



***A culturally-based program to reduce HIV
sexual risk behavior among Latino youth***

Facilitator's Curriculum

First Edition

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Cultural Values

Familismo
(Familialism)
FAMILY

- Loyalty to family
- Family is a source of support; you can count on family
- Protection of one's family
- Recognition that one's behavior affects and reflects on the family
- Family means more than just mom, dad, and siblings, but includes extended family (including godparents, *padrinos/compadres*)

Respeto
(Respect)

RESPECT

- Respect for others—especially those in authority (teachers)
- Respect for those who are older
- Respect for family and community
- Respect for self
- Treat all people like they matter

~~Machismo~~

Male
Gender
Roles

- ~~Machismo~~ ^{Masculine} means a man who is strong, in charge, can do what he wants with whomever he wants
- Makes decisions for others
- Protects his family, is courageous, respects others, provides for his family
- Treats his wife and children with respect, and is responsible for his family and community

Others: . . .

~~Marianismo~~
Female
Gender
Roles

- A woman who doesn't have sex until marriage
- Cares for her family first
- Faithful to her partner
- Devoted to home and family
- Strong, faithful, and leaves decision-making to the man

Others:

Fatalismo
(Fate)

FATE

- **Includes the belief that:**
 - "Como Dios quiera" "It is God's will"
 - "Lo que pasa pasa" "What is going to happen will happen"
 - "Ya no está en mis manos" "It is out of my hands"
 - You control your destiny
 - You can be anything you choose



ACTIVITY F • Cultural Values

Rationale

Learning about cultural values is important because cultural values influence safer sex behaviors.

Procedure

1. Hang poster entitled **Cultural Values** and pre-labeled newsprint “Latino Families.”
2. Introduce the activity:

In this activity, we are going to talk about ~~specific Latino~~ cultural values. We will also discuss how these values may influence safer sex behaviors and decisions.

The things that we say, do, act, and wear are guided by our culture. For example, because of your age, you are all part of the adolescent culture. The way you dress, the things that you say, and the music that you listen to are all part of the adolescent culture. My dress, the music that I listen to and the things that I say are different because I am in a different age culture.

Because you are Latino, you are part of the Latino culture. Latinos have a special language, special ways of celebrating holidays, different holidays to celebrate (for example, *Cinco de mayo*, *El día de reyes* [Feast of the 3 Kings], Puerto Rican Day Parade, *fiestas patronales* [feasts of patron saints]), special foods and special music that may or may not be shared by other groups.

MATERIALS NEEDED

- Cultural Values Poster
- Pre-labeled newsprint
 - “Latino Families”
 - “What Latino men are like” written on the left side
 - “What Latino women are like” written on the right side
- Markers
- Masking tape

TIME

10 minutes

You are part of other cultural groups as well — racial ethnic religious interest, identity etc.



Think of a culture you belong to

What is your culture's value about family?

Another value some cultures have is respect.

What is your culture's view of respect?

4. Refer to the **Cultural Values** poster, and then say:

Cultural values are spoken and unspoken rules that guide how people think and act.

For example as Americans we consider freedom and individual rights to be important. ~~As Latinos we share a number of values also.~~

5. Then say:

Let's start by talking about who is in a family or who are people that we consider family?

Answers should include:

- parents, brothers, sisters, grandparents, godparents, aunts, uncles, good friends

How do you show that you are a family? What are some of the things you do as a family?

Answers should include:

- we eat together, watch out for each other, do things together, have fun together

~~Your answers show that Latinos have the value of familismo.~~

~~6. Refer to the poster **Cultural Values** and read the definition of familismo.~~

7. Say the following:

~~Another important value for Latinos is respeto or respect. Can anyone tell me what respeto means?~~

~~[Wait for responses then read the definition on the **Cultural Values** poster.]~~

~~Respeto means respect for others—especially those in authority (teachers) and those who are older; respect for family and community; respect for self; treat all people like they matter.~~



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KNOWLEDGE BELIEFS ABOUT HIV/AIDS

8. Then ask:

Do you have some examples of how you show respect to members of your family?

Answers should include:

- listening to your parents; asking for ~~la bendición~~ or blessing from your parents or grandparents; not yelling, screaming, or calling people names; and listening to family members who are older than you

Who are the people in your family or others—that you most respect? [Wait for responses.]

Good answers. I am sure that the people you respect also respect you.

9. Refer to the newsprint “Latino Families” with two columns: “What Latino men are like” and “What Latino women are like”.

Now we are going to talk about values that guide how Latino men and women are supposed to act. To help us think about this, tell me what are typical things that men do—or are—within a family? [Write answers on the newsprint.]

Answers should include:

- strong, in charge, makes decisions, provider—or main money maker, speaks for the family

Some of these things refer to what we call *machismo*.

In your culture what are the usual male gender roles?

10. Read out loud the definition of *machismo* from the **Cultural Values** poster.



In your culture
What are
Common female
gender roles

11. Ask the following question:

How does machismo or being ^{masculine} ~~macho~~ affect safer sex decisions?

Answers should include

- a man may not use condoms because he is macho, a Latino man can sleep around with many women, or being macho can mean protecting one's family and relationship from STDs like HIV

12. Then say:

Good answers. Let's talk about women. What are typical things women do—or are—within a family?
[Write answers on the newsprint.]

Responses should include

- cooks and cleans, cares for kids, listens to her husband, weak, puts family first

Some of the responses refer to what we call *marianismo*.

13. ~~Read out loud the definition of *marianismo* from the **Cultural Values** poster.~~

14. Ask the following question:

How could ~~marianismo~~ ^{female role} affect safer sex decisions?

Answers should include

- a woman may not be able to say no to sex without a condom. A Latina may not ask her man to use a condom, or it can influence her in a positive way allowing her to protect the family and suggest that a man use a condom during sex.



15. Ask the following question:

Now that we have talked about values that guide what Latino men and women do, can you tell me if you have heard these sayings from your family?

“*Como Dios quiera*” (It is God’s will)

“*Lo que pasa - pasa*” (What happens - happens)

“*Ya no está en mis manos*” (It is out of my hands)

This is called *fatalismo*. [Point to the **Cultural Values** poster.]

Fatalismo (or fate) means or includes: “It is God’s will”, “What is going to happen will happen”, “It is out of my hands.”

Fatalismo also influences our decisions. For example, if we have the attitude “what happens, happens,” it is harder for us to believe or do anything that might prevent something bad from happening. In thinking about protecting ourselves or our partners from HIV, this could be a problem.

In your culture
what is the role
of fate?

Do people control
what happens to
them or does
it “just happen.”

Are there any things
you can control?

16. Summarize by saying:

Values are not strict rules, but they do influence how and why we make certain decisions. They also influence how we behave and how we care for ourselves and others. The specific ~~Latino cultural~~ values that we talked about today: **Familismo**, **Respeto**, **Machismo**, **Marianismo**, and **Fatalismo** may guide us in how we think and what we do in sexual situations, as well as, how we think about protecting ourselves from STDs like HIV. We’ll talk about this more throughout the program.

family, respect,
gender roles and fate



massachusetts alliance
on teen pregnancy

Ingredients for Success

1. Setting the tone

- a. Assess your readiness to teach this subject. This may not be an easy topic to teach but if you get through to your students, it can be life changing and empowering for them. Students are looking to you for guidance and acceptance
- b. The first day is incredibly important. Teens decide on the first day of sex education if the teacher understands them and is worth listening to
- c. If teens don't feel that their opinions are valued, they won't listen or participate
- d. Explicitly state that negative, disparaging, and/or homophobic language won't be tolerated in the classroom
- e. It may not be beneficial to the participants to know the name of the curriculum
 - i. When the participants and facilitator are of different cultural and/or socioeconomic backgrounds, informing the students that the curriculum is called Cuidate might alienate or stigmatize Latino youth
 - ii. Latino students may feel that the burden of blame for teen pregnancy falls on them. This situation also might make the facilitator feel further removed from the students

2. Be open

- a. Be open to **acknowledging** the differences between your experiences and those of the youth
- b. Be open to **listening** to youth
- c. Be open to **learning** from your students
- d. Be open to **examining** your own "adulthood"
 - i. "Adulthood" is described as behaviors and attitudes based on assumptions that adults are better than young people, and entitled to act upon young people without agreement
- e. Be open to **understanding** and **respecting** the perceptions of youth. Adults don't always have the right answer

3. Communication

- a. It is important to create a dialogue between the students, yourself, and among the students themselves
- b. Choose your words carefully
 - i. When it comes to sex, you can't tell young people what to do.
 - ii. Keep in mind that there is a variety of gender expression, sexual orientation, and sexual activity in your classroom. It is important to never assume heterosexuality

A safe space is non-judgmental, inclusive, and respectful. Setting the tone, being open to your students, and good communication facilitates the learning of sexuality education

Talking Points:

1. I think it's important for all of us to understand that our background and culture influences the way we think about issues of sex and sexuality. I know that I might not be from a similar background or culture as many of you, but I'm here to teach you facts, not my or anyone else's opinions. However, your opinions about these facts are important and I want you to feel comfortable sharing what you feel as we move along.
2. There might be times when we talk about things that may make you uncomfortable, and it's ok to be embarrassed. This topic is very personal and you may have never talked about it like this in the open.
3. It is not ok to use language that is negative or disrespectful to any person or group. Please keep this in mind before you make comments. I will ask you to leave the classroom if I feel that your behavior is inappropriate.
4. I'm not the expert when it comes to safer sex and sometimes there are no right answers in this subject. So, I want you to share things you know or have heard about sex. That way, we can all be on the same page, clear up any incorrect information, and learn from each other.
5. Sex is a normal, natural thing. There's nothing wrong with talking or thinking about sex. Even if you're not sexually active right now, sexuality is part of who we are as humans. Because you'll learn this information, you can also be a resource for your friends if they have questions. Sex does have its risks, such as pregnancy and STDs, but learning about these topics can help you better protect yourself, stay healthy, and make good decisions when and if you choose to have sex.
6. I'm not here to tell you what to do when it comes to decision about sex. I want you to use the information we talk about and make the best decision for yourself. That's why we talk about this so openly, so you know what your choices and options are when and if you decide to have sex.
7. I want you to feel comfortable asking questions. You can raise your hand, come talk to me after class, or ask anonymously by writing them down on a piece of paper without your name. However, if you don't feel comfortable doing any of those things, I still want your questions to be answered. It's important to identify an adult you can talk to if you have questions about sex. We encourage you to talk to your parents or family members, but if you don't feel comfortable doing that, you should find another adult, like a teacher, a coach, a doctor/nurse, or guidance counselor that will listen and help you. There's also a sexual health hotline and anonymous email service that you can use to get your questions answered. It's called Maria Talks. The website is www.mariatalks.com, and the toll-free hotline number is 1-877-MA-SEX-ED.

Try to make these talking points your own. This is not a script!