# Module 6: Building Condom Negotiation and Refusal Skills Script/Facilitator Guide

### Module 6 Learning Objectives:

1. Explain the importance of proud and responsible sexual decision-making
2. Identify barriers to using condoms and other safe behaviors
3. Negotiate condom use or abstinence in sexual relationships
4. Describe strategies for reducing barriers to safer sex behaviors

### Module 6 Content Areas:

1. Increases motivation to practice safer sex, including abstinence
2. Builds skills to negotiate safe sex, including abstinence
3. Rehearses skills and receive performance feedback
4. Builds skills and self-efficacy regarding safer sex practices
5. Gives opportunities to review factual information
6. Reinforces sense of pride in making safer sex decisions

## Activity Breakdown

**Slide 2**

**Begin this final session with a fun ice breaker/energizer to engage participants. “Some examples: “would you rather…” questions are provided below, but you can use other energizers instead. If you do play, “Would You Rather”, you can use Zoom Polls, the chat box, or simply allow participants to “voice by choice” by unmuting their lines.**

* Would you rather give up your phone or your friends?
* Would you rather be dressed up or dressed down all the time?
* Would you rather have only Instagram or TikTok?
* Would you rather wear your clothes backwards or inside out?
* Would you rather get one free international trip or unlimited flights within the U.S.?

#### Activity A: Introduction and Overview

Facilitator Notes

* We suggest starting the session with a virtual energizer to prompt engagement before the learning begins.
	+ “Would you rather…” is a great easy ice breaker. You can post the questions directly in your slides or create Zoom polls.
* Activity A provides a quick roadmap of the final module. The facilitator will briefly describe the content/learning goals for Module 6. Make sure to keep it brief!
* After introducing the material, give youth a chance to ask questions and share thoughts. Provide various ways for youth to engage.
	+ Encourage them to use the chat feature (privately or to the whole group)
	+ Allow them to use their voices to respond out loud (if the group is small enough)
	+ Use a Zoom poll to gauge feelings about condom use.

**Slide 3**

**Say:** Welcome to the last session of Be Proud! Be Responsible! Today we are going to practice HIV prevention skills. We will learn how to negotiate with a partner to use condoms or to abstain from having sex.

**Slide 4**

**Say:** Before we get started, I want to take a moment to reflect. <Insert Zoom poll if desired> Are there any thoughts, feelings, reactions, or questions about how to use condoms or make condoms fun? Please feel free to share using the class chat, private chat, or unmute your line to comment.

**Provide time for participants to think and respond. Answer any questions.**

**Then say:** Thank you so much for your thoughtful questions/comments. You’ve learned so much! Now let’s apply our skills!

#### Activity B: “What to say if my partner says…” (problem-solving strategies)

Facilitator Notes

* This activity prepares participants to negotiate condom use by exploring common excuses for not using condoms.
* This activity works best when participants are interactive. Use the chat box for the brainstorm, then use a live Google Doc **or** the chat for each scenario. If your students like to talk, give them the opportunity to respond verbally! Saying the responses out loud helps reinforce the skill.
* This activity provides lots of excuses, but we don’t recommend doing them all. Based on how much time you have in your Zoom meeting, choose 5-10 excuses to work on.

**Slide 5**

**Say:** Let’s brainstorm excuses sexual partners might give for not wanting to use a condom. Share your ideas in the chat box/Google Doc/out loud by unmuting yourself.

**Slide 6**

**After brainstorming, say:** Let’s see if we can change each excuse into a good reason to use condoms. For example if a partner says...<example excuse here> then you could respond by saying <positive response here>. Then, let participants respond to the other excuses from the brainstorm in the chat box or Google Doc and begin having participants.

\*IF the group is able to successfully come up with excuses & responses, THEN skip down past slides 7 & 8 and read the SEGUE

\*IF the group has difficulty coming up with excuses, on the next 2 slides, THEN go over the next two slides (7 & 8) where you’ll find excuses & possible responses taken from the curriculum on pages 118-120.

**Slide 7-8**

**If the group has difficulty coming up with excuses, you can also use these excuses listed in the curriculum on pages 118-120. Remember, it’s okay if there is awkward silence. Participants might be thinking or typing their response. Give them time to process.**

**SEGUE: After going through selected excuses, SAY:** Those are great responses! Keep this activity in your mind. We will use this information later to practice the SWAT technique. No matter what excuse your partner gives, be prepared to respond in a way that helps you make the responsible choice to use condoms or dental dams every time you have sex.

#### Activity C: The SWAT Technique and (optional) *Wrap It Up video and discussion*

Facilitator Notes

 This activity introduces participants to strategies for negotiating safer sex with their partner. The SWAT technique teaches participants to advocate for condom use, abstinence, or another safe alternative.

You can explain the SWAT technique

* + in your own words by using a powerpoint slide/whiteboard
	+ \*or\* you may show the SWAT Stop Motion video ([linked](https://drive.google.com/file/d/17oVyGdf1sVpOqjgETg58nk-aKVQWn0ki/view)).

**Slide 9**

**Say:** Knowing what’s best for your health and doing something about it are two different things. Even though condom use prevents the transmission of STDs like HIV, bringing up the subject with a partner can be difficult. But, it’s still important to talk with your sexual partner(s) about condoms and safer sex. Being open and honest can both protect you and clear up misunderstandings!

**Say:** In the last activity, we responded to possible excuses for not using condoms. In the next activity, we are going to practice negotiating safer sex with friends and partners. You will get the chance to practice handling a variety of situations through role plays.

**Say:** During the role plays, you will use the SWAT Technique. It is a 4-step strategy for any peer pressure situation, but especially for negotiating safer sex without fighting or blaming your partner. Let’s watch a quick video that explains the steps.

**Play “SWAT Stop Motion” Video (2 mins):** [click here to access video](https://drive.google.com/file/d/1GDePCPM_d4I55edhat9vY7cBUIOaxzVP/view?usp=sharing)

**Slide 10**

**After playing the video, say:** The SWAT technique can be used in many different ways. Sometimes you will work through the steps in order (say “no” first, then explain why, offer an alternative, and lastly talk out your feelings). But sometimes it might go back and forth in a different order. A person might say “no”, give alternatives, talk it out, and then explain why. The order of the steps doesn’t matter as long as you use all 4 strategies during the conversation. Does anyone have questions about how to use SWAT?

**Optional:** Once you explain SWAT, you can show the 6 minute **“Wrap It Up: Condom Negotiation” video** that features a realistic situation between two teens. If you show the negotiation video, be sure to debrief with the provided processing questions. Give participants ample time to think and type their responses. They can use the chat feature or unmute their audio.

**Slide 11**

**Say:** Now we’re going to watch a short video about a couple who are negotiating condom use. In this role play, Amani wants to use condoms and her partner Justin does not. Watch what happens and take note of how each partner handles the situation. How do they express their feelings? What strategies does Amani use to convince her partner to use condoms?

**Play “Wrap It Up: Condom Negotiation” Video (6 mins)**

**Slide 12**

**After playing the video, ask the following processing questions. If you don’t have time to ask every question, focus on how Amani used the SWAT technique. Participants can use the chat to respond or can “voice by choice”**

* Did Amani use the SWAT technique we talked about?
* Did she say no? (What body language did she use to express herself?)
* Did she offer an explanation? (why does she want to use condoms now?)
* Did she provide an alternative? (what are some other good alternatives?)
* Did they talk it out? (How did the talk go? Was it easy to convince Justin? What did he say to try to change her mind?)
* What were Justin’s concerns about condoms and how did she respond to his concerns?
* Was Amani ready to walk away from the relationship if necessary? Is it okay to leave a partner if they refuse to use condoms?
* Do you think you could have handled this situation?
* How could this situation be handled differently?

**Say:** Great job everyone! It looks like you’re ready to practice SWAT with some role plays4

#### Activity D Role Plays (skill practice):

Facilitator Notes

* This activity reinforces the SWAT technique and gives participants the opportunity to use their own words to negotiate condom use in peer pressure situations.
* There are several ways to facilitate the role plays virtually, depending on participant maturity and ability to work together. Option 1 utilizes Zoom breakout rooms. If participants are able to see and talk to each other on Zoom, option 1 gives them the best opportunity to practice SWAT in real time. If your group is not mature enough or unable to work together, then use Option 2 or 3, which uses fill-in-the-blank format. Pre-plan which option you will use, so that you can prepare the Google documents and test the Zoom breakout rooms beforehand.

**Slide 13**

**Say:** Now we’re going to try out role plays to practice handling situations of sexual pressure (like the one you saw in the video clip). Try to incorporate things you remember from this course and use it in your role play. Be supportive and avoid blaming in your language. As you write your role play, incorporate things you value, like protecting yourself and your partner, having goals and plans for your future, and wanting to make proud and responsible decisions about sex.

**Then define role playing:** Role playing is a way to learn what it feels like to be in a situation that’s new for you. You can practice handling a stressful or difficult situation by putting yourself in someone else’s shoes. Try to feel, sound, and behave like the person in the role play. This will help you and everyone else learn.

**Slide 14**

**Review role play guidelines (in Google slideshow). Answer any questions or concerns from participants before proceeding to the activity.**

* Do your best to stay “in character” when you write the conversation
	+ Read the roles carefully and think about how that person would really behave
	+ Really try to feel and act like the person in the role play
	+ Try saying things you might not normally say, just to see how it feels.
* Don’t forget the SWAT technique!
	+ **Say no** (remember that a person can also use body language to say “no”)
	+ **Explain why** you don’t want to engage in unsafe behavior
	+ Provide **alternatives** that are safe and fun
	+ **Talk it out** respectfully

**Slide 15-18**

##### Option 1: Role Play in breakout rooms

* Based on the number of participants, divide your group into teams with 2-3 members. Assign each group a different role play (<https://drive.google.com/drive/folders/1xb7RnN4RJIdAcW5NTKXq_lM6bOWwrCVO?usp=sharing> ) and explain that they will discuss the situation, write out a dialogue using the SWAT technique, and then read/act out the conversation for the rest of the group. Answer any questions before splitting participants into separate Zoom breakout rooms. Post the directions for the activity in the chat box, so they are easy to find. Give participants 5-10 minutes to work on their role plays. As they work, circulate between breakout rooms to gauge progress and provide support.

##### Option 2: Fill-in-the-blank in breakout rooms

* Based on the number of participants, divide your group into teams with 2-3 members. Assign each group a different fill-in-the-blank role play (<https://drive.google.com/drive/u/0/folders/14MCRAB8_rQnl5m4p_x0nABY5Zm42oOq_> ) and explain that they will discuss the situation, and work together to fill in each blank in the conversation using the SWAT technique. Answer any questions before splitting participants into separate Zoom breakout rooms. Post the directions for the activity in the chat box, so they are easy to find. Give participants 5-10 minutes to work on their fill-in-the-blank. As they work, circulate between breakout rooms to gauge progress and provide support.

##### Option 3: Large group option

* If the participants can’t be left on their own in breakout rooms, you can conduct the role play activity as a large group. Select a fill-in-the-blank role play (<https://drive.google.com/drive/u/0/folders/14MCRAB8_rQnl5m4p_x0nABY5Zm42oOq_> ) and share the Google document on your screen so that all participants can view it. Explain the situation, and ask participants to help fill in the blanks in the conversation. If participants get stuck, display the SWAT slide and remind them to think about how they can apply it.

**When the groups are finished working (or time is running short), bring all participants back to the main Zoom meeting room. Ask for volunteers to share their role play out loud. Summarize the role plays using the notes below.**

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| --- |
| **Role Play B (Lamont and Reggie):** If you or a friend are out of control when drinking, smoking, or using any other drug, get help. Alcohol is a drug. Just like other drugs,it decreases your inhibitions and can make you do risky things like have sex without condoms. This can put you at risk of contracting HIV or another STD. Also remember that people who are drunk or high cannot provide consent to sexual activity. Reggie and his partner have both been drinking or smoking, so they should wait until they are sober before they engage in sex. **Role Play C (Loretta and Mo):** If you value and care about your friend, you should try to help Mo make safer decisions. You could even teach your friend how to make condoms more fun and pleasurable. Remember, ultimately the decision is up to them, but encouraging them and providing safer alternatives can help them make good choices. **Role Play E (Clayton and Robin):** Some people get offended when a partner wants them to use a condom. However, most of the time, their partner isn’t being offensive but caring. Remember, the pill is effective for preventing pregnancy when used correctly, but it doesn’t help protect you from HIV or other STDs. The proud and responsible thing is to use latex/polyurethane/polyisoprene condom if you have sex, even if you are on the pill.**Role Play G (Alex and Marta):** The decision to abstain from sex until you feel ready shows that you are responsible. It doesn’t matter how long you’ve been seeing someone. If you don’t feel ready to have sex (oral, anal, or vaginal sex), you don’t have to. It’s okay to discuss your decision with your partner and explain why you’ve made that decision. Remember, if someone wants to remain abstinent, negotiating using condoms and having sex anyway is *not a good alternative*. Alternatives should be respectful of your partner’s boundaries. |

**After reviewing role plays, say:** Wow! You have learned so much during this program. Your role plays show that you have picked up so many skills! You’ve been able to practice using proud and responsible decision making in real life. Knowing and practicing these skills will empower you to respect and protect yourself.

 No matter what kind of relationship you’re in, all partners have to communicate with each other. When you care about your partner and want a healthy relationship, it’s usually easier to talk about safer sex. That’s why it’s important to choose relationships where both people care about each other’s goals, health, and values.

Remember to be proud and responsible, because the choices you make now will help shape your future!

#### Activity E: Talking with Partners about Condom Use or Abstinence (mini-lecture)

Facilitator Notes

1. This activity gives participants tips and encouragement for applying the communication and negotiation skills they have been learning. If participants feel confident, their knowledge and skills will translate to positive behavior change.
2. For this activity, the facilitator may use the short video provided (<https://drive.google.com/file/d/1oKKQ6fpJunUSLm2hjHzfoPZ7zv0IgsKE/view?usp=sharing> ) , or they may prefer to explain the mini-lecture on their own. The script for the mini-lecture is provided below.

**Slide 19 (show video) Talking with Partners About Condom Use and Abstinence**

**Script of the video**

**Say:** There’s no doubt that using condoms is a good idea because it makes sex safer. Condoms help protect both partners from sexually transmitted diseases, like HIV. To obtain these benefits, you must choose a good quality condom (made from latex, polyurethane, or polyisoprene) and use it correctly every time you engage in any kind of sexual activity. Sometimes, you may have to overcome your partner’s reluctance to use condoms. However, if you choose to have vaginal, anal, or oral sex, using condoms and dentals dams is the most important step in protecting yourself and your partner.

**Say:** Knowing what is best for your health and doing something about it can be two different things. Even bringing up the subject can be awkward.. But, it’s important to talk with a potential partner about condoms and safer sex. Open, honest conversation can help clear up any misunderstandings.

**Say:**

* When talking to your partner about condoms, think about what you want to say ahead of time. Sort out your own feelings about condoms before you talk with a partner.
	+ Choose a time to talk before that first intimate moment. Getting things straight before you have sex means you both will be prepared and relaxed in the moment.
* Decide how you want to start the conversation. You might say…
	+ “I need to talk to you about something that’s important for both of us.”
	+ Or, “I’ve been hearing a lot about safe sex Have ou tried condoms or dental damns?”
	+ Or, “I feel kind of embarrassed bringing this up, but I care too much about you to not talk about it.”
* The best time to discuss condoms is before you begin a sexual relationship. You should discuss it before you engage in genital stimulation or touching.
	+ Talking about condoms is an important part of asking for someone’s consent and giving your own consent.
	+ Even if you have been in a sexual relationship for a while, it’s still okay to decide you want to start using condoms.
* Remember to talk about how condoms are fun and pleasurable too!
	+ Once you both agree to use condoms, do something fun and positive like going to the store together to get them. Try different types and colors. Plan a special day when you can experiment.

**Say:** Remember, in order to avoid becoming infected with HIV, a person should…

* Abstain from sex
* Use latex, polyurethane, or polyisoprene condoms condoms, internal condoms, or dental dams for every time they have vaginal, anal, or oral sex
* Talk with their partners about HIV, STDs, and pregnancy before having sex
* Ask their potential sexual partner about their sexual and drug use history

**Say:** Be proud and responsible - protect yourself and your partner by…

* Using a condoms or choosing activities that do not have risk of passing HIV
* Keeping a supply of condoms on hand
* Getting used to condoms so they feel natural and fun
* Not using drugs or alcohol to get in the mood for sex. Being drunk or high makes it harder to make clear headed choices. When someone is under the influence of drugs or alcohol, they can’t give their consent for sexual activity.

**Then summarize the program and say:** We’ve covered a lot of information in this program. We started by acknowledging that HIV, STDs, and unplanned pregnancy can all have an impact on many people, including youth. We also discussed ways to prevent HIV from affecting us, our partners, our families, and our communities. If we choose to be proud and responsible, we won’t use alcohol or mind-altering drugs; we will abstain from behaviors that can pass HIV, like sharing needles; and we will abstain from sexual activity or use condoms (dental dams) every time we have sex.

#### **Program Wrap Up**

**Slide 20**

**Finally, remind them of your agency’s resources and services. Adjust the information below to fit your program and resources.**

**Say:** It has been a pleasure spending time with you all over the past few weeks. Even if our time together is finished, we are always here for you! Don’t forget that you can visit <insert name of clinic> for confidential no cost sexual health services like birth control and STD testing. We are located at <insert address> and our hours are <insert hours>. If you have general questions about sexual health or about our services, health educators are available by email/phone. You can reach us at <insert information here>.

#### Activity F: HIV/AIDS Jeopardy or Kahoot (game)

Facilitator Notes

1. This final activity is a way to review information about HIV prevention that is covered in this curriculum. The game allows you to end the module with a high-energy activity.
2. There are two options for this game, depending on your group abilities.
	1. If they can work together on Zoom, divide them into two teams and play Jeopardy.
	2. If they work better individually, you can use the Kahoot game instead.

**Slide 21—Kahoot (if playing Jeopardy, skip to slide 22)**

**Say:** We’re going to play a game to review your HIV knowledge. Once I open the Kahoot game, you can use your cell phone to join our game. Once we start playing, use your phone to select an answer to each trivia question. The faster you submit your answer, the more points you win!

If you don’t have access to a smartphone, you can still play along without voting!

<https://create.kahoot.it/v2/details/eed8c51e-f4b4-405a-a34f-057b0feb0cff>

**Play game for as long as time allows.**

**After the game:** Great job everyone! You’ve learned so much and gained so many skills for your future! Thank you for your time. I wish you all a healthy and safe year!

**Slides 22-51**

**Say:** We’re going to play a game to review your HIV knowledge. I will divide the class into two teams. You will take turns answering questions. Then explain the Jeopardy game directions for two teams as described on the powerpoint slides. Play the game for as long as time allows

**After the game:** Great job everyone! You’ve learned so much and gained so many skills for your future! Thank you for your time. I wish you all a healthy and safe year!