator explains the proper location and function of both internal and external parts.

## FEMALE ANATOMY HANDOUT

### External Parts



## Internal Parts



## WORD BANK

### Terms for External Parts

#### Vulva:

- The vulva is the name for all the external female genitalia in the pubic region, including the labia, clitoris, and urethral and vaginal openings. These organs work together to support urination and sexual reproduction.

#### Mons Pubis:

- The mons pubis is a fatty region that can be found directly above a woman's pubic bone. The pubic bone is the bone near the bottom of your jeans' zipper. Typically, the mons pubis area is comprised of coarse skin and pubic hair. Mons pubis helps to protect a woman's underlying bones and tissues by providing a natural cushion during sexual intercourse. .

#### Urethra:

- This small opening is where urine comes out. It's right below the clitoris. It's hard to see, and you can't really feel anything there.

**Vaginal opening:** The exterior opening to the vagina

#### Labia majora:

- Literally translated as "large lips," the labia majora are relatively large and fleshy. The labia majora enclose and protect the other external reproductive organs.

#### Labia minora:

- They lie just inside the labia majora and surround the openings to the vagina. Literally translated as "small lips," the labia minora can be very small or up to 2 inches wide. The two sides of the labia minora are often different sizes and shapes. This is normal. Everyone's vaginas look a little different.

#### Clitoris:

- The two labia minora meet at the clitoris, a small, sensitive bump. Like the penis, the clitoris is very sensitive to stimulation and can become erect and grow larger when you are sexually aroused. The clitoris is covered by a fold of skin called the prepuce, which is similar to the foreskin at the end of the penis.

### Terms for Internal Parts

#### Ovaries:

- Ovaries store eggs. When babies with ovaries are born, their ovaries already have at least a million eggs stored inside. Each month one egg matures in the ovary and is released as part of the menstrual cycle. Only one ovary releases an egg each month. They take turns. They are almond-shaped and sit above the uterus, connected to the fallopian tubes.

#### Fallopian Tubes:

- Fallopian tubes are narrow channel-like tubes that connect the ovaries and the uterus. Once

a month as part of your menstrual cycle, the mature egg that is released from the ovaries travels down the fallopian tubes. Fallopian tubes are like a highway for your eggs! This part of the menstrual cycle is called ovulation. When you become pregnant, a sperm swims up your fallopian tube while an egg travels down your fallopian tube. The sperm and egg meet inside the fallopian tubes and after combining, travel together to the uterus to grow into a fetus/baby. If you do not become pregnant, the egg travels alone down the fallopian tube to your uterus.

**Uterus:**

- The uterus is where a fertilized egg grows into a fetus/baby and pregnancy develops. Eggs travel to the uterus because the uterus has nutrient-rich walls to protect and feed the growing fetus/baby. If the egg is not fertilized by sperm, it dissolves along with part of the uterine lining. This is when you get your period. If it has been fertilized, the egg implants itself into the nutrient-rich wall of the uterus, beginning pregnancy. The uterus is about the size of your fist and shaped like a pear. The uterus enlarges and expands during pregnancy to make room for the developing fetus. It is one of the strongest muscles in the human body.

**Cervix:**

- The cervix is a strong muscle between the uterus and the vagina. It protects the uterus and acts like a gate, preventing anything except sperm from entering the uterus. It has a very tiny opening that's only big enough for sperm to fit in. Tampons and penises cannot get through the cervix! When someone is in labor and going to give birth, the cervix dilates and enlarges so that it is big enough to fit a baby through the hole.

**Vaginal Canal:**

- The vaginal canal is a passageway between the outside of the body and the internal reproductive system. It's where your menstrual blood/tissue comes out of, where women birth babies through, and where tampons/penises/sex toys/fingers/etc. might go into. The vaginal canal is about 3-5 inches long. It's very muscular and can expand and contract. Its walls are ribbed and lined with mucous membranes to keep it moist and protected from tears/cuts. Sometimes this mucous leaves our body. This is why we have vaginal discharge!

---

## DISCUSSION QUESTIONS:

---

- What did you learn that you didn't know before?
- What are some myths or stereotypes you've heard about these body parts?
- Did this activity disprove any myths or stereotypes?
- Why is it important for someone to know about the internal system?
- What questions do you still have?
- What is one fun fact you learned about female anatomy?

---

## ACTIVITY 2: MALE REPRODUCTIVE ANATOMY

---

30 MIN



### GOAL OF ACTIVITY

Increase knowledge of the functions of the internal and external organs of the male reproductive system.



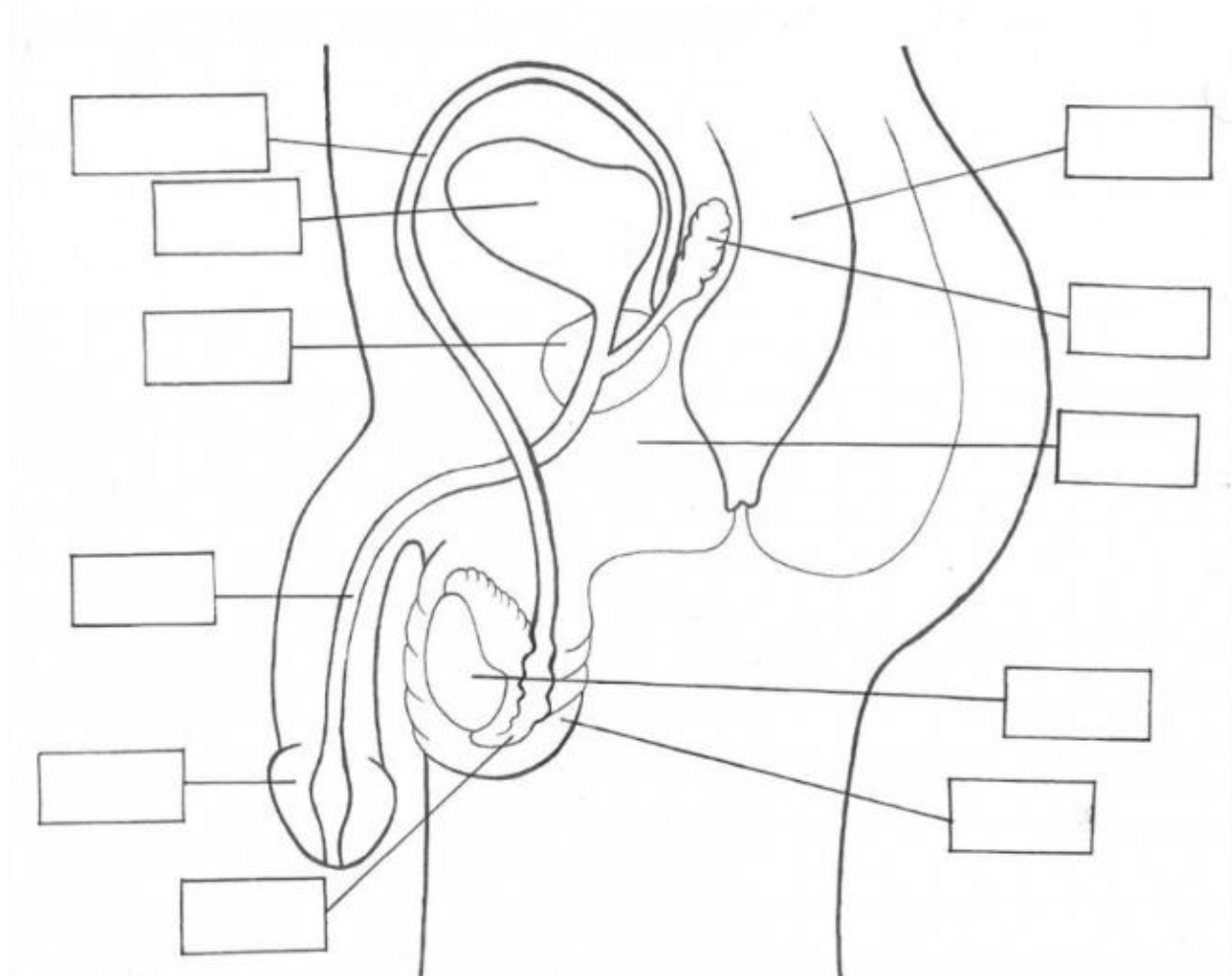
### ACTIVITY INSTRUCTIONS

Understanding how our bodies work is the first step to understanding sex, reproduction, pregnancy, etc.

- Divide the group into no more than three groups; give each group a blank male anatomy handout.
- Present a word bank of male internal and external anatomy terms to the groups.
- Each group has 5 minutes to label the parts. Tell teens not to worry if they don't know where to put all of the words.
- Have a large printout of the blank male anatomy handout in the front of the room with post-its for each word on the word bank.

- Ask teens from each group to take turns coming up, taking a post it, and putting it where it belongs. Use clues like “hot” and “cold” to make sure the teens are putting the words in the right place.
- After each group presents, facilitator explains the proper location and function of both internal and external parts.

- MALE ANATOMY HANDOUT





## WORD BANK

### **Testicles:**

- Better known as 'balls' these glands produce sperm and testosterone. They regulate the male reproductive cycle. Sperm are produced in the testicles. Female bodies are born with all their eggs, but male bodies produce sperm as they grow. After puberty, most men produce over a million sperm each day! It takes sperm 72 days to mature.

### **Epididymis:**

- This tube on the back of each testicle stores sperm cells while they mature until ejaculation. It is connected to the vas deferens.

### **Spermatic Cord (Vas Deferens):**

- This tube carries sperm from the epididymis to the urethra during ejaculation. The tube is about 18" long.

### **Seminal Vesicles:**

- The sperm has a long way to travel between when it matures in the epididymis and when it meets an egg in the fallopian tubes. The seminal vesicles produce liquid that helps sperm swim and survive the journey. The seminal vesicles are next to the vas deferens.

### **Prostate:**

- The prostate gland produces substances that are important for the sperm's survival. This prostate fluid is the last addition to the seminal fluid before ejaculation. The muscles of the prostate gland also help push seminal fluid into the urethra during ejaculation. The prostate gland is located under the bladder. Many male bodied people find prostate stimulation pleasurable.

### **Cowper's glands:**

- Cowper's glands are two pea shaped glands on either side of the prostate that secrete pre-ejaculate to lubricate the urethra. Pre-ejaculate fluid also neutralizes any acid that could still be in the urethra from urination. Without Cowper's glands, sperm would not make it down the urethra!

### **Urethra:**

- Semen and urine pass through this tube as they are released from the body. This tube runs from the bladder, through the prostate, and the shaft of the penis, ending at an opening at the tip. While both semen and urine pass through the urethra, it is impossible for them to pass at the same time!

### **Penis:**

- The penis contains and protects the urethra. It is made of spongy tissue that gets erect due to increased blood flow during stimulation.

---

## DISCUSSION QUESTIONS:

---

- What did you learn that you didn't know before?
- What are some myths or stereotypes you've heard about these body parts?
- Did this activity disprove any myths or stereotypes?
- Why is it important for someone to know about the internal system?
- What questions do you still have?
- What is one fun fact you learned about male anatomy?

---

## ACTIVITY 3: MENSTRUAL CYCLE

---

20 MIN



### GOAL OF ACTIVITY

Increase knowledge about menstrual cycle phases, ovulation, and preventing pregnancy.



### ACTIVITY INSTRUCTIONS



***Suggested phrasing** "Understanding the menstrual cycle, how it works, what is happening to your body during this time is one of the most important things that you can know about a woman's body. Before we get started -- let's see how much you know. Do a brain drain using the following prompts if needed."*

Ask the following questions:

- How long is a woman's cycle?
  - Menstruation is a cycle (like the moon!) that occurs every 28 days. Cycle length can range from 18-40 days but the average length is 28 days for most women; this time

includes time between the first day of your period and the last day before your period begins. Remember that women are born with all of their eggs.

- Do women menstruate their whole lives?
  - Menopause is when women stop releasing eggs and no longer receive their period and marks the end of fertility. The average age of menopause in the US is 51.

Explain the menstrual cycle:

- During the menstrual cycle several important things happen:
  - Every month between puberty and menopause, an egg matures and pops out of one of your ovaries.
  - During ovulation, the egg travels from the ovary into the fallopian tubes and towards the uterus. The egg can take up to 2 – 3 days to travel from the ovary to the uterus. As the egg travels, it sends a signal (progesterone hormone) to the body to build a thick lining of blood & tissue. The job of the uterine lining is to help the egg attach to the uterus should it meet up with a sperm and become fertilized. If this happens, the egg latches on to the thick lining of tissue and blood and pregnancy begins. That lining provides a cushion of nutrients for the fetus to grow
  - When the sperm and egg unite, the combination cell (called a blastocyst) travels to the uterus. Once the egg has implanted in the nutrient-rich lining of the uterus, pregnancy has officially started!
  - If there's no fertilization, then there's no need for the thick lining. The egg then dissolves, and the uterus will release the blood and tissue lining. That shedding is a woman's period.
  - Sperm can live up to 5 days inside the female body. That means you can get pregnant by having sex before, after, or during your period. Especially if your cycle is not regular, which is common among teenagers, there is the possibility of having sex towards the end of your period and then ovulating early while the sperm from a few days ago are still alive in your fallopian tube and waiting for an egg to fertilize. Just because you have your period does not mean you will not get pregnant if you have unprotected sex. Myth busted!

Proceed to break the Sisters into pairs for the activity:

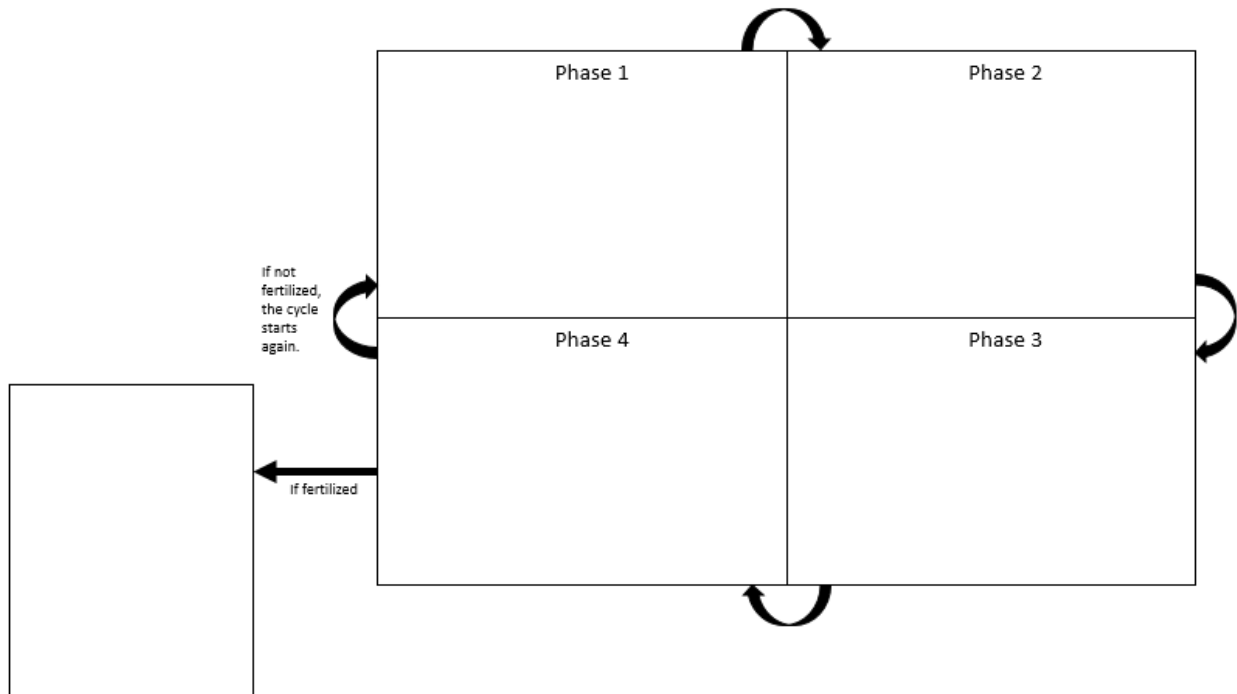
- Each pair gets a sheet with an empty chart and cut out blocks of text for each phase. Make sure the phases are out of order when you hand them to the teens.

- You should place information in the correct space on the chart.
- Debrief with the whole group presenting correct answers.



***Suggested phrasing:*** “Remember, all of our bodies are different. Some women get their period about every 2 weeks. Other women get their periods every six weeks. Some women get their period very regularly with the same amount of days between their periods. Other women don’t. For this activity, we are going to talk about the phases of a menstrual cycle that lasts 28 days. If you would like to learn how to count the phases for your own period, come chat with me after session and I can give you some tools.”

## Blank menstrual cycle chart



## Menstrual cycle chart text boxes

**The Bleeding Phase**

- Days 1-7 (The cycle starts on the first day of bleeding)
- Uterine lining sheds (aka a woman's "period")
- Progesterone levels decrease
- The combination of hormone changes and shedding may cause cramps, exhaustion, nausea, and introversion

**The Follicular phase (Pre-ovulation)**

- Days 7-15
- Hormone levels change:
  - Follicular stimulating hormone levels increase causing the follicles in one of the ovaries to mature and prepare to release an egg
  - Estrogen and testosterone hormones rise causing a boost in energy and happiness

**Luteal Phase (Post-ovulation)**

- Days 17-28
- Progesterone hormone levels rise, thickening the uterine lining (which is full of nutrients to help a fetus grow) preparing for potential implantation of a fertilized egg.
- Can cause cramping and mood swings.

**Ovulation**

- Days 16-17
- The egg is released from the ovary into the fallopian tube and remains there 24-48 hours.
- Estrogen and testosterone hormone levels rise to their peak levels. Many women experience happiness, increased energy, and sexual arousal.

**Pregnancy**

If the sperm and uterus combine in the fallopian tube, the new sperm-and-egg combination cell (called a blastocyst) travels to the uterus. Once the egg has implanted in the nutrient-rich lining of the uterus, pregnancy has officially started!

---

## DISCUSSION QUESTIONS

---

- When is a woman most likely to get pregnant during her cycle?
- If you have sex on Monday, can you get pregnant on Thursday. Why?
- What is the role of the Follicle Stimulating Hormone in the cycle?
- When do most women ovulate (at what point in the cycle)? How many times do they ovulate in one cycle?
- How can you tell when you are ovulating?
- How long do eggs and sperm live?
- Can you get pregnant while you have your period? Why or why not?

## Closing

---

RECAP

5 MIN

---

Summarize the learning objectives for the day:



***Suggested phrasing:*** “This is your body and your life. You have the power to know what’s going on with your body and you need knowledge to use this power. To make these choices, we have to understand how our body works.”

---

## LOOKING AHEAD

---

2 MIN

### Preview of Next Week:



**Suggested phrasing:** *“Today we talked a lot about anatomy and how our bodies work, next time we will talk about how to decide if it is the right time to become pregnant, and how to assertively communicate your contraceptive needs to your partner.”*

---

## SHOUTOUTS

---

5 MIN

### Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

## **Workshop 4: Pregnancy, Choice, and Power**



## CURRICULUM OVERVIEW

### The Scoop

This section will introduce and educate the Sisters about birth control methods and how they work. The Sisters will also learn about family planning resources around their communities and how to speak about family planning with partners.

**Approximate Duration: 180 minutes**



### Learning Objectives

By the end of the workshop, Sisters will be able to:

- Name different types of birth control methods, how long they last, and how they work on the body.
- Know where to access birth control in their community.
- Begin getting comfortable talking to a partner about birth control.



### Key Outcomes

Sisters should leave this session with an understanding of:

- The different options for birth control and that there are many different options that work for different people. All methods help you hold off on having a child or another child until you are ready
- The importance of being comfortable with your pregnancy risk rating.

## SESSION PREP

MATERIALS	ROOM SET UP
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Role model box and Power Venn diagram <input type="checkbox"/> 2 Truths and a Lie birth control cards <input type="checkbox"/> Birth control basics cards <input type="checkbox"/> Blank paper <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Laptop and A/V capabilities to play video clips <input type="checkbox"/> Print out any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins <input type="checkbox"/> Set up Power Venn diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance <input type="checkbox"/> Pull up websites and video clips in advance

### AGENDA

Total duration	180 minutes
Dinner and Check-In	15 min
Icebreaker	5 min
Role Model Box	8 min
Activity 1: Cost of Parenthood	45 min
Activity 2: Pregnancy Risk Rating	10 min
Activity 3: Pregnancy, Choice and Power	25 min
Activity 4: Birth Control Basics	30 min
Activity 5: Accessing Birth Control	15 min
Activity 6: How to Talk to Your Partner	15 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

### ADDITIONAL RESOURCES

<https://www.babycenter.com/cost-of-raising-child-clculator>

# Opening

---

## DINNER, WELCOME, AND CHECK-IN

15 MIN

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - Let's quickly name the parts of the female reproductive cycle together.
  - What about the male reproductive cycle?
  - What are the phases of the menstrual cycle?
  - When are women at risk of pregnancy?

---

## ICEBREAKER

5 MIN



### GOAL OF ACTIVITY

Sisters will get to know each other, build creativity, and reflect on their lives/futures.



### ACTIVITY INSTRUCTIONS

- Ask each youth to go around and answer one of the following questions, or have the Sisters come up with their own icebreaker.
  - What is your spirit animal?
  - What is one of your bucket list items?
  - What is one hobby you want to try someday?
  - What is your signature dance move?
  - What is your theme song?

**GOAL OF ACTIVITY**

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies

**ACTIVITY INSTRUCTIONS**

- Ask for a volunteer to choose a role model from the role model box.
- Ask the group:
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where the bio should fall in the venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

**ACTIVITY 1: COST OF PARENTHOOD**

45 MIN

**GOAL OF ACTIVITY**

Sisters will estimate the financial and social costs of having a baby.

**ACTIVITY INSTRUCTIONS**

- Hand the Sisters 5 sheets of paper. Ask the following questions, instructing the teens to write one answer per piece of paper.
  - What is a short-term goal of yours?
  - What is a long-term goal of yours?
  - If you won a trip for two to Miami. Who would you bring?
  - What's your favorite thing to do on the weekends?
  - If someone gave you \$100 to spend at the mall. What would you buy?
- Ask the Sisters to turn the papers over and shuffle them. Instruct them to select 2 of the sheets without looking, fold them up and toss them to the middle of the circle, or put them in a hat or bucket and place them to the side.

- Ask:
  - Raise your hand if you want to have children? Now or in the future?
  - Raise your hand if you think you know how much it costs to have a baby.
- Split the teens into three groups. Give each group one sheet of paper and ask for a volunteer to write down the groups' answers.
  - How much do diapers cost per month? Remember, new babies go through about 70 diapers per week!
  - How much does formula cost per month?
  - How much does a babysitter cost per month while you are in work or school to reach your dream board?
  - How much does a safe stroller cost?
  - What about a car seat?
  - What about a crib?
- Tell the Sisters that you will now compare their answers to actual costs. Have the Sisters share their answers as you give the true cost. After revealing actual costs, give the Sisters a chance to explain their feelings about the true cost.
  - Diapers cost **(answer \$40 - \$50 –if bought in bulk)**
  - Formula cost **(answer: \$80 - \$150 –more expensive if baby needs hypoallergenic)**
  - Babysitter cost, when you go back to work **(varies, but about \$1,200 - \$1,500)**
  - Stroller cost **(answer: \$60 - \$150 –for a reasonable stroller)**
  - Car seat cost **(answer: about \$70)**
  - Crib cost **(answer: \$100)**
- Ask:
  - Are you surprised by these numbers? Get any right?
  - Do you think these numbers are too high?
  - Any mothers in the room; have you spent close to this on your baby?
  - How much do you think you need to make per year to raise a child?
- Pull up this website: <https://www.babycenter.com/cost-of-raising-child-calculator>. Have the Sisters help you fill out the calculator and then go through

the chart. Review the estimated yearly spending and how the costs changes with the age of the child. Ask the Sisters:

- Do you think these costs are accurate? Too high or too low?
- Do you think your parents spent this much? More or less?
- Do you think you can afford this right now?
- Do you think you can afford this in the future?
- What are other things you have to pay for when you have a baby?
- What are other costs to having a baby? Maybe not financial costs?
- Ask each Sister to walk to the pile of folded answers from the beginning of the exercise and choose two. Have a few Sisters read out loud what they have on their squares. Ask the group:
  - Would you still be able to do this with a baby or another baby?
  - How would your answer shift if you had a baby or another baby?
  - How do these shifts make you feel?
  - Do you know anyone who had to make changes because of having children – what did it cost them?



***Suggested phrasing*** “When you have a baby, or another baby, things in your life change. Your priorities shift to take care of this new human. You have to spend a lot of money on this new human instead of yourself. And, you have to spend a lot of time with this new human instead of doing whatever you choose to do. This change means that if you have a baby before you are ready you can’t buy yourself as many things you want, you can’t hang out with whoever you want wherever you want, and sometimes you have to put your goals on hold until you have more money and time to work on them.”

- Ask:
  - Think about the goals on your vision board, would any of them change or take you longer to reach if you had a baby or another baby?
  - Would you still have all of the tools you needed to reach your goal if you had a new baby? Or would you have to switch some of those tools to help the baby instead?
  - If you want to have children at some point, what are some things you would like to accomplish before having a new baby? Is reaching this goal before having a baby important to you?

**GOAL OF ACTIVITY**

Sisters will learn their individual risk for getting pregnant and begin to think about if they are comfortable with their risk level.

**NOTE TO FACILITATOR**

Never ask a teen to publicly disclose their own sexual activity or pregnancy risk level, though if they volunteer to share welcome their trust without judgement.

**ACTIVITY INSTRUCTIONS**

- Write on the board the following statements:
  - I don't have sex.
  - I do have sex, and we use birth control every time.
  - I do have sex, and we use birth control some of the time.
  - I do have sex, and we use the withdrawal method.
  - I do have sex, and we do not ever use birth control, or the withdrawal method.

**DETERMINE PREGNANCY RISK RATINGS**

- Ask Sisters to consider the five statements on the board and silently answer the following question: "Which of these statements best describes you?"
  - Allow a minute or so of silence for Sisters to process the statements.
- Explain that each of the statements has been given a rating between 0 and 10. The higher the rating, the more likely they are to get pregnant. Write the ratings next to the statements on the board.
- Ask each Sister to find their pregnancy risk rating number. Let the Sisters know that they don't have to share their rating out loud if they don't want to. Explain that this exercise is about self-reflecting and that it doesn't matter what other Sisters' numbers are.

Pregnancy Risk Rating	
I don't have sex.	0 (no risk)
I do have sex, and we use birth control every time.	1 (some risk)
I do have sex, and we use birth control some of the time.	6 (high risk)
I do have sex, and we use the withdrawal method.	8 (very high risk)
I do have sex, and we do not ever use birth control	10 (extremely high risk)



**Suggested phrasing:** *"Now that we have identified our pregnancy risk ratings, let's decide how and if you are comfortable with your risk."*

Now that sisters know how their bodies work and what leads to pregnancy, it is time to give them some tools to decide if they are ready to become pregnant, either for the first time or to have another baby. One of these tools is looking to see if you are financially ready to support a baby. Another tool is to see if we are emotionally ready to have a baby and have the support system to raise a child. Introduce the activity by letting the sisters know you will be asking them three questions that they will be answering privately. Let them know that the questions are designed to help them connect what they have been learning about personal power and choice to pregnancy prevention in their own lives. Explain to them that this a private exercise. That some people are having sex, and some aren't, but the point is to make sure everyone is exercising their personal power to make informed decisions about their bodies.

- Ask:
  - How comfortable are you with your Pregnancy Risk Rating?
  - What is your goal Pregnancy Risk Rating?



- If someone is trying to make a change to lower their Pregnancy Risk Rating to their goal Pregnancy Risk Rating, what are some strategies they can take?
- Does anyone in the room feel comfortable sharing if they plan to use any of these strategies?

\*If time allows, have teens role play these strategies.

---

### ACTIVITY 3: PREGNANCY, CHOICE, AND POWER

25 MIN

---



#### GOAL OF ACTIVITY

Sisters are introduced to the term reproductive coercion. Sisters will understand that pregnancy is a choice and if there is pressure to become pregnant in a relationship, it is an unhealthy relationship.



#### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



**Suggested phrasing:** “We’ve talked a lot about how pregnancy is a choice, and having that choice is powerful. But sometimes it may not feel like we have a choice.”

- Ask:
  - Who else is trying to make the decision about pregnancy? Your partner? A family member?
  - In what ways do we give our power of choice to someone else if we allow them to make the decision of if we get pregnant?
- Split the Sisters up into groups of 3-4. Give each group a scenario and about 5 minutes to prepare a skit for the class. Then have each group present their role play.
  - The person you are having sex with says they will have a baby with someone else.
  - You’re dating someone who has a kid with someone else. You feel jealous and want to have that same type of relationship with him. You want to be his baby-mama since it will give you more power in the relationship.
  - Your partner says they love you and want you to have their baby. You feel great!

- You and your partner agree to use condoms, but they keep “forgetting” them or taking them off during sex.
- Ask the Sisters:
  - Do you have 100% control over your pregnancy risk rating? Who might you be giving power to make that choice?



**Suggested Phrasing:** “Pregnancy should always be a choice. In healthy relationships, we have choices. If you don’t feel like you have a choice in whether or not to get pregnant because of pressure from a partner, this is called **reproductive coercion** and is another form of abuse. Abusive and unhealthy relationships can restrict or limit our personal power and choices. If you are feeling pressure from a partner to get pregnant, you may be in an unhealthy relationship.”

---

## ACTIVITY 4: BIRTH CONTROL BASICS

30 MIN

---



### GOAL OF ACTIVITY

Learn that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, making effective birth control important; Learn different kinds of contraception methods including emergency contraception.



### NOTE TO FACILITATOR

Be mindful of how you communicate about teen parents since there may be teen moms in the room. The goal is to empower youth to make choices about when they are ready for (another) pregnancy, not to vilify teen moms.



### ACTIVITY INSTRUCTIONS

Introduce the topic by explaining that birth control, sometimes called contraception, is a way to prevent a pregnancy during vaginal sex.



**Suggested phrasing:** “There are many different kinds of birth control. They all work in different ways to prevent the sperm and egg from joining. But, they only work if they are used correctly every time.”

- Draw a horizontal line on the poster board to create a timeline. On the left end write the average age of the teenagers in the room.
- Ask teens to raise their hands if they think they may want to have children or become parents someday. Acknowledge that some might, and some might not, and either is fine.
- Ask students what someone would need to do in order to be ready to have a child. As teens brainstorm responses, write them on the board near the timeline you have created. Students will likely suggest things like have money, have a job, have a place to live, etc. Prompt teens if needed by asking about their vision boards and/or the previous exercise.
- Ask students, “Based on all the things on this list, at what age do you think you will be ready to have children, if you want children?” (As students call out answers, write them under the timeline with a tick mark indicating where they fall. Students might give answers ranging from late teen years to early adulthood.)
- Draw a stick figure above the timeline all the way to the left side.



**Suggested Phrasing:** “This stick figure is 14 years old right now, like a lot of you. The stick figure wants to have children someday, but not any time soon because she is working on her life goals. She is trying to decide if she is ready to have vaginal sex or not. Let’s imagine that she decides to wait until she is a little older. Maybe 16. And maybe she decides to use birth control every time she has sex until she graduates from high school so that she can do everything she needs to on our list to be the best mom she can be. Generally someone is done with high school at age 18. Do you think most 18-year olds in this community have done everything on this list we created?”



**Suggested Phrasing:** “So, let’s say she realizes she isn’t done with everything on the list yet and wants to wait a little longer to work on her life goals before having children. Maybe she wants to wait until she is 21. Now let’s do some math. If this stick figure decides to have vaginal sex while they are age 16 but doesn’t want to have children until age 21, how many years does she need to protect herself from pregnancy? (The

*answer should be 5 years.) We know the most effective way for this stick figure to be absolutely sure she won't get pregnant is by not having vaginal sex (refer back to the zero Pregnancy Risk Rating chart). So, let's imagine that our stick figure decides to not have sex. Maybe she shows her affection for people she dates in other ways, but she does not have vaginal sex until age 17. Write the word "sex" under the age 17 on your timeline. Now, between age 17, when they decide to have vaginal sex, and age 21, when they think they want to start having children, how many years is in between there? (The answer is 4 years so draw an arrow under the timeline from age 17 to 21 and the words 'need to use effective birth control'.) So, our stick figure friend will need to use effective birth control during these four years to make sure she doesn't get pregnant before she's ready. Keep in mind that we're only talking about pregnancy today, but she will also need to use birth control to protect herself from STDs. We'll talk about that next week."*



**Suggested Phrasing** *"There are many methods of birth control available to people who want to wait to have children until later in life or who may never want to have children. (Introduce the three categories and tape each category to the board to form three columns as you talk.) All of these methods work a little differently. Some protect just one time, some protect for a short time, like one month, and some protect for a long-time, sometimes even a few years."*

- Ask if any of the Sisters know the names of any types of birth control? Put the right cards up, explaining the method as they call them, filling in any left over at the end so that all seven cards are on the board.

7 cards:

**Abstinence:** Not having (or abstaining from) vaginal sex is the only 100% effective way to prevent pregnancy. Abstinence only works when people use it every time. This means a penis not going inside another person's vagina ever. Most people are not abstinent forever but choosing to delay

vaginal sex until you are a bit older can be a very healthy choice.” [Place in the “protects right now” category.]

**External condoms:** External condoms (sometimes called male condoms) are worn on a penis. Anyone can buy them at the store (including 8th graders) and they are very effective at preventing pregnancy when used consistently (meaning every time a couple has vaginal sex) and correctly. They also have the added bonus of protecting against most sexually transmitted diseases or STDs.” [Place in the “protects right now” category.]

**The pill, the patch, the ring:** The birth control pill, the patch and the ring all contain hormones that are very effective at preventing pregnancy. The patch you replace once a week. The ring you replace once a month. The pill needs to be taken once a day, at the same time every day. A pack of pills lasts one month and then you need to start the next pack. These are called short-acting methods. You can get these from the clinic.” [Place in the “short-acting- protects for a month” category.]

**IUD, shot, implant:** Most IUDs, the shot and the implant contain hormones that are very effective at preventing pregnancy for anywhere between a few months (3 months for the shot) and many years (up to 10 for some IUDs). These are called long-acting methods that you can get from a clinic too.” [Place in the “long-acting- protects for a few years” category.]

**Withdrawal:** Withdrawal, often called pulling out, is when a penis is removed from a vagina before sperm are ejaculated. It is not as effective as some other methods, but it is definitely better than not using anything. It is not, however, the same thing as abstinence. [Place in the “protects right now” category.]

**Plan B:** Emergency contraception, often called Plan B, is medicine that is taken after unprotected vaginal sex to prevent pregnancy. The sooner it is taken after vaginal sex, the more effective it is. [Place in the “protects right now” category.]

**Dual use:** Dual use is the most effective protection possible while having vaginal sex. Dual use is using a condom in addition to another method (a condom and the pill, a condom and the IUD). This doubles your protection and helps protect you against both unintended pregnancy and sexually transmitted diseases. Using two condoms at the same time is not dual use. You should not use two condoms at the same time as it could cause the condoms to break. [Place a dual use sign in all three categories to show that a wide variety of methods can be used together.]

#### “WHICH ONE IS NOT TRUE.”

- Split the room into two groups and ask each group to choose a representative.

- Ask for a volunteer to come to the front of the room. Ask them to reach into a bag/hat and choose one of the seven situation cards below.



***Suggested Phrasing:*** “The volunteer will read two truths and a lie about one of the birth control methods we just talked about. Then each group will discuss which is the lie and why. When a group has the answer, the representative should run to the front of the room and tap my hand (hold one hand out to each group). The first group to tap my hand and give the right answer gets a point.”

- Add in any accurate information as needed and correct any misinformation that comes up.
- Repeat with six additional volunteers, rotating the group from which you choose the volunteer.

### **CARD 1**

- Statement 1) Abstinence, if used consistently and correctly, is 100% effective at preventing pregnancy.
- Statement 2) Abstaining from vaginal, oral, and anal sex can also protect against STDs.
- Statement 3) Abstinence never fails.

\*Statement 3 is not true– Abstinence can fail if, for example, a person is under the influence of drugs or alcohol and doesn’t stay abstinent.

### **CARD 2**

- Statement 1) Condoms can help make sex last longer.
- Statement 2) You must be 16 years old to purchase condoms.
- Statement 3) Condoms, if used consistently and correctly, are 98% effective at preventing pregnancy.

\*Statement 2 is not true – Condoms can be legally bought at any age. While they may be placed behind a counter, anyone of any age is legally allowed to buy condoms in all 50 states.

### **CARD 3**

- Statement 1) The pill, patch and ring can help reduce menstrual cramps and make menstrual periods shorter.
- Statement 2) The pill, patch and ring, if used consistently and correctly, are each 99% effective at preventing pregnancy.
- Statement 3) The pill, patch and ring, if used consistently and correctly, are also really effective at preventing STDs.

\*Statement 3 is not true – The pill, patch and ring ONLY provide protection from pregnancy, but do not provide any protection against STDs. So using a condom along with one of these methods will help increase the protection against pregnancy and protect against STDs.

#### **CARD 4**

- Statement 1) You can get the IUD, shot and implant at pharmacies like Target, Walgreens or CVS.
- Statement 2) Many people who use the IUD, shot or implant experience much shorter and lighter menstrual periods.
- Statement 3) The IUD, shot and implant, if used consistently and correctly, are 99% effective at preventing pregnancy.

\*Statement 1 is not true – The IUD, shot and implant require a person to go to a health care provider.

#### **CARD 5**

- Statement 1) Withdrawal, or pulling out, prevents most STDs.
- Statement 2) Withdrawal is more effective at preventing pregnancy than doing nothing if someone has unprotected sex.
- Statement 3) Pre-ejaculatory fluid (or “precum”), which comes out of a penis when it is erect, may contain some sperm. Withdrawal cannot prevent this “pre-cum” from getting inside a vagina.

\*Statement 1 is not true – Since withdrawal does not prevent skin-to-skin touching or fluid exchange, if one person is infected with an STD it can still be passed to their partner even if they used withdrawal perfectly.

#### **CARD 6**

- Statement 1) Anyone of any age and gender can buy emergency contraception from a drugstore like Target, CVS, Rite Aid or Walgreens.

- Statement 2) The sooner after unprotected vaginal sex a person takes emergency contraception, the more effective it is. It must be taken within five days after unprotected sex to be effective at all.
- Statement 3) Emergency contraception works by forming a barrier in the fallopian tube which prevents sperm from passing through.

\*Statement 3 is not true – Emergency contraception works mostly by telling the ovaries to not let any eggs out and sometimes by preventing the egg from being fertilized.

### **CARD 7**

- Statement 1) Dual use generally means using a condom in addition to another method of birth control for STD and pregnancy prevention.
- Statement 2) A person would need to get a doctor's permission before they used dual use with their partner.
- Statement 3) A person of any age is legally allowed to buy condoms at a drugstore like Target, CVS, Rite Aid or Walgreens.

\*Statement 2 is not true – Dual use is something two people can decide on their own if they want to increase their protection.



***Suggested Phrasing:*** “Now that you know more about birth control, what methods do you think would be effective for our stick figure friend if they were to have vaginal sex right now at 14? What about when they are in high school? What about after high school? It is ok to change your birth control method over time. Different methods work better or worse for different people. However, if your choice is to delay pregnancy in order to reach the goals on your vision board, it is important that you are comfortable with your Pregnancy Risk Rating.” Make sure to reinforce that delaying vaginal sex is the most effective way to prevent pregnancy, and if anyone chooses to have vaginal sex and they are not ready for a possible pregnancy, that using two methods together (dual use) can be very effective.”

### **OPTIONAL VIDEO REINFORCEMENT**



- Watch the video, Birth Control Animation | The Contraceptinator available here, <https://www.youtube.com/watch?v=y pbxZQ8wEFY>, and answer the following questions.

### DISCUSSION QUESTIONS

- Why are Phoebe and Lee visited by the Contraceptinator and their future selves?
- List two pieces of advice that Lee and Phoebe are given and explain why they are given it.
- Now that Lee and Phoebe know how to prevent a pregnancy and STDs, what is your advice to them?

---

## ACTIVITY 5: ACCESSING BIRTH CONTROL

15 MIN

---



### GOAL OF ACTIVITY

Sisters will understand the services of Planned Parenthood and how to ask for and purchase birth control.

---



### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:*** *Let's talk a bit more about availability and cost. Today we have someone from [Clinic] here to talk about the different kinds of services the clinic provides, including birth control."*

- [Clinic] should include information on:
  - Services provided at the clinic?
  - Birth control that is accessible at the clinic?
  - How will the clinic help me decide what birth control to use?
  - How much does it cost?
  - What does visiting the clinic look like? Who would you talk to?
  - What do you have to bring to the clinic?

- What needs a parent/guardian at the clinic and what does not?
- Allow 5-10 min. for other questions the girls have.

---

## ACTIVITY 6: HOW TO TALK TO YOUR PARTNER

---

15 MIN



### GOAL OF ACTIVITY

Sisters will learn strategies to talk to their partners assertively about using contraception.



### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:*** “Our goal is for you to feel confident in talking about risk behaviors, and how to avoid those risks, or reduce them, by using condoms and birth control. You may be in a relationship now, may have had one in the past, or may not have had one yet. Either way, these skills will help you in current and/or future relationships if and when you decide to have sex. If you have decided to lower your risk, you will need to talk to your partner about your decision. Some teens don’t wear condoms because they don’t know how to talk to their partner about it or are afraid of their partner’s reaction. Remember, you have the right to make decisions that will help you stay healthy and reach your dreams and goals. You also have the right to express yourself—in a way that tells how you feel and what you want without hurting others. Tapping into our personal power, we can use assertive communication to negotiate safer sex! Here are some tips to communicate about contraception:

- *Pick the right time to talk. When you are alone and it’s quite and NOT in a moment of passion.*
- *Communicate clearly.*

- *Be a good listener, let your partner know you want to be with them.*
  - *Suggest options you feel comfortable with.”*
- Ask for groups of two volunteers to pick one of the following situations out of a hat and role play the scenario, talking with your partner about contraception:
    - You and your partner agree to use condoms, but he keeps “forgetting” them or taking them off during sex. He says he knows he’s clean and wouldn’t give you anything because he loves you.
    - You have always had unprotected sex with your partner but after last night, you realize you want to stop. But, you’re nervous because in the past your partner has said that condoms are unnatural, fake, a total turn off and that he loses his erection by the time he puts it on.
    - You want to use the female condom because you are worried you will forget to take the pill and your partner doesn’t want to wear a condom himself.
    - You just started dating a boy who you know has a lot of sexual experience. He’s said to you that none of his other girlfriends used condoms, that a real man doesn’t use condoms, and that using condoms is like wearing a rain jacket in the shower. But, you are concerned about STDs and want to wear a condom.
    - Your just started dating a partner who you know is sexually active even though you aren’t and don’t want to be anytime soon.
    - You started on the pill, but don’t like the side effects and want to switch to the IUD. But, you don’t know if you want to have unprotected sex or how long it will take the IUD to start working.
    - You forget to take the pill for two days, but you usually have unprotected sex with your partner.

## Closing

---

RECAP

5 MIN

---

Summarize the learning objectives for the day:

- This is your body and your life. You have the power to know what’s going on with your body and make the decision about having a child or another child.

- Birth control is not one size fits all and you should choose the method that best fits your lifestyle.
- It is important to think about your life goals and how they will be impacted if you choose to become a mother.
- Pregnancy and motherhood are choices you get to make. If you are feeling pressures in your relationship to get pregnant, this is called reproductive coercion and is a form of abuse. You may be in an unhealthy relationship.
- In a healthy relationship, you can safely exercise your right to choose whether or not you want to get pregnant.

---

## LOOKING AHEAD

2 MIN

---

Preview of next week:



*Suggested Phrasing “Today we talked a lot about birth control and using contraceptives for family planning. But, pregnancy prevention is not the only reason to use contraceptives. Next week we will talk about STIs and how to protect your body against STIs.”*

---

## SHOUTOUTS

5 MIN

---

Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

# **Workshop 5: Safer Sex is the Best Sex**

## CURRICULUM OVERVIEW

### The Scoop

This module discusses STIs and how to prevent transmission. In this section Sisters will learn how to effectively negotiate condom use with partners. This module also informs the Sisters of resources available to them.

**Approximate Duration: 150 minutes**



### Learning Objectives

By the end of the workshop, Sisters will be able to:

- Understand the symptoms, treatment methods, and transmission methods of different STIs including HIV
- Understand where to go to get STI testing or treatment
- Discuss condom use with a partner



### Key Outcomes

Sisters should leave this session with an understanding of:

- How using a condom every single time you have sex is the only way you can reduce the risk of HIV/STIs if you are having sex.
- The power the Sisters have to negotiate condom use with partners.

## SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Colored index cards marked for the HIV spreads activity <input type="checkbox"/> Dental dam <input type="checkbox"/> Condoms <input type="checkbox"/> Penis Models <input type="checkbox"/> Laptop and A/V capabilities to play video clips <input type="checkbox"/> Printed materials you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins. <input type="checkbox"/> Set up Power Venn Diagram <input type="checkbox"/> Load the Talk Condoms to Me clip <input type="checkbox"/> Be sure that the condom and penis models are not out on display so that Sisters are not distracted throughout the workshop and tempted to look at them. <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

AGENDA	
Total duration	150 minutes
Dinner and Check-In	15 min
Icebreaker	5 min
Role Model Box	8 min
Activity 1: STI 101	20 min
Activity 2: HIV Spreads	20 min
Activity 3: Condom Demonstration	20 min
Activity 4: Talking to a Partner Who Doesn't Wear Condoms	30 min
Activity 5: HIV/STI Care Access Guest	25 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

### ADDITIONAL RESOURCES

<https://www.youtube.com/watch?v=pdCRE2gP66U>

## Opening

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - Is birth control important? Why?
  - What are some things to think about to decide if you are ready for a baby or another baby?
  - What are some kinds of birth control?
  - Where can we get birth control?

**GOAL OF ACTIVITY**

Sisters will get to know each other, build creativity, and reflect on their lives/futures.

**ACTIVITY INSTRUCTIONS**

- Ask each youth to go around and answer one of the following questions, or have the Sisters come up with their own icebreaker.
  - What is your spirit animal?
  - What is one of your bucket list items?
  - What is one hobby you want to try someday?
  - What is your signature dance move?
  - What is your theme song?



**GOAL OF ACTIVITY**

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies

**ACTIVITY INSTRUCTIONS**

- Ask for a volunteer to choose a role model from the role model box.
- Ask the group:
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where the bio should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

**ACTIVITY I: STI 101****20 MIN****GOAL OF ACTIVITY**

Increase knowledge about STIs and STI risk factors.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



***Suggested phrasing:*** “This is your body and your life. You have the power to know what’s going on with your body and you need knowledge to use this power. To make these choices, we have to understand how our body works, how our partners’ bodies work, and how we can protect ourselves against unwanted pregnancy and STIs. Today, we’re going to talk about HIV and STIs. We’ll learn how STIs are transmitted, how to prevent the spread of these diseases, and how to talk to our partners about wearing condoms. We’ll also

*hear from an expert on how we can access testing services and how we can be involved in fighting the spread of HIV.”*

- Start by doing a brain dump. Ask the youth if they know the names of any STIs, how we can get STIs, or anything about how STIs impact our bodies. Then fill in with the information below.

#### TYPES OF STIS

- There are many different types of sexually transmitted infections, which can be broken down into three basic types: Bacterial, Viral, and Parasitic.
1. Bacterial
    - **Chlamydia** can be transmitted during vaginal, anal, or oral sex. Chlamydia can also be passed from an infected mother to her baby during vaginal childbirth.
    - **Gonorrhea** is spread through contact with the penis, vagina, mouth, or anus. ***Ejaculation does not have to occur*** for gonorrhea to be transmitted or acquired. Gonorrhea can also be spread from mother to baby during delivery.
    - **Syphilis** is passed from person to person through direct contact with a syphilis sore. Sores occur mainly on the external genitals, vagina, anus, or in the rectum. Sores also can occur on the lips and in the mouth. Transmission of the organism occurs during vaginal, anal, or oral sex. Pregnant women with the disease can pass it to the babies they are carrying. Syphilis cannot be spread through contact with toilet seats, doorknobs, swimming pools, hot tubs, bathtubs, shared clothing, or eating utensils.
  2. Viral
    - **Genital Herpes HSV-1 and HSV-2** is transmitted through skin to skin contact with the infected area. Herpes causes sores, but the virus is also transmitted between outbreaks when skin that does not appear to be broken or to have a sore.
    - **Human Papillomavirus (HPV) or Genital Warts** are spread primarily through genital contact. Most HPV infections have no signs or symptoms; therefore, most infected persons are *unaware they are infected*, yet they can transmit the virus to a sex partner.
    - **Hepatitis B** is passed by contact with the blood or other body fluids of someone who has the virus. Fluids can be passed from mother to baby, by having sex without condoms, or by sharing needles and syringes. You can also pass hepatitis B to others if you have gotten the virus (acute hepatitis) or if you are a carrier of the virus (chronic hepatitis). The hepatitis B virus takes about 2 months to show up in your blood. It may stay in your blood for

months or years. You might not know you have hepatitis B because sometimes there are no symptoms.

- **Human Immunodeficiency Virus (HIV) / Acquired Immunodeficiency Syndrome (AIDS)** is a virus that kills your body's "CD4 cells." CD4 cells (also called T-helper cells) help your body fight off infection and disease. HIV can be passed from person to person if someone with HIV infection has sex with or shares drug injection needles with another person. It also can be passed from a mother to her baby when she is pregnant, when she delivers the baby, or if she breast-feeds her baby. **AIDS** is a disease you get when HIV destroys your body's immune system. Normally, your immune system helps you fight off illness. When your immune system fails, you can become very sick and can die from an illness as common as the flu.

### 3. Parasitic

- **Trichomoniasis** is caused by the single-celled protozoan parasite, *Trichomonas vaginalis*. The vagina is the most common site of infection in women, and the urethra (urine canal) is the most common site of infection in men. The parasite is sexually transmitted through penis-to-vagina intercourse or vulva-to-vulva (the genital area outside the vagina) contact with an infected partner. Women can acquire the disease from infected men or women, but men usually contract it only from infected women.

### STD SIGNS AND SYMPTOMS



***Suggested phrasing:*** “Many sexually transmitted infections are “silent.” That is, they have no symptoms ... at least not right away. And when symptoms are present (e.g., sores, bumps, painful urination, discharges, bleeding, fever, etc.), they may resemble those of other conditions, which means that many people hold off on going to the doctor for a proper diagnosis and treatment. This is why getting tested on a regular basis if you are sexually active is important.

*STIs can affect anyone of any background, lifestyle, race, ethnicity or socioeconomic status and are most often passed from one person to another through sexual activity ... including genital, anal and oral sex.”*

### STI RISK FACTORS INCLUDE:

- A history of STIs

- A history of unprotected sex
- A new sexual partner
- Multiple sexual partners
- Meeting sexual partners on the Internet
- Men who have sex with men (MSM)
- Sexual contact with sex workers
- Sexual contact while under the influence of alcohol or drugs
- Illicit drug use



**Suggested phrasing** *“Even if you’ve been treated for an STI, you’re not immune ... you can be re-infected. That’s why sexual partners should be treated at the same time so that an untreated partner still carrying the bacteria or virus doesn’t re-infect the treated partner.”*

---

## ACTIVITY I1: HIV SPREADS

20 MIN

---



### GOAL OF ACTIVITY

Sisters will visualize the spread of HIV and begin to understand how it is or is not transmitted.

---



### ACTIVITY INSTRUCTIONS

- Pass out 5 cards to each person. Each person can receive any combination of colors.
  - \* Make sure you do not hand the card marked with an “X” to a teen.
- Ask each teen to write their name on all of their cards. Explain that when you say “SWAP,” each teen should find a partner and trade one of their cards for one of their

partner's cards. When I say "SWAP" again, find a different partner and trade another one of your cards.

\* Remind the co-facilitator or adult with the "X" card not to swap this card.

- Do 5 rounds of SWAPS. Make it clear to the Sisters that they should only give away cards that have their own names on them. When finished swapping, have the students sit down.

**Each card color represents something you've chosen to do:**

Color	Behavior
Green	Oral sex with protection
Red	Vaginal sex with a condom
Pink	Anal sex without a condom
Yellow	Touching and kissing with no penetration
Blue	Sharing dirty needles

- Ask the person with an X on their card to stand up. Remember this should be an adult. Explain that for the purposes of this game, let's say that this person was HIV positive at the beginning of the swap.
- Have the adult with the "X" card stand up and read the names on any blue or pink card she is holding. Ask all the people whose names were called to stand. The first person should remain standing.
- **Explain:** The people who just stood up were also infected with HIV because they shared dirty needles (blue cards) or had unsafe sex (pink cards) with people who carry HIV. Now I need each of you who are standing, to read the names from your blue and pink cards. If your name is called, please stand. Everyone who just stood up was also infected with HIV because they shared dirty needles (blue cards) or had unsafe sex (pink cards) with people who carry HIV.
- By now, most of the room will probably be standing.
- Ask: Are you surprised by the number of people standing?
- If you are still sitting, Look at your cards. If you have blue or pink cards, they should only be from people who are also sitting. This means that you had unsafe sex or shared needles with someone who wasn't HIV-infected, so it was a gamble, but you were not infected. If you have green or red cards with the names of any of the standing students, that means you had SAFER sex with an HIV infected person. It is most likely that you

weren't infected with HIV, as long as you were careful not to exchange any semen, blood or vaginal fluids which means using a condom correctly from start to finish during intercourse.

- Green cards or red cards from other sitting students means you had safer sex with a person who was never exposed to HIV. Both of you are safe from AIDS this time. Yellow cards mean that you didn't have sex or share needles at all with your partner. You talked, hugged, kissed, played soccer, held hands, ate lunch, rode the bus, or whatever. Either partner could be infected with HIV, but you would not infect the other person by exchanging a yellow card.

---

### ACTIVITY 3: CONDOM DEMONSTRATION

20 MIN

---



#### GOAL OF ACTIVITY

Sisters will learn the right way to put on a condom.

---



#### ACTIVITY INSTRUCTIONS

You may use the following phrase to initiate discussion:



***Suggested phrasing:** "Every Sister should know how to use a condom, where to get them, and how to talk to a partner about using one. Having this knowledge adds to our own personal power and it helps us tap into our community power when we can pass this knowledge on to other Sisters. Knowing how to use a condom and a dental dam will help lower your STI risk and ultimately keep you on track to keeping your values and achieving the goals you set for yourself in your life map."*

Let's take some time now to talk about how to use a condom:

- **OPRaH consists of Four Simple Steps: Open, Pinch, Roll, and Hold**
  - O = Open package and remove rolled condom without twisting, biting, or using your fingernails. This could damage the condom and allow fluid to leak out.
  - P = Pinch the tip of the condom to squeeze the air out, leaving 1/4 to 1/2-inch extra space at the top.
  - R = Roll condom down on penis as soon as the penis is hard, **before** you start to have sex.

- a = and after sex is over...
- H = Hold the condom at the rim or base while partner pulls out after ejaculation but before the penis goes soft. You could lose protection if the condom comes off inside you.
- Divide Sisters into pairs and hand out the condoms and penis models. Allow participants a few moments to handle the condoms and get over the giggles. After they have settled down, have Sisters demonstrate OPraH for one another. Provide modeling as needed. Supervise the pairs as they demonstrate for one another, giving feedback and further instructions, as necessary.
- **Also have a dental dam on hand** to show Sister's what they look like and how they are used for oral sex between male/female partners and female/female partner.

---

#### ACTIVITY 4: TALKING TO A PARTNER WHO DOESN'T WEAR CONDOMS

---

30 MIN



##### GOAL OF ACTIVITY

Sisters will practice using assertive communication during condom negotiation and gain confidence in talking to a partner about wearing a condom.



##### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:** "Last week we talked about pregnancy prevention and talking to our partner about our Pregnancy Risk Rating. We even put on some pretty great skits. What were some lessons we learned about communicating our safe sex needs to our partner? (Ask for a volunteer to write them on the board). Great! Now we're going to practice some more."*

- Play the Talk Condoms to Me Baby Video Clip:  
<https://www.youtube.com/watch?v=pdCRE2gP66U>

- Ask:
  - What are some things Laci said that you feel like you could say to your partner?
  - Did anything Laci say surprise you?
  - Did you know there are some STIs that boys cannot be tested for?

### HOW TO TALK CONDOMS

- Split the teens into pairs and ask each pair to role play in front of the room a situation in which one partner does not want to wear a condom, but the other partner is not comfortable risking STIs and/or pregnancy and wants to wear a condom.
- Here are some examples of some things partners may say when they do not want to wear a condom to get the teens started if they are having trouble:
  - "You're on the pill, I don't need a condom."
  - "I know I'm clean (disease-free). I haven't had sex with anyone in months."
  - "I'm a virgin."
  - "By the time you put it on, I'm out of the mood."
  - "It destroys the romantic atmosphere,"
  - "This is an insult! Do you think I'm some sort of disease-ridden player?"
  - "I love you! Would I give you an infection?"
  - "Just this once. "
  - "I don't have a condom with me."
  - "You carry a condom around with you? You were planning to seduce me!"
  - "I won't have sex with you if you're going to use a condom."



***Suggested phrasing:*** "Remember, in a relationship where there is unequal power, abuse, or violence it's harder to talk about condoms. If you don't feel like you can bring up condoms to a partner or are afraid of what he might do if you do bring it up, you might be in an unhealthy relationship. In a healthy relationship, you should feel like your decision to reduce your risk is respected."



## TRANSITION

***Suggested phrasing:** “We have tapped into our personal and community power today by learning how to use condoms and demonstrating this for our Sisters. Now, let’s tap into our institutional power. We have a guest here from [Health Clinic] who is going to share how we can connect to some local resources. “*

---

## ACTIVITY 5: HIV/STI CARE ACCESS GUEST

25 MIN

---

### ACTIVITY INSTRUCTIONS

- Ensure the guest discusses the following:
  - Information: Services, testing, costs
  - Why don’t youth go?
  - Volunteer opportunities

## Closing

---

## RECAP

5 MIN

---

Summarize the learning objectives for the day:

- There are lots of myths out there about how to get HIV and other STIs. Knowing the facts about STIs is an important step in prevention.
- Another way to lower your risk for getting an STI is to know how to properly use a condom. You can also be a leader in your community by showing others how to do this.
- There are three steps to remember when communicating with a partner that you want to begin using condoms:
  - **First**, pick an appropriate time. **Second**, communicate assertively. **Third**, be a good listener and negotiate.

---

## HOMEWORK EXPLANATION

2 MIN

---



***Suggested Phrasing:*** Spend some time thinking about what makes sense to you and answer the big question: Is HIGH Risk (having sex without a condom) too much risk for you? If you decide that HIGH Risk is too much risk for you, then take some time to choose how you will lower your risk. Will you lower your risk to SOME RISK by using a condom every time you have sex? Will you lower your risk to LITTLE or NO RISK by not having sex at all or by engaging in foreplay only?

---

## SHOUTOUTS

5 MIN

---

### Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

# **Workshop 6: The Company You Keep**

# CURRICULUM OVERVIEW

## The Scoop

This module begins by discussing expectations and stereotypes of Black women. Sisters then learn about power dynamics and how they affect relationships.

**Approximate Duration: 132 minutes**



## Learning Objectives

By the end of the workshop, Sisters will be able to:

- Explain power dynamics and when power is unequal or off balance in relationships
- Identify the difference between healthy and unhealthy power dynamics



## Key Outcomes

Sisters should leave this session with an understanding that:

- Other people's expectations of you shouldn't limit the personal power you have
- Imbalanced power relationships can limit your personal power
- The people you choose to be in your life should help you tap into your personal power

## SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Get to Know You Bingo Board <input type="checkbox"/> Laptop and A/V capabilities to play video clips <input type="checkbox"/> Printed materials you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins. <input type="checkbox"/> Set up Power Venn Diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

AGENDA	
Total duration	132 minutes
Dinner and Check-In	15 min
Icebreaker	10 min
Role Model Video	15 min
Activity 1: Expectations of Young Black Women	25 min
Activity 2: Stereotypes of Black Women	15 min
Activity 3: Unequal Power in Relationships	20 min
Activity 4: Managing Negative Unequal Relationships	20 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

---

**ADDITIONAL RESOURCES**

- ❑ **Video clip:** Play [ESSENCE | Black Girl Magic Episode 1: Meet Artist and Activist Sage Adams](#)
- ❑ **Video clip:** [3 Black Female Stereotypes that Need to Die | Decoded | MTV News](#)

---

## Opening

---

---

**DINNER. WELCOME, AND CHECK-IN****15 MIN**

---

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What is an STI?
  - What are some different kinds of STIs?
  - How do STIs spread? Do all STIs spread the same way?
  - What can we do to reduce our risk of STIs?
  - Where are some teen-friendly places to get STI testing and treatment?

---

**ICEBREAKER****10 MIN**

---

**GOAL OF ACTIVITY**

Sisters are able to learn interesting facts about each other. This is a good visual to see the differences and similarities in the room. Sisters should feel more relaxed and comfortable addressing the whole group after the activity.



## ACTIVITY INSTRUCTIONS

This is a way for Sisters to learn about each other and find out what they have in common and how they are different.

- Sisters will have 15 minutes to fill out their BINGO sheets with the names of their Sisters.
- Sisters will walk around asking each other questions from the BINGO box and then write their Sister's name down if they match the description in the box.
- The goal is to get a full row of the BINGO boxes filled in, but it is not a race or competition.
- Pass out the BINGO sheets and pens or pencils. Remind Sisters that they cannot write down their own names.

Find a Sister who			
Can roll their tongue	is wearing denim	Wants to go to college	Can hula hoop for more than 2 minutes
has a name that starts with "L"	is wearing white shoes	Has four siblings	Has three or more piercings
Free	can freestyle	Has braids	Can sing
Can draw	Wants to run a marathon one day	Likes to dance	Likes to read

myfreebingocards.com

\* The board should be tailored to the girls in your group and remember that each board has to be a different layout.

## ROLE MODEL VIDEO

15 MIN



## GOAL OF ACTIVITY

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies.

---



### ACTIVITY INSTRUCTIONS

- TODAY INSTEAD OF PICKING FROM THE ROLE MODEL BOX, WE ARE GOING TO WATCH A VIDEO OF OUR ROLE MODEL Play: [ESSENCE | Black Girl Magic Episode 1: Meet Artist and Activist Sage Adams](#)

### GROUP DISCUSSION

- ASK:
  - What makes Sage powerful?
  - How does she use her power?
  - What kind of power(s) does she use?
  - What does the phrase Black Girl Magic mean to you?
  - What is your Black girl magic? Share with the Sister's sitting next to you.
  - How can you use your Black girl magic to protect against unwanted pregnancies and STIs and reach the goals on your dream boards?
- Give the Sisters an opportunity to share their reflections on their role model for the day and decide where in the Power Circle the role model should go. Put up the same Venn diagram used last week and ask the Sisters to decide where Sage Adams should go. Have a picture of Sage Adams ready to tape to the Venn diagram.

### TRANSITION



***Suggested phrasing:*** “Last week we talked about STIs and the week before we talked about unplanned pregnancy. It can take a lot of power to avoid STIs and unplanned pregnancies and reach the goals on our vision boards. Today, we will talk about how some peoples’ expectations of us can help us reach our goals, and some peoples’ expectations of us can slow us down if we don’t hold on to our personal power.”



---

## ACTIVITY 1: EXPECTATIONS OF YOUNG BLACK WOMEN 25 MIN

---



### GOAL OF ACTIVITY

Sisters should be able to see how other people's expectations of them may guide their behaviors and could possibly determine what their life looks like if they don't hold on to their personal values.

---



### ACTIVITY INSTRUCTIONS

- Ask for a volunteer to take notes on the board.
- Ask:
  - Think about powerful roles of Black women in their lives What roles do the Sisters play in their families, schools and neighborhoods (daughters, nieces, cousins, Sisters, friends, volunteers, babysitters, tutors, girlfriends, mothers)?
  - What are the expectations that come with these roles: ***how you will behave, how you will speak, where you will go, what you wear? Let's talk about some of these messages we get from the people in our lives.***
- Continue by offering the Sisters these prompts and questions:
  - Think of some messages you received about how you should be from your neighbors, family members, guys, other girls, friends and classmates, people they're dating etc.
  - What are the expectations of Girls living in [program site]?
  - Where a girl your age living in [program site] goes or hangs out,
  - What a girl living in [program site] wears,
  - How a girl living in [program site] speaks,
  - What a girl living in [program site] cares about,
  - How a girl living in [program site] behaves
- Split the girls into 4 conversation groups and ask them to have a similar conversation in their smaller groups. Write down highlights of the conversation.
  - Group 1, Daughters: Where a daughter goes, what a daughter wears, how a daughter speaks, how a daughter behaves
  - Group 2, Mothers: What a mother wears, how a mother speaks, how a mother behaves
  - Group 3, Friends: Where a friend goes, what a friend wears, how a friend speaks, how a friend behaves

- Group 4, Sister (biological, best friend, or Sister): How does a Sister speak, how does a Sister behave

#### GROUP DISCUSSION

Ask:

- Where are you receiving these messages from, how do these messages and expectations affect you, and how they affect other girls.
- Do these expectations support your personal values? Or do they take away from what is important to you?
- Do you feel that the expectations of others influence how you act every day.
- Do you feel that the expectations of others influence how you engage in sexual behavior and/or how you use contraceptives.
- Do you feel other peoples' expectations of you would be different if you had a baby or had another baby?
- Continue the conversation about how personal power can be influenced by others using these prompts if needed.
  - In what relationships is it easy to hold on to your values? Why? (example: with my friends, with my family)
  - In what relationships is it difficult to hold on to your values (with my mother, in my dating relationships, with my friends)? And why is that?
  - What make it difficult to hold on to our personal values in general?
  - Since you can't choose your biological family members, what are some healthy ways to make sure you're staying true to yourself in your family relationships? What about in the neighborhood?
  - Now think about the choices we have when finding friends or when dating? How do you make sure you stay focused on your values while in these relationships?
  - Are there people in your life that make decisions for you? How do you feel when that happens?
  - What are some signs that you aren't being true to yourself or you're losing your personal power/values in a relationship with other people?
  - What are some ways to make sure you're making decisions in your life that are best for you and achieving the goals on your life map?

**Remember**, personal power is the power that all of us have to define who we are, make the choice of what we want our lives to look like, and make it happen.

---

## ACTIVITY 2: STEREOTYPES OF BLACK WOMEN

15 MIN



### GOAL OF ACTIVITY

Sisters should understand how stereotypes of Black women can impact society's expectations.



### ACTIVITY INSTRUCTIONS

We're going to watch a short clip about common stereotypes placed on Black women. Can anyone remind me what a stereotype is? Remember that in our second session we talked about stereotypes of men and women.

- Let a Sister respond and then share that: "Stereotypes are when people have an oversimplified image or idea of another person. "People from Jersey are jerks" or "Women are bad drivers."
- Play this clip: [3 Black Female Stereotypes that Need to Die | Decoded | MTV News](#)

### DISCUSSION QUESTIONS

- Have you ever heard or seen these stereotypes before?
- How do you think those stereotypes might impact the expectations people have about you?
- How do you think Black girls are affected by these kinds of stereotypes?

### TRANSITION



**Suggested phrasing:** "Now that have discussed stereotypes, let's talk about how these beliefs and expectations can create unequal relationships."

**GOAL OF ACTIVITY**

Sisters will be able to identify unequal power dynamics and when that is good or bad in a relationship.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:

***Suggested Phrasing:*** “We all have power in our relationships, but sometimes this power can be off balanced or unequal. One person in a relationship could have the power to make the rules, to say how you should behave, speak, dress or where you should go. In society, when one group or organization tries to control or limit the power of another, it’s called oppression. For example, when police use their power to arrest people by harassing or profiling them based on the way they look. This same kind of unequal power can happen in our personal relationships when one person tries to take away your **personal power**. Power is something that we all have and rely in everyday life. But it can be used positively or negatively.”

- Ask the Sisters to provide examples of how people use their power?
  - Give examples of how power can be used both positively and negatively.
    - Money: Can be donated to a good cause, or used to bribe people
    - Sense of humor: Can be used to make someone feel better, or to make fun of someone
  - Ask the Sisters to come up with 3-5 more examples.
  - In the examples you came up with, can you see any ways these types of power benefit specific groups or types of people? Explain that when power is used to negatively impact certain people, it limits their personal power.
  - Together as a group, come up with examples of how a partner, a friend, a cousin, a parent, and a security guard can use their power positively and negatively. Explain that when your personal power is limited, it makes it difficult to hold on to your values and reach the goals on your vision board.

- Check-in to make sure people are on the same page

#### DISCUSSION QUESTIONS

- After the exercise, discuss the following questions:
  - What is personal power? And what does it mean to stand in your personal power?
  - How does your personal power affect your life?
  - Do you think personal power has anything to do with unwanted pregnancy prevention and STI prevention?
  - Can anyone give an example of a relationship where power dynamics are equal? Why are equal power dynamics important with our friends and our partners? What happens to our personal power when we don't have equal power dynamics?
  - How can having equal or unequal power dynamics with your partner influence your risk of unwanted pregnancies and/or STIs?

It is important to remember here that we all have personal power. When it comes to our parents, older siblings, employers and teachers for example, the power dynamics aren't always equal. But in friendships and romantic relationships we should always expect equal power dynamics.

---

#### ACTIVITY 4: MANAGING NEGATIVE UNEQUAL RELATIONSHIPS

20Min

---



#### GOAL OF ACTIVITY

Sisters will recognize their assets/strengths to help them hold on to their values in relationships with unequal power dynamics.



#### NOTE TO FACILITATOR

Hand out a resource card of teen-friendly organizations that youth can access for supportive services. Encourage youth to take a picture of the resource card and save it to their phones.



#### ACTIVITY INSTRUCTIONS

**“Whatever is bringing you down, get rid of it. Because you’ll find that when you’re free your true self comes out.” — Tina Turner**



***Suggested Phrasing:** “In the last two sessions, we’ve talked about what our values are. We also talked about how our relationships and*

*environment can impact our values. Today, let's look at how our neighborhood and the people around us can impact us day to day."*

### GROUP DISCUSSION

- How do you deal with not being able to hold on to your values especially in relationships where the balance is off?
- How about when you're in a relationship with somebody and they have different values than you?
- How do you manage these power dynamics? Tapping into community power can help. Remember, community power is the power that all of us have together to make change in our neighborhood, our community and in the world.
- What are some strengths in [Site Name] that would make managing these situations easier?
- Talk about Sisterhood
  - Ask someone to describe what Sisterhood means to them
  - Can you rely on other girls in [Site Name] to help you? Maybe the girls in this group are a good place to start.
  - How can we remember to rise above our challenges together as Sisters?
- Community mentors: Are there adults here that you can rely on to help you?
  - **Institutional Power:** We are going to be talking about organizations and resources throughout our time together that can help you in these situations.

---

## Closing

---

---

### RECAP

5 MIN

Summarize the learning objectives for the day:

- Ask the Sisters to talk about what they learned today
- Ask Sisters to describe what was difficult to process or understand

---

### HOMEWORK EXPLANATION

2 MIN

---

## Preview of next week:



***Suggested Phrasing:*** “Next week we will start talking about unequal power relationships in our neighborhood. This week, as you go to school, hang out with friends, and help out at home, notice the power dynamics in your relationships.”

- Inform the Sister about the Instagram account:
- Who here has Instagram? The following are handles that I think you’d like. Want to subscribe right now?
  - BlackGirlsRock
  - DearBlackGirl\_
  - BecauseOfThem
  - BlackGirlsCode
  - BeBeautifulLA

---

## SHOUTOUTS

5 MIN

---

## Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

## **Workshop 7: R-E-S-P-E-C-T, Find Out What it Means to Me**



## CURRICULUM OVERVIEW

### The Scoop

This module covers a variety of topics that can make a huge difference in the lives of the Sisters. The module begins by discussing the importance of respect and boundaries in relationships. The Sisters will then learn how to identify harassment and abusive behaviors, while also becoming more aware of healthy intervention.

**Approximate Duration: 130 minutes**



### Learning Objectives

By the end of the workshop, Sisters will be able to:

- Identify when a situation involves sexual harassment
- Increase knowledge of healthy intervention
- Increase recognition of abusive behaviors



### Key Outcomes

Sisters should leave this session with an understanding that:

- Sexual harassment is an unwanted sexual activity and that this is a common experience for girls.
- No matter what else has happened to you and what else you see in your neighborhood, you have the right to be safe and respected.
- By tapping into your personal power, you can respond if someone is sexually harassing you.
- By tapping into your community power, you can help others respond if someone is sexually harassing them.

## SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Role Model box and Power Venn diagram <input type="checkbox"/> Role model biographies <input type="checkbox"/> Cycle of Abuse handout <input type="checkbox"/> Print out any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins. <input type="checkbox"/> Set up Power Venn Diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

AGENDA	
Total duration	130 minutes
Dinner and Check-In	15 min
Icebreaker	10 min
Role Model Box	8 min
Activity 1: Flirting Vs. Sexual Harassment	30 min
Activity 2: Flirting Power Dynamics	20 min
Activity 3: Respect and Boundaries	20 min
Activity 4: Assertive Communication with a Partner	15 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

---

## Opening

---

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What are some signs of a healthy relationship?
  - What are some signs of an unhealthy relationship?
  - What can you do if you are in an unhealthy relationship or see a friend in an unhealthy relationship?

**GOAL OF ACTIVITY**

Sisters will begin thinking about how others try to get a reaction out of them by saying nice things.

**ACTIVITY INSTRUCTIONS**

- While everyone is seated, choose one person to be "it". Their main goal is to make the other Sisters smile.
- This Sister who is "it" must go up to one Sister at a time and say, "I love you, sis."
- The Sisters who is not "it" will respond by saying "I love you too, sis, but I just can't smile."
- If they smile while replying, they lose and become it. If they manage to keep a straight face, the Sister who is "it" has to move on to a new Sister.
- The Sister who is "It" isn't allowed to touch anyone, but anything else is fair game. They can say whatever they want (keep it respectful) to get the other person to smile.

**GOAL OF ACTIVITY**

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies.

**ACTIVITY INSTRUCTIONS**

- Ask for a volunteer to choose a role model from the role model box.
- Ask the group:
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where the bio should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

**ACTIVITY 1: FLIRTING VS. SEXUAL HARASSMENT****30 MIN****GOAL OF ACTIVITY**

Sisters should be able to define sexual harassment and recognize it as abuse.

**ACTIVITY INSTRUCTIONS****TRANSITION**

You may use the following phrase to introduce the activity:



***Suggested Phrasing:*** “Today we’re going to talk about respect, boundaries and what happens when boundaries are crossed in our dating relationships.”

- Ask the Sisters the following:

- How do you show someone that you're sexually or romantically attracted to them? (Include examples of what you do/say in person, online, or using your cell phone).
- How do they react to you?
- Is that different from how someone would show you that they are interested in you? If so, how does someone else show they are attracted to you?
- Have you ever felt uncomfortable when someone is trying to show that they are attracted to you? What were they doing and how did it make you feel?
- Why were you uncomfortable with it?



***Suggested Phrasing:** "Sometimes flirting crosses the line and actually becomes sexual harassment. What is important is how YOU feel and what is okay for YOU. Also, we have to respect what is comfortable or uncomfortable for others as well, and to STOP when they say STOP."*

***REMEMBER:** It's not healthy to be uncomfortable just so someone else can be comfortable."*

- Ask the Sisters to define sexual harassment. Fill in with the following definition.
  - **Definition:** Sexual harassment is any unwanted sexual advances or obscene remarks.
  - Write "UNWANTED SEXUAL ACTIVITY" on the flip chart.
  - Ask Sisters to define UNWANTED
  - Ask Sisters to define SEXUAL
  - Ask Sisters to define ACTIVITY
  - Ask the Sisters why sexual harassment is an **abusive** behavior.
  - How do you think your Sisters (girls and women in general) feel in these situations?
  - Ask the Sisters to name some ways people show they are interested in you that are sexual harassment and some ways that are flirting? (Ask for a volunteer to list these things in two columns on the board. One column for sexual harassment and one column for flirting.)



***Suggested Phrasing:** "Sometimes you might feel your personal space is being violated by another girl or that you are being sexually harassed by another girl, or you might see a boy being sexually harassed by another boy. Those experiences are just as valid and real as if you were"*

*experiencing them from a member of the opposite sex and the same things apply as everything else we've discussed."*

---

## ACTIVITY 2: FLIRTING POWER DYNAMICS

20 MIN

---



### GOAL OF ACTIVITY

Sisters will be able to define sexual harassment and recognize it as abuse as well as understand their right to personal space.

---



### ACTIVITY INSTRUCTIONS

- Arrange Sisters into 5 small groups
- Assign each group to act out a different scenario and how they would respond.
  - Online situation – Girl gets photos of a penis from someone she just met online
  - Boys grabs a girl's arm to get her attention and phone number
  - Walking up to a girl and complimenting her smile
  - Older guy hollering at a girl saying you have a "fatty"
  - Someone you're not attracted to keeps asking to take you out to the movies

### GROUP DISCUSSION

- After each scenario is acted out, get the Sisters' initial reactions to surface what they consider normal or what is normally accepted.
- Example questions for the Sisters:
  - How would you respond in this situation?
  - Why would you respond this way?
  - Would you smile? Curse them out? Walk away?
  - Were the power dynamics in this interaction equal or imbalanced? Why? Who has the power?
  - What happens to Sisters' personal power in these situations?
  - Do these situations help us live out our personal values and meet our dream board goals?
  - Who has the power to end the interaction if they are not interested? How can it be ended respectfully?

**In the moment, do you ever feel confused or unsure about how to respond to people showing their interest in you? Do some girls actually like receiving attention that is disrespectful or harassing? Why is this? Does the intention behind these comments matter?**

- Ask Sisters if anybody ever heard the saying, “it’s not always what you say but how you say it.”

What are some respectful ways for individuals to show that they like you? How are these different than sexual harassment?

- At the end of the day, **you have the right to feel comfortable, safe and respected, no matter what.** Tapping into our personal power reminds us of this right.

Another important thing to remember is that no one has the right to enter your personal space without your permission.

- Who can tell me what personal space means?
- Just because someone finds you attractive, it doesn’t give them the right to touch you or act on their urges. You don’t have to tolerate anyone who violates your personal space.

**Does that sound good?**

- Who can give me an example of when you feel like your personal space is being violated by someone who finds you attractive?
- What are things you can say when someone enters your personal space without your permission?

What are some types of body language or actions you can use when someone enters your personal space without your permission?

---

### ACTIVITY 3: RESPECT AND BOUNDARIES

20 MIN



#### GOAL OF ACTIVITY

Sisters should be able to identify the three different forms of communication (passive, aggressive, and assertive).



#### ACTIVITY INSTRUCTIONS

- Ask the Sisters how they respond to someone who is trying to get your attention or date you.
  - What are some other ways you can be clear when you don’t want attention from someone?



***Suggested Phrasing: “It is not only is it important to know what you want to say, but it is important to know how to say it!”***

- Say a common phrase such as “are you serious?” in several different ways. Scream it. Say it incredulously. Say it dismissively.
- Ask for a volunteer to say the same words three ways with different meanings.



***Suggested Phrasing:*** “Now we are going to talk about different kinds of communication styles. One kind is passive. Who knows what passive means?”

- Use the following definition and write the definition on the poster board.
  - **Passive** communication is when you are unable to tell someone how you really feel about a situation or what you want or need. It is when you go with the crowd even though you may be unsure of a situation. Passive communicators say yes or say nothing when they really want to say no. Passive communicators sometimes act this way, so they will be liked, stay out of trouble, someone will be nice to them, or because they don’t want to hurt someone’s feelings. Remember, use your personal power and stand up for yourself.
- Ask for a volunteer to role play passive communication in the following situation.
  - Scenario: Your friend asks you if you’d like to go on a double date with her, her boyfriend, and her boyfriend’s cousin. You don’t really want to go because you think her boyfriend’s cousin is kind of creepy and you’re really tired and just want to go home and relax alone. But, you don’t want this friend to think you aren’t cool and cause drama.
- Ask, “What are some body language and actions we use when we communicate passively? Remember, words aren’t everything.”
- Ask for a volunteer to write the types of body language and actions under the definition of passive on the board. Fill in with the following: slumped posture, eyes down, quiet voice, arms crossed, fidgeting
- Ask for another volunteer to role play the same scenario using body language and actions along with words.
- Ask:
  - Is passive communication a good style to aim for?



- Does anyone have any more questions about passive communication?



***Suggested Phrasing:** “Great. Another kind of communication style is aggressive. Who can tell me what aggressive means?”*

- Use the following definition and write the definition on the poster board.
  - **Aggressive** communication is when you express yourself in a way that is punishing, demanding, or threatening to someone else. It is when you try to get your way by putting someone else down. It is when you take what you want without considering the feelings and rights of the other person. It is when you threaten or force a person to give you something. Sometimes people communicate aggressively when they are angry. Remember, whatever feelings you have are valid. If you are feeling angry, that’s ok. But, just because you are feeling angry does not give you a right to behave in a way that is harmful like yelling at someone.
- Ask for a volunteer to role play aggressive communication in the following situation.
  - Scenario: You and your boyfriend planned to go to a party tomorrow. Today he tells you he can’t go. He doesn’t say why and isn’t very talkative. You feel disappointed and angry since you were looking forward to spending some time with him and going to the party.
- Ask, “What are some body language and actions we use when we communicate aggressively? Remember, words aren’t everything.”
- Ask for a volunteer to write the types of body language and actions under the definition of aggressive on the board. Fill in with the following: eyes cold and staring, hands on hips, hands waving, dismissing, stiff posture, voice tense and loud, head turned away.
- Ask for another volunteer to role play the same scenario using body language and actions along with words.
- Ask:
  - Is aggressive communication a good style to aim for?
  - Does anyone have any more questions about aggressive communication?



***Suggested Phrasing:** “Great. The last kind of communication style we are going to talk about today is assertive. Who knows what that means?”*

- Use the following definition and write the definition on the poster board.

- **Assertive** communication is when you communicate your feelings and opinions in a direct and honest manner instead of hoping the other person will figure out what is on your mind. Assertive communicators say “no” to things they don’t want or things that put them in a bad situation, or things that threaten their well-being. Assertive communicators express themselves honestly while considering the needs and feelings of the other person and *not* giving up their own needs. Assertive communicators don’t let people use them and they don’t use others. They stand up for themselves without putting other people down.
- Ask for a volunteer to role play assertive communication in the following situation.
  - Scenario: You are getting ready to go out and your partner tells you that you need to change and wear something sexier since he wants you looking good to impress his friends. You are happy with how you look and don’t like that your partner is trying to tell you how to act. You feel like your partner cares about your body more than who you are.
- Ask, “What are some body language and actions we use when we communicate assertively. Remember, words aren’t everything.”
- Ask for a volunteer to write the types of body language and actions under the definition of assertive on the board. Fill in with the following: clear firm speech, relaxed hands, direct eye contact, head up and shoulders back, no fidgeting.
- Ask for another volunteer to role play the same scenario using body language and actions along with words.
- Ask:
  - Is assertive communication a good style to aim for?
  - Does anyone have any more questions about assertive communication?

#### DEBRIEF

- How might the stereotypes about Black girls and women we learned about influence communication styles?
- How do you think the role models we’ve learned about communicate?
- Which is the kind of communication style we should try to use?
- How can we communicate assertively even when we are really mad or really upset? (write the answers on the board. Some ideas can include taking a deep breath, remembering your top three values, counting to five. Etc.)
- How can we help our sisters communicate assertively?

## TRANSITION



**Suggested Phrasing:** “You have the personal power to assertively end an interaction that is making you feel uncomfortable and you have the community power to support each other’s to end those interactions as well. When you see something, say something either in the moment or if you don’t feel safe, tell an adult. In the next couple sessions, we are going to continue to talk about how we tap into community power.”

---

## ACTIVITY 5: ASSERTIVE COMMUNICATION WITH A PARTNER

15M



### GOAL OF ACTIVITY

Sisters will learn how to use assertive communication in dating relationships.



---

### ACTIVITY INSTRUCTIONS

- Divide into pairs and explain that each pair is in a **healthy** relationship but that there is a conflict to be worked out.

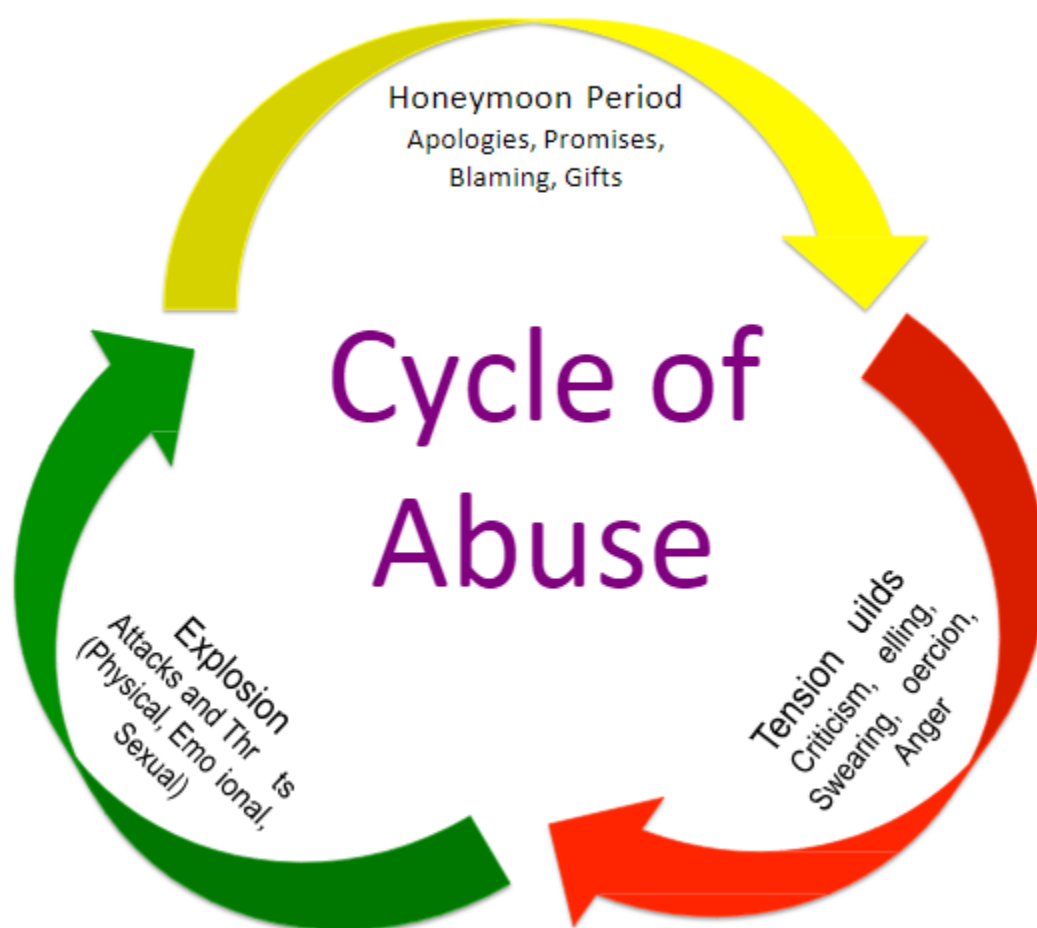


**Suggested Phrasing:** “Remember, in healthy relationships people often: Take an interest in one another’s lives, can trust each other, support each other, have privacy, feel closer to each other over time, spend time without each other, like being seen with each other, let each other go at their own pace sexually, communicate clearly, encourage each other’s’ friendships, are honest about your sexual history, can be themselves, feels energized, feel secure and comfortable, are not violent, enjoy time together, and can resolve conflicts.”

- Ask each pair to brainstorm a conflict that could happen in a dating relationship and role play how they would use assertive communication in that scenario. Remember, you are both using assertive communication in a healthy relationship.
- Now switch and assign each pair a sign of being in an **unhealthy** relationship such as that one partner is controlling, manipulative, dismissive, are afraid of

each other's temper, ignore each other, don't like it when the other hangs out with other people, feel like sex is the most important, one person always decides what to do, don't spend time with other friends, are constantly fighting, buy things for each other so you'll stay together, embarrassed to be seen with you, constantly fighting, always criticizing, etc. Ask the pairs to act out their same conflict as if they were in an unhealthy relationship where only one partner was communicating assertively. Ask the Sisters to role-play how they would use assertive communication in that situation. Be sure to switch roles mid-way through so that both Sisters get to practice speaking assertively to an unhealthy partner.

- Pass out **Cycle of abuse diagram**



- Explain the cycle of abuse diagram and how it can make leaving difficult
- Ask the Sisters to describe manipulation

#### TRANSITION



**Suggested Phrasing:** “Communication in any relationship is important. If you find yourself in an unhealthy relationship, remember to exercise your personal power to use assertive communication. You may see another Sister, friend, or person in an unhealthy relationship. You can tap into community power and help them get through the difficult situation as well.”

---

## Closing

---

---

#### RECAP

5 MIN

Summarize the learning objectives for the day:

- Ask the Sisters to talk about what they learned today.
- Ask Sisters to go around the room and say one thing they will do if they are sexually harassed using assertive communication.
- Does asserting yourself and using your personal power to fight sexual harassment help you reach the goals on your vision board?
- Ask the Sisters for one takeaway that they will apply in the upcoming week.

---

#### HOMEWORK EXPLANATION

2 MIN

Preview of next week:



**Suggested Phrasing** “This week, as you go to school, hang out with friends, and help out at home, notice how you assert yourself”.

---

#### SHOUTOUTS

5 MIN

---

## Highlighting good behavior and engagement:

- Ask the Sisters to “shout-out” what they appreciated, admired, or learned from each other. For example, “I really enjoyed the way Brittany talked about her personal values and made me feel more comfortable to talk about mine.”
- After each Sister shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

## **Workshop 8: No Means No**

# CURRICULUM OVERVIEW

## The Scoop

In this delves deeper into abusive behaviors that can occur in relationships. Sisters will learn the communications skills to set boundaries. This module will also give guidance to Sisters supporting other Sisters in an unhealthy relationship.

**Approximate Duration: 127 minutes**



## Learning Objectives

By the end of the workshop, Sisters will be able to:

- Recognize abusive behavior from partners
- Gain confidence in their ability to clearly communicate what they do and do not want in physical and emotional relationships
- Reduce their acceptance of sexual assault
- Reduce their acceptance of physical and emotional dating violence



## Key Outcomes

Sisters should leave this session with an understanding:

- You have the right to set your own personal boundaries with the people in your life
- No matter the circumstance, you can always take away consent or in other words, change your mind.
- There are common behaviors within relationships that are unhealthy
- No matter what else has happened to you and what else you see in your neighborhood or family, you have the right to be safe and respected in all relationships
- Consent is a series of yeses. Saying yes to one thing does not mean yes to everything, and saying yes once does not mean yes, all the time.
- Make it clear that both partners get to consent. Even if someone makes the first move, they still get to consent with whether they want to move forward.
- You have the personal power (and can tap into community & institutional power) to help a Sister who has been sexually assaulted or who is in an abusive relationship.



## SESSION PREP

MATERIALS	ROOM SET UP
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Role model box and Power Venn diagram <input type="checkbox"/> Copies of the What to Say to a Sister Handout <input type="checkbox"/> Copies of the Personal Boundaries Silhouette <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Laptop and A/V capabilities to play video clips <input type="checkbox"/> Print out any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins. <input type="checkbox"/> Set up Power Venn diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

### AGENDA

Total duration	127 minutes
Dinner and Check-In	15 min
Icebreaker	10 min
Role Model Box	8 min
Activity 1: Boundaries and Power	15 min
Activity 2: Consent, Coercion, and Power	25 min
Activity 3: Unhealthy Vs. Health Relationships	20 min
Activity 4: Experiencing Sexual Violence	20 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

### ADDITIONAL RESOURCE

- ☐ **Video clip:** Cup of Tea [consent clip \(2:49\)](#)

## Opening

---

**DINNER, WELCOME AND CHECK-IN****15 MIN**

---

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What is flirting?
  - What is sexual harassment?
  - What is the difference between flirting and sexual harassment?
  - What are the three communication styles we learned about?

---

**ICEBREAKER:****10 MIN**

---

**GOAL OF ACTIVITY**

Sisters are able to learn interesting facts about each other and should feel more comfortable with addressing the whole group after the activity.

**ACTIVITY INSTRUCTIONS**

- Go around the circle and have each Sister give three statements to the group-- two truths about their life and one lie.
- She should not tell us which are true, and which one is false.
- The rest of the Sisters will guess which statement the lie is.
- The lies cannot be too obvious, or everyone will guess them.

---

**ROLE MODEL BOX****8 MIN**

---

**GOAL OF ACTIVITY**

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies.



---

### ACTIVITY INSTRUCTIONS

- Ask for a volunteer to choose a role model from the role model box.
- Ask the group:
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where the bio should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture

---

### ACTIVITY 1: BOUNDARIES AND POWER

15 MIN



### GOAL OF ACTIVITY

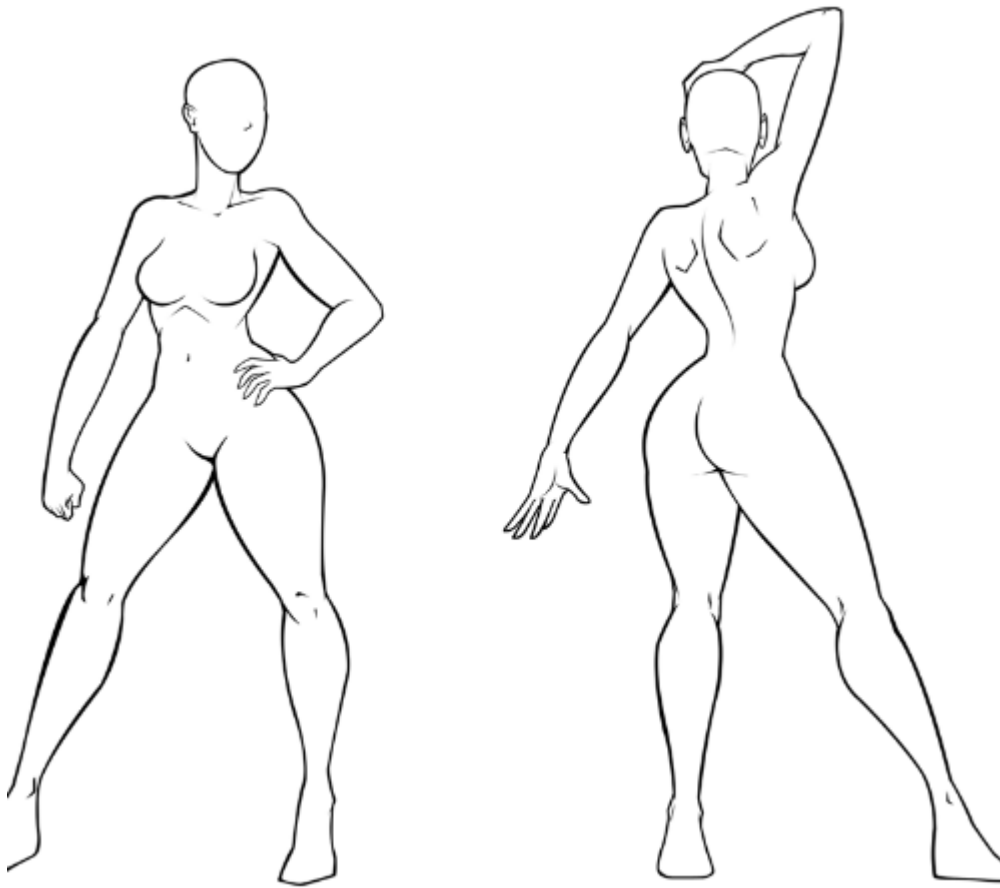
Sisters will identify physical boundaries according to their different relationships.



---

### ACTIVITY INSTRUCTIONS

- Ask the Sisters the following:
  - What does personal power look like in dating relationships?
  - What do people mean when they say, “personal boundaries”?
- Explain the importance of thinking about and defining our personal boundaries
- Continue the discussion with these questions:
  - Ask the Sisters to give examples of when it’s important to remember your personal boundaries
  - Ask the Sisters to describe personal boundaries.
- Give instructions for the Sister to either draw an outline of their bodies on a piece of paper or choose to use the following outline.



- fill in your silhouette to highlight our physical boundaries:
  - Using different colored markers, fill in areas of your body where you're comfortable with anyone touching with one color, use a second color for where you're comfortable with someone you like touching, use a third color for where no one can touch you, and a fourth color for areas where you are unsure.
  - There is no right or wrong answer. Do not answer for or judge anyone's sheet
  - Ask whomever is comfortable, to share as much or as little about their personal boundaries with the group
- Explain to Sisters:
  - Personal boundaries can be different for different relationships. You may not feel comfortable letting your new partner touch you in places where you were comfortable with your old partner touching you. Or you may be ok with your friend touching you in places where you don't want your teacher touching you.
  - You can change your boundaries whenever you want for whatever reason, even if that reason is just that you feel like it.
  - Your personal boundaries do not have to be the same as anyone else's.

- Talk with the Sisters about making informed choices on where to set their personal boundaries.

---

## ACTIVITY 2: CONSENT, COERCION, AND POWER

25 MIN

---



### GOAL OF ACTIVITY

Sisters should understand the importance of consent, when and how to ask for consent, and how consent differs from coercion.

---



### ACTIVITY INSTRUCTIONS

#### GROUP DISCUSSION

- Ask the Sisters to define consent.
- Explain that consent basically means permission.
- Ask the Sisters when someone needs to get consent? For example, before they touch your arm? Kiss you? Take your clothes off? Do you just need consent before physical actions? Does someone need your consent to call you their girlfriend for example?
- Ask:
  - Do both people in a relationship need to give consent, or just one? Whose job is it to ask for consent? Do you need to ask for consent every time or just the first time?
  - What are some ways to respectfully ask for consent?
  - What are some things that might make it more difficult to say no if you choose not to consent? Some answers might include if you are saying no to someone who is bigger, stronger, older, has more money, etc. It can also be harder to say no to someone who you like but aren't ready to move forward with.
  - Who gets to consent?
- Make it clear that both partners get to consent. Even if someone makes the first move, they still get to consent with whether they want to move forward.
- Ask:
  - Can consent be taken away if you change your mind?
  - If you consent one time, does that mean you consent to everything?

- Consent is a series of yeses. Saying yes to one thing does not mean yes to everything, and saying yes once does not mean yes all the time.
  - When can't someone give consent?
    - If they are drunk
    - If they are on drugs
    - If they are asleep or unconscious
    - If they have a serious mental health problem, learning disability or a head injury
  - If someone cannot consent, what are some ways to handle the situation? For example, if your partner is drunk and wants to have vaginal sex, what can you do or say? What would you want your friend's boyfriend to do or say if your friend was too drunk one night to have sex?

#### VIDEO DEBRIEF



***Suggested phrasing:** “Now that you’ve defined consent we want to share a video that boils it down to the basics.”*

- Play the Cup of Tea [consent clip \(2:49\)](#)
- Ask:
  - Did the video define consent the way that you would?
  - Do you have anything to add?
  - Is there anyone else in your life you think should see this video?

**Consent has to be given freely, it's not consent if you're forced into saying yes. There's a word for that, it's coercion.**



***Suggested phrasing:** “Coercion is when a perpetrator uses their power over another person and tries to manipulate or control them. Coercion occurs when a person intimidates, tricks, forces, or manipulates someone into engaging in sexual activity without the use of physical force. The person might use threats of violence, Blackmail, drugs, and/or alcohol to coerce someone into sexual activity. Or they may*

*threaten to end your relationship or to be angry with you if you do not participate.”*

- Ask:
  - Can you give examples of coercion in one sentence? Examples might include:
    - “If you won’t do it, I’ll find someone who will.”
    - “But you’ve been flirting with me all night.”
    - “Oh, so you’re just a tease then, screw you.”
    - “If you don’t have sex with me tonight I’m going to text everyone the naked pics I have of you.”
    - “If you really loved me, you would have sex with me.”
  - Are the examples you just named characteristics of healthy relationships, how?
  - What about the communication style of these examples? What kind are they? (You might have to remind them about assertive, aggressive, and passive).

\* If time allows have youth role play ways to assertively communicate consent in a variety of situations. For example, if they want to have oral sex, but not vaginal sex; if they do not want anyone touching their chest; if they want to leave their clothes on; if they wanted to have vaginal sex, but now change their mind, etc.

#### TRANSITION



***Suggested phrasing:** “Understanding your rights to give or not give consent is a way for you to feel safe and respected in relationships. If you are in a relationship with someone who does not acknowledge your consent, it may not be healthy.”*

---

### ACTIVITY 3: UNHEALTHY VS. HEALTHY RELATIONSHIPS

20 MIN



#### GOAL OF ACTIVITY

Sisters will define unhealthy and healthy relationships and identify behaviors that are healthy or unhealthy. Sisters will be able to identify abusive behaviors.



---

## ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:** “We’ve talked a lot about power dynamics in different situations, and different kinds of relationships. In any relationship, it’s more difficult to set boundaries and stick to what you feel comfortable with when power isn’t shared equally. What we’re going to do now is figure out what the difference is between healthy, unhealthy and abusive relationships are. They all have to do with how power is used as well as communication.”*

### BRAINSTORM -HEALTHY RELATIONSHIPS



***Suggested phrasing:** “What do you think characteristics of a healthy relationship are?”*

- Ask a Sister to write the answers on the board.
- If they need additional ideas, you can supplement with these:
  - **Communicating:** You talk openly about problems, listen to each other and respect each other’s opinions.
  - **Respectful:** You value each other as you are. You respect each other’s emotional, digital and sexual boundaries.
  - **Have fun together;** You enjoy doing things together. **Trusting:** You believe what your partner has to say. You do not feel the need to “prove” each other’s trustworthiness.
  - **Honest:** You are honest with each other but can still keep some things private if you choose to.
  - **Equal:** You make decisions together and hold each other to the same standards.
  - **Enjoying personal time:** You both can enjoy spending time apart, alone or with others. You respect each other’s need for time apart.
- **Ask:** How do people use their personal power in healthy relationships?



## BRAINSTORM - UNHEALTHY RELATIONSHIPS



***Suggested phrasing:** “Ok, now let’s switch to brainstorming the characteristics of unhealthy relationships, what do you think those have in common?”*

- Ask a Sister to write unhealthy on the top of a flip chart page and write down the characteristics.
- If they need additional ideas for unhealthy characteristics you can supplement with these:
  - **Not communicating:** When problems arise, you fight, or you don’t discuss them at all.
  - **Disrespectful:** One or both partners are not considerate of the other’s feelings and/or personal boundaries.
  - **Not trusting:** One partner doesn’t believe what the other says or feels entitled to invade their privacy.
  - **Dishonest:** One or both partners tell lies.
  - **Trying to take control:** One partner feels their desires and choices are more important. Your partner only wants the both of you to hang out with their friends

## BRAINSTORM - ABUSIVE RELATIONSHIPS



***Suggested phrasing:** “And, now the opposite of healthy relationships, what do you think are characteristics of abusive relationships?”*

- Ask a Sister to write abusive on the top of a flip chart page and write down the characteristics.
- If they need additional ideas for abusive characteristics you can supplement with these:
  - **Communicates** in a way that is **hurtful**, threatening, insulting or demeaning.
  - **Disrespects** the feelings, thoughts, decisions, opinions or physical safety of the other.
  - **Physically hurts** or injures the other partner by hitting, slapping, choking, pushing or shoving.

- **Blames** the other partner for their harmful actions, makes excuses for abusive actions and/or minimizes the abusive behavior.
- **Controls** and isolates the other partner by telling them what to wear, who they can hang out with, where they can go and/or what they can do.
- **Pressures** or forces the other partner to do things they don't want to do, including sexual activities; threatens, hurts or blackmails their partner if they resist or say no.

#### COMPARE RELATIONSHIP TYPES

- Place the three types of relationships on the wall next to each other so all the Sisters can see all of them at once.
- Ask:
  - How does being in a healthy, unhealthy, or abusive relationship help you reach the goals on your vision board?



***Suggested phrasing:** “Now that you can see all of the characteristics on the wall, think about the main relationships in your life and if how you would categorize them. **(Give a long pause)**. To help us think about how to categorize real life relationships I am going to read off a list of scenarios and ask you as a group to choose which category the scenario fits best in and why. (If they don't agree encourage them to discuss why they don't. One option to make this more interactive is to past three pieces of paper at different ends of the room and write abusive, unhealthy, and healthy on the papers. Then have youth walk to the answer they choose. An even more interactive option is to have a bunch of pieces of paper in a hat saying the three kinds of communication styles and/or scenarios. Have the Sisters walk up, pick a paper and either read the scenario or come up with their own.)”*

### Scenarios

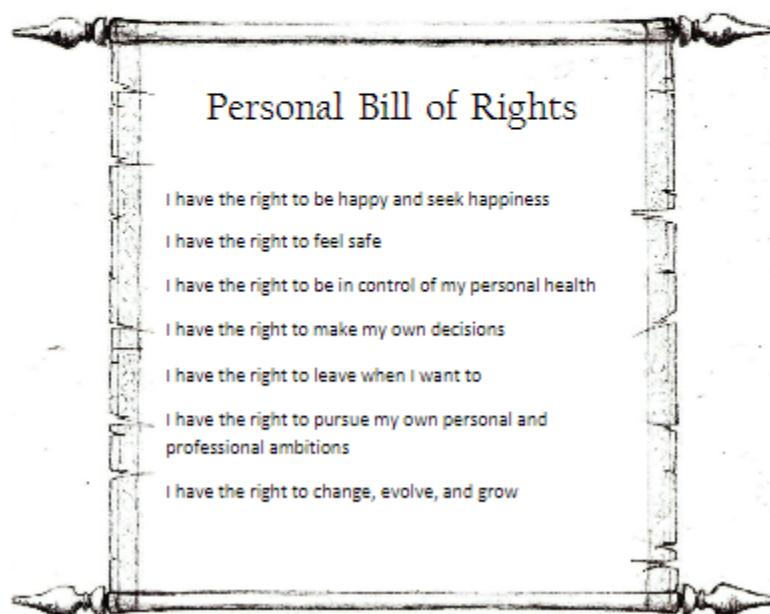
- Your best friend thinks she should have a say about who you hang out with. She doesn't like a group of your friends. She calls them losers and makes fun of them behind their backs to you even though you've asked her to stop.
- Your boyfriend or girlfriend writes you a card and listed the top ten reasons they love you.
- Your cousin promises you great tickets to see the Wizards, the only thing you have to do in return is promise not to tell your aunt that he put a dent in her car. You know he took it without her knowing and was driving drunk.
- Your new girlfriend is wanting you to come out to your family and have her over for dinner, but you aren't ready yet. She says she will break up with you if you don't come out soon.

- You have the right to be in healthy relationships.

## Personal Bill of Rights

The Bill of Rights is the name for the first ten changes to the United States Constitution. These amendments guarantee a set of personal freedoms that include the right to a fair trial, the right to practice whatever religion you want, etc. In any kind of relationship all people involved have personal rights. The other people involved in the relationship must recognize the rights of their partners for it to be a healthy and happy relationship. What is your personal "bill of rights"?

**Example:** Here are some examples of rights!



- Ask each teen to write down a right they deserve and put them on the board under the “Personal Bill of Rights”.
- **Ask:** Can you place these celebrity couples in the category you think they most belong in?
- Choose the celebrity couples below you feel the teens will relate to. Make sure they answer why they are putting them in a certain category and to incorporate conversation around power dynamics like money and status differences in the below examples.

Jay Z and Beyoncé	Barack and Michelle Obama
Chris Brown and Rihanna	Steph and Ayesha Curry
Rob Kardashian and Blac Chyna	Ray and Janay Rice
Ellen DeGeneres and Portia de Rossi	Will Smith and Jada Pinkett Smith
Kobe and Vanessa Bryant	Gabrielle Union and Dwayne Wade
Bill and Camille Cosby	

---

#### ACTIVITY 4: EXPERIENCING SEXUAL VIOLENCE

20 MIN

---



#### GOAL OF ACTIVITY

Sisters understand the concepts of consent and coercion and are able to talk about both with ease.

---



#### ACTIVITY INSTRUCTIONS

##### WHAT IS SEXUAL VIOLENCE

- **Sexual violence** is any type of unwanted sexual contact.
  - This includes rape, forced sex acts, sexual harassment, sexual exploitation, exposing one’s genitals or naked body to someone without their consent, and watching someone in private acts without their knowledge.
  - Anyone can commit sexual violence, including a stranger, an acquaintance, a friend, or a sexual or romantic partner – in fact, most sexual violence occurs from someone the survivor knows.
  - Anyone regardless of gender, race, religion, sexual orientation, or income can experience sexual violence.

- If you experience sexual violence, you are *not* at fault – regardless of what you're wearing or what you were doing at the time.

#### WHAT SHOULD YOU DO IF YOU EXPERIENCE SEXUAL VIOLENCE

- If you experience any form of sexual violence, you have a choice for how to respond.
  - You should be aware that every community has resources to help people who have experienced sexual assault and violence.
  - You can choose to contact a service provider like DC Rape Crisis Center– these agencies specialize in helping people through sexual assault experiences. They can help you determine what you want to do next and can provide you with support, information, and resources. It is also anonymous unless you give them your address and name.
  - You can also choose to report sexual violence to law enforcement. This usually involves having the situation investigated, getting a sexual assault exam (also known as a rape kit or a sexual assault medical forensic exam), and getting a medical exam just to make sure you are physically okay.
  - **It is okay to feel confused or overwhelmed after experiencing sexual violence.** Talking to a trusted friend or mentor, or contacting a can be good options.

\*This is a good time to revisit the resource cards.

- Pass out **What to Say to a Sister** Handout

## WHAT TO SAY TO A SISTER IN AN UNHEALTHY RELATIONSHIP

### 1. It was not your fault!

- Survivors often blame themselves. The MOST IMPORTANT thing to say to a survivor is that it is not her/his fault!!!
- Remind them that what happened was not deserved; it was wrong.
- The only person you can blame for violent crimes are the perpetrators of violent crimes.

### 2. I believe you!

- The survivor may think people won't believe them or they may have trouble trusting people at this point, so saying I BELIEVE is so important.
- In order to break the silence around violence, we must create a space where survivors feel safe telling their stories and speaking out. Saying I believe is the first step in creating this climate.

### 3. You Have Options!

- One option is to contact the DCRCC. They have staff who will work with a survivor to find ways to deal with the violence. They have access to resources and services in your community. DC Rape Crisis Center Hotline: (202) 333-7273
- You may know of other individuals who are resources in your community such as spiritual leaders, trusted mentors or peers who can help support the survivor.
- Remember that these options are available to you as well while you are helping your friend. It can be hard to be a support for a person who is trying to recover from violence. You deserve support as well and can call the hotline or reach out to other trusted individuals for advice.

## REMEMBER: No one deserves this!

- Try not to ask why questions (why did you go up there, why did you wear that, why didn't you watch your drink).
- No one chooses to be raped, assaulted, or abused, it is the perpetrator who chooses to hurt someone. No one deserves this.
- Don't make excuses for the perpetrator. We must be willing to hold perpetrators accountable for their actions, if we want to end violence.

## WHAT SHOULD YOU DO IF A FRIEND EXPERIENCES SEXUAL VIOLENCE

- You have the personal power to help a friend who has experienced sexual violence, immediately after or a while after – depending on when your friend feels they can talk about it.
- You can help a friend who may be overwhelmed and confused figure out her next steps by asking her what she needs and how she would like to proceed.
- You can be emotionally supportive of her decisions.
- You can help her connect to community power organizations like DC Rape Crisis Center, and even offer to be with her when she calls them or go with her if she would like you to.

---

## Closing

---



---

RECAP

5 MIN

---

Summarize the learning objectives for the day:

- Ask the Sisters for one takeaway that they will apply in the upcoming week.
- Ask them to think about how they can tap into community power when they see a Sister or neighbor in an unsafe situation.
- Ask a few Sisters to recap today's session and describe what they learned that they didn't know before.
- Remind Sisters that in healthy relationships there is strong communication, trust, respect, and balance of shared power. Remind Sisters that they deserve healthy relationships.

---

## LOOKING AHEAD

2 MIN

---

### Preview of next week:



***Suggested phrasing*** “Next week we will talk about how to know when you can trust someone in a tricky situation. We will learn how to spot these people by their actions and how to stand up for ourselves when we feel we are being taken advantage of.”

---

## SHOUTOUTS

5 MIN

---

### Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they're at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

## **Workshop 9: Everything That Glitters Ain't Gold**



# CURRICULUM OVERVIEW

## The Scoop

In this section Sisters will learn about exploitation and trafficking. This section also emphasizes the importance of assertive communication and other ways to avoid uncomfortable or dangerous situations.

**Approximate Duration: 130 minutes**



## Learning Objectives

By the end of the workshop, Sisters will be able to:

- Increase recognition of common recruitment tactics of exploiters.
- Increase recognition of vulnerabilities and circumstances that put girls at risk for exploitation.
- Increase knowledge of services related to exploitation and trafficking.



## Key Outcomes

Sisters should leave this session with an understanding that:

- An important characteristic of healthy relationships is trust. Untrustworthy people are ambiguous with their answers and don't disclose many details about themselves. They are not honest and make you feel uncomfortable
- Identifying your own personal power allows you to identify your vulnerabilities before a predator can take advantage of or exploit them.

## SESSION PREP

MATERIALS	ROOM SET UP
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Role model box and Power Venn diagram <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> Printouts of Creep Tactic scenarios <input type="checkbox"/> Print out any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins <input type="checkbox"/> Set up Power Venn diagram <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

### AGENDA

Total duration	130 minutes
Dinner and Check-In	15 min
Icebreaker	5 min
Role Model Box	8 min
Activity 1: Boundaries and Power	15 min
Activity 2: How do you Spot a Creep?	20 min
Activity 3: The Tactics of a Creep	20 min
Activity 4: When Exploitation is a Crime	10 min
Activity 5: Telling It Like It Is	30 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

---

## Opening

---

---

### DINNER, WELCOME, AND CHECK-IN

---

15 MIN

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What is consent?
  - When do you ask for consent? Which partner?
  - Why can't you change your mind when you have already given consent? **Trick question!**
  - Ask Sisters to describe personal power

---

### ICEBREAKER

---

5 MIN



#### GOAL OF ACTIVITY

Sisters will get to know each other, build creativity, and reflect on their lives/futures.



---

#### ACTIVITY INSTRUCTIONS

- Ask each youth to go around and answer one of the following questions, or have the Sisters come up with their own icebreaker.
  - What is your spirit animal?
  - What is one of your bucket list items?
  - What is one hobby you want to try someday?
  - What is your signature dance move?
  - What is your theme song?

**GOAL OF ACTIVITY**

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies.

**ACTIVITY INSTRUCTIONS**

- Ask a teen to choose a role model from the role model box. Go around the room so that each teen can read a sentence or two from the mini-bio.
- Ask the following group discussion questions.
  - What makes this Black woman powerful?
  - How does she show her power?
  - What does she do with her power?
- Decide with whole group of Sisters where the bio should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.

**ACTIVITY 1: BOUNDARIES AND POWER**

15 MIN

**GOAL OF ACTIVITY**

Sisters should be able to reflect on the people in their lives and their experiences with trust.

**ACTIVITY INSTRUCTIONS**

- **Explain:** A key part of figuring out a relationship is figuring out who you can trust.
- **Ask Sisters:** What is trust?
- **Discuss** the power of trust in a relationship.
  - What is a relationship like that is built upon trust?
  - What about a relationship without trust?
- **Recall** the characteristics of healthy and unhealthy relationships.

CASE SCENARIO

- Have sisters take turns reading out loud from the case scenario below:

You are walking home from school with your two best friends and as you are reflecting on your day, you get a text message from a guy you have been “talking” to for a bit. It says, “come see me. Come over now”. You reply, “I can come by later. I’m hanging with my friends”. You and your friends decide to go get ice cream and chill in the park. Once you get to the park, you notice 4 unread texts from the guy. He’s upset that you didn’t agree to come see him. He wrote: “f\*\*\* your friends. I said come see me”, “you coming?”, “so you not gonna reply?”, “I’ll get somebody else to come through. Forget you”. You show the text messages to your friends because you’re unsure how to reply and you tell them what’s been going on in your relationship: “He’s really sweet, but he always expects me to drop everything when he wants. Whenever I voice my concerns about him being demanding, he just brings me a gift to apologize but he never really changes his actions. He always convinces me that he’s going to give me space 100% but I don’t always see it. Should I trust him? Why or why not?”

- Ask Sisters to think about “red flags”.
  - What are the warning signs that this person might not be worthy of her trust?
- Have sisters take turns reading out loud from the case scenario below:



- Ask Sisters to think about “red flags”
  - What are the warning signs that this person might not be worthy of her trust?
  - What are some characteristics of a person that would NOT make you trust them? Write answers up on a flip pad.

- Now let's think of some characteristics of a person that WOULD make you trust them. Write answers on a flip pad.

#### TRANSITION



**Suggested phrasing:** “As you can tell, an important characteristic of healthy relationships is trust. Without trust, you have an imbalance of power in the relationship. This kind of negative relationship may result in someone taking advantage of you.”

---

#### ACTIVITY 2: HOW DO YOU SPOT A CREEP

15 MIN

---



##### GOAL OF ACTIVITY

Sisters should have a working understanding of “creep tactics” and have a realistic conversation about their presence in our everyday lives.



##### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity



**Suggested phrasing:** “We have a lot of different words for untrustworthy people – creep, pimp, predator, or exploiter. No matter what name we use, these are people who are trying to manipulate and control. This is exploitation.”

#### SPOTTING A CREEP

- Draw a large stick figure on a flip chart. State that this stick figure is a creep/pimp/predator/exploiter and ask each pair to brainstorm what that means:
  - How do you recognize a creep?
  - Does a creep have to be a stranger? What about a friend, boyfriend, or family member?

- Have Sisters draw one descriptor on the stick figure (What do they look like? Wear? Drive? How do they act? What race are they? How old are they? Are they male or female? What objects do they have with them?) and continue until the Sisters believe they have captured everything.

\*Take this time to break the myth that creeps look a certain way and bring home the dangers of stereotyping creeps.

- Ask the Sisters the following:
  - Why is stereotyping the look of a creep a bad thing to do?
  - How can we identify creeps without stereotyping them?
  - What are some things creeps look for, say, body language, etc.
- Explain:
  - Similarly, to the types of abusive partners we talked about last week, creeps want to limit your personal power, they want to gain power and control over you and then make you dependent on them.
  - Does tapping into personal power help us keep away anyone who violates or attempts to violate your boundaries?

---

### ACTIVITY 3: THE TACTICS OF A CREEP

20 MIN

---



#### GOAL OF ACTIVITY

People exploit younger girls by preying on their most vulnerable needs. Remember, you have the right to consent to all things in a relationship. If you can recognize an untrustworthy person forcing, coercing, befriending, or seducing you, you can stop a creep before he gets too close to you.



#### ACTIVITY INSTRUCTIONS

**The main tactics creeps use are:**

**1. Force, 2. Coercion, 3. Befriending, or 4. Seduction.**

- Divide participants into four groups and have them draw scenarios out of a bag/hat at random. Ask them to discuss in their group the questions at the bottom of the scenario.

### SCENARIO 1. FORCE

- **Definition:** Force: This can include rape, kidnapping and other kinds of physical force.
- **Scenario:** Maya, age 14, was riding the subway with her friends. A good-looking man handed them a flyer for a party to be held that night. Maya's boyfriend had just dumped her, and she was excited that such a cute guy had invited her. Her friends said they couldn't make it. The guy insisted that Maya should still come. He flirted with her and explained that he could keep her company. Maya decided to go, but once she arrived Maya found herself alone in a room with the man who invited her. They were talking and drinking before he started trying to kiss and touch on her. She tried to push away, but was feeling faint from the drinking.
- **Questions:** How could Maya have used her personal power to change the situation? How could Maya's friends have used their personal power to change the situation? What were some of the "red flags" that he was untrustworthy?

### SCENARIO 2. COERCION

- **Definition:** Coercion: This includes using intimidation or threats to make someone fear for their own safety or the safety of their friends and family if they do not do what the creep wants them to do.
- **Scenario:** Bria, age 13, has been talking with a guy she met at the mall. She really likes him and they text every day. Lately, he has been pressuring her for a nude picture. When he first asked, Bria said no and laughed it off. As he kept asking, she started feeling like there was something wrong with her for not wanting to do this since other girls she knows do it. She eventually sends him a nude picture. Then he starts asking to have sex with her. He keeps asking over and over again. Bria keeps telling him that she isn't ready. Then he threatens to send the nude pictures to her parents and post them online if she doesn't agree to have sex with him. Out of fear of embarrassment for herself and family, she agrees. They set a time and place to meet. When Bria arrives, the guy and his friends are awaiting.
- **Questions:** What could Bria have done differently? How could Bria have used her personal power to change the situation? What were some of the "red flags" that he was untrustworthy?

### SCENARIO 3. BEFRIENDING



- **Definition:** Befriending: A creep might get to know you and becomes your friend. Or he may have another girl already working for him become your friend and introduce the idea to you. If you are hanging out or associating with creeps or pimps and you think that's their business and has nothing to do with you, think again.
- **Scenario:** Keisha, age 16, met Chelsea in her first period English class at school. They quickly became best friends, hanging together, skipping class together. Chelsea would often pay for meals or clothes that Keisha could never afford on her own. Chelsea was always talking about her boyfriend and how he buys her things and takes care of her. One day, Chelsea confided in Keisha that she is having sex for money and her boyfriend, Ken, was "helping" her. Chelsea stated that she made "mad cash". Keisha felt like it was Chelsea's business and it didn't hurt their friendship. One day, Ken picked Chelsea and Keisha up to go out to eat. Chelsea tells Keisha halfway through dinner that she is double booked this weekend and asks Keisha to help her by going on a double date with one of Ken's friends. If it works out well, Chelsea promises Keisha a ton of money. If Keisha says no, Ken makes it clear she will have to find her own way home.
- **Questions:** What could Keisha have done differently? How could Keisha have used her personal power to change the situation? What were some of the "red flags" that Chelsea was untrustworthy?

#### SCENARIO 4. SEDUCTION

- **Definition:** This is the most common tactic that creeps use. Here, the creep acts like he's your partner, he pretends to be prince charming and puts himself in a position of authority with you. He will make you feel special and cared for. But none of this is real. Once you love him and trust him, he will start manipulating you.
- **Scenario:** Nia, age 15, was the oldest of four girls and lived with her sisters and mother. Her mother had just lost her job, so Nia had to step up and provide for her family. Her mother wanted Nia to meet with a guy named Shawn, who had helped her out a couple of years ago when she was struggling financially. When she met with Shawn, he offered her the money her family needed as a friend and said that since they were such good friends Nia should start hanging out with him more. Nia wasn't expecting this offer but thought it couldn't be too harmful as long as they were just hanging out. Shawn picked her up that night and bought her a nice dinner and some clothes on the way home. Shawn kept texting her all week to let her know he was thinking of her. That weekend, Shawn texted her that she should come over to his friend James' house to meet his crew so she got dressed and walked there by herself. She really liked Shawn and thought he was a good guy, and her mother approved so what could be bad. When she arrived at the address, Shawn welcomed her in and she realized there was no

one else there. She felt nervous and tried to leave but Shawn said she wasn't going anywhere until they had sex.

- **Questions:** What could Nia have done differently? How could Nia have used her personal power to change the situation?

---

#### ACTIVITY IV: WHEN EXPLOITATION IS A CRIME – 10 MIN

---

#### ACTIVITY IV: WHEN EXPLOITATION IS A CRIME

10 MIN



#### GOAL OF ACTIVITY

Sisters should understand what their options are if they witness and/or experience exploitation.



#### ACTIVITY INSTRUCTIONS

You may use the following phrase to introduce the activity:



***Suggested phrasing:*** “If someone pressures or forces you into having sex or doing something sexual that you don’t want to do, this is a crime. It doesn’t matter if you are getting money or something else you need, no one has a right to pressure or force you to do something sexual that you don’t want to do. If they are doing it to make money or get something they want, that is known as sex trafficking. **If you are being pressured or forced in this way, you are not in trouble. It’s not your fault. You deserve help to get out of this situation “**

#### WHAT SHOULD I DO IF I OR SOMEONE I KNOW HAS BEEN EXPLOITED?

- If you or a friend has been exploited, you have many options.
  - You can choose to speak with a trusted adult or crisis line who can help you figure out what to do or how to get help. You can also report to law enforcement, who may investigate the situation by interviewing you and trying to hold the creep accountable.
  - You also can contact local service providers whose specialty is to help you determine what to do next or to meet any needs you may have.

\*This is a good place to reinforce the resource card.

**GOAL OF ACTIVITY**

Sisters should practice communicating assertively in a variety of situations.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



***Suggested Phrasing:*** “Let’s spend some time looking at your ability to stand up for yourself and get your own needs met. This might not always be able to help you in dangerous situations, but it may help you avoid one.”

- Have all participants stand in the middle of the room. Explain that you are going to ask some questions. If the Sisters would answer “yes” to the question, they should move to the right side of the room/towards the couch/towards the door etc., if they would answer “no” to the question they should move to the left side of the room/towards the window/towards the desk etc.
- After each example, have two Sisters role-play the scenario so that all of the Sisters can see how they could assertively communicate in this situation.
- Once Sisters have moved after each question, facilitate a brief discussion on why they answered yes or no.
- Use the following questions for this activity:
  - A friend spends a lot of money to change her hairstyle. She asks your opinion on how it looks. You think it looks awful. Would you give her your honest opinion?
  - You are in line for check out at a store. You are really tired and ready to go home. Right before you get to the front of the line, someone cuts in front of you. Would you confront the person?

- You are on a date at a nice restaurant. When your meal arrives, it is cold and tastes terrible. Would you send it back to the kitchen?
  - Your partner always wants to know where you are and who you are with. They don't like you spending time with your family or friends. They tell you that it is because they love you so much. Would you tell them that you need more space?
  - Your Sister wants you to date her boyfriend's little brother so that her boyfriend doesn't break up with her, but you know his little brother doesn't treat girls well. Would you say yes to dating him?
- Ask participants to take their seats and facilitate a large group discussion.

#### GROUP DISCUSSION

- In which situations would it be hardest to assert yourself? Why?
- With which people is it hardest for you to assert yourself? Why?
- Does asserting yourself help you reach the goals on your vision board? How?
- How can asserting yourself help you to avoid creeps?



***Suggested Phrasing:*** “Some girls find it really hard to assert themselves with intimate partners or family. Similarly, it can be hard to assert your personal power if your partner or someone from your family is using one of the tactics we discussed earlier. Knowing yourself is a piece of being able to reduce your risk of being exploited.”

---

## Closing

---



---

RECAP

5 MIN

---

Summarize the learning objectives for the day:

- Trusting someone means you have confidence in their integrity and they have good intentions towards you and your health/safety.
- One type of untrustworthy person is a predator. They exploit girls by manipulating them for money and control.
- Assertive communication can help you establish your personal power.

---

LOOKING AHEAD AND HOMEWORK EXPLANATION

2 MIN

---

Preview of next week:



***Suggested phrasing*** “Next week we are going to work on more ways to assert yourself in many of the situations we’ve been discussing over the past few weeks—harassment, abusive relationships, and exploitation.

*This week notice if you find yourself in situations where you might be compromising your personal power in order to meet your needs or other people’s needs.”*

---

## SHOUTOUTS

5 MIN

---

Highlighting good behavior and engagement:

- Allow the girls to go around in a circle and “shout-out” individual Sisters by sharing things that they appreciated, admired, etc. about each other. For example, “I really enjoyed the way Maria initiated conversation in our small group discussion to make the group feel more comfortable.”
- After each girl shares, everyone snaps their fingers like they’re at a poetry show.
- If you noticed anything in the session, make sure you celebrate the Sisters as well!

## **Workshop 10: Become the Change You Want to See**

# CURRICULUM OVERVIEW

## The Scoop

In this module, the Sisters will begin to bring together all the skills and knowledge they have gained so far. Sisters will learn how to be an active bystander and practice with each other. This module also brings to light rape culture in our communities and how it can be damaging to women.

**Approximate Duration: 155 minutes**



## Learning Objectives

By the end of the workshop, Sisters will be able to:

- Practice acting as an active bystander.
- Recognize rape culture and how rape culture limits women's power.



## Key Outcomes

Sisters should leave this session with an understanding that:

- They have the personal power to act as an active bystander.
- Rape culture is not acceptable.
- They have the power to create change.
- Their individual actions matter.

## SESSION PREP

MATERIALS	ROOM SET UP (35 MINS)
<input type="checkbox"/> Clock <input type="checkbox"/> Sign-in Sheet <input type="checkbox"/> Nametags <input type="checkbox"/> Chart paper (flip chart) <input type="checkbox"/> Markers, pens, pencils <input type="checkbox"/> Easel <input type="checkbox"/> A/V capabilities to play video clips <input type="checkbox"/> Printout of the Bystander Scenario for Sisters to read out loud <input type="checkbox"/> Print out of any material you will ask Sisters to read out loud	<input type="checkbox"/> Arrange dinner: Place all the food, drinks, utensils, napkins. <input type="checkbox"/> Set up Power Venn Diagram <input type="checkbox"/> Load Who Are You Video <input type="checkbox"/> Put up any chart paper with descriptions, questions, or definitions prepared in advance

AGENDA	
Total duration	155 minutes
Dinner and Check-In	15 min
Icebreaker	5 min
Role Model Box	8 min
Activity 1: Rape Culture Is	15 min
Activity 2: Be a Bystander	25 min
Activity 3: Why Act?	10 min
Activity 4: Who Are You Video and Bystander Role Play	30 min
Activity 5: Bystander Scenario	15 min
Activity 6: Flash Scenarios	20 min
Recap	5 min
Looking Ahead	2 min
Shout-outs	5 min

### ADDITIONAL RESOURCES

- ☐ **Video clip:** You Ok Sis? Video <https://www.youtube.com/watch?v=L5DA2MjNb-E>
- ☐ **Video clip:** Who Are You Video <https://www.youtube.com/watch?v=iUj2OHLAG3w>
- Video clip:** Why do Movie Posters Feature so many headless Women? Video [https://youtu.be/-a1W\\_jQu\\_Tk](https://youtu.be/-a1W_jQu_Tk)

---

## Opening

---



---

**DINNER, WELCOME, AND CHECK-IN****15 MIN**

---

- When Sisters come in the room, they should be directed to get food and get settled. Ask the Sisters about their day at school. Acknowledge any issues that may have affected all the Sisters and get them comfortable with transitioning into today's group session. Encourage them to talk to you and use you as a trusted resource.
- Go through your introductory ritual.
- Before jumping into this week's material, do a quick recap of what you learned last week. Here are some optional discussion questions:
  - What are some signs not to trust someone?
  - What can we do if we or a friend is in an exploitative situation?
  - How can we use our personal power to assertively communicate?

---

**ICEBREAKER****5 MIN**

---

**GOAL OF ACTIVITY**

Sisters will get to know each other, build creativity, and reflect on their lives/futures.

---

**ACTIVITY INSTRUCTIONS**

- Ask each youth to go around and answer one of the following questions, or have the Sisters come up with their own icebreaker.
  - What is your spirit animal?
  - What is one of your bucket list items?
  - What is one hobby you want to try someday?
  - What is your signature dance move?
  - What is your theme song?

---

**ROLE MODEL BOX****8 MIN**

---



### GOAL OF ACTIVITY

Sisters will talk through the different forms of power and be able to match behaviors and actions to each type of power based on the role model biographies.

---



### ACTIVITY INSTRUCTIONS

- Ask a teen to choose a role model from the role model box. Go around the room so that each teen can read a sentence or two from the mini-bio.
  - Ask the following group discussion questions.
    - What makes this Black woman powerful?
    - How does she show her power?
    - What does she do with her power?
  - Decide with whole group of Sisters where each of the two bios should fall in the Venn diagram. Ask for a volunteer to cut out the picture in the mini-bio, tape it to its spot and write the name of the role model underneath the picture.
- 

## ACTIVITY 1: RAPE CULTURE IS

10 MIN

---



### GOAL OF ACTIVITY

Sisters will gain an understanding of rape culture, street harassment and begin to understand how it impacts their lives.

---



### ACTIVITY INSTRUCTIONS

#### RAPE CULTURE DEFINITION



***Suggested Phrasing:*** “Because our society has traditions and history that favored men above other genders, it also means that men have power over other genders, and unfortunately can use that personal and institutional power to do harm.”

- Ask:

- Have you ever heard the term rape culture? What do you think it means?



**Suggested Phrasing:** *“Rape culture includes everything from what you see in the media, to jokes, to music, and attitudes towards women that make rape and sexual assault seem normal. Rather than viewing rape and sexual assault and coercion as a problem to change, people in a rape culture might think about rape as “just the way things are.”*

- What do we mean by culture?
- When you see women being treated poorly every day, from media to real life what happens over time to how we view women in our culture?
- When boys and men see women being treated poorly every day, what do you think happens over time to how they view women in our culture?
- **Play** the Why do Movie Posters Feature so many headless Women? Video <https://www.care2.com/causes/advertising-has-a-headless-woman-problem.html>
- What do you think about the way women’s bodies are portrayed in media?
- What do you think it says about our culture that there are so many examples of women’s bodies being sexualized in media?
- What are other examples of women being sexualized in movies or songs or popular art?
- How does sexualizing women in media impact rape culture?
- Do you think sexualizing women in media and showing scenes of street harassment in media makes some people think it’s ok in real life?

---

## ACTIVITY 2: BE A BYSTANDER

25 MIN



### GOAL OF ACTIVITY

Sisters understand what an active bystander is, and the basic thought process an active bystander uses when deciding whether to get involved or not.



---

### ACTIVITY INSTRUCTIONS

## DEFINING BYSTANDER



***Suggested facilitator phrasing:*** “Knowing about consent and coercion is foundational to having a healthy sex life. Who can remind me what consent and coercion mean (pause for answers, filling in as needed). Who can remind me why consent is important? What would you do if you saw one of your friends, family, or acquaintances in a situation in which they were being taken advantage of, where someone was coercing (or forcing) them or doing something to them without having consent? This is where the role of a bystander comes in. Bystanders are the individuals who witness emergencies or situations that could lead to harmful and dangerous outcomes. Just being present doesn’t mean a bystander will act, they might do nothing, or they could even contribute to the negative behavior. When bystanders choose to intervene and be helpful, we call them active bystanders. Think about being at the metro and hearing the recording, “If you see something, say something,” that’s basically the motto of being an active bystander!”

- **Examples of active bystanders are:**
  - Stopping and helping at car accidents,
  - Stopping some kids in your class from bullying a younger student,
  - Stopping a friend from sharing naked pictures of their ex on the internet.
- **Play the You Ok Sis? Video** <https://www.youtube.com/watch?v=L5DA2MjNb-E>

## QUESTIONS CONTINUED

- Raise your hand if you’ve ever been cat-called, in one word describe how it made you feel.
- What do you think about what the women in the video said?
- Some of the women in the video talked about “bystander intervention”. What does that mean? What kind of power do bystanders have?
- What do you think about asking “Are you ok?” when you see someone being harassed. Do you think it works? Why? Why not?

- How is street harassment a part of rape culture?

**Here's another real-world example that happened recently at Baylor University in Texas.**

Natasha Nkhama, a Black college student, was walking to class when a white male student, in her words, "went out of his way to bump into [her] and shove [her] off the sidewalk." In addition to pushing her off the sidewalk, the unidentified white male student sneered, "No n\*ggers allowed on the sidewalk." Another student overheard and stuck up for Natasha by intervening and saying, "Dude, what are you doing? That's not cool." Two days later nearly 300 students gathered on campus to walk Natasha to class, ensuring her safety, while also raising awareness that such racist behavior will not be tolerated. The hundreds of students who participated in the emotional walk of solidarity, supported their fellow student with the hashtag, #IWalkWithNatasha.

- **Question:** Who were the active bystanders in this situation? How did they use personal and community power?

**SHOULD YOU BE AN ACTIVE BYSTANDER?**



***Suggested Phrasing:** "There are some key things that you should consider when becoming an active bystander, we'll have a chance to practice all of these, but for now let me tell you about them."*

- *Identify why you're worried: If you see something that makes you nervous, think about it and see if you can get clear about why it's making you feel that way.*
- *Think about the outcomes of intervening: How might the situation affect the people who are involved? What's the possible outcome?*
- *Get help from friends or allies: There's comfort and safety in numbers. Getting help from a mutual friend, a teammate or roommate can be much more productive and safer than trying to go it alone.*

*So basically: 1) Why is your gut telling you something is wrong? 2) What could happen if you intervene/if you don't? 3) Who can help you?"*

- **Ask:**
  - What are some ways to be an active bystander?
  - Ask for a volunteer to write the answers on the board.

- Answers may include:
  - Asking the person being harassed if they need help or if they're comfortable. Start a conversation with them to take away the power of the perpetrator.
  - Don't leave. By remaining present and keeping an eye on the situation, the potential perpetrator is less likely to act.
  - If you know the potential perpetrator, ask him/her to leave the potential victim alone.
  - Show this video for reinforcement if needed.  
<https://www.youtube.com/watch?v=NNDZfZ7KYNs>



**Suggested Phrasing:** "If you think stepping in as a bystander could put you in any danger call for help instead."

\*This is a good place to provide another round of resource cards and identify who could be called in different situations.

#### TRANSITION



**Suggested Phrasing** "Now that we've identified what an active bystander, is it's time to look at all the reasons why you would step up and all the reasons that might keep you from standing up."

---

### ACTIVITY 3: WHY ACT?

10 MIN

---



#### GOAL OF ACTIVITY

Sisters take ownership of the reasons they would most be likely and least be likely to be an active bystander. Group processing allows them to look for solutions to any fears they might have.



#### ACTIVITY INSTRUCTIONS

- Break the Sisters into two groups and provide them with flipchart paper and pens.
- One group should write 'Why?' in the middle of their paper.
- The other group should write 'Why Not?'

- The first group should think of reasons why they would step up in a situation and be a bystander
- The second group should think of reasons why they would not be a bystander
- After 5 minutes ask the groups to feed back to each other what they have come up with on their paper.
  - If there's disagreement try asking them "How could you work around that?" Or if someone shares the threat of physical violence as a reason not to be an active bystander offer the solution of getting a third party involved like a teacher or older relative they can trust.
- **Ask**, what type of power are you using when you step up as a bystander?

---

#### ACTIVITY 4: WHO ARE YOU AND BYSTANDER ROLE PLAY

30 MIN

---



#### GOAL OF ACTIVITY

Sisters have an in-depth understanding of what being an active bystander looks and feels like.

---

#### ACTIVITY INSTRUCTIONS

- Play the Who Are You Video: <https://www.youtube.com/watch?v=iUj2OHLAg3w>  
**IMPORTANT: PAUSE FILM AT 4:25 BUT DON'T CLOSE THE BROWSER**

#### VIDEO DEBRIEF

- After you pause the film, ask the Sisters:
  - What happened?
    - Have the Sisters walk you through the film.
  - What do you think will happen next? Answers might include:
    - She looked pretty asleep and really drunk by the time they made it home, she probably can't give consent.
    - Rape, because if they have sex she is incapable of giving consent.

- Did the guy's behavior fit under flirting or harassment? Why? What could he have done differently?
- Ask the Sisters to list all the people who could have intervened in the scenario. Write them down on the flip chart. Answers include:
  - The girl's friend
  - The bartender
  - The taxi driver
  - The guys waiting in line
  - The bouncer
  - The guy's friends
  - Her roommate
- Ask Sisters to volunteer to come up in front of the room and role play the ways in which each of these people could have positively intervened. Examples might include:
  - Friend: Do you like this guy? Are you alright? Do you want to be with him? Do you want to go home?
  - Bar Tender: Are you ok? Would you like me to call you an Uber?
  - Guys waiting in line: Do you know him? Do you need someone to walk with you?
  - Bouncer: Do you know him? Do you have friends here? Can I call you an Uber?
  - The guy's friends: *To the guy* She looks drunk, maybe you shouldn't go home with her. Instead try getting her number and call her tomorrow.
  - Roommate: How do you two know each other? Where are you sleeping tonight? Do you want me to come get you before I leave?
- **PLAY THE REST OF THE CLIP**

#### DISCUSSION QUESTIONS

- What do you think about how people intervened?
- Which interventions could you see yourself doing?
- Would you have intervened differently?
- Do you think any of the interventions put people in danger?
- How did the active bystanders use their power? What kind of power did they have?
- How does the scenario in this video relate back to rape culture?



**GOAL OF ACTIVITY**

Sisters unpack the ways in which group/team dynamics impact being a bystander.

**ACTIVITY INSTRUCTIONS**

We have another scenario for you to think about. Ask Sisters to take turns reading the following scenario.

**SCENARIO**

Alisha and Selina are the starting guards on their high school's championship winning basketball team. They've been friends since eighth grade but have drifted further and further apart in high school. Alisha and Selina are both respected by their teammates and they score the most points.

Alisha is the star of the team and takes advantage of the status, she talks smack on the court, tells her teammates what to do and regularly gets kicked out of class for talking back to teachers. But she doesn't get detention because she can't miss practice.

Selina is annoyed with Alisha's behavior, but feels like she can't say anything because she's worried about not being popular. She's worried that if she says something to Alisha, the whole team might come at her and stop talking to her because Alisha is their leader and Alisha is more popular.

Half way through the season Jackie asked the coach to manage the team. Jackie loves basketball but couldn't play since she'd broken her ankle. The coach said yes. Alisha found Jackie annoying and a "bad look" for the team. Alisha started making jokes about Jackie being too fat to be around the team, that they'd have to special order her clothes in the team colors and that she couldn't be left alone with the team's snacks. Eventually, Alisha started teasing Jackie in the hallways and at lunch and got some of her teammates to do the same.

Selina noticed that Jackie went from sitting on the bench during games to spending as much time as she could in the locker room hoping to escape Alisha's mean comments.

One day, Mr. Reed, their history teacher, noticed Alisha picking on Jackie in the hallway but convinced himself it was just some innocent team hazing. "That Alisha

is amazing to watch on the basketball court, she's better than most of our boys," he thought.

One day in the locker room Selina heard Alisha bragging about how she has been texting Jackie fat hippos memes non-stop and planned to keep doing it until Jackie quit the team.

The girls in the locker room all laughed, except Selina and a freshman who was Jackie's friend. Selina felt awkward, so she got dressed quickly and left the locker room. She thought about talking to the coach about it but then talked herself out of it. She didn't want to make a big deal out of what was most likely going to be over soon. She thought that maybe Jackie should just get it over with and quit.

Selina noticed that Jackie was absent the next few days from school. At first, she thought she was just out sick until she heard a group of girls talking about her, "having a total meltdown and losing her mind on Snapchat."

Finally, two weeks later Selina saw Jackie in the hallway. Selina went up to her to ask her why she was absent. Jackie didn't make eye contact and stepped back. Selina asked her "What's wrong? Jackie said, "You're all trash, your whole team, you're trash, you're cruel, you think it's easy for me? You think I don't hear what you say? Do you even know what Alisha has been doing to me? Do you care? Screw you."

### DEBRIEF QUESTIONS

- Who had the power in this scenario? What kind of power?
- Who could have been an active bystander in this situation? What would it have looked like?
- How could Selina have used her personal and community power in this scenario?
- What do you think would have gotten through to Alisha?
- If you were Selina what would you have done?
- If this situation or something like it happened here, with your friends, how could you support each other?
- How can we, as Sisters, set an example for the community and be active bystanders?

**GOAL OF ACTIVITY**

Reinforce their instincts regarding being a bystander and decision making.

**ACTIVITY INSTRUCTIONS**

You may use the following phrase to introduce the activity:



***Suggested Phrasing:** “You have all worked really hard these past ten sessions! Woohoo! We’ve learned a lot! (Ask some of the Sisters to shout out some things they’ve learned). Now one of the ways we can pass it on is by being an active bystander. Do you think it’s important to pass on what we’ve learned to others in [COMMUNITY]?”*

*Great! Me too. Now for our last activity in Sister’s Rising we are going to do an improv activity. We are going to look at ways we can pass on what we’ve learned by being active bystanders. Remember, active bystanders communicate assertively, think about the effect of their actions on others, and ask for help when they need it.”*

- Split the teens into groups of three. Ask each group to take turns coming to the front of the room or middle of the circle. Read a different scenario below to each group. Each scenario has three characters. You might want to remind the group who the three characters are after reading the scenario. Use the options in parenthesis if the number of Sisters in the room is not divisible by three.
- Explain that once you read a scenario, the Sisters at the front of the room will only have 60 seconds to plan and then will have 1 minutes to act out the situation where no one is an active bystander. Then have the Sisters act out the same scenario in 1 minute, but this time have as many characters be active bystanders as possible.

## Scenarios

- A Sister (and her friend) is/are at a party or out drinking. Someone nearby has had a lot to drink and is being harassed. What do you do?
- A Sister is eating lunch (with another Sister) when a girl walks by and a guy starts calling her fat and stupid.
- Your girlfriend is really upset and threatening to hurt herself. You are in the library and a librarian is watching your fight.
- You are talking with a friend. You think a girl in your class is forcing herself to vomit every day after lunch.
- A friend tells you that her boyfriend raped her, what do you do?
- A friend keeps tagging a girl in your grade in scandalous pictures of porn stars on Instagram. You can tell she's really upset about it.

---

## Closing

---

---

### RECAP

5 MIN

---

Summarize the learning objectives for the day:

- You all did a great job at looking at all the ways that a person can be an active bystander and for examining what rape culture is.
- Remember, you have the ability to use your personal power to start creating safe spaces in [program site], which builds community power in your neighborhood.
- Does being a bystander help you live out your values?

---

### LOOKING AHEAD

2 MIN

---

Make sure to let the Sisters know any graduation celebration plans you have. It can be fun and rewarding to meet one more week to do a group bonding activity, self-reflect, hand out graduation certificates, and celebrate all of your hard work.

---

## SHOUTOUTS

5 MIN

---

Highlighting good behavior and engagement:

- For the last shout out, ask all of the girls to stand in a circle. Ask for a volunteer to start. Tie one end of a ball of string to that volunteer. Ask the volunteer to give a shout out to one of her Sisters across the circle and toss the ball of string to her, keeping hold of one end. Explain that the shout out can be about today or about a Sister's actions, growth, and leadership over the entire program.
- Now, ask the Sister with the string to give a compliment to a different Sister and toss her the ball.
- Allow the girls to go around in a circle and give their "shout-outs".
- You can also add prompts such as "What is one thing you are proud of a Sister for?" or "What is one thing you look up to in a Sister?"
- Once you have gone around the circle a few times, place an object in the middle of the strong web. Show the Sisters that they created a group so strong that their Sisterhood and trust in each other could hold up a book/apple/ping pong ball/whatever object you choose.