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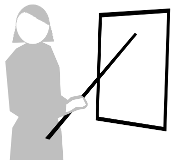


How to Use this Manual

This section has been included to help you prepare to conduct a **Time Out! For Me** workshop. It includes a variety of tips, techniques and ideas to refresh and strengthen your presentation skills. It contains information about preparing for the workshop, leading role plays, and creating handouts, charts, and overhead transparencies.

Preparation

The **Time Out! For Me** module requires some background knowledge in the areas of assertiveness (communication skills) and human sexuality. After carefully reading through this module, it is recommended that you consider some of the following books for additional reading. These selections are available in most libraries and bookstores:

Adams, Linda, *Effectiveness Training For Women*, G.P. Putnam, 1979.

Alberti, Robert and Emmons, Michael, *Your Perfect Right*, Impact Publishers, 1990.

Boston Women's Health Collective, *The New Our Bodies, Ourselves*, Simon and Schuster, 1984.

Lange, Arthur and Jakubowski, Patricia, *Responsible Assertive Behavior*, Research Press, 1978.

Ortiz, Elizabeth, *Your Complete Guide to Sexual Health*, Prentice-Hall, 1989.

Logistics

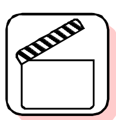
Each session of the **Time Out! For Me** module is designed to cover approximately two hours. If at all possible, you should arrange child care for the participants. Most women will not be open and comfortable discussing sexuality issues if children are present. If you cannot provide child care, you should instruct participants not to bring their children.

The workshop style is designed to be informal and participatory. The leader should strive to create an environment that is stimulating, self-enhancing, open, honest, empowering, interesting, and fun. Refreshments should be available during the workshop, since there is no formal break built into the workshop. Depending on the rules of your organization (regarding smoking or going to the bathroom unattended), you may choose to add a break.

Your group will be more comfortable in a room that is private, rather than an open meeting area because the material covered in the workshop is often sensitive and personal. If possible, arrange the room so that participants can sit around a large conference table, or arrange two or more tables so that participants can sit classroom style. Tables provide a writing surface, a place to set a cup of coffee and will help reduce fatigue.

You should know your group and work to make the material in the **Time Out!** module conform to their needs. Be sensitive to the cultural, racial, social, and ethnic differences in women's attitudes and approaches to sexuality and assertiveness. Feel free to adjust the material in the workshop to respect those differences. This doesn't mean shying away from controversial or difficult issues, but it does mean dealing with sensitive issues in a manner that respects the reality of women's lives and circumstances.

Role Play and Script Play



The **Time Out!** module uses role play or behavior rehearsal to help women become confident and comfortable in communicating effectively within intimate sexual relationships. There is an emphasis on learning to request a safer sexual relationship and using refusal skills. The suggested role plays and script plays deal with interpersonal situations that allow exploration of these themes.

The scripts and role play scenarios included in the module are suggestions. As group leader, feel free to create your own scripts or role play situations. If your group is comfortable with the idea, you will find it helpful to have them generate the situations and issues they wish to explore through role play or script play.

The samples of role play and script play situations included in the module reflect male-female relationships and thus a heterosexual orientation. If you are working with lesbian women, or if members of your group are lesbian, you should adjust the role plays to be appropriate and useful for them also. It may be helpful to allow the women themselves to suggest the issues and situations they would like to explore.

Here are some things to keep in mind when leading a role play activity. Use this information to prepare your introductory discussion of role playing with your group members.

1. Role play is not drama. Encourage the players to be natural and focus on helping each other create realistic situations in which communication skills can be practiced.

2. Don't be afraid to stop and start the role play as needed. Some role plays will be effective using just one line and one response. It is sometimes helpful to role play a few lines and responses, process the interaction, then allow the role players to repeat the interaction, incorporating the feedback generated during processing.

3. When you process the role play, talk about the players' feelings as well as their use of communication skills. Encourage the observer and the other group members to give helpful and constructive feedback.

4. Don't force anyone to role play. Ask for volunteers. Remember that some people learn more from observing than from participating.

5. Stop the role play if you sense that a participant is becoming distressed or very uncomfortable. Let participants know they can stop the role play at any time.

6. When appropriate, you may wish to take part in a role play activity, either by modeling effective communication techniques, or by playing a "hard case" with whom a member can practice. However, if you choose to take part, do so sparingly.

7. Direct the group to discuss both the verbal and nonverbal communication which takes place in the role play interaction. As much as possible, let members make the suggestions for improvement.

8. Be sparing with judgments and bountiful with praise. If the communication techniques used by a member during role play are less than effective, ask the member or the group for alternatives, (e.g. "Based on what we've been talking about in the group, can you think of another way to express your anger at your partner?"). Once an effective suggestion is generated, use role play to rehearse what it would sound like. Thank members and look for opportunities to praise their successes and their willingness to try.

Working with group generated script play

Script play provides a format for easing participants into role playing. Script plays are often less threatening and can serve as a "rehearsal" for role plays. One technique for group generated script plays is to ask the group to brainstorm several situations. Write these situations on flip chart paper or a chalkboard. Next, place group members in pairs and give them 5 or 10 minutes to generate a script. (Be sure to have flip chart sheets of the communication skills that are being practiced posted for reference.) After the scripts are finished, they are read aloud. You may have paired members read their own script or invite them to exchange scripts with others. The work is then processed, focusing on communication skills and feelings. Members should be encouraged to discuss issues that came up while they wrote their scripts. At each opportunity, thank participants for their work.

Another approach is to ask participants to create scripts that totally violate the communication techniques being discussed. After reading such scripts, the group processes the communication "mistakes" and discusses alternatives that would be more effective.

Working with group generated role play

Role plays can be an exciting, dynamic, and fun way to practice and understand techniques for effective communication. They also can be intimidating and frightening for some people. Never force or order a participant to do a role play or script play.

Members who are shy about taking part in a role play may be gently encouraged to serve as the "observer" and report to the group their perceptions of the event. This affords active participation without being too threatening.

Group generated role play will come easier if groups first have a chance to do script plays or practice with "canned" role play situations. After briefly reviewing the communication skills under discussion, ask group members to volunteer examples of difficult communication situations they have experienced. This could include past or present situations or communication problems involving partners or friends. Write their suggestions on flip chart paper or on the chalkboard.

Ask the person presenting the situation or communication problem to choose a partner for role play, and ask for a volunteer to be the observer. The member presenting the problem should role play herself. She should take a few minutes to brief her co-player and the group about the characteristics of the person with whom she wishes to communicate and to set the stage for the situation. Be sure to have flip chart sheets that outline effective communication strategies posted for reference. After the situation is played, process both the use of skills and the feelings involved:

1. Ask the person who generated the situation to describe her feelings and ask her if she was satisfied with her use of communication skills.

2. Ask the co-player to describe her feelings and tell how she responded to the other player's communication skills.

3. Ask the observer for her perceptions of the communication interaction and ask her to make suggestions for improving the interaction.

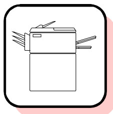
4. Ask the group, as a whole, for their perceptions, feelings, and suggestions for improving the interaction.

5. Thank participants for their work at each opportunity.

Another technique is to ask the person presenting the situation to role play the person with whom she has a communication problem, while another group member plays her part. This role reversal technique allows participants to observe communication strategies from the vantage point of "standing in the other person's shoes."

Always have several "canned" role plays available should the group choose not to generate their own.

Handouts



The **Time Out!** module also should serve as a catalyst to help women begin discussing sexuality and communication issues within their relationships. You will want to provide plenty of handouts, and encourage participants to share the materials with their partners or significant others, if they are comfortable doing so. Handout materials are clearly identified in each session. Have extra copies of group exercises and activities and encourage members to share them with their partners as well.

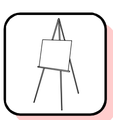
Here are some tips for preparing handouts:

1. Arrange materials to follow the order of presentation.

2. Use different colored paper for different topics. It makes handouts look “friendlier” and it helps you direct participants to the correct handout during discussion. For example, instead of saying “Look at your handout on refusal,” you can simply say “Look at your pink handout.” It saves time.

3. In addition to the module handouts, you can create your own. You may find that copies of comics or cartoons, letters to Ann Landers or Miss Manners, or other light material is useful for eliciting discussion or for emphasizing points.

Working with Flip Charts



An easel and flip chart can help you organize your presentation while providing support material for the participants. The **Time Out!** module provides suggestions and instructions for using flip charts during presentations. You may also want to use flip chart paper instead of a chalkboard to record the work of the group. It has an advantage in that it can be saved and referred to again. For example, the module suggests making use of flip chart paper to list the steps for using I-Messages. This sheet of paper can then be posted at all following sessions to review and encourage this communication technique. If an overhead projector is not available, the material suggested for overhead transparencies can be put on flip chart paper and presented effectively.

Here are some tips for flip chart preparation:

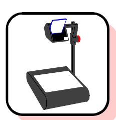
1. Prepare your charts in advance. Leave one or two blank sheets of paper between each prepared sheet to keep the writing from showing through. These in-between sheets can be pulled forward to write on when the group is asked to brainstorm lists or generate other material during the session.

2. Use plenty of color. Invest in a variety of bright (even neon!) markers in easy to read colors and vary them in your charts.

3. Use large print; avoid longhand writing unless your longhand is very easy to read. Confine material on the chart to short "bullets." Use discussion to fill in the details. Charts should resemble an outline emphasizing key points. Don't over pack your charts.

4. Be creative. Charts can engender excitement. For example, some module exercises ask the group to generate or brainstorm lists, such as listing the benefits of condom use. Sheets of flip chart paper may be hung around the room with headings to indicate the topic. Members are offered markers and encouraged to create their own lists. After the lists are generated, they may be discussed with each person being given a chance to comment on her contribution. This technique of "writing on the walls" has been used successfully in learning situations for years. It's fun, participatory, and can help stimulate a lethargic group.

Creating and Using Overhead Transparencies



Some of the **Time Out!** sessions use illustrations and informational charts that can be used to create overhead transparencies. It is recommended that the material you use to create an overhead transparency also be used to create a handout, so that participants have a copy and therefore don't need to take notes. Overheads can help add variety to your presentation and stress key points.

Here are some tips for using overheads:

1. Overhead transparencies hold up better if they are framed. Cardboard transparency frames are available from most office supply stores. Center the transparency and place it face down on the frame; secure corners and sides with tape.

2. Arrange your transparencies in the order of your presentation. If you don't use frames, sandwich your overheads with a paper copy of the material. This allows you to see at a glance the content of the overhead. Practice with your material to help achieve a smooth flow.

3. Most photocopy machines have a feature for creating transparencies. The materials in the **Time Out!** module can simply be run through your copier if it has this feature. If not, photocopy shops such as *Kinko's* or *Quick Print* can assist you in producing the overheads. You also can write on transparency film using dry markers or grease pencils. This requires practice and legible handwriting.

4. Supplemental materials (cartoons, outlines) also can be prepared and used as overheads. The key rule for creating overheads is to keep each transparency **simple**. Don't use a lot of words or clutter. Use a large font print (18 pt. or larger). Limit each overhead to no more than one or two **key** topics or ideas. Use ample space between each line. When in doubt, turn it into a transparency and project it. Judge the projection on its simplicity and readability (from the back of the room). Practice by placing the projector at various distances from the screen to find the optimum position.

5. Murphy's Law of Projectors states that a projector bulb will blow when you are most depending on the material to be projected. Always have a spare bulb at hand. If a bulb blows during a presentation, **be careful** reaching in to change it. Allow the bulb to cool for several minutes, and use a pad to remove it. Avoid touching the glass on the replacement bulb, as finger oils can reduce the life of the bulb.

6. Take the time to tape down projector cords, as needed, to avoid the cords becoming tangled or people stumbling over them. Use extra wide cellophane packing tape or masking tape to secure cords firmly to the carpet or flooring along the length of the cord.