

all4You!

Preventing HIV, Other STD and Pregnancy Among Young People in Alternative Education Settings

Karin Coyle, PhD with

Jeffery Douglas, Jr., BA • Cherri Gardner, MA

Lisa Sterner • James Walker, BS

Vicki Williams, MS



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Contents

Acknowledgments	v
Introduction	vii
<i>All4You!</i> Lesson Outline	1
Getting Ready	5
Pre-Lesson	Preparing for <i>All4You!</i>	11
Lesson 1	It's <i>All4You!</i>	19
Lesson 2	Sexually Transmitted Diseases	49
Lesson 3	What's the Risk?	75
Lesson 4	Experience It.	101
Lesson 5	Using Our Skills in the Community—Visit 1	121
Lesson 6	Negotiation and Refusal Skills	133
Lesson 7	Using Our Skills in the Community—Visit 2	165
Lesson 8	Reduce Your Risk	173
Lesson 9	Using Our Skills in the Community—Visit 3	221
Lesson 10	You Can Handle It	227
Lesson 11	Using Our Skills in the Community—Visit 4	257
Lesson 12	Staying Safe	263
Lesson 13	Using Our Skills in the Community—Visit 5	285
Lesson 14	Celebrating <i>All4You!</i>	293
Appendix A	Peer Leader Orientation	315
Appendix B	Sample Notification Letters	319
Appendix C	Locating and Selecting Volunteer Sites; <i>All4You!</i> Checklist.	323
Appendix D	Sample Memorandum of Understanding (MOU)	326
Appendix E	Liability Considerations for Service-Learning Component	328
Appendix F	Effective and Ineffective Methods of Protection	330

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Karin Coyle

Principal Investigator

Introduction

Program Components

All4You! consists of two primary instructional components that are integrated and delivered as a 14-session program (about 26 hours total). We used this combination of strategies because both have been shown to reduce sexual risk taking behaviors and related determinants (Kirby, 2007), and because the combination addresses a broader range of potential determinants—both sexual (e.g., attitudes and beliefs regarding condom use) and non-sexual (e.g., optimism and hope for the future) than either approach alone.

1. A 9-session skills-based HIV, other STD and pregnancy prevention curriculum delivered in alternative school classrooms (13.5 hours total)
2. Five service-learning visits in the community (12.5 hours total, including transportation)

Goals

The primary goal of *All4You!* is to reduce the number of students who have unprotected sexual intercourse, which is associated with increased risk of HIV, other STD and unplanned pregnancy.

The program also aims to change key determinants related to sexual risk taking, such as attitudes, beliefs, and perceived norms stemming from our theoretical model.

Theory

All4You! is based on Social Cognitive Theory (Bandura, 1986), the Theory of Planned Behavior (Ajzen, 1991), and Social Development Theory (Hawkins and Weiss, 1985), all of which have been used in other evidence-based prevention programs. These theories suggest that behavior is influenced by a variety of factors including:

- Personal factors (e.g., knowledge, personal values, attitudes and beliefs, and perceived self-efficacy, intentions)
- Environmental factors (e.g., influential role models, social or normative support)
- Behavioral influences (e.g., existing behavioral patterns, opportunities for meaningful involvement)

These theories also address how individuals learn, emphasizing that people can learn from a variety of experiences, including directly

through education and experience, and indirectly through observation of others' behaviors.

Research Results

The initial *All4You!* study was implemented during 2000–2001, with data collection follow up extending through 2003 for the last cohort of youth enrolled in the study. The evaluation featured a randomized trial involving 24 alternative schools (specifically, community day schools) located in four large urban areas with diverse populations in northern California.

Schools ranged in size from approximately 12 students to 62 students, with an average enrollment of 28 students. Thirteen of the schools were randomly assigned to receive the *All4You!* intervention; the remaining 11 schools served as control sites. To assess the effectiveness of the intervention, we collected paper-pencil self-report surveys from students four times during the study period: baseline, and 6, 12, and 18 months after baseline.

In general, youth receiving *All4You!* reduced the frequency of unprotected sex, reduced the frequency of sex, and increased their use of condoms (Coyle et al., 2006) at the initial follow-up. These behavioral effects were no longer statistically significant at the 12- and 18-month follow-ups.

Six months after the baseline survey:

- Students taking part in *All4You!* were less likely to have intercourse without a condom in the previous 3 months than were students in the control group, and they were more likely to use condoms during last intercourse.
- Students taking part in *All4You!* reported having sex less frequently than did students in the control group.
- Youth receiving *All4You!* had greater HIV and condom knowledge than did students in the control group, and this effect was still significant up to 18 months after the baseline survey.

Primary Publications

Coyle, K., Kirby, D., Robin, L., Banspach, S., Baumler, E., and Glassman, J. (2006). *All4You!* A randomized trial of an HIV, other STD and pregnancy prevention intervention for alternative school students. *AIDS Education & Prevention*, 18(3): 187–203.

Denner, J., Coyle, K., Robin, L., and Banspach, S. (2005). Integrating service learning into a curriculum to reduce health risks at alternative high schools. *Journal of School Health*, 75(5): 151–156.

Core Components & Key Characteristics

Core components are essential parts of the program that relate to the content being taught, how that content is taught, and core elements for program implementation. Key characteristics are other important considerations for implementation.

Content

Core content embodies critical content elements believed to lead to behavior change. Core content stems from the behavioral determinants and underlying behavior change theories. The following content is essential and should not be eliminated. The content is woven throughout the lessons, making it difficult to eliminate specific lessons without altering potential effectiveness.

- Functional knowledge (e.g., information that is directly tied to behavior such as steps for proper condom use, what behaviors increase risk of STD and HIV transmission)
- Skills, including refusal/negotiation and condom use skills
- Attitudes (e.g., activities that address perceived barriers to condom use or perceived risk of STD or pregnancy)
- Norms (e.g., activities that re-align norms or facilitate the development of positive norms, such as seeing Peer Leaders model skills)
- Service-learning activities, which are designed to enhance personal motivation and sense of future or purpose, including preparation activities for service-learning visits
- Reflection, which is designed to facilitate personal meaning and connections from the service-learning activities
- Individual commitment activity to solidify intentions toward positive behavioral choices, and reinforce norms favoring such choices

Pedagogy

Core pedagogical components reflect essential approaches to how the content is taught.

- Establish a suitable learning environment by completing the pre-lesson activities to create a safe learning environment and enhance students' motivation for participation.
- Use the varied pedagogical techniques (e.g., mini-lectures, brainstorming, games, small-group work, roleplays) and maintain the interactive nature of the activities to engage youth and facilitate learning.

- Review learning from prior classes to enhance mastery of material.
- Use music as noted to create a positive environment for youth participation.
- Use the embedded skill development approach that explains and models the skills, provides large-group and individual practice, and offers corrective feedback.
- Use question box technique to invite anonymous questions.
- Provide student activity sheets for service-learning reflection.

Implementation

Core implementation mechanisms ensure the program is taught focusing on logistical issues essential for success.

- Deliver the intervention to youth in alternative education settings.
- Schedule the sessions such that students receive 2–3 sessions per week.
- Secure parent consent for the lessons and the service-learning visits.
- Use skilled and trained facilitators who have good rapport with youth, are comfortable with sensitive content, and are able to organize and manage the service-learning component.
- Ensure youth nominate Peer Leaders to facilitate noted activities across the curriculum.
- Identify service sites that have experience hosting youth volunteers and who seek youth involvement as volunteers.
- Identify service sites that provide opportunities for youth to engage with people and to get immediate reinforcement for their involvement.
- Ensure the classroom teacher or another school official attends all service visits.
- Allow at least 125 minutes for the service-learning visits (includes transportation time).
- Conduct brief reflection activities immediately following the service-learning visits and longer sessions at the outset of the following lesson (as structured in the curriculum).

Key Characteristics

Key characteristics are important but not essential considerations for program implementation. Changes in key characteristics should be made cautiously and should not contradict the intent, theory, or underlying logic of the program.

- The ideal group size is between 10 and 20 students.
- Classroom sessions (excluding service-learning visits) are approximately 90 minutes long. Each session could be distributed over two 45-minute periods, but this would require significant pre-planning to ensure continuity and complete implementation.
- Videos and guest speakers enhance selected lessons. Select videos that meet the objectives of the lessons.
- Pamphlets provide succinct content summaries for use outside the classroom.
- Small gifts (e.g., pencils, pens, dog tags) provide visual cues to reinforce program messages.
- Certificates acknowledge students' completion of the program.

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- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
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All4You!

Lesson Outline

The goal of *All4You!* is to enhance protective factors (e.g., sense of future and purpose, sense of self, motivation, skills) and positive health behaviors related to the prevention of HIV, other sexually transmitted diseases, and unintended pregnancy. The program includes 14 lessons—9 featuring skill development and 5 involving service visits in the community. Classroom lessons range from 70 to 90 minutes each; service-learning visits require approximately 140 minutes, which includes travel time to and from the service-learning site.

Pre-Lesson *Preparing for All4You!*

25 minutes

The *All4You!* educator visits each class about 1 to 2 weeks before beginning the program to nominate Peer Leaders, introduce the program, and distribute field trip permission forms.

Lesson 1

70 minutes

It's All4You!

Students participate in *All4You!* Challenge, a game designed to review and present important information about HIV, other STDs and unintended pregnancy. Students prepare for upcoming lessons.

Lesson 2

78 minutes

Sexually Transmitted Diseases

Students watch a video about common STDs, then participate in an activity to personalize their vulnerability to STDs. Students also receive basic information on testing for HIV, other STDs and pregnancy.

Lesson 3

72 minutes

What's the Risk?

Students discuss HIV and AIDS and how it impacts teens. Students participate in an activity to identify behaviors that put them at risk for HIV, and then complete a small-group activity to examine ways to make respectful decisions in a relationship. Students complete a worksheet to begin preparing for their volunteer project.

Lesson 4

86 minutes

Experience It

Students participate in an activity to build empathy for the people with whom they will work through their volunteer project. They then plan activities for their first visit. Students also discuss goals, expectations and rules to prepare for their volunteer project visits. A guest speaker shares experiences around living with HIV or AIDS. A question-and-answer period follows the speaker's presentation.

Lesson 5

140 minutes

Using Our Skills in the Community—Visit 1

Students make their first visit to the volunteer project and receive an orientation to their tasks. Students begin to work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 6

78 minutes

Negotiation and Refusal Skills

Students reflect on their first volunteer project visit. Negotiation and refusal skills (the "Psst" technique) are introduced and demonstrated through roleplays. Students then practice and receive feedback using these skills through half-scripted roleplays.

Lesson 7

140 minutes

Using Our Skills in the Community—Visit 2

Students make their second visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 8

98 minutes

Reduce Your Risk

Students reflect on their second volunteer project visit. Students discuss different methods of protection and categorize them based on their effectiveness for preventing HIV, other STDs and/or pregnancy. Students work in small groups to analyze methods of protection based on personal lifestyle and relationship characteristics. Students then analyze their own lifestyles and relationships and think about what method of protection would be best for them. The teacher tells a story to demonstrate the proper use of condoms. Students identify the dos and don'ts of condom use, and then practice using condoms.

Lesson 9

140 minutes

Using Our Skills in the Community—Visit 3

Students make their third visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 10

98 minutes

You Can Handle It

Students reflect on their third volunteer project visit. Students identify ways to bring up the subject of using condoms with a partner. Students review the “Psst” technique and practice using it through paired roleplays.

Lesson 11

140 minutes

Using Our Skills in the Community—Visit 4

Students make their fourth visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 12

118 minutes

Staying Safe

Students reflect on their fourth volunteer project visit. Students participate in an activity to generate ways to handle sexual risk situations. Students also participate in a relay in which they practice proper condom use steps, and then discuss ways to make condom use more likely. As a closing activity, students identify what changes they can make in their lives right now that will help protect them from HIV, other STDs and unplanned pregnancy.

Lesson 13

140 minutes

Using Our Skills in the Community—Visit 5

Students make their final visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility). Students end the day by making a card for the staff and residents at the volunteer project site.

Lesson 14 **Celebrating *All4You!***

90 minutes

Students review and reflect on their participation in *All4You!* by reviewing their volunteer sheets and by creating posters that represent their volunteer project experience. To conclude, students are asked to make a commitment to protect themselves from HIV, other STDs and unintended pregnancy. The activity is completed anonymously to protect students' privacy and minimize potential peer influence.

Getting Ready

Preparing for Implementation

Securing approvals and support for the program

It is essential to meet with school administrators and teachers to secure their approval and support for program implementation. This is particularly important because the program involves taking youth off-site for the service-learning visits. Securing approvals and support requires multiple meetings focused on the benefits to the school, youth, and community. Prepare for the meetings with highlights of the need for the program, the benefits of participation, and the requirements for participation. Remain flexible when possible, but go into the meetings knowing what can and cannot be changed (e.g., finding a service site within walking distance rather than driving distance is an option; cutting lessons to shorten program length is not).

Parent support is also essential. Provide opportunities for parents to preview materials if desired (e.g., have a preview night or copy of curriculum in school office).

Identifying who will teach the program

This curriculum can be used by either classroom teachers or community-based educators with participation of the classroom teacher during service-learning visits.

Individuals implementing *All4You!* should:

- Have knowledge of the content areas covered in the curriculum.
- Be comfortable discussing the material and answering sensitive questions about sexual risk taking.
- Have experience using interactive teaching strategies such as roleplaying.
- Value service learning and, ideally, have experience using service learning with youth.
- Have good rapport with youth.

Use by classroom teachers

During the evaluation study, this curriculum was taught by trained family life educators; however, classroom teachers can implement it themselves. Classroom teachers have the advantage of being familiar with their students and able to maintain discipline.

In some cases, however, seeing the teacher as an authority figure may make it more difficult for students to freely express their questions or views about sex. Students also will often say things to challenge teachers or make them uncomfortable, just to see their reaction. It's important for classroom teachers implementing the curriculum to plan how they will react to difficult situations and to be aware of district policies about what can and cannot be said about sex in the classroom.

Use by outside educators

To be most effective, outside educators should plan a pre-implementation meeting with the classroom teacher to discuss logistics and support. They may also want to observe the classroom prior to teaching the curriculum to get to know the students and how they interact in the classroom.

Pre-implementation meeting

At the pre-implementation meeting, the educator and classroom teacher should:

- Review curriculum components.
- Review selection and training for in-class Peer Leaders.
- Discuss service-learning site options.
- Discuss and confirm implementation dates.
- Verify that all students have parental consent to take part.
- Discuss how the teacher can assist during implementation. For example:
 - Maintaining discipline in the classroom as needed
 - Participating in service-learning visits
 - Offering credit for participation and homework activities
 - Reinforcing the messages of the curriculum between sessions and after the program is complete

Training facilitators

Ideally, educators implementing the program will receive training regarding the curriculum and the accompanying instructional strategies. ETR offers training for *All4You!* See www.etr.org/ebi/training-ta/ for more information on training options.

Scheduling classes

Classes should be scheduled with sufficient frequency to avoid excessive re-teaching. Ideally the program would be provided 2 to 3 times per week for a period of 5 to 7 weeks. The lessons are long (90 to 120 minutes), and are designed for flexible environments such as that offered in most alternative school settings.

The schedule is influenced by the service-learning visits, which require at least 2 hours for each visit. Service sites may have restrictions on which days they allow volunteers, or have activity schedules that will drive scheduling. It is essential to allow 4 to 6 weeks before implementation to find a service site so that scheduling issues can be addressed with the service site in mind.

Identifying videos

During the evaluation study, a few of the lessons were augmented with videos or video clips.

- Lesson 2 used a video about common STDs.
- Lesson 3 used a video clip about decisions around sexual behavior.

Comparable videos are included with the curriculum basic and enhanced sets. Educators can also use current, school-approved videos to emphasize key points in Lessons 2 and 3 when using this program.

Preparing for speakers

Class 4 features a guest speaker who shares personal experiences around living with HIV. Make arrangements for scheduling the guest speaker well before this class. Provide the speaker with a summary of what content has been covered in class thus far, a list of possible issues to cover, and the length of the presentation.

Be sure to review education codes or district policies on guest speakers and inform the speaker of any restrictions regarding content. Also, be sure to follow district procedures on parent/guardian notification about outside speakers.

Preparing to use in-class Peer Leaders

One of the unique features of the *All4You!* curriculum is the use of in-class Peer Leaders to facilitate three types of activities: (1) recording and reporting small-group activities; (2) modeling and demonstrating various skills; and (3) assisting with small-group roleplays (e.g., ensuring that everyone has a chance to practice and observe). There are also general tasks (e.g., creating posters) that Peer Leaders can complete. Use of Peer Leaders capitalizes on modeling and use of credible leaders to influence behavior change. Peer Leaders are prepared by educators through a brief orientation/ training (see Appendix A for guidelines).

Parent notification

It's essential to inform parents and guardians regarding the nature and scheduling of the *All4You!* program. Requirements for parent notification vary by local school district and state. Review school district policies, and work with them to follow established procedures.

Students may need two consent forms—one for the lessons and one for the service-learning visits. Sample permission forms that can be modified and used by a school are provided in Appendix B. These letters should be printed on school letterhead and include the principal's signature. Because legal requirements are different from state to state and community to community, schools should check them for thoroughness, accuracy and appropriateness.

Parents should be given the opportunity to preview the curriculum and associated materials and meet the educators if they wish (e.g., as part of a parent preview night or at back-to-school night). For the service-learning visits, parents must be informed of the dates, time, and location of the service visits.

Refusal skills and consent

Refusal skills are a key component of many evidence-based programs designed to reduce pregnancy, HIV and other STD among youth. Programs provide instruction and practice in delivering effective refusals, and programs including refusal skills have been shown to reduce sexual risk behaviors and increase their chances of avoiding unwanted sexual pressures.

At the same time, ideas and concepts around consent are evolving. Some institutions have adopted policies that emphasize affirmative consent, or “yes means yes,” and are moving away from a “no means no” perspective. This affirmative consent approach encourages partners to communicate openly about their wishes and boundaries, both prior to and during sexual interactions. It emphasizes the risks to both parties when partners pressure each other and the responsibility of both parties to respect the other's limits.

When teaching refusal skills and evaluating the effectiveness of students' demonstration of those skills, it is important to affirm the value that no person who experiences sexual pressure, harassment or assault is to blame for being the target of those behaviors. Clear, assertive refusals can be encouraged, while also making sure youth understand that no one “deserves” to be pressured if his or her NO is unclear.

Instruction on boundaries and respecting another person's NO—both verbal and nonverbal—regardless of perceived clarity can be included to help young people understand the two-way nature of consent, and the importance of honest and respectful communication between friends and potential partners. This would be considered a “green-light” adaptation and can help optimize the success of the skill-building around refusals.

Adapting this program for your population

Program facilitators are encouraged to make minor adaptations (also referred to as “green light” adaptations) to optimize the program for the young people receiving it. Such adaptations are intended to help tailor the curriculum to the needs of participating youth. Examples of minor adaptations include updating statistics and changing the names or editing the language or scenarios in roleplays to better reflect your youth population.

It’s recommended that facilitators work with a small group of youth to review the roleplays and other activities and suggest minor changes to increase relevance before implementation. Other allowable enhancements include teaching reproductive health lessons before starting the program, and adding lessons before or after the curriculum lessons to address additional sexual health issues, such as dating violence or electronic dating aggression.

Adaptations such as re-ordering the curriculum lessons or inserting additional content into the middle of the program are considered “yellow light” adaptations because they can have an impact on program flow and effectiveness. It’s best to discuss these kinds of changes with the program developers first.

Major changes (also referred to as “red light” adaptations) are discouraged and may significantly affect and alter program effectiveness. Examples of major changes include dropping entire activities or lessons, or altering the key messages of the program.

Adaptation guidelines for this curriculum can be found at www.etr.org/ebi and include additional examples of green-, yellow- and red-light adaptations.

Researchers and organizations interested in making significant adaptations to this curriculum for use in an evaluation are asked to contact ETR for support and permission first. Such adaptations might include combining the curriculum with another evidence-based program or adding a new element or component.

Service-Learning Component

Planning transportation to and from volunteer site

The *All4You!* educators are responsible for working with the school to plan appropriate transportation to and from the volunteer site. During the research study, we used an approved school bus company to provide transportation in most instances, and the project covered the cost of the buses. Some volunteer project sites were close enough to walk. Be sure transportation arrangements meet district requirements for transporting students.

Transportation may fail so it is critical to plan back-up just in case a bus does not arrive as expected. In some cases you may have to contact the volunteer site and reschedule the visit.

Securing field trip consents for the volunteer visits

Follow school district guidelines when securing parent consent for the volunteer visits. These visits are typically treated like field trips and require special consent for leaving school grounds. During the research study, we were able to list all the dates for the volunteer visits on one consent form rather than collect a consent form for each visit.

A sample consent form is included in Appendix B. The school may have different requirements for consent forms and may ask that a different form be used.

Staffing at volunteer visits

Educators and/or other school staff play numerous roles at the volunteer sites, such as monitoring student involvement, observing and noting contributions, and helping students engage if they are struggling to get started. There should be a minimum of two adult staff with a group of students, and possibly more depending on the volunteer site.

It is the educators' responsibility to know where every student is at the volunteer site. If students are spread out across an agency, there should be an adult from the program or school assigned to monitor each location in which students are located. Individuals monitoring student engagement should circulate, praise and prompt students' involvement. Educators also must know and abide by school policies for dealing with emergencies at the volunteer site (e.g., if a student gets hurt or becomes ill during a visit). Appendix E includes key liability considerations associated with taking students off campus for volunteer visits.

Preparing students for volunteer visits

Preparation is critical for successful volunteer visits. The curriculum includes instruction on preparing students for the volunteer site visits, but it may need to be adjusted depending on the site selected and the volunteer requirements of a particular site (e.g., any special dress or conduct requirements).

Students should also know what to expect when they arrive and how they will be contributing at the site. These considerations are addressed in Lessons 4 and 5, and reviewed again before each visit. In some instances staff from the volunteer site may be willing to come to your class to share information about the site. We experienced this for some of our sites in the research study, but not all. In most cases a site's volunteer coordinator met with students at the beginning of their first visit.

Pre- Lesson

Preparing for *All4You!*

Synopsis

The *All4You!* educator visits the class 1 to 2 weeks before beginning the program to facilitate the nomination of Peer Leaders, introduce the program, and distribute field trip permission slips if necessary.

Purpose Statement for Students

Today we are going to prepare for a new program that we will be starting within a few weeks.

Objectives

Students will be able to:

- Identify up to six people in their class whom they respect and admire.
- Describe key parts of the *All4You!* program.
- State the class agreements.
- Identify the date by which they need to return their field trip permission slips.

Activities & Time

Pre1: People I Respect	10 minutes
Pre2: Introduction and Field Trips	15 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ 3 x 5 index cards, 1 per student
- ☐ Introductory song or poem (see note below) and music player
- ☐ Student name tents (white cardstock, pre-folded), 1 per student
- ☐ Pencils

Copy

- ☐ Field trip permission forms, 1 per student

Prepare

- ☐ Chart of key points to introduce the program (see Activity Pre 2)

(continued)

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Determine how many Peer Leaders you will need and how many names you will ask students to write down on their 3 x 5 cards (see Activity Pre1).
- ☐ Prepare chart of key points to introduce the program (see Activity Pre2).
- ☐ Select an introductory song or poem. Have the song in a format you can play for students (such as a CD, YouTube video, iTunes or MP3 file) or make copies of the poem. Listen to the song (or read the poem) and make notes on key meanings.
- ☐ Obtain field trip permission forms from the district or school that are appropriate for the service-learning activities. (See Appendix B for samples.)

After the Pre-Lesson

- ☐ Select Peer Leaders based on student input.
 - ☐ Inform elected Peer Leaders of their roles.
 - ☐ Train Peer Leaders in the skills they'll need to help facilitate the *All4You!* Program.
-



Educator Note: Select an introductory song or youth-developed poem that students can relate to that addresses issues students will learn about in *All4You!*

Topics might include pressures to have sex, teen pregnancy, STD or HIV. Check with the classroom teacher to see if there are language or topic restrictions for music or poetry that will be used in the *All4You!* curriculum. Educators involved in the research study used “cleaned” versions of the music and also played some classical music at times.

Activity Pre1

Nominating Peer Leaders

Suggested Time 10 minutes

Materials 3 x 5 index cards

Purpose To have students identify people in class whom they respect and admire



Educator Note: One of the unique features of *All4You!* is the Peer Leader component. The use of same-age peers as classroom facilitators along with the classroom teacher has been found to be an effective means of educating teens about important health issues. The incorporation of Peer Leaders as facilitators of selected curriculum activities is an important feature of this curriculum.

The Peer Leaders will be involved in facilitating three different types of activities: (1) recording and reporting small-group activities, (2) modeling and demonstrating various skills, and (3) assisting with the small-group roleplays (e.g., ensuring that everyone has a chance to practice and observe during each roleplay). There are also several general tasks, such as creating posters or copying information from the board, that you can ask Peer Leaders to complete.

Detailed instructions for the training of Peer Leaders can be found in Appendix A: Peer Leader Orientation.

Steps for Activity

1 Visit the classroom.

Approximately 1 to 2 weeks prior to Lesson 1, schedule a brief visit to the classroom. Introduce yourself and tell students what you'll be doing with their class. Do NOT tell students the name or purpose of the program at this time.



Educator Note: Before starting *All4You!*, be sure to let the classroom teacher know that it's important not to reveal the name or purpose of the program ahead of time.

In a couple of weeks, I'll be coming back to your class to teach a new program. Today, I'm going to give you some information about the program and get started on some of the activities.

2 Students nominate Peer Leaders.

Distribute one index card to each student and explain the nomination process.



Educator Note: You will need about 20% of the class to serve as Peer Leaders. For a class of 20, you'll want students to write down the names of 4 peers. For a class of 30, have students write down the names of 6 peers.

I'd like you to write down the names of up to 6 students in the class. Half should be guys, half should be girls. Choose people you respect and admire. You can include your own name on this list if you wish. If you do that, be sure to write your actual name, not just the word "me."

Make your own choices, without input from others.



Educator Note: Do not tell students that they are nominating Peer Leaders for an HIV/STD and pregnancy prevention curriculum as this may alter their responses.

3 Collect the cards.

Explain to students what you'll be doing with the cards.

You've just been nominating people who will be Peer Leaders for the new program. I'll be tallying up the results in the next few days, and I'll let you know who your Peer Leaders will be (or I'll have your teacher report who your Peer Leaders will be).

Activity Pre2

Introduction and Field Trip Permission Forms

Suggested Time 15 minutes

Materials Chart paper, markers, tape, introductory song, music player (or some way to share the song with students), name tents, pencils, field trip permission forms

Purpose To introduce the program and distribute field trip permission forms for the community project visits

Steps for Activity

Introduce the Program

1 Introduce *All4You!*

You've just nominated Peer Leaders who will be invited to help me with a new program called *All4You!* I'll check with them first, and announce the Peer Leaders during the first full lesson of the program.

I'm happy to be here as part of *All4You!* It's a special program designed just for students like you. I'm going to start by playing a song (or reading a poem) that will help me introduce the program. I'd like you all to listen carefully to the words in the song.

2 Play the introductory song (or read the poem).

Re-play or re-read key parts if necessary.

Now that the song has finished, I'd like you to take out a piece of scratch paper and write down what you think the song is about. You'll have about a minute to do this. Just jot down your ideas—this isn't anything you'll need to turn in.

3 Discuss.

- Can someone volunteer to share what the song means to you?
- What were these performers trying to say?
- Does this give you some clues about what we're going to talk about in the *All4You!* program?

4 Make connections.

The purpose of *All4You!* is to prevent every student in class from ending up in a situation like the one we've just discussed. My goal is to help you prevent HIV, other sexually transmitted diseases and unplanned pregnancy.

5 Explain the process, using the Key Points chart you prepared earlier.

I'll be coming to your class twice a week for the next eight weeks. We'll be doing a lot of activities in this program, including:

- Music
- Videos
- Skits
- Stories
- Field trips
- A talk show
- Games
- Discussions
- Advice columns
- Anonymous questions

6 Promote special features of the program.

This program isn't like most school HIV/STD education programs. There are a lot of different activities, and I think you'll find them fun and interesting. You're going to have an opportunity to think about your relationships and about how you'll protect yourselves and others from HIV, other STD and unplanned pregnancy.

7 Describe field trips and distribute permission slips.

One part of this program involves field trips in the community. You'll need to get permission slips signed by your parents or guardians to be able to participate in the field trips. I'll give you more information about the field trips at a later lesson.



Educator Note: Resist going into details about the community project at this time. The project is introduced in later lessons. Introducing it too early may lead students to form opinions about it before they have all the information.

Please bring back your signed permission slips and give them to your teacher as soon as possible, but no later than (*give an exact date*).

Review Class Agreements

1 Go over class agreements with students.

While I'm visiting your classroom, I want to be respectful of your class rules. Can anyone tell me your current classroom agreements?

2 Discuss any special class agreements for *All4You!*

During *All4You!*, we want a class environment where it's comfortable for everyone to participate and for all of you to say what's on your minds. Which of your class agreements are most important for making it comfortable to talk about topics like relationships, sex, HIV/AIDS or pregnancy? Are there any agreements you think we should add to make these conversations more comfortable for everyone?



Educator Note: Ideally, the list of class agreements will include the following concepts. Add any from the list below that are not included on the existing list.

- Show respect in language and behavior
- Listen when others speak
- It's OK to pass
- No offensive language or name-calling
- People speak one at a time
- Confidentiality—treat personal disclosures as confidential
- It's OK to ask any question

We will have many open discussions and activities in this class. It's very important that we all demonstrate respect for one another. That means not teasing or harassing others, not using negative slang terms, and listening to everyone's comments and questions.

Prepare Name Tents

1 Pass out the folded name tent blanks and markers.

Have students prepare their name tents.

You'll be making your own name tents. I'll use these to help me learn your names at future classes. Here's what you do:

- Using the marker, write your first name, or your nickname, on both sides. Write it large enough so I can see it from the front of the room.
- Using a regular pencil or pen, write the name of one of your favorite songs and the person or group who sings it somewhere on the tent. I'll try to bring in some of your favorite songs or artists to play during some of our class activities.
- I'll collect your name tents at the end of each class, and pass them out again at the beginning of the next class.

2 Thank students and finish the Pre-Lesson session.

Thanks for all of your help today. I'm looking forward to working with you all on this project. I'll be back to start the program (*give date*).

3 Collect students' name tents.

Select and Prepare Peer Leaders

Steps for Activity

After completing the Pre-Lesson, but before Lesson 1, go through student nominations to select Peer Leaders for the program.

1 Select Peer Leaders.

Tally the nominations from the index cards. The students who received the most votes will be the Peer Leaders.

Check with the classroom teacher about the students nominated. If the teacher feels that one or more of the elected students won't be able to carry out the tasks of a Peer Leader, select replacements from the students receiving the next highest tally of votes.

Select at least two alternates in each class in case a Peer Leader is absent during a lesson.

2 Inform elected Peer Leaders.

Talk with the elected Peer Leaders to ensure they are willing to serve in this role (or have the teacher talk with the elected students).

Tell them they will be participating in a brief training where they will learn more about All4You!, and will have a chance to practice the activities they will be doing as Peer Leaders.

Arrange a time before Lesson 1 to train the Peer Leaders.

Lesson

1

It's *All4You!*

Synopsis

Students participate in *All4You!* Challenge, a game designed to review and present important information about HIV, other STD and unintended pregnancy. Students prepare for upcoming lessons.

Purpose Statement for Students

Today we will play a game to review and learn some important information about preventing HIV, other STD and unintended pregnancy.

Objectives

Students will be able to:

- Provide accurate information about HIV, other STD and pregnancy.
- Identify the best ways to prevent HIV, other STD and unintended pregnancy.
- Examine attitudes and beliefs about HIV risk and protective behaviors.

Activities & Time

1.1: Ice Breaker	7 minutes
1.2: Ready, Set, Go!	10 minutes
1.3: Plan for the Day	3 minutes
1.4: <i>All4You!</i> Challenge	35 minutes
1.5: Question Box and Closure	15 minutes

Materials

Have

- ☐ Chart paper, markers, and tape
- ☐ Name tents
- ☐ Game bell and timer
- ☐ Dice
- ☐ 3 x 5 index cards, 2 per student
- ☐ Pencils
- ☐ Prizes
- ☐ Two hula hoops (*if you choose the "Hula Hoops" ice breaker*)

Copy

- ☐ ***All4You!* Challenge Score Card** (Master 1.4a), 1 copy
- ☐ *Information About Testing* (Preparation Sheet 1.5), 3 copies for Peer Leaders

(continued)

Materials

Prepare

- ☐ Plan for the Day
- ☐ **All4You! Challenge Game Cards** (Masters 1.4b–g) for six categories (HIV and AIDS Facts, Prevention, Transmission, Condoms, Other STD and Pregnancy)—1 set for the educator.
- ☐ Poster with list of challenge categories on it (see Activity 1.4)
- ☐ Question Box (can be made by cutting a slit-style opening in a shoe box)
- ☐ List of local clinics where students can receive testing and treatment for HIV, other STD or pregnancy
- ☐ Chart paper showing steps for activity (*if you choose the “I See People Who” ice breaker*)

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Decide which ice breaker you want to use for Activity 1.1.
- ☐ Check with Peer Leaders to ensure they are prepared.
- ☐ Review *All4You!* Challenge Game Rules, questions and answers.

Peer Leader Activities

- ☐ One Peer Leader serves as the time keeper for *All4You!* Challenge.
- ☐ One Peer Leader keeps score for *All4You!* Challenge.
- ☐ If appropriate, one or two Peer Leaders could be asked to help you prepare for Lesson 2 by gathering information about testing services at local clinics.



Educator Note: In the original *All4You!* research project, prizes and incentives were offered to students at different points in the program. If possible, provide small prizes for students for Activity 1.4. The prizes can be quite simple—bookmarks, unique pencils, apples or other healthy snacks.

Activity

1.1

Ice Breaker

Suggested Time 7 minutes

Materials

For *I See People Who*: Chart paper with steps
For *Scavenger Hunt*: Activity Sheet 1.1, pencils
For *Hula Hoops*: 2 hula hoops

Purpose

To provide an ice breaker for the group



Educator Note: You can choose one of the following three ice breakers. Each requires different materials.

Steps for Activity

1 Greet students.

Write your name on the board and tell students that you are glad to be back. Explain that you'd like to begin the day with a brief activity that will get everybody up and moving.

2 Conduct an ice breaker.

Select one of the following ice breakers, and follow the appropriate steps.

Ice Breaker 1: I See People Who

1 Explain the activity.

Have students put their chairs in a circle. Explain the steps (post prepared chart paper with steps as well):

- We'll start with all of you sitting in your own seats.
- During each round, someone will call out a description about people. Everyone who meets that description stands up, crosses the circle, and tries to find a new seat. For example, I might say, "I see people who are wearing jeans." Everyone with jeans gets up and tries to find a seat on the other side of the circle.
- You can't sit back down in the same seat.
- One person will be left without a seat. That person gets to call out the next description.
- We will play five rounds.

2 Practice.

Have students practice once before starting. Use a description that matches several of the students.
Examples:

“I see people who have brown hair.”

“I see people wearing sneakers.”

3 Clarify.

Clarify any misunderstandings and then begin the activity. Make sure the circle is one chair short before starting.

4 Play the game.

Continue for five rounds.

5 Conclude.

Have students put the chairs back in place and return to their seats.

Ice Breaker 2: Scavenger Hunt

1 Explain the activity.

*Have students turn to **Scavenger Hunt** (Activity Sheet 1.1) in their workbooks. Explain that the activity sheet has several statements on it. Read one of the statements. Tell students:*

Once you start the activity, you will have 5 minutes to walk around the room and talk to others. Look for people who match the statements on the activity sheet.

Once you find someone who matches a statement, write that person’s name next to the appropriate statement on the activity sheet. You can only use a name once. It’s also OK to use your own name once.

2 Clarify.

Check for understanding by asking students what they will do once the game begins. Clarify as needed.

3 Play the game.

Be sure students have their activity sheets and pencils. Allow students to circulate for about 5 minutes on the scavenger hunt.

4 Conclude.

Debrief quickly by asking a few questions. Examples:

- Who has all the statements signed?
- Who met someone who likes pineapple on pizza?

Ice Breaker 3: Hula Hoops

1 Explain the activity.

Divide the class in half. Have students form two circles. Explain:

I am going to put a hula hoop on the arm of one student in each group. Then everyone in the group will join hands. The goal of the activity is to see which group can get the hula hoop all the way around their circle first without breaking hands.

2 Play the game.

Allow students to try it for a moment before starting. Re-focus the groups and have them get ready to start. Get them started by calling out:

Ready, set, go!

Monitor groups to see who finishes first. Give that group a round of applause. Thank students for their participation.

Activity

1.2

Ready, Set, Go!

Suggested Time 10 minutes

Materials Chart paper, markers, tape, student name tents

Purpose To review the groundrules and name tents

Steps for Activity

Announce the Peer Leaders

1 Introduce Peer Leaders.

Let's take a quick look at what we did the last time I was here.

Remind students that they wrote down names of people they admired and respected on a card during the pre-lesson.

Those people are going to help with *All4You!* as the Peer Leaders for the class. The Peer Leaders' names are (*announce the names of the main Peer Leader plus an alternate*).

Have Peer Leaders stand.

2 Explain Peer Leaders' role.

The Peer Leaders will help with activities, lead some group activities and help model the roleplays we do. I hope you'll all support your peers in this role.

Review Class Agreements

1 Have students share agreements they remember.

Ask students if they can remember the class agreements for All4You! Allow them to share the ones they recall.

2 Briefly review agreements.

Or have a Peer Leader review them.

3 Post the agreements.

Post the agreements in the room, if you haven't already done so.

4 Discuss mandated reporting as part of confidentiality.

You can say:

There are some things I'm required to report by law, even if you tell me in confidence. For example, if one of you reports that someone is hurting you physically, or sexually abusing you, I'm required by law to report this to the proper officials. This helps protect everyone's safety.

Pass Back Name Tents (for outside educators only)

1 Describe name tents.

- *Remind students that you will use name tents to help you get to know them.*
- *Have students help pass back the name tents.*
- *Have any new students create name tents.*

Activity 1.3

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Explain the activity.

Each day I'm here, I will post a plan so you know what to expect from the day.

2 Post and review the Plan for the Day.

Today we will focus on HIV/AIDS, STD and pregnancy. We'll also talk about what to expect from the *All4You!* program.

3 Ask for a volunteer to read the plan.

Lesson 1
Plan for the Day

- *All4You!* Challenge
- Question Box
- Summary

Activity

1.4

All4You! Challenge

Suggested Time 35 minutes

Materials All4You! Challenge Score Card, All4You! Challenge Game Cards, dice, timer, game bell, prizes, poster with list of categories on it

Purpose To reinforce and enhance student learning of key facts about HIV, other STD and pregnancy

Steps for Activity

1 Introduce the game.

Explain to students that they will now play a game (All4You! Challenge) about HIV, other STD and unintended pregnancy.

You may already know some of the information we'll be covering in the All4You! Challenge. You'll learn new information as well. The game highlights many of the issues you'll be discussing over the next eight weeks during the All4You! program.

The All4You! Challenge game is a combination of Jeopardy and Family Feud. The class will be divided into teams. The teams will take turns answering different questions and receive points for each correct answer. If a team cannot answer a question, one of the other teams will have a chance to answer and will receive points if they answer the question correctly. The objective is to work as a team to answer questions correctly and get the most points.

2 Review the All4You! Challenge game rules.

- You will work in teams of four or five students. I will assign a number to each team.
- The object of the game is to work as a team to answer the questions correctly. Teams earn points for each question answered correctly. The team with the most points will be the All4You! Challenge champions, and will get prizes.
- There are six categories: HIV and AIDS Facts, Prevention, Transmission, Condoms, Other STD and Pregnancy.
- I will roll a die to determine which team goes first. That team will pick a category from the six Challenge categories.

- I will pick a question from that category and read it out loud. The team that picked the category will have 15 seconds to answer it. While the first team is working on their answer, the other teams should quietly discuss their own answers, because if the first team doesn't answer correctly, they'll have a chance to do so. (Be sure to work quietly, though, so you don't give away the answer!)
- If the team that picked the category answers the question correctly, they'll receive 5 points for that question. If they don't, I'll roll the die to give another team a chance. If that team answers the question correctly, they'll get the 5 points. If they don't, I'll open it up to the whole class, but there won't be any points awarded after the first two tries.
- We'll keep going for about 20 to 25 minutes in numerical order. The team with the most points at the end will be the *All4You!* Challenge Champion and wins the prizes!



Educator Note: It is important that the entire class hears the correct answer to each question.

3 Check for understanding.

Ask students a few key questions about the activity. Clarify as needed. Encourage teamwork by saying: Remember to work together as a team and discuss your questions before you give your answers.

4 Tell teams their numbers.

5 Play the game.

*Roll the die to see which team goes first. Then begin the game. Have one of the Peer Leaders keep score on the *All4You!* Challenge scorecard and help with timekeeping.*

Play five rounds or for about 20 minutes, being sure to end with the final team.

6 Conclude.

At the end of the game, congratulate all teams, and give a special congratulation to the winning team.

Have all teams give themselves a round of applause. Distribute prizes. Acknowledge (if accurate) that students know a lot of important information about preventing HIV, other STD and unintended pregnancy. Remind students that they will have a chance to put that information to use during the rest of the program.

Activity 1.5

Question Box and Closure

Suggested Time 15 minutes

Materials Question Box, 3 x 5 index cards, pencils, Preparation Sheet 1.5, list of local clinics and phone numbers

Purpose To introduce the Question Box and summarize the lesson

Steps for Activity

Question Box

1 Introduce activity.

Over the next several weeks, we'll be talking about a lot of different issues. You may have questions you would like answered—questions about the lessons, relationships, prevention, sex, services available in the community, or other things. As part of the program, we'll give you a chance to write your questions anonymously, and get answers to them.

2 Introduce the Question Box. Emphasize the following points:

- The Question Box is a way for you to ask questions privately, if you'd rather not ask the questions directly in class.
- I will leave the Question Box and blank cards in the classroom. You can write a question and put it in the box at any time. During some lessons, I will also pass out blank cards and give you a chance to write questions.

Show students where you will put the box and cards.

- I will take time to answer the questions in the box during selected lessons.
- Today is the first opportunity for writing your anonymous questions. I'm going to pass out an index card to each of you. Remember NOT to put your names on the cards.

Pass out the cards.

Try to come up with one question about HIV, other STD or pregnancy. If you can't think of any questions, you can write "I don't have a question" on the card. I will pick up one card from each of you in a few minutes, even if you did not write a question.

3 Have students write questions.

Allow them to work for up to 3 minutes. Ask students to fold their cards. Collect one card from each student, even if the student did not fill the card out.

4 Answer questions if there is time.

Relate answers to lesson objectives, whenever possible. If there are unanswered questions, let students know that you will address them in later lessons.

Lesson Summary

1 Have students share learnings.

Ask them to turn to a person next to them and talk about what they got out of today's lesson.

2 Ask students:

Why is it important for you to stay safe from HIV, other STD and unintended pregnancy?

Transition and Closure

1 Prepare students for the next lesson.

In the next lesson, you will focus more on other STD.

2 Collect the student name tents.

Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.

3 Reminders.

Remind students to bring their field trip permission forms if they have not already done so.



Educator Note: To prepare for Lesson 2, you will need to call a local clinic and ask the questions on Preparation Sheet 1.5. If you have responsible Peer Leaders, you can ask them to assist you with this activity. Give them contact information for clinics they can call. If you ask a Peer Leader to assist you, be sure to prepare as well just in case that Peer Leader is absent the day of Lesson 2.

All4You! Challenge Score Card

Team	Points (Each correct answer = 5 points)						Total Points
	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	
1							
2							
3							
4							
5							
6							
7							
8							

All4You! Challenge Game Cards

Category: HIV and AIDS Facts*

<p>HIV and AIDS Facts</p> <p>Q: Which body system is attacked when infection with HIV occurs?</p> <p>A: The immune system.</p>	<p>HIV and AIDS Facts</p> <p>Q: Which of the following statements is FALSE?</p> <ul style="list-style-type: none"> a. AIDS is caused by a virus. b. HIV infection is preventable. c. AIDS can be cured. <p>A: Answer c, AIDS can be cured, is NOT TRUE. However, treatments can prolong life and improve quality of life for people with HIV and AIDS.</p>
<p>HIV and AIDS Facts</p> <p>Q: Which of the following statements is TRUE?</p> <ul style="list-style-type: none"> a. You can be infected with HIV without knowing it, and without having symptoms or feeling sick. b. A person can only transmit HIV to another person if the first person has AIDS. c. Females can't transmit HIV to males. <p>A: Answer a, You can be infected with HIV without knowing it, and without having any symptoms or feeling sick, is TRUE. You could have HIV without knowing it, and transmit it to sexual partners.</p>	<p>HIV and AIDS Facts</p> <p>Q: What's the difference between HIV and AIDS?</p> <p>A: HIV, the human immunodeficiency virus, is the virus that causes AIDS, acquired immunodeficiency syndrome. A person can be infected with HIV but not be diagnosed with AIDS. AIDS is only diagnosed when certain opportunistic infections occur, or a person's T-cell count falls below a certain level.</p>
<p>HIV and AIDS Facts</p> <p>Q: Which of these statements is FALSE?</p> <ul style="list-style-type: none"> a. People who test positive for HIV can get early treatment that may help them stay healthier and delay progression of the disease. b. Being tested for HIV protects you from getting AIDS. c. Teens don't need their parents' consent to get an HIV test. <p>A: Answer b, Being tested for HIV protects you from getting AIDS, is NOT TRUE. The test can show whether you have been infected with HIV, but the test itself does not protect you from HIV or AIDS.</p>	<p>HIV and AIDS Facts</p> <p>Q: What is a person's most important risk factor for HIV?</p> <p>A: Whether or not a person engages in risky behaviors is the most important risk factor. It's not who you are or what group you belong to, but your behaviors that can put you at risk.</p>

* Information on HIV is taken from www.aids.gov.

All4You! Challenge Game Cards

Category: Prevention

<p>Prevention</p> <p>Q: What are two behaviors that put people at risk of getting HIV?</p> <p>A: Having sex (vaginal or anal) without using a condom.</p> <p>Sharing needles for injection drug use, tattoos, or other purposes.</p> <p>The risk of getting HIV through oral sex is much lower than that of anal or vaginal sex. However, many other STDs can also be passed through oral sex. Condoms can help prevent transmission of HIV and other STDs during oral sex.</p>	<p>Prevention</p> <p>Q: What are three behaviors that won't transmit HIV or most other STDs, or lead to pregnancy?</p> <p>A: Kissing, massage, touching.</p> <p>Other answers may be acceptable or appropriate. There is risk of herpes transmission through kissing. Deep "French" kissing carries a remote risk for HIV if one person has HIV and either person has sores, ulcers or bleeding gums.</p>
<p>Prevention</p> <p>Q: Why don't birth control pills protect you from HIV and other STD?</p> <p>A: HIV is caused by a virus entering the body. STDs are caused by viruses, bacteria and other germs. Unlike condoms, birth control pills do not create a physical barrier that stops viruses, bacteria or other germs from entering the body.</p>	<p>Prevention</p> <p>Q: What's the most effective way to prevent HIV, other STD and pregnancy?</p> <p>A: Choosing not to have sex.</p>
<p>Prevention</p> <p>Q: Which of these methods can help prevent pregnancy and STD, including HIV?*</p> <ol style="list-style-type: none"> Withdrawal Birth control pills Latex condoms <p>A: Answer c, Latex condoms, is correct.</p> <p><small>* Hatcher, R.A. et al. 2011. <i>Contraceptive Technology</i>, 20th rev. ed. New York: Ardent Media.</small></p>	<p>Prevention</p> <p>Q: Name one reason why the withdrawal method is less effective for preventing HIV, STD or pregnancy.</p> <p>A: Any of the following would be correct:</p> <ul style="list-style-type: none"> It takes a lot of self control to stop "in the heat of the moment." Sperm may be present before ejaculation. The withdrawal method offers no protection from HIV infection and other STD. <p><small>* Hatcher, R.A. et al. 2011. <i>Contraceptive Technology</i>, 20th rev. ed. New York: Ardent Media.</small></p>

All4You! Challenge Game Cards

Category: Transmission*

<p>Transmission</p> <p>Q: What are 3 ways HIV can be transmitted from one person to another?</p> <p>A: Vaginal, anal or oral intercourse. Sharing needles for injection drug use, tattoos, or other purposes. A pregnant woman with HIV can pass the virus to her baby during pregnancy or childbirth.</p>	<p>Transmission</p> <p>Q: Which of these methods is 100% effective in preventing the sexual transmission of HIV?</p> <p>a. Using latex condoms every time you have sex. b. Having just one sex partner. c. Choosing not to have sex.</p> <p>A: Answer c, Choosing not to have sex, is correct. Choosing not to have sex is the only 100% effective way to prevent transmission of HIV. The other two methods can also be effective, but not necessarily every time—a condom might break, or a sex partner might have HIV and not know or reveal it. There is also a remote risk of getting HIV through deep, “French” kissing if one person has HIV and either person has sores, ulcers or bleeding gums.</p>
<p>Transmission</p> <p>Q: Which of the following statements is FALSE? A person can be infected with HIV by:</p> <p>a. Sharing needles for injection drug use with someone who has HIV. b. Hugging someone who has HIV. c. Having unprotected sex with someone who has HIV.</p> <p>A: Answer b, A person can be infected with HIV by hugging someone who has HIV, is FALSE. There has never been a case of someone getting HIV from casual contact, such as hugging someone with HIV.</p>	<p>Transmission</p> <p>Q: What are the body fluids that can contain HIV and transmit the virus to others?</p> <p>A: Blood Semen Vaginal fluid Rectal fluid Breast milk</p>

* Information on HIV is taken from www.aids.gov.

All4You! Challenge Game Cards

Category: Condoms*

<p>Condoms</p> <p>Q: Is it better to use an oil-based lubricant or a water-based lubricant with latex condoms?</p> <p>A: It is better to use a water-based lubricant. Oil-based lubricants, such as Vaseline, baby oil or lotions, can weaken the latex and cause condoms to break.</p>	<p>Condoms</p> <p>Q: Which of the following steps should NOT be taken when using a condom?</p> <ul style="list-style-type: none"> a. Leave a little room at the tip of the condom when putting it on. b. Pulling the condom tightly over the penis, leaving no room at the tip. c. Throwing a used condom away in the trash <p>A: Answer b, Pulling the condom tightly over the penis, leaving no room at the tip, is INCORRECT. The condom should not be pulled tightly over the penis, and a little room should be left at the tip.</p>
<p>Condoms</p> <p>Q: Where are 2 places young people can get condoms?</p> <p>A: Clinics Drug stores Grocery stores Online</p>	<p>Condoms</p> <p>Q: Which of these statements is true?</p> <ul style="list-style-type: none"> a. Condoms can be torn by fingernails, teeth or jewelry. b. It's OK to use latex condoms for up to 1 year after the expiration date. c. You must be at least 18 to buy condoms. <p>A: Answer a, Condoms can be torn by fingernails, teeth or jewelry, is TRUE. The other two statements are FALSE. Latex condoms should not be used after their expiration date, or if they've been exposed to heat or sunlight for long periods of time. Teens of all ages can buy or receive condoms.</p>
<p>Condoms</p> <p>Q: How old does a person have to be to buy condoms?</p> <p>A: There is no age requirement for buying condoms. Teens can buy them legally anywhere they are sold.</p>	<p>Condoms</p> <p>Q: What's the better choice for preventing disease?</p> <ul style="list-style-type: none"> a. Lambskin condoms. b. Latex condoms. <p>A: Answer b, Latex condoms, is correct. Lambskin condoms are not effective in preventing disease. Some people are allergic to latex. Plastic (polyurethane) or synthetic rubber (polyisoprene) condoms are available and are recommended for those allergic to latex.</p>

* Hatcher, R.A. et al. 2011. *Contraceptive Technology*, 20th rev. ed. New York: Ardent Media.

All4You! Challenge Game Cards

Category: Other STD*

<p>Other STD</p> <p>Q: Which of the following statements is FALSE?</p> <ul style="list-style-type: none"> a. People with an STD can pass it to a partner through sexual intercourse, even if they look and feel healthy. b. Most STDs will get better on their own, without any special treatment. c. People can get an STD even if they don't have vaginal intercourse. <p>A: Answer b is FALSE. STDs require proper diagnosis and treatment. Getting treatment doesn't protect a person from getting the same or other STDs in the future.</p>	<p>Other STD</p> <p>Q: What are three common signs of an STD infection?</p> <p>A: Burning or pain during urination. Sores, bumps or blisters near the genital area. Discharge from the penis or vagina. Many people with STD have no symptoms.</p>
<p>Other STD</p> <p>Q: What are the 2 most common STDs among teens in the United State</p> <p>A: Chlamydia and HPV(human papillomavirus). HPV can cause genital warts, and is associated with cervical cancer in women. HPV may also be associated with throat and anal cancers.</p> <p>A vaccine against HPV is recommended for all females and males ages 11 and 12. Catch-up vaccines are recommended for males to age 21 and females to age 26, for those who did not receive the vaccine earlier. The HPV vaccine is most effective if provided before a person has had sex.</p>	<p>Other STD</p> <p>Q: Which of the following statements is TRUE?</p> <ul style="list-style-type: none"> a. Someone who has an STD will have some type of noticeable symptom, such as a rash. b. Once people get an STD, they cannot get the same STD again. c. If someone has an STD, that person's partner should be tested for STD, too. <p>A: Answer c is TRUE.</p>
<p>Other STD</p> <p>Q: Name one place where someone could go to get tested for STD infection.</p> <p>A: Doctor's office Health clinic Community clinic (such as Planned Parenthood) County health clinic (through the county health department)</p>	<p>Other STD</p> <p>Q: About how many teens in the United States are infected with an STD every year?</p> <ul style="list-style-type: none"> a. About 1 million b. About 5 million c. Over 10 million <p>A: Answer c is TRUE. Of the estimated 20 million new STD infections each year, half occur in people ages 15 to 24.</p>

* Information on STD is taken from www.cdc.gov/std.

All4You! Challenge Game Cards

Category: Pregnancy*

<p>Pregnancy</p> <p>Q: True or false: A girl cannot get pregnant the first time she has sex.</p> <p>A: FALSE. A girl can get pregnant any time she has unprotected sex, whether it is the first time, the tenth, or the hundredth. It depends on her menstrual cycle—when her body releases an egg—not on how many sexual experiences she has had.</p>	<p>Pregnancy</p> <p>Q: True or false: If the penis doesn't actually enter the vagina, a girl won't get pregnant.</p> <p>A: FALSE. Sperm on the outside of the vagina can enter into the vagina.</p>
<p>Pregnancy</p> <p>Q: True or false: Sperm can live up to 3 days in a woman's body.</p> <p>A: TRUE. Sperm are capable of fertilizing an egg for about 72 hours.</p>	<p>Pregnancy</p> <p>Q: True or false: A girl can't get pregnant during her period.</p> <p>A: FALSE. Sperm can stay alive for several days in the vagina. If a girl ovulates and live sperm reach her egg, even several days after she had sex, she could get pregnant.</p>

* Hatcher, R.A. et al. 2011. *Contraceptive Technology*, 20th rev. ed. New York: Ardent Media.

Information About Testing

Call a local clinic (or ask a Peer Leader to call a local clinic) to get the following information on testing for HIV, other STD and pregnancy. This will be presented in Lesson 2.

1. How are the tests done?

HIV: _____

STD: _____

Pregnancy: _____

2. How long does it take to get the results back?

HIV: _____

STD: _____

Pregnancy: _____

3. How are people told about their results?

HIV: _____

STD: _____

Pregnancy: _____

4. Do teens need their parents' permission to get tested?

HIV: _____

STD: _____

Pregnancy: _____

5. Is there a cost for the services? How much?

HIV: _____

STD: _____

Pregnancy: _____

Activity Sheet 1.1

Scavenger Hunt

Find a person who matches the description for each of the items below.
Write the person's name on the line. Use a name only once. It's OK to use your own name once.

Find someone who...

- ✓ Has a birthday in March, June or December _____
- ✓ Exercises at least 3 times a week _____
- ✓ Knows what "STD" means _____
- ✓ Plays a musical instrument _____
- ✓ Likes pineapple on pizza _____
- ✓ Speaks a second language _____
- ✓ Has broken a bone _____
- ✓ Has lived in more than one state _____
- ✓ Has made a video and posted it online _____

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All4You! Student Workbook 1

Activity Sheet 1.1

Lesson 2

Sexually Transmitted Diseases

Synopsis

Sexually transmitted diseases are serious and spreading rapidly among young people. In this lesson, students watch a video about common STDs. Students participate in an activity to personalize their vulnerability to STD. They also receive basic information on testing for HIV, other STD and pregnancy.

Purpose Statement for Students

Today we'll learn some basic information about STD.

Objectives

Students will be able to:

- Describe common signs and symptoms of STD.
- Identify condom use as one way to reduce the risk of some STD.
- Identify abstinence as the best way to prevent STD.
- Describe when and how to get help for STD.

Activities & Time

2.1: Lesson 1 Review	3 minutes
2.2: Plan for the Day	3 minutes
2.3: STD Quiz	5 minutes
2.4: Video on STD	30 minutes
2.5: STD: Break the Chain and a Closer Look	20 minutes
2.6: Testing	7 minutes
2.7: Closure	10 minutes

Materials

Have

- ☐ Chart paper, markers, and tape
- ☐ Student name tents
- ☐ Video on STD
- ☐ TV and DVD player, or other way to show the video
- ☐ Music and music player (choose a student favorite for the music if possible)

- ☐ Question Box
- ☐ Extra field trip permission slips (for students who have lost theirs)
- ☐ Pencils
- ☐ *STD Facts for Teens* pamphlets, 1 per student
- ☐ *STD: A Review of the Facts* PowerPoint

(continued)

Materials

Review

- ☐ **STD Quiz** (Activity Sheet 2.3)

Prepare

- ☐ Plan for the Day
- ☐ Chart paper with names of common STDs (see Activity 2.3)
- ☐ Lettered 3 x 5 index cards (see Activity 2.5 for instructions)
- ☐ **STD Symptom Cards** (Masters 2.5a–c)
- ☐ Information About Testing (Preparation Sheet 1.5 from Lesson 1), completed by educator
- ☐ CDC STD Resources poster (see Activity 2.7 for instructions)

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Select appropriate video. Preview before class.
- ☐ Gather testing information for Activity 2.6 (using Preparation Sheet 1.5—Information About Testing from Lesson 1)
- ☐ Prepare answers to students' questions from the Question Box.
- ☐ Check with Peer Leaders to ensure they are prepared.

Peer Leader Activities

- ☐ One Peer Leader receives “D” card for Activity 2.5.
 - ☐ Peer Leaders read STD symptom cards in Activity 2.5.
-



Educator Note: In the original research project for *All4You!* students watched a video, viewed a visual presentation (flip chart) and received a pamphlet about STD for this lesson. To maintain fidelity to the program and increase its effectiveness, we recommend you replicate these activities if at all possible by using materials from ETR or another distributor. For more information on ETR materials visit www.etr.org/store.

STD vs. STI: Some health educators prefer the term “STI” (sexually transmitted infection) over “STD” (sexually transmitted disease), whereas others use the two interchangeably. The Centers for Disease Control and Prevention, along with many other leaders in health education, use STD because this is the term understood by the greatest number of people. We use STD in *All4You!* because we find it is a term teens understand easily. It is important for everyone to understand that STDs (STIs) can present with or without symptoms.

Activity 2.1

Lesson 1 Review

Suggested Time 3 minutes

Materials None

Purpose To review Lesson 1

Steps for Activity

1 Review Lesson 1.

Ask students the following questions:

- What behaviors put people at risk for HIV infection?
- What is one thing you learned from the game?

2 Clarify.

Clarify any misinformation or key points as needed.

Activity

2.2

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will learn more about STD.

3 Ask for a volunteer to read the plan.

Lesson 2 Plan for the Day

- Quiz
- Video
- Passing Cards
- Closer Look
- Testing
- Summary

Activity 2.3

STD Quiz

Suggested Time 5 minutes

Materials Prepared chart paper with names of common STDs, markers, tape, Activity Sheet 2.3

Purpose To allow students to assess how much they know about STD



Educator Note: Resist the temptation to provide a mini-lecture on STD here. The purpose of this activity is to serve as an anticipatory set and transition for the video. Activity 2.5, after the video, is intended to provide more background on various diseases of interest to students.

Steps for Activity

1 Discuss STD.

*Write in big letters on the board or chart paper: **STD***

Ask students:

What do the letters “STD” mean?

Give hints if necessary and write the answer underneath:

Sexually Transmitted Disease

Ask students for examples of STDs. Write their ideas on the board. Post chart paper with the names of common STDs, including: herpes, chlamydia, HIV/AIDS, gonorrhea, syphilis, HPV.

Explain:

There are over 25 different STDs. The ones listed on the board and the chart paper are some of the more common ones.

Ask students:

How do people get sexually transmitted disease?

Look for the answer “by sexual contact.” Clarify that this includes sexual intercourse (vaginal, oral, anal), as well as close physical contact, such as body rubbing.

2 Introduce the quiz.

You're about to take a short quiz. After the quiz, you'll watch a video about sexually transmitted diseases. The answers to the quiz are in the video or will be given during class. You should feel free to change your answers at any time during class.

*Have students turn to the **STD Quiz** (Activity Sheet 2.3) in their workbooks. Allow students a few minutes to write their answers.*

Assure students that even though they might feel unsure of their answers now, they will learn the right answers to these questions before the end of the class.



Educator Note: Avoid the temptation to debrief the quiz here or in the video activity. The debrief is part of the lesson summary.

Activity

2.4

Video on STD

Suggested Time 30 minutes

Materials Video, TV and DVD player (or some other means of showing the video)

Purpose To provide basic information on STD

Steps for Activity

Question Box

1 Prepare students to watch the video.

Remember as you watch the video to listen for answers to the quiz questions. I'd like you to notice a few other things as well.

- Who are the main characters?
- What are they thinking and feeling at the beginning of the video?
- What changes for them by the end of the video?



Educator Note: Your instructions for watching the video may change depending on the content of the video you will show. For example, you may need to change the pre-viewing questions to align with the selected video. Including pre-viewing questions helps increase students' attention to the video as they watch.

2 Play the video.

Stop the video briefly in key places as needed to maintain interest, suggest questions or generate thoughts about the situations and information portrayed.

3 Debrief.

At the end of the video, ask students questions to build and enhance understanding. Depending on the content of the video, you might ask questions such as:

- Who are the main characters?
- What problems does each character have? (*Go through main characters one-by-one.*)
- What are some of the STD risks for each character? (*Go through main characters one-by-one.*)

- How did (*characters with STD*) learn they had an STD? (*For example, symptoms, being told by a current or former partner, having a routine STD test.*)
- How did (*characters with STD*) feel when they learned they had an STD?
- Can (*a character's*) STD be cured?
- How could (*a character unaware of having an STD*) not know about having an STD?
- What do (*characters with STD*) need to do know to take care of themselves? What do their current and past sexual partners need to know?
- What choices do you think (*a character*) will make about STD risks in the future? Why will this person's behavior be different? (*Or, Why won't this person's behavior change?*)

Activity 2.5

Break the Chain and a Closer Look

Suggested Time 20 minutes

Materials Lettered 3 x 5 index cards (see Step 3 below for instructions), STD Symptom Cards, STD presentation, *STD Facts for Teens* pamphlet, music and music player

Purpose To illustrate the transmission of HIV and other STD, and to provide more detailed information about prevention, symptoms and treatment of STD, with emphasis on symptoms



Educator Note: Before the activity, instruct the Peer Leader who will receive the D card on how this activity works. Encourage this Peer Leader to gather as many signatures as possible during the “mingling” segment of the activity without giving away the meaning of the card.

Steps for Activity

Break the Chain

1 Introduce the activity.

Let's take a closer look at STD. Here's what we'll do:

- Each of you will receive a card.
- Once you get your cards, I'd like you to walk around the classroom and mingle, talking with your classmates.
- Talk with at least 5 people, and have each person you talk to sign your card.
- You'll have about 3 minutes to walk around and talk with each other.

2 Check for understanding.

Ask students what they will do once they get their cards. Clarify as needed.

3 Have students circulate.

Give each participant one index card with a letter on it. Distribute the cards in this manner:

- *D card*—Distribute one only, to a Peer Leader.
- *U cards*—Distribute to 4 or 5 people. If the group is large, distribute to 5 to 10 people.
- *C, A and O cards*—Distribute evenly among remaining participants. **BUT** if there are fewer than 5 participants, eliminate the O card.

Have students write their names at the top of their cards.



Educator Note: Do not tell the students what the letters mean prior to the activity.

Give the signal to begin the activity.

Now I'd like you to move around the room, talking to each other and signing each other's cards.

Allow students to circulate and talk for about 3 minutes. **Play music** while students circulate.

4 Introduce STD risks.

After 3 minutes, ask everyone to have a seat. Discuss as follows:

Instead of talking to each other, let's say that some of you have just engaged in a risky behavior. Let's see what happened.



Educator Note: This activity recreates the interaction in a social network. It helps participants understand how easily STD can be transmitted within a group if safer sexual behaviors aren't practiced. It can be a sensitive activity. For example, some participants might be HIV-positive or have family members with HIV. Others might worry that classmates will wrongly identify them as having STD or HIV. Remind students that the activity is just an exercise to help them see how transmission of STD could move through a group or community. It is not intended to identify anyone personally and should not be used to tease anyone in the group.

Can (name of Peer Leader with the D card) please stand? For our exercise, we're going to imagine that (Peer Leader) has an STD. If you have this person's name on your card, you've been in contact with someone who has an STD.

Will everyone who has (Peer Leader's) name on your card please stand?

Have students stand.

Now, if you're standing, but you have a C on your card, you may sit down again. The C means you used a condom.

If you're standing, but you have an O on your card, you may sit down. The O means you had "outercourse"—that is, pleasurable activities such as kissing and cuddling that didn't include intercourse or other close genital contact.

If you're standing, but you have an A on your card, you may sit down. The A means you abstained, and did not have sex.

If you're standing and you have a U on your card, remain standing. The U means you had unprotected sex. You did not use a condom. Therefore, you are at high risk of being infected with whatever STD (*Peer Leader*) has.



Educator Note: If the group is larger than 15, you can continue the activity by asking the people who are sitting if any of the people who are standing signed their cards. Have these participants stand too. Repeat each of the steps (e.g., those with C, O, or A cards can sit down; those with U remain standing). Repeat the steps as often as is needed to emphasize individual vulnerability. This step is not necessary if the group is 15 or smaller.

5 Debrief.

Ask everyone to sit down again. Discuss:

(To Peer Leader) How did it feel to be the one who had an STD?

(To people with U cards) How did it feel to realize you had a risk of STD?

(To people with C, O or A cards) How did it feel to realize you had avoided or significantly reduced your risk of STD based on your behaviors?

6 Summarize activity.

In this exercise, you saw how quickly and easily an STD can pass among a small group of people. If more of you had U cards, meaning you had unprotected sex, it would have spread even faster and to more people.

It's important to remember that in this exercise, talking to each other sometimes represented a risky behavior. In real life, HIV and other STDs are not spread through casual contact, such as talking, shaking hands, or sharing a pencil or glass of water. The best ways to avoid STD are to choose not to have sex, or use a latex condom if you do have sex. Be the person who does what the C and A cards represent.

A Closer Look



Educator Note: Before beginning this activity pass out the **STD Symptom Cards** to the Peer Leaders (1 or 2 cards for each Peer Leader). Tell them that you may call on them to read the symptoms as part of this activity.

1 Review common STDs.

Now let's look at some common STDs. Let's start by talking about chlamydia, one of the most common STDs among young people.

Have the Peer Leader with the chlamydia symptom card stand up and review the symptoms.

If it is appropriate for your class, use the STD presentation and show students the slide about chlamydia, emphasizing that teens with chlamydia often do not have any symptoms.

Repeat this process for other common STDs as time allows. Ask students to identify STDs they want more information about.

Remember, some STDs may not have any symptoms. This doesn't mean they can't damage your health. It's very important for people who are sexually active to be tested for STD regularly even if they have no symptoms. It's a good idea to get tested at least once a year. People who have unprotected sex, or who have sex with more than one partner, may want to get tested more often.

2 Distribute pamphlets.

Give an STD Facts for Teens pamphlet to each student.

Please open the *STD Facts for Teens* pamphlet and look it over for a moment. This gives some basic information on common STDs. You can save this information as a resource or share it with a friend.

Activity

2.6

Testing

Suggested Time 7 minutes

Materials Information About Testing (Preparation Sheet 1.5 from Lesson 1), chart paper

Purpose To provide basic information on testing for HIV, other STD and pregnancy

Steps for Activity

1 Transition from previous activity.

If anyone here has any of the symptoms we've been talking about, you need to get tested right away. There are other times people should think about getting tested. When do you think that might be?

Look for answers such as:

- *If a partner is infected*
- *If you have unprotected sex*
- *If you have sex with someone who has other sexual partners*
- *If you are having sex with someone who injects drugs, or has done so in the past*
- *If someone shares needles to inject any kinds of drugs or vitamins*
- *If someone trades sex for money or drugs*

2 Review local testing resources.

Where can young people in this community go to get tested for HIV, other STD or pregnancy?

Write responses on chart paper. Add sites students did not mention. Explain:

I'm going to take this information and make wallet cards that list local clinics and their phone numbers. Then you'll all have this information if you or your friends need it. I'll bring the wallet cards in at a later lesson.

3 Present information from local resources.

I called one (or more) of our local resources to get more information about what happens when a teen comes in for testing. Here's what I learned.

Review name of the resource and the other information on the Information About Testing preparation sheet—how the tests are done, how long it takes to get results, how people are told about their results, whether teens need parent permission to get tested. Post the information in the room.

4 Check for understanding.

So let's review some of this.

- What happens when someone gets tested for HIV?
- How will this resource test for STD?
- Can teens be tested for pregnancy at this site?
- Do teens need parent permission to be tested?
- Is there a cost for the services?

Clarify and elaborate as needed.

Activity 2.7

Closure

Suggested Time 10 minutes

Materials Resources poster, Question Box, extra field trip permission slips

Purpose To summarize experiences and key points of the lesson, and answer anonymous questions

Steps for Activity

Lesson Summary

1 Discuss.

Have students turn to a partner and discuss the following questions:

- What was something you learned today that was important to you personally?
- What did you learn about testing for HIV, other STD and pregnancy?

Emphasize that the purpose of today's lesson was to look at how knowledge about sexually transmitted diseases can affect people's decisions about sex. This can include their thoughts about having sex, their feelings and worries, and their concerns about how STD will affect their bodies, and the choices they make to protect themselves.

2 Review basic facts about STD.

Summarize the learning about STD by reviewing the quiz answers.

STD Quiz Questions & Answers

- Do people always know if they have an STD?
Answer: No. A person can have an STD without having any symptoms.
- What are some common symptoms of STD?
Answer: Bumps, painful blisters, discharge or drip, and painful urination. Flu-like symptoms. Many people with STD do not have any symptoms.
- If people think they might have an STD, what should they do?
Answer: Go to a clinic or doctor to be tested and treated. Tell partner(s). Avoid sex until the STD is cured; or, for an STD that can't be cured, find out about safer sex and how to protect future sex partners. Get more information from trustworthy websites, books or a hotline.

- Can all STDs be cured?

Answer: No. Some can, but others can't, including HPV, herpes, hepatitis B and HIV. However, even STDs that cannot be cured can be treated to reduce symptoms, slow or stop the infection from getting worse, and help the person stay healthy.

- What can happen if someone with an STD never gets it treated?

Answer: The person can pass the STD to others. Some STDs have very serious long-term consequences such as damage to the reproductive system (gonorrhea and chlamydia); brain damage, blindness and possibly death (syphilis); and skin disease (gonorrhea). Pregnant women can pass some STDs to their babies during pregnancy or childbirth.

- What can someone do to prevent getting an STD?

Answer: The best way to prevent an STD is to choose not to have sex and to avoid genital contact. For people who choose to have sex, condoms can reduce the risk of some STDs.



Educator Note: Create a simple poster with hotline and website resource information. You can hand write this information on a standard sheet of typing paper if you wish. There may be local resources you can suggest, or trustworthy websites you want students to know about.

3 Post the CDC website and hotline number.

- The CDC's STD information page, with links to additional information and test site locators, is at <http://www.cdc.gov/STD>.
- The CDC also has a 24-hour hotline number: 800-CDC-INFO or 800-232-4636. (TTY: 888-232-6348)

Here are some resources you can use to get more information about HIV and other STD, either by phone or online. The CDC site has an STD test-site locator, so you can find somewhere to get tested no matter where you are.

These are toll-free numbers, so there's no long distance charge for these calls. People who call do not need to give their names or reveal anything about themselves that they don't want to.

Transition and Closure

1 Prepare students for next lesson.

In the next lesson, we'll focus more on exactly which behaviors put people at risk for HIV and other STD.

2 Collect the student name tents.

Recognize students for their interest, creative thinking, and all they accomplished in the lesson today.

3 Give reminders.

Remember to bring back your field trip permission slips. If you've lost track of yours, I have some extras I can pass out.

Question Box

If time permits, answer questions from the Question Box.

STD Symptom Cards

Chlamydia	
Women <ul style="list-style-type: none"> • Unusual vaginal discharge • Bleeding between periods • Burning or pain when urinating (peeing) • Need to urinate more often • Low abdominal pain, sometimes with fever and nausea Most women have no symptoms.	Men <ul style="list-style-type: none"> • Watery, white drip from penis • Burning or pain when urinating (peeing) • Need to urinate more often. • Pain or swelling in testicles Some men have no symptoms.

Gonorrhea	
Women <ul style="list-style-type: none"> • Increased vaginal discharge (may be thin and watery or thick and yellow or green) • Bleeding between periods • Burning or pain when urinating (peeing) or having a bowel movement • Cramps and pain in the lower abdomen (belly) Most women have no symptoms.	Men <ul style="list-style-type: none"> • Thick yellow or green drip from penis • Burning or pain when urinating (peeing) or having a bowel movement • Pain or swelling in testicles • Need to urinate more often Some men have no symptoms. Both <ul style="list-style-type: none"> • Sore or swollen lymph nodes (symptoms of gonorrhea in the throat) • Anal itching and rectal discharge (symptoms of anal gonorrhea)

Trichomoniasis	
Women <ul style="list-style-type: none"> • Itching, burning or irritation in the vagina • White, yellow or green vaginal discharge with strong odor • Genital irritation and itching • Painful urination 	Men <ul style="list-style-type: none"> • Irritation inside the penis • Watery, white drip from penis • Burning after urinating or ejaculation • Need to urinate more often Many people have no symptoms.

STD Symptom Cards

Hepatitis	
Hepatitis B <ul style="list-style-type: none"> • Fatigue • Fever • Joint pain and swelling • Jaundice (yellow skin or eyes) • Poor appetite and weight loss • Dark urine or light-colored feces • Nausea and vomiting Some people have no symptoms.	Hepatitis C <ul style="list-style-type: none"> • Fever • Fatigue • Poor appetite • Nausea and vomiting • Abdominal pain • Joint pain • Jaundice (yellow skin or eyes) • Dark urine or light-colored feces Some people have no symptoms.

Genital Herpes
<ul style="list-style-type: none"> • Small bumps, blisters or sores on the genitals (this could include penis, anus, perineum, vulva or vagina) • Itching or burning before the blisters or sores appear • Fever • Muscle aches • Swollen glands Most people have no symptoms or only mild ones.

Parasites	
Scabies <ul style="list-style-type: none"> • Itchy skin rash, especially between the fingers; on skin folds of the wrist, elbow or knee; the penis, breast or shoulder blades • Intense itching, especially at night • Sores caused by scratching rash 	Pubic Lice <ul style="list-style-type: none"> • Itching in the genital area • Lice eggs (nits) or crawling lice may be visible

STD Symptom Cards

HPV/Genital Warts	
Women <ul style="list-style-type: none"> Cell changes on the cervix that can only be detected by a Pap test Both <ul style="list-style-type: none"> Small bumps or clusters of warts on and around the genitals and anus Warts may cause itching, burning, tenderness and bleeding Most people have no symptoms	<p>A vaccine against HPV is available. It is recommended for females and males ages 11 and 12. The vaccine can help protect against genital warts and some cancers.</p> <p>Catch-up vaccines are recommended for males through age 21 and females through age 26 if they didn't receive the vaccine earlier.</p>

Syphilis		
Primary stage (first infected) <ul style="list-style-type: none"> Sore, or chancre (pronounced "shank-er"), at the site of infection, such as penis, labia, cervix, anus or rectum; sometimes on lips, mouth, or other body parts Sore is usually painless 	Secondary stage (3-6 weeks later) <ul style="list-style-type: none"> Rash with brown sores Often occurs on soles of feet or palms of hands, or over entire body Can also be in mouth, vagina or anus 	Latent and late stages (years or decades later) <ul style="list-style-type: none"> Symptoms may disappear for years Damage to heart, eyes, brain, nervous system, bones, joints Blindness, mental illness, paralysis, heart disease and death

HIV
First infected <ul style="list-style-type: none"> Flu-like symptoms Some people have no symptoms Asymptomatic period <ul style="list-style-type: none"> No symptoms, usually for years Later <ul style="list-style-type: none"> Badly damaged immune system Opportunistic infections

Activity Sheet 2.3

STD Quiz

Directions: Answer each question as best as you can.

1. Do people always know if they have an STD? (Check one answer.)

☐ Yes ☐ No ☐ Don't know
2. What are some common symptoms of STD?

3. If you think you have an STD, what should you do?

4. Can all STDs be cured? (Check one answer.)

☐ Yes ☐ No ☐ Don't know
5. What can happen if someone with an STD never gets it treated?

6. What can people do to prevent getting an STD?

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Student Workbook
3

Activity Sheet 2.3

What's the Risk?

Synopsis

Students discuss HIV and how it impacts teens. Then they watch and discuss a film clip about decisions about sexual behavior. Students participate in an activity to identify behaviors that put them at risk for HIV, and then complete a small-group activity to examine ways to make sure and in-charge decisions in a relationship. Students complete a worksheet to begin preparing for their volunteer project.

Purpose Statement for Students

Today we will focus on things that put people at risk of getting HIV and other STD, and ways to reduce that risk.

Objectives

Students will be able to:

- Identify their own responsibility in making safer sex choices.
- Distinguish between behaviors that range from no risk to high risk for HIV transmission.
- Describe how to prevent HIV and other STD.
- Personalize their risk for HIV infection.
- Describe how to show confidence, pride and responsibility in the community and in relationships.
- Explain the benefits of making sure and in-charge decisions.
- Analyze potential gains from doing a volunteer project as part of *All4You!*

Activities & Time

3.1: Lesson 2 Review	2 minutes
3.2: Plan for the Day	3 minutes
3.3: Personalizing the Threat of HIV and AIDS	10 minutes
3.4: Film Clip and Discussion	10 minutes
3.5: Risk Continuum	20 minutes
3.6: Sure and in Charge!	12 minutes
3.7: Closure	15 minutes

Materials

Have

- ☐ Chart paper and markers
- ☐ Student name tents
- ☐ TV and DVD player (or some other way to play video clip)
- ☐ Appropriate video clip (see Educator Note below).
- ☐ Blank index cards the same size and color as the HIV Risk Behavior Cards (see Educator Background Sheet 3.5)
- ☐ Tape to hang HIV Risk Behavior Cards (see Activity 3.5)
- ☐ Pencils

Review

- ☐ **Personalizing the Threat of HIV** (Educator Background Sheet 3.3)
- ☐ **High, Low and No Risk Activity** (Educator Background Sheet 3.5)
- ☐ **Volunteering** (Activity Sheet 3.7)

Prepare

- ☐ Plan for the Day
- ☐ Three traffic lights drawn on 8-½ x 11 paper, with the following labels:
 - Green—No Risk/Safe
 - Yellow—Some Risk/Proceed with Caution
 - Red—High Risk/Unsafe
- ☐ HIV Risk Behavior Cards (see Educator Background Sheet 3.5)
- ☐ Chart paper for small groups (see Activity 3.6 for instructions)
- ☐ Wallet cards with local testing information (based on information from Lesson 2, Activity 2.6)

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Locate and preview an appropriate video or video clip (see Activity 3.4).

Peer Leader Activities

- ☐ Peer Leaders are assigned to small groups to assist with small-group work in Activity 3.5.
- ☐ Peer Leaders serve as small-group recorders and reporters for Activity 3.6.



Educator Note: During this lesson in the original research project for *All4You!*, students watched a video clip in which a couple intends to have sex but doesn't have a condom, and discussed what the couple should do. Look for a brief segment in an educational video about HIV/STD or a popular music video that shows a couple in this situation.

Activity

3.1

Lesson 2 Review

Suggested Time 2 minutes

Materials None

Purpose To review Lesson 2

Steps for Activity

1 Review Lesson 2.

Ask students the following questions:

- What are some of the most common symptoms of STD?
- What should people do if they think they have an STD?
- How can you keep from getting an STD?

2 Clarify.

Clarify any misinformation or key points as needed.

Activity

3.2

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will focus on things that put people at risk of getting HIV and other STD, and ways to reduce that risk.

3 Ask for a volunteer to read the plan.

Lesson 3

Plan for the Day

- HIV and AIDS
- Video
- What's the Risk?
- Sure and In Charge!
- Summary

Activity 3.3

Personalizing the Threat of HIV and AIDS

Suggested Time 10 minutes

Materials Educator Background Sheet 3.3

Purpose To help teens personalize the risk of HIV and AIDS

Steps for Activity

1 Tell relationships story.

We're going to start our lesson today with a story about relationships, and you're going to help tell the story.

Use the following steps. Chart the diagram as you go along. (See Educator Background Sheet 3.3 for example.)

- Can someone give me the name of a woman? (for example, Felicia)

Draw a circle near the top of the chalkboard or chart paper and write the woman's name in it.

- Now, can someone give me the name of a man? (for example, Leroy)

Draw a square next to the circle and write the man's name in it.

Felicia and Leroy are married.

Draw a line connecting the circle and square.

- How long have they been together?

Write the length of time above the line connecting Felicia and Leroy.

Before Felicia met Leroy, Leroy was going out with _____ (prompt students for a name of another woman; for example, Sandi).

Place a circle below Leroy's square and write in the name of the woman that the students call out. Draw a line between the two.

- How long were Leroy and Sandi together?

Write the response on the line connecting Leroy and Sandi.

- When Sandi met Leroy, it was love at first sight! As a matter of fact, she immediately dumped her boyfriend at the time, _____ (prompt the class for a name; for example, Steve) because she wanted to be with Leroy.

Draw a square to the right of Sandi's circle and write Steve's name in the square. Draw a line between the two.

Sandi dropped Steve cold because she knew that Leroy was the man she was going to spend her life with.

- How long were Steve and Sandi together before Sandi met Leroy?

Write the response on the line connecting Steve and Sandi.

- When Sandi left Steve, he was crushed. He was in love with Sandi. She was exactly the kind of woman who made him happy. She was always there for him, he trusted her completely, they loved to do the same things, and she never put him down. He had the freedom to go out and hang with his friends when he wanted to and be alone when he wanted to.

Even though they were always honest with each other, there was one thing he had never told her. One night, he went to a party with some friends, and things got a little out of control. A group of people at the party ended up in a bedroom doing some wild stuff he now regrets.

Draw a big square below Steve's square and ask for the names of several men and women, and write those names in the square. Draw a line connecting this square to Steve's square.

- OK, now let's go back to Felicia, and Leroy. They are really happy. They are finishing college and working. Life is good for them. They've wanted to start a family for some time, and Felicia has just learned she's pregnant.

Draw a triangle below Felicia's circle, write "pregnancy" in it, and draw a line connecting it to Felicia's circle.

Felicia goes to see her doctor to start her prenatal care. Her doctor suggests she take some tests, including the HIV test. Felicia says "No, that would be a waste of time. I've only had sex with my husband, and he's only had one other sexual partner. And nobody ever used needles. There's no way I could have HIV."

Her doctor tells her it's a good idea anyway, so she agrees to take the test. Felicia is shocked when her test comes back positive. She has HIV infection. Her doctor starts talking to her about treatments she can take to stay as healthy as possible, and to protect the baby. The doctor also wants to see Leroy and make sure he gets tested. Felicia can hardly follow what the doctor is saying. She begins to cry.

2 Debrief.

- Who's responsible for the fact that Felicia is HIV positive? Why do you feel that way?

Prompt students as needed. After a few responses, explain:

Sometimes we make assumptions in a relationship and forget that it's up to us to take care of ourselves. How could Felicia and Leroy have been more responsible about their sexual activity?

Look for answers such as: used condoms until they were ready to get pregnant, gotten tested before they had unprotected sex, be more realistic about their risks. Remind students:

You never know for sure what another person's risk is. You may not know all the past events that could have put the person in contact with someone with the virus. It's important to remember that all people are at risk for HIV if they practice unsafe behaviors.

If you have sex, the only way to really protect yourself, your partners, and your future children (if you're going to have children) is to use latex condoms all the time, even with people you love.

3 Review transmission.

Let's go over again the behaviors that can lead to HIV infection. What are they?

Look for these answers:

- Having unprotected sex (vaginal, anal or oral intercourse without a latex condom) with someone who has HIV.
- Sharing needles or works for injection drug use or any other purpose.
- A woman can pass the virus on to baby during pregnancy, childbirth or through breast milk.

4 Review prevention.

What are the best ways to prevent HIV, other STD and unplanned pregnancy?

Look for these answers:

- Choose not to have sex.
- Don't share needles or works (for HIV and hepatitis B and C prevention).
- Use latex condoms and other contraception if having sex.
- Choose sexual activities that have no or very low risk for HIV and other STD, such as kissing, hugging and cuddling.

5 Analyze facts and behaviors.

We know what behaviors may lead to HIV, other STD and unplanned pregnancy. We also know the best ways to prevent them. But many young people still end up having unprotected sex. Why do you suppose this happens?

Acknowledge student answers and link them to the facts they have been learning about prevention where possible.

6 Summarize.

Remember, in all relationships, including male/female and same-sex relationships, both partners have the right and the responsibility to be equally involved. Each person needs to decide if and when to have sex, and to make sure condoms are used each time. Partners are responsible for their own safety and protection. Every one of you has the right to make personal choices. It's your responsibility to make the choices that allow you to take care of yourself.

Activity

3.4

Film Clip and Discussion

Suggested Time 10 minutes

Materials An appropriate video clip, TV and DVD player (or some other way to show the video), chart paper, tape, markers

Purpose To initiate discussion about situations and behaviors that can affect teens' risk of getting HIV

Steps for Activity

1 Introduce the video clip.

Let's take a look at what might happen if two people who might have sex haven't talked about their responsibility for protecting themselves from HIV, other STD and unplanned pregnancy.

As you watch this video, think about its messages and about what you would do in a similar situation.

2 Show the clip.

At a point where the characters need to make a decision about their behaviors, stop the video.

3 Chart options.

Write down options that are appropriate to the video and ask students which option they think the characters should choose. For example:

- Ask if the other person has a condom.
- Stop having sex.
- Go to the store and buy some condoms.
- Have sex anyway.

Ask for a show of hands on each of the four items, or have students call out their responses.

4 Chart options.

At the end of the clip, ask questions that help students personalize the situation. For example:

- How will these characters feel if they do go ahead and have unsafe sex, then have to go to a doctor or clinic because they have symptoms of STD?

- How will these characters feel if they have unprotected sex and have a pregnancy scare? A true pregnancy?
- If you were speaking to (*name one of the characters*) before these events happened, what would you say?
- If you were speaking to (*name one of the characters*) after these events happened, what would you say?
- What do these characters need to know and believe to make safer, healthier choices about sex?

5 Summarize.

Remember, it's important for you to respect yourself and your partner by making good choices about HIV, other STD and pregnancy risks. Choose not to have sex. Or, if you are going to have sex, use condoms and other protection (contraception).

Activity 3.5

Risk Continuum

Suggested Time 20 minutes

Materials Traffic lights, HIV Risk Behavior Cards, Educator Key (see Educator Background Sheet 3.5 for instructions on how to prepare these 3 items), tape, blank index cards, markers, pencils

Purpose To help students identify the risk level for a variety of sexual and nonsexual behaviors

Steps for Activity

1 Introduce activity.

Post three labeled traffic lights in a continuum on the chalkboard or on the wall. Tell students:

In our first lesson, we played a game that helped us learn more about the behaviors that put people at risk for HIV infection. We also talked about which behaviors were “safer.” When we talk about these things, you may get the feeling that we’re saying that everything sexual is risky. But that’s not actually the case. There are lots of ways to show love and affection without putting yourselves at risk for HIV, other STD and unintended pregnancy.

In this next activity, we’re going to look at different behaviors and just how risky they might be for HIV.

- You will work in small groups of three or four.
- Each group will get several cards with different behaviors written on it.
- Discuss each behavior as a group, and decide the level of risk of the behaviors.
- Once your group has decided, someone from the group should tape each card along the continuum, based on the level of risk for HIV infection the behavior represents. It’s OK to put a card in between two of the traffic lights—for example, if your group decides it fits somewhere between the green light and the yellow light.

2 Model the activity.

Use the HIV Risk Behavior Card for “Talk on phone” to model the activity.

Let’s try it out. Where do you think this card goes? Yes, it’s a no-risk activity. So I’m going to post it here, under the green light.

Some of the cards you'll receive talk about having sex, or mention terms such as anal sex, vaginal sex or oral sex. The word "sex" in these cases means vaginal, anal or oral intercourse. If you're not sure what a card means, ask me.

3 Students place cards.

Divide students into groups of four. Assign a Peer Leader to each group. Pass out Risk Behavior Cards and tape to each group. Allow students to work for 5 minutes to place their cards in the correct categories. Prompt them if necessary when they have about a minute left.

4 Debrief.

Have students return to their seats. Review the groups' work, using the Educator Key.

Let's look at the 3 risk categories and make sure we all agree about where the cards are placed.

- High Risk/Red Light behaviors involve an exchange of blood, semen or vaginal secretions. These pose a definite risk of HIV transmission.
- Low Risk/Yellow Light behaviors are activities during which some exchange of these fluids might occur. This creates some danger of HIV transmission.
- No Risk/Green Light behaviors don't involve any exchange of blood, semen or vaginal secretions, and thus pose no risk of HIV transmission.

What do you think? Do any of you see cards that you think should be moved? (*Develop this discussion if there are questions about where some cards are placed.*) What cards do you think should be moved? Why do you think they belong somewhere else?

Move any cards that are improperly placed and put them in the correct location.



Educator Note: This is an excellent opportunity to address myths students may have about HIV risks and transmission. If there is some disagreement, you can also point out that this is a good reason for people to talk with their sexual partners before having sex. Even in this class, where everyone is learning the same kinds of information about HIV, there may be disagreements about what is or isn't safe.

5 Add additional cards.

Have groups identify additional behaviors not already on the wall.

You might have thought of other sexual, intimate or romantic behaviors that aren't included on these cards. I'd like you to work in your groups to come up with some additional behaviors we can put on our continuum.

I'll assign each group to work on either green light, yellow light, or red light behaviors. I want you to come up with two more behaviors in that category that aren't already on the wall. Write those down on the plain index cards I'm giving you.

Pass out cards and assign each group a category of behaviors. Circulate to see that students are on task. Answer questions or provide guidance as needed.

6 Debrief.

Have groups post their new cards in the appropriate location. Briefly review and discuss.

Does everyone agree on where these new cards are placed? (Rearrange cards if necessary.)



Educator Note: Be sure not to leave a card incorrectly placed along the continuum. Heated discussion may emerge about the proper place of a behavior along the risk continuum. Stress that any behavior not under the green light (no risk) category puts us at risk for HIV and other STD. End any discussion that becomes nonproductive.

When students are evaluating a behavior they may ask you whether the sex partner is infected with HIV. Say that you do not know.

7 Comment on other risks.

In this activity, we've focused specifically on HIV risks. If, instead, we had looked at STD risks generally, including diseases such as herpes, syphilis or HPV, our continuum would look different. Remember, those are diseases that can be passed by close physical contact, even without sexual intercourse.

One of the reasons we've focused on HIV today is that it is such a serious disease, and it's a genuine risk for young people.

8 Help students personalize activity.

I'd like you to take a moment to think about your own behaviors. Where do they fit on this continuum? You don't need to say anything about this or share your thoughts out loud, but I do want you to reflect on your sense of your own level of risk.

Remember, if you are practicing Yellow or Red Light behaviors, you are placing yourself at risk for HIV and other STD. I hope you'll get support to change those behaviors and lower your risk.

Activity

3.6

Sure and in Charge!

Suggested Time 12 minutes

Materials Prepared chart paper (see Educator Note and item 4 for description), markers

Purpose To introduce students to the concept of being sure and in charge in protecting themselves and others against HIV, other STD and unintended pregnancy



Educator Note: To prepare the chart paper for the small-group activity, divide each piece into two columns by putting a line down the middle. On the left side, write “Sure and In-Charge Decisions.” On the right side write “What’s in It for Me.” Make 4 or 5 per class, depending on class size. Remember to make one to use for the discussion segment.

Steps for Activity

1 Brainstorm.

Post two sheets of plain chart paper. At the top of one, write the word “Sure.” At the top of the other, write the words “In Charge.”

Let’s do a brainstorm about what it means to be “Sure.” (Look for answers that reflect confidence, certainty, security, pride. Record answers on chart paper.)

Now let’s brainstorm about what it means to be “In Charge.” (Record answers. Look for answers that reflect being sensible, responsible, reliable.)

2 Review and clarify answers.

Let’s take a look at our answers. We can summarize from these ideas. To be sure means being secure and confident; having self-worth, integrity and dignity. It means you value yourself.

Being *in charge* means being dependable, dedicated, reliable, responsible, committed and trustworthy.

3 Describe small-group activity.

Now, I’d like you to work in small groups to think more about what it means to be sure and in charge in terms of relationships. You’ll also describe some of the benefits of being sure and in charge.

Can someone give me an example of being sure and in charge in a relationship? *(Look for answers such as being trustworthy, making smart choices about sex, caring for yourself as well as a partner, etc.)*

4 Give specific instructions.

- You will work in groups of three or four.
- Your Peer Leader will be your recorder.
- Each group will receive a piece of chart paper and a marker. The paper has two columns, On the left side it says, "Sure and In-Charge Decisions." On the right side it says, "What's in It for Me." *(Show example.)*
- Your group's task is to list at least three sure and in-charge decisions people can make in a relationship. Then, list at least three benefits of making those decisions. You can list more than three things in each category. In fact, your group should make the list as long as you can.
- You'll have 5 minutes to create your lists.

5 Check for understanding.

So what will you be doing with your chart paper? *(Clarify as needed.)*

Pass out chart paper and markers to the Peer Leader in each group and get groups started. Circulate to monitor students' work, clarify the task and answer student questions.

6 Debrief.

After about 5 minutes, call students back to attention. Have the Peer Leaders in each group share one way to show being sure and in charge in a relationship. Write these answers on a piece of chart paper labeled "Sure and In-Charge Decisions." After the groups have reported, ask if there are other ideas that weren't mentioned.

Students' lists should include concepts such as:

- Wait until older or married to have sex
- Use a condom during sex
- Abstain from sexual behavior when no condom is available
- Avoid using alcohol and drugs
- Talk with partners and friends about risk behaviors and protection
- Be faithful to each other

Have the Peer Leaders of each group share one of the benefits of being sure and in charge. Write these answers on a piece of chart paper labeled, "What's in It for Me?" After the groups have reported, ask if there are other ideas that weren't mentioned. Students' lists should include benefits such as:

- Feel better about yourself
- Have healthier relationships
- Reduce your risk of HIV, other STD and unintended pregnancy

- Stay in school
- Accomplish your goals
- Build more trust with your partner
- Make people feel proud of you
- Feel like you are helping your loved ones and your community

Leave this chart paper posted in class.

7 Summarize.

Everyone is vulnerable to HIV and other STD. Because teens are one of the groups at greatest risk for HIV and other STD, young people need to take responsibility for preventing these diseases.

Waiting until you're older to have sex is the safest choice for avoiding HIV and other STD right now.

If people do have sex, the sure and in-charge thing to do is to use condoms. People who engage in responsible behavior feel confident about themselves, and proud for helping to protect themselves, their partners, and their families and communities.

Activity 3.7

Closure

Suggested Time 15 minutes

Materials 3 x 5 index cards, pencils, Activity Sheet 3.7, wallet cards

Purpose To summarize key points of the lesson and prepare for the next lesson

Steps for Activity

Lesson Summary

1 Discuss.

Ask students to turn to a person next to them and talk about the main points of this lesson.

2 Summarize.

*Emphasize that the purpose of today's lesson was to learn more about HIV, including how it is transmitted and how to prevent it. Remind students they also thought about what it means to be confident, proud and responsible in their communities and relationships. Point out a few examples of **how** students said they show being sure and in charge in a relationship.*

In-Class Activity Sheet

1 Discuss.

Remind students that an important part of the All4You! program is getting involved in helping their communities. Discuss:

- Have you or people you know done volunteer work?
- What have you gotten from that experience? Why do you think people help others?

2 Describe activity.

I'm going to ask you to complete an activity sheet. It asks you to think of three things you might get from volunteering, and to think about how these things might help you prevent HIV, other STD and unplanned pregnancy.

*Have students turn to **Volunteering** (Activity Sheet 3.7) in their workbooks. Allow students to work on it for a few minutes.*

3 Debrief the worksheet.

What are some things you might get out of volunteering?

Record answers on chart paper. Probe for more ideas from students if necessary. Look for answers such as the following:

Helping Yourself

- Pride
- Sense of accomplishment/satisfaction
- Good feeling for helping someone else
- Job experience
- Opportunity to show people what you can do well
- Learn new information and skills
- Meet challenges, have different experiences

Helping Others

- Make someone feel better
- Opportunity to help people function better

Changing a Condition

- Make a difference in the community
- Improve the quality of life for people in the community

4 Connect concepts.

Help students make the connection between HIV/STD and pregnancy risks and helping the community.

How could some of these benefits help you and your peers stay safe from HIV, other STD and unplanned pregnancy?

Record answers on chart paper. Probe for more ideas from students if necessary. Look for answers such as the following:

- Meeting challenges helps us gain a sense of accomplishment, pride and self-respect.
- This can help us make personal decisions that are proud and responsible.
- This can help us bring responsible and in-charge choices and behaviors to our relationships.

Transition and Closure

1 Prepare students for next lesson.

In the next lesson, we'll meet with a guest speaker who will share experiences around living with HIV.

What concerns do you think people in this class might have about being around someone with HIV?

Look for answers such as the following:

- Worrying about getting HIV from the speaker
- Feeling uncomfortable because it reminds them of someone they know who has HIV/AIDS
- Feeling emotional about knowing this person has HIV or worrying about the person

You all might have really different reactions to meeting this person. We'll have time to talk about those after the speaker. But remember, HIV is not transmitted from talking to someone with HIV or being in a room together.

2 Collect the student name tents.

Recognize students for their interest, creative thinking, and all they accomplished in the lesson today.

3 Distribute wallet cards.

Remember that you can receive testing services at the sites listed on this card. Keep these cards so you can refer to them later if you need to, or share the information with friends who might need testing or treatment.

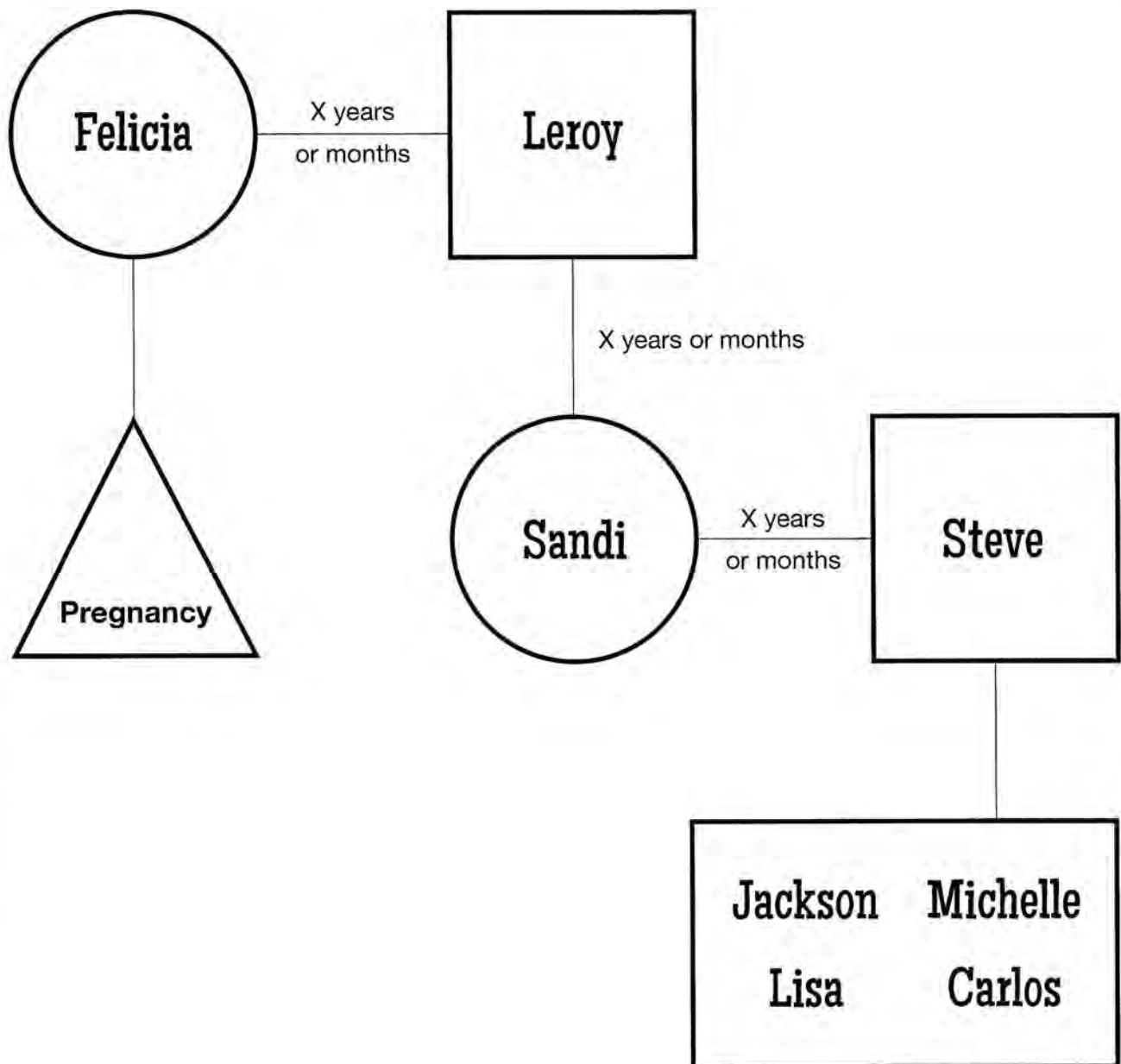
Question Box

If time permits, answer questions from the Question Box.

Personalizing the Threat of HIV



Educator Note: Here's a sample of what your visual for this activity should look like. The names and time periods for the relationships will change based on students' input.



High, Low and No Risk Activity

Traffic Lights

Take 3 sheets of standard 8-½ x 11 paper. Draw a tall rectangle with 3 circles on each, so you have a diagram of a traffic light.

- Color the top circle red on one page, and write, “Red Light/High Risk” on it.
- Color the middle circle yellow on one page, and write, “Yellow Light/Low Risk” on it.
- Color the bottom circle green on one page, and write, “Green Light/No Risk” on it.

Post the Traffic Lights along a wall or board so they create a continuum, like this:



Risk Behavior Cards

Make Risk Behavior Cards by putting the risk behaviors from the Educator Key below on 5 x 8 index cards (or similar material). Type or write only one behavior per card. Use a marker and print large enough so the card can be seen easily in the classroom. All cards should be the same color. Only use behaviors that you feel are appropriate for your class.

Educator Key

Use the key below during the discussion part of the activity.

Behavior	Correct Placement
1. Sex without a condom	Red Light
2. Sex with a condom	Yellow Light
3. Oral sex without a condom	Red/Yellow Light Risk of transmission of HIV is much lower for oral sex than for vaginal or anal sex. However, HIV as well as many other STDs can be transmitted this way. Condoms (for males) or flat latex barriers (for females) are recommended.

(continued)

High, Low and No Risk Activity *(continued)*

Behavior	Correct Placement
4. Oral sex on a guy with a condom	Green Light Risk would be extremely low
5. Anal sex without a condom	Red Light
6. Anal sex with a condom	Red/Yellow Light Condoms are more likely to break during anal sex.
7. Self-masturbation	Green Light
8. Mutual masturbation	Yellow Light Very low risk for HIV unless semen, vaginal secretions or blood get into partner's body.
9. Wet kissing	Green/Yellow Light There are very few cases of HIV transmitted via wet kissing, but it is possible when one person has HIV and infected blood is exchanged due to bleeding gums or sores in the mouth.
10. Dry kissing	Green Light
11. Massage	Green Light
12. Showering together	Green Light
13. Romantic conversation	Green Light
14. Sharing needles and syringes without cleaning them	Red Light
15. Sharing needles and syringes and cleaning them correctly	Red/Yellow Light The best choice is never to share. Cleaning with bleach may not kill all viruses.
16. Doing injection drugs, always using clean needles, never sharing needles and syringes	Yellow/Green Light If clean needles are never shared, no HIV risk from needles. Greater chance of making risky sexual decisions if high, MANY other risks to injection drug users.

High, Low and No Risk Activity *(continued)*

Behavior	Correct Placement
17. Having sex with multiple partners and not using a condom	Red Light
18. Having sex with multiple partners and using a condom	Yellow Light
19. Having unprotected sex (no condom) with a person who injects drugs	Red Light
20. Having sex with a person who injects drugs and using a condom	Red/Yellow Light
21. Having sex without a condom with someone who has had multiple partners	Red Light
22. Having unprotected sex with a woman who is having sex with other women	Yellow/Red Light Any type of unprotected sex with someone with HIV puts a person at risk for HIV. This includes sexual activities that involve sharing vaginal secretions or blood.
23. Having unprotected sex with a man who is having sex with other men	Red Light
24. Sharing eating utensils with someone who has HIV	Green Light
25. Touching someone who has HIV	Green Light
26. Choosing not to have sex at present (but has had sexual intercourse in past)	Green Light Not a current risk, but person might need testing because of past risk.
27. Never had sex	Green Light
28. Having “dry” sex—clothes on, no exchange of semen, blood, vaginal secretion	Green Light

(continued)

High, Low and No Risk Activity *(continued)*

Behavior	Correct Placement
29. Flirting	Green Light
30. Sexual fantasy	Green Light
31. Hugging	Green Light
32. Having sex with only one person, without a condom	Green/Yellow/Red Light Depends on whether either has HIV or HIV risks, such as unprotected sex with other partners in the past, current or past injection drug use, or past partners who shared needles. This activity only gets a “Green Light” if both partners are HIV-free, only have sex with each other, and neither engages in activities that carry risk of HIV infection.
33. Having sex without a condom while on the pill or with a woman who is on the pill.	Red Light Birth control pills protect against pregnancy but not HIV/STD.
34. Group sex without condoms/ barriers	Red Light
35. Having sex with someone you love, without a condom	Red Light Love doesn’t protect people from HIV. If both partners are monogamous, never use injection drugs, and have tested negative, this would be Green.
36. Having sex while drunk or high	Red Light Greater chance of making risky choices.
37. Having sex without a condom with someone you’ve just met online	Red Light

Activity Sheet 3.7

Volunteering

As part of the *All4You!* project, we will work together to help in our community.

1. List 3 things that you might get from volunteering to help others.

2. How can the benefits of volunteering help you stay safe from HIV, other sexually transmitted disease, and unplanned pregnancy?

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All4You! Student Workbook 5

Activity Sheet 3.7

Experience It!

Synopsis

Students participate in an activity to build empathy for the people with whom they will work during their volunteer project. They then plan activities for their first visit. Students also discuss goals, expectations, and rules to prepare for their volunteer project visits. A guest speaker shares experiences around living with HIV (e.g., life as a young person; decisions that increased risk of becoming infected with HIV; effects of HIV on daily activities, personal relationships and plans). A question-and-answer period follows the speaker's presentation.

Purpose Statement for Students

Today we will get ready for our volunteer project, and learn more about how HIV affects people who have it.

Objectives

Students will be able to:

- Explore their feelings about the population they will help through their volunteer project.
- Describe their roles and any rules regarding their volunteer project.
- Develop activity plans for their volunteer project visits.
- Describe the physical, emotional, and social impact of living with HIV.

Activities & Time

4.1: Lesson 3 Review	3 minutes
4.2: Plan for the Day	3 minutes
4.3: Getting Ready	20 minutes
4.4: Folders and Expectations	15 minutes
4.5: People Like Us	40 minutes
4.6: Closure	5 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Student name tents
- ☐ Music and music player
- ☐ 3 x 5 index cards, 5 per student
- ☐ Pencils

Review

- ☐ **Activities, Activities** (Activity Sheet 4.3), 8 copies per class
- ☐ **All4You! Tip Sheet**
- ☐ **Lesson 4 Volunteer Sheet**
- ☐ **Re-thinking My Feelings** (Activity Sheet 4.5)

(continued)

Materials

Copy

- ☐ **Guest Speaker Interview** (Peer Leader Sheet 4.5), 1 per class

Prepare

- ☐ Plan for the Day
- ☐ Volunteer Project Summary poster (See Activity 4.3 for instructions)
- ☐ Video (See Educator Note for suggestions)

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Arrange for a guest speaker (see Activity 4.5 for guidance).
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Preview video.

Peer Leader Activities

- ☐ Peer Leaders serve as recorders and reporters for Activity 4.3.
 - ☐ Two Peer Leaders interview and then introduce the guest speaker using the **Guest Speaker Interview**.
-



Educator Note:

Locating a Speaker and Video Backup: Arrangements for the guest speaker should be made well ahead of the classroom presentation. Before the speaker's presentation, provide the speaker with information on what has already been covered in class, the proposed content of the presentation, and the length of the presentation. Be sure to review education codes or district policies that may limit the speaker's responses to student questions, and describe any guidelines to the speaker. Also, be sure to follow district procedures on parent/guardian notification for outside speakers and sensitive subjects.

Some communities have voluntary speakers groups where people with HIV, especially young people, are trained to talk with teens. Check your local HIV/AIDS organization or department of public health for resources.

Sometimes, despite the most careful planning, a speaker is unable to attend as planned. In such cases, a video can be used as a backup. The video should show young people living with HIV talking about their experiences. Preview any video to be sure it's appropriate for your class. ETR distributes the video *Blood Lines* as well as other videos about HIV that could be appropriate for this lesson.

Activity 4.1

Lesson 3 Review

Suggested Time 3 minutes

Materials None

Purpose To review Lesson 3

Steps for Activity

1 Review Lesson 3.

Ask students the following questions:

- What do you remember most from the last lesson?
- Name some behaviors that are high risk for passing HIV.
- Name some Green Light behaviors.

2 Clarify.

Clarify any misinformation or key points as needed.

Activity

4.2

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will get ready for our volunteer project, and we will learn more about how HIV affects people who have it.

3 Ask for a volunteer to read the plan.

Lesson 4

Plan for the Day

- Getting Ready
- Volunteer Expectations
- People Like Us
- Summary

Activity

4.3

Getting Ready

Suggested Time 20 minutes

Materials Volunteer Project Summary poster (see step 1 below for description), chart paper, markers, Activity Sheet 4.3

Purpose To introduce the volunteer project site and help build empathy for the people served by the project



Educator Note: The examples in this activity are based on an *All4You!* class that volunteered to work with seniors in a skilled nursing facility. Make adaptations as necessary for the facility your class will be visiting (e.g., people living with HIV, young children, developmentally disabled, homeless). The goal of this step is to get students thinking about the environment they will visit and to help students see the need for their visits. You will need to create a Volunteer Project Summary poster and develop an Empathy Story that fits your class's site.

Steps for Activity

Building Empathy

1 Introduce activity.

We're going to take a look at the place we'll be going for our volunteer project, and then plan what we can do once we are there.

Describe the volunteer project using the Volunteer Project Summary poster. Include the following information on the poster:

- The name and location of the agency or facility.
- The population that the agency serves (e.g., seniors, children, people with HIV, developmentally disabled, homeless individuals).
- Some words that capture why the class will work with the agency.

2 Ask for student feedback.

Do any of you know someone who is in a skilled nursing facility—a nursing home? Have any of you ever been to one? What was it like?

3 Tell an Empathy Story.

I'm going to tell you a story to help you get a better idea of what it might be like for the people at the volunteer project site. If you're comfortable doing so, I'd like you to close your eyes while you listen to the story. But you don't have to.



Educator Note: Read the story slowly, to allow students to generate a mental picture of what it could be like for some of the people they will be visiting.

- Close your eyes for a moment. Take a couple of slow, comfortable breaths in and out. *(Pause)* In your mind's eye, bring up a picture of your parents, step-parents, grandparents, aunts or uncles, whomever you call family. Let yourself see their faces in your mind.
- Now, if you have brothers and sisters, picture them in your mind as well. Bring in your cousins, your best friends. Let yourself see their faces in your mind.
- If you have a partner, someone really special, bring that person in your mind, too.
- Just let yourself see all of these people you care for, people who care about you. Now, imagine that you have to live the rest of your life...*(pause)* without all of those people. They have all passed on. All of those people who were such a big part of your life are now gone.
- You do have a place to live, though, and you have grown children and grandchildren.
- But, your children's lives are so very busy. They don't have a chance to visit often.
- You used to be needed and were important to your family. Now, you feel like you are a burden much of the time.
- Every day you have physical pain. You can't sleep through the night. This often makes you grouchy.
- You can't eat the foods you used to love. You can't drive your car anymore.
- Everything seems difficult. Everything you want to do takes so long. You sometimes wonder if it's worth the effort, but what can you do?
- Now, I'd like you to take another couple of comfortable, deep breaths, and when you're ready, open your eyes.

4 Discuss with students.

What was that like? What were some of the things that were hard for you?

Record responses on chart paper.

How do you think our visits to the nursing home might make a difference to the people who are there?

Record responses on chart paper. Look for answers such as the following, and prompt if necessary:

- Provide companionship

- Make the people feel important
- Give them someone to talk with

5 Address stereotypes and expectations.

This was a powerful story to go through. I want to remind you that not all older people have these struggles, not even all of the people in nursing facilities. Many are quite happy with their lives. They may want to share their lives and what they have learned with others, especially teens. People in this facility may want to share their life stories with us, or tell us about their families.

Even when people are content in their situations, visits from students, like the ones we'll be doing, can be helpful in the ways we discussed.

Planning Activities



Educator Note: Ideally you will know ahead of time the types of activities that would be allowable at the volunteer site. Use that information to adapt this activity as needed.

1 Review preparations and answer questions.

I want you to know that the staff and residents at the volunteer project are looking forward to our visits. You'll get more information about your volunteer project during your first visit to the site. Do any of you have any questions right now about volunteering?

Respond to questions. Many of the students' questions (e.g., "What are we going to do there?") will be answered in the following activities.

2 Review preparations and answer questions.

One of the main reasons for volunteering is so you can experience what it's like to give your time to make a difference for others. Each of you has many talents—things you're good at—and interests—things you like to do. When you're willing to share your talents and interests, you can make that kind of difference.

Let's brainstorm some of the talents and interests in this room. You could identify your own talents and interests, or those of others here.

Record responses on chart paper.

3 Describe small-group activity.

Now, I'd like you all to work in small groups to think of ways you can use these talents and interests to make a difference in the lives of the people we'll see when we volunteer. Here's what you'll do.

- You will work in groups of three or four.
- Each group should think of three activities that the class could do with the residents at the volunteer project, and record them on the activity sheet in your workbooks.

Have students turn to **Activities, Activities** (Activity Sheet 4.3) in their workbooks.

- Think of things you'd enjoy doing with the residents. This could be things you're good at, such as playing board games, doing art projects, talking, styling someone's hair or doing a manicure. There are lots of possibilities.
- You also need to think about any supplies that would be needed for the activities. Write those on the worksheet too.
- You will have 5 minutes to work. Once you are done I'll ask for volunteers to share their ideas.

4 Check for understanding.

Can someone tell me what it is you're going to do now?

Clarify as needed.

5 Group work.

Form groups, assign a Peer Leader to each group, and be sure students are working on Activity Sheet 4.3. Have the groups get started. Circulate and assist groups as needed.

6 Debrief.

Have groups finish up after about 5 minutes, and bring everyone's attention to the full class.

Who can share some of your group's ideas? What are some of the talents and interests we'll be able to use in our volunteer visits? What kinds of materials will we need for these activities?

Record responses on chart paper, including special materials needed.

These are some really creative ideas. I'll be able to get some of these materials ready for our first Volunteer Project visit. We'll all need to stay really flexible in our planning, because the residents may actually have other ideas about what they want to do. It's fine if they're not interested in our activities. That will help us learn more about what will and won't work for future visits.

7 Help students plan their conversations.

You'll all have a chance to talk with people at the Volunteer Project Site. Do any of you find it a little difficult to start up a conversation with someone you don't really know? A lot of us have that problem.

Let's brainstorm some ideas about conversation-starters. What are some questions you could use when you're talking with the residents?

Record responses on chart paper. Look for answers such as the following, and prompt if necessary:

- Hi. My name is _____, and I'm from _____ School. What's your name?
- What are you having for lunch today?
- We are going to come for some visits to play games with people here. What kinds of games do you like to play?

- What do you think of this weather?
- How long have you lived in this area? Where else have you lived?

These are some great ideas. I'm going to write these down on small slips of paper, and I'll give one to each of you the day we go to the Volunteer Project Site. You can use it to remind you of some good questions if you'd like.

8 Respond to questions.

Provide anticipatory guidance as needed.

Does anyone have any questions or concerns about our first visit?

One of the things I want you to remember is that we will all have different thoughts and feelings about the people we're visiting and helping. I hope you'll all go on this visit with an open mind. Let go of any stereotypes you have about the people we'll meet. Try not to make up their experience—let them tell you what it is.

The people we'll meet may also have some thoughts, even some stereotypes, about teens. What kinds of things do you suppose the residents might think about people your age? What sorts of things can we do as a group, and can you do as individuals, to let people see who you really are?

Remember—this experience is about helping in the community. The common goal is for everyone to give their time and share their talents.

Activity

4.4

Volunteer Expectations

Suggested Time 15 minutes

Materials Name tags, **All4You! Tip Sheet**, **Lesson 4 Volunteer Sheet**, chart paper, markers, tape, favorite music and music player

Purpose To provide an ice breaker for the group



Educator Note: If there is time and you think your class would enjoy the activity, give students materials and time to personalize their volunteer project sheets with pictures, words, marks or other decorations. Emphasize that students need to choose appropriate designs. Be explicit about any school guidelines related to gang colors or symbols, language restrictions or other policies that might be relevant.

Steps for Activity

Goals

1 Describe the volunteer sheets.

Introduce the importance of interest and involvement in the volunteer project.

Your level of interest and involvement at the volunteer project site will help make it a better experience. One way to help you think about your contributions is to have you keep notes about your experiences.

Your workbook contains a number of Volunteer Sheets. These will be your record of your experience at the Volunteer Project. You can use the sheets to help you think about your experience and write notes about your visits.

We'll take time to complete one of these sheets after each Volunteer Project visit. I'll give you specific writing activities. For example, one day I might ask you to write about what the volunteering was like. Another day, I might ask you to write about what the people from the site learned from you.

These writing activities will help you think about what you did, and connect that to other parts of your life. This can also help you see the contributions you are making.

2 Review Tip Sheet.

*Have students turn to the **All4You! Tip Sheet** in their workbooks.*

Keeping track of your experience will help other students too. Students from previous *All4You!* classes created this tip sheet based on their experiences. You'll be creating a similar tip sheet at the end of the program, and we'll use those ideas with future *All4You!* classes.

I'll play some music while you take a few minutes to review the Tip Sheet.

Play music from students' favorites as they review the tip sheet.

3 Discuss.

As students finish, bring their attention back to the full class. Explore what students hope to get from volunteering.

I'd like you to look at the part of the tip sheet that says, "What you might get out of volunteering." Now, each of you turn to a partner and discuss which of these you hope to gain. Circle the two things you most want to gain. Feel free to add ideas to the list.

4 Bring the focus back to helping others.

We'll all get a lot from volunteering, but remember that the greatest purpose is to help others in the community. I want you to turn to the Lesson 4 Volunteer Sheet in your workbook. Take a few minutes to fill in one way you hope to help at the volunteer project.

*Have students turn to the **Lesson 4 Volunteer Sheet** in their workbooks and complete it. If students seem to struggle with the activity, brainstorm as a class ways they might contribute.*

5 Encourage students to observe one another.

During your first visit to the Volunteer Project, I'd like you to notice the ways different people in the class contribute. I'll ask you to share your observations after the first visit.

Expectations and Logistics

1 Review the expectations for the visit.

When we go out to a site to help, we will be part of their staff, similar to other employees. What groundrules do you think we should follow for these visits? Some of you work, so you might think about the rules in your own jobs.

Record students' responses on chart paper. Look for answers such as the following, and prompt if necessary:

- Be respectful
- Take pride in our work
- Listen
- Ask questions if something isn't clear
- Follow through
- Dress appropriately

- Act appropriately (no drugs, don't come high, watch language)
- Stay until the end

Remember, you'll be providing valuable help to the agency and community. This can be a very positive experience for everyone involved, but we need to be respectful of the environment, the staff and clients at the agency, and each other.

Your behavior will influence how people at the site think about teenagers. Some agencies are not used to having help, so you'll have to use your own judgment about how to handle each situation.

2 Review logistics. Include the following:

- Meeting time and location (*meet at the school, regularly scheduled time*).
- Travel (*how students will get to the site*).
- Field trip permission slips (*collect these now and remind any students who haven't turned them in that they **must** have them or they can't go*).
- Specific site expectations (*review any specific expectations for students, such as dress codes, quiet zones, check-in policies*).

Remember, you're representing yourselves, your class and the school. How we do on this visit will affect whether or not the agency invites teens back in the future. So let's all do our best.

3 Discuss remembering and recording experiences.



Educator Note: If the volunteer site allows pictures, be sure to review the picture taking guidelines with students before you visit. Limit the number of cameras to two, and assign two students to serve as recorders for the day. These students may also be able to pick up brochures or other materials at the site. Again, check with the agency to be sure this is OK with them, or if they have other materials students can take to help them reflect on their volunteer visit.

An important part of our volunteer visits is remembering and recording our experiences. We will assign two students each visit to be responsible for documenting our experience. These students can use cameras (*if available and the site allows picture taking*), collect a few copies of brochures or handouts (*if available and approved by the site*), or create a summary of the visit (with words or hand-drawn pictures). We will use the materials to create posters on the last day of the program.

Activity 4.5

People Like Us: Talking with a Person Who Has HIV

Suggested Time 40 minutes

Materials 3 x 5 index cards, Peer Leader Sheet 4.5, Activity Sheet 4.5, chart paper
Optional: video featuring HIV-positive young people

Purpose To enable students to hear what it's like to live with HIV



Educator Note: Before the speaker's presentation, have two of the Peer Leaders talk with the speaker briefly to get information for introductions, using the **Guest Speaker Interview** (Peer Leader Sheet 4.5). Have them record the information on the sheet.

Suggest that the speaker spend 20 to 25 minutes sharing personal experience with HIV, and leave the remaining time for students' questions.

Encourage the speaker to address some or all of the following: life as a teenager; decisions that increased the risk for HIV; the impact of HIV on daily life, personal relationships, health status and long-term goals; things the speaker would have done differently knowing and/or believing there was a risk for HIV; who has offered support and which adults have been most helpful.

Adapt the steps of this activity as appropriate if the speaker would like to present differently (e.g., taking questions during the talk).

Steps for Activity

1 Introduce activity.

Distribute question cards.

Today, you'll have an opportunity to meet a person living with HIV, and to hear how HIV has affected this person's life.

I'm going to give each of you a few cards. You can use these to write any questions you'd like to ask the speaker. Don't put your names on the cards. I'll collect all of these cards, even if you didn't write on them, at the end of the presentation.

You'll also be able to ask questions directly if you prefer. And remember our "right to pass" groundrule. You don't have to ask any questions if you don't want to. And our speaker also has the same right to pass on any questions that feel too personal.

I'd like you to wait until the speaker has finished presenting before asking questions.

Distribute index cards.

2 Introduce speaker.

Have Peer Leaders introduce the speaker, using the information gleaned from their interview.

3 Speaker presents.

Have speaker share experience. Keep time for the speaker if necessary.

4 Questions and answers.

Invite direct questions when the speaker finishes. Collect cards as these questions are being answered. Review student questions quickly to be sure the questions are relevant, appropriate for class discussion, and do not conflict with education codes or school/district policy. When the speaker is ready, ask questions from the cards and allow time for the speaker to respond.

5 Conclude.

Finish the question session and thank the speaker.

That's all we have time for, but let's thank our speaker. Please give _____ (speaker's name) a round of applause for taking the time to help us understand more about living with HIV.

Have one of the Peer Leaders walk the speaker out, or invite the speaker to stay for the rest of the lesson.

6 Complete worksheet.

Students complete an activity sheet about the speaker's presentation.

It's important to think and talk about how you felt after hearing this presentation. I'd like you to spend a few minutes responding to it. We'll have a discussion when you're finished.

*Have students turn to **Re-Thinking My Feelings** (Activity Sheet 4.5) in their workbooks and allow time for them to complete it.*

7 Debrief.

- What do you remember most from the presentation?
- What feelings did you experience as you listened to the speaker?
- Have any of your attitudes and/or feelings about people living with HIV changed as a result of the presentation? In what ways?
- Does meeting someone with HIV make the risk feel more real to you? If yes, in what ways? If no, why do you think it doesn't have an impact on you?

8 Close.

Thank you all for your participation. I hope you'll all use the learning today to think about what it would be like if you or someone you knew got HIV. When you can think about the ways it would change your lives, dreams, and futures, you're better prepared to make healthy choices in your life right now.

Video Alternative



Educator Note: If a speaker is not available or if the speaker is not able to come as scheduled, use an appropriate video featuring young people with HIV in place of the speaker.

1 Introduce the video.

This video includes real young people (not actors) who have HIV. The people will be talking about how HIV has affected their lives.

Write the names of the people in the video on chart paper and review them briefly.

Notice the way you feel, and the thoughts you're having, as you watch the video. Think about which individuals affect you most deeply, and why. Who seems most like you or people you know?

The stories may make you feel sad. It's OK to feel that way. After the video, you'll get a chance to talk about what you remember from the video, first in pairs, then with the whole class.

2 Play the video.

As students watch the video, post discussion questions on chart paper.

- What do you remember most from the video?
- Whom did you identify with most, and why?

3 Discuss.

After the video, facilitate partner discussions.

I'd like each of you to find a partner to discuss the video. Each of you should share your answers to the discussion questions I've posted on chart paper. You'll have a couple of minutes for this. Be sure both of you talk.

4 Debrief.

Have groups finish up after 1 or 2 minutes, and bring everyone's attention to the full class.

- So what were some of your thoughts about the video? Who would like to share some of their responses?
- Which individuals seem most like you or people you know?
- What could have prevented the people in the video from getting HIV?

In upcoming classes, we'll focus on ways to reduce risk for HIV, other STD and unplanned pregnancy.

Activity 4.6

Closure

Suggested Time	5 minutes
Materials	None
Purpose	To summarize the key points of the lesson

Steps for Activity

Lesson Summary

1 Discuss.

Have students summarize the main points of the lesson by turning to a person next to them and discussing the following questions:

- What did you learn about getting ready for your volunteer experience?
- What did you learn about what it's like to live with HIV?

I know that hearing directly from someone who has HIV can be difficult, but that it also gives you a chance to see more about what the disease is really like.

2 Help students personalize learning.

Can anyone talk about why you might want to take steps to avoid HIV?

Have your feelings about this changed since meeting our speaker?

Transition and Closure

1 Field trip reminder.

Remember, we're going on our first field trip to the volunteer site during the next class. Bring in your field trip permission slips if you haven't already done so.

2 Conclude.

Collect the student name tents.

Close by recognizing students' interest, creative thinking and work accomplished during the class today.

Guest Speaker Interview

Directions for Peer Leaders: Interview the guest speaker using the questions below. Take notes on what the speaker says. Use this information when you introduce the speaker.

1. What is your name? How do you want us to introduce you?

2. Where do you live?

3. What do you like to do in your free time?

4. Is there anything else you would like us to say when we introduce you?

Activity Sheet 4.3

Activities, Activities

Directions: Think of at least 3 things you can do when you volunteer, such as play cards or other games, sing or read. For each thing you list, write down any supplies you would need. If you can think of more than 3 things, use the back of this sheet for other ideas.

Things We Could Do	Supplies We Would Need
<i>Example: Play Checkers</i>	<i>Checkerboard and checkers</i>

Student Workbook 7

Activity Sheet 4.3

Tip Sheet

All4You! Tip Sheet

Tips for you from groups of youth who have volunteered through All4You! programs before:

Things that might be difficult:

1. Trying to start a conversation
2. Getting people to participate
3. Being tolerant of other people
4. Expressing your ideas
5. Getting past the stereotypes of what you think it will be like to volunteer

Things you can do to deal with difficult situations:

1. Talk it out and ask others for help or ideas
2. Be patient
3. Think back to your experiences and work with that
4. Take time to breathe
5. Remember why you are there

Things you might get out of volunteering:

1. Having fun and new experiences
2. Meeting new people/making new friends
3. Learning how to understand more about others
4. Feeling good about yourself because you made someone feel wanted
5. Gaining respect, pride, satisfaction
6. Learning new skills like how to solve problems
7. Changing other people's lives and your own life
8. Being acknowledged by others

Student Workbook 9

Tip Sheet

Lesson 4 Volunteer Sheet



ONE WAY I HOPE TO HELP AT THE COMMUNITY PROJECT IS...



Student Workbook 10

Lesson 4 Volunteer Sheet

Activity Sheet 4.5

Re-thinking My Feelings

What are your thoughts about the presentation by the person with HIV? Did your own thoughts or feelings about HIV risk or people with HIV change?

Directions: Write a paragraph, draw a picture, create a song or poem, or cut out pictures from a magazine to show your thoughts. Or, you may write a thank-you letter to the speaker.

Student Workbook 11

Activity Sheet 4.5

Lesson 5

Using Our Skills in the Community— Visit 1

Synopsis

Students make their first visit to the volunteer project and receive an orientation to their tasks. Students begin to work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Students write in their workbooks immediately following their volunteer visit to begin reflecting on their experiences.

Purpose Statement for Students

Today we will take time to make a difference in our community.

Objectives

Students will be able to:

- Make positive contributions to their communities.
- Use selected personal and social skills during their volunteer project activities.
- Begin reflecting on the day's experience.

Activities & Time

5.1: Review of Lesson 4 and Volunteer Project	15 minutes
5.2: Volunteer Project and Reflection	125 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Adhesive name tags for students
- ☐ Pencils
- ☐ Games and other supplies for use at the volunteer project site
- ☐ Cameras (2)

Review

- ☐ **Lesson 5 Volunteer Sheet Prepare**
- ☐ **Conversation Starter Tips**, 1 per student

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review and complete each step of the Volunteer Project Preparation Guidelines in the Introduction and Appendixes B, C, D and E.

Peer Leader Activities

- ☐ Peer Leaders watch for and note examples of how students contribute while volunteering. They also watch for issues that are challenging for students.
-



Educator Note: Lesson content and materials specific to the volunteer site are modeled on a volunteer project at a skilled nursing facility serving elders. You will need to adapt the content (e.g., discussion questions) and materials (Conversation Starter Tips) to your class site.

Activity 5.1

Review of Lesson 4 and Volunteer Project

Suggested Time 15 minutes

Materials Name tags, markers, cameras, **Conversation Starter Tips**

Purpose To review Lesson 4 and prepare students for their first visit to their volunteer project

Steps for Activity

Speaker Review

1 Review guest speaker activity.

Talking with someone with HIV can be a very powerful and moving experience. Many people have strong feelings afterward. I'd like to give you another opportunity to express your thoughts and feelings about the presentation, and to clarify any questions you might have about HIV transmission.

2 Discuss.

Facilitate brief discussion. Ask questions such as the following:

- Do you have any other questions about HIV/AIDS that came up for you now that you have had time to think about it for a few days?
- Did you talk with friends and family members about the presentation? What did you share with them?
- Do you have any other thoughts or feelings you would like to share about the presentation?

3 Invite further questions.

I want to remind you that if you do have questions in the future, you can use the anonymous question box or ask me directly in class.

Volunteer Project Review

1 Review.

Check in with students about the day's plans.

Who remembers where we'll be going today for our volunteer project?

Review students' roles and any group agreements, as needed.

- What will you be doing at the site?
- What group agreements are we all going to use today?

Clarify and elaborate as needed, giving details about the location, schedule and kinds of work to be done.

Review special roles.

Remember, one of your special roles for the day is to watch for at least one contribution someone in the class made while volunteering. I'll ask you to share your observations during the next class.

2 Identify photographers.

Can I have two volunteers to be the photographers of the day?

Give these students the cameras and ask them to take pictures to remember the day. Give them some guidance about the kinds of pictures to take (e.g., on the way to the site, of the site itself, of their classmates working at the site, of residents willing to be photographed, etc.).

Remind students these photos will be used to create posters on the last day of the program. Describe any other possible uses (e.g., parent newsletters and other school media, bulletin boards or newsletters at the volunteer site). Remind students to ask any residents or staff before taking their pictures.

If appropriate, say the following to the whole class:

Remember to look for materials at the volunteer site, such as brochures, newsletters, papers, that give information about the facility. We'll be using these materials to make posters at our last class meeting. Be sure to ask permission before taking any informational materials.

3 Distribute name tags.

Have students write their first names on the tags with a marker or pen.

4 Review guidelines for starting conversations.

*Hand out the **Conversation Starter Tips**.*

- What were some of the tips we came up with for starting conversations?
- I'm handing out our Conversation Starter Tips. Remember, you can look at these if you need some ideas about getting people to talk at the volunteer site.

5 Review transportation and other logistics.

Remind students they will be coming back to class after volunteering.

Activity 5.2

Volunteer Project and Reflection

Suggested Time 125 minutes

Materials Games and other supplies, **Lesson 5 Volunteer Sheet** in the Student Workbooks

Purpose To enable students to make positive contributions to their communities and to begin reflecting on the day



Educator Note: The success of the volunteer project is directly related to the extent and quality of preparation completed before students are engaged in helping at the sites. Be sure to review and complete the Preparation Guidelines in the Appendixes.

Steps for Activity

1 Arrive at site.

Meet with contact and quickly review plans for the visit.

2 Orient students.

Ask the agency staff to describe the tasks and review how students can make a difference. After the orientation, distribute materials (such as games or other supplies) to students, and help them get started in their roles.

3 Monitor.

Circulate among students as they work to address questions, assist students in their roles and to monitor student involvement. Praise students for their work; prompt students who seem unengaged.

4 Observe.

Watch for and note examples of positive outcomes (e.g., recipients' reactions, agency staff reactions, students' comments or body language). Additionally, watch for and record issues in which students might need more preparation (e.g., handling difficult situations, communicating more clearly, stating expectations, etc.). Ask the Peer Leaders to do the same.

Allow students to work for approximately 75 to 90 minutes. Have them meet you in a designated location at a designated time. Try to find a location that offers some privacy for talking with students (e.g., outside the facility, on the bus if all students are on the same bus).

5 Students complete worksheets.

I'd like you to complete the **Lesson 5 Volunteer Sheet** ("List 3 words that describe how you felt about the visit today."). You'll have a few minutes to complete your sheets.

6 Discuss.

Encourage students to elaborate as appropriate.

Would anyone like to share what you wrote?

Ask Peer Leaders to discuss contributions class members made.

What were some examples you saw today of ways students made a difference or contributed to the project?

Ask other members of the class to share their observations. Offer your own, as appropriate.

7 Orient students to Lesson 6.

We'll spend more time discussing our experiences in our next class. We'll look more carefully at all the different ways people helped and made a difference. We'll also start looking at ways to talk with friends and/or partners about protection from HIV, other STD and unplanned pregnancy.

8 Conclude visit.

Close by recognizing students' interest, creative thinking and work accomplished during the visit.

Return to school.

Conversation Starter Tips: Working with Seniors

Directions: Use these examples as a model for the Conversation Starter Tips you'll make for your students. Tailor your cards to their volunteer site and the answers they offered in Activity 4.3 in Lesson 4.

Conversation Starters	Conversation Starters
<ul style="list-style-type: none"> • Hi. My name is _____, and I'm from _____. School. What's your name? • What are you having for lunch today? • We are going to come for some visits to play games with people here. What kinds of games do you like to play? • What do you think of this weather? • How long have your lived in this area? Where else have you lived? 	<ul style="list-style-type: none"> • Hi. My name is _____, and I'm from _____. School. What's your name? • What are you having for lunch today? • We are going to come for some visits to play games with people here. What kinds of games do you like to play? • What do you think of this weather? • How long have your lived in this area? Where else have you lived?
Conversation Starters	Conversation Starters
<ul style="list-style-type: none"> • Hi. My name is _____, and I'm from _____. School. What's your name? • What are you having for lunch today? • We are going to come for some visits to play games with people here. What kinds of games do you like to play? • What do you think of this weather? • How long have your lived in this area? Where else have you lived? 	<ul style="list-style-type: none"> • Hi. My name is _____, and I'm from _____. School. What's your name? • What are you having for lunch today? • We are going to come for some visits to play games with people here. What kinds of games do you like to play? • What do you think of this weather? • How long have your lived in this area? Where else have you lived?

Conversation Starter Tips: Working with Children

Directions: Here are further examples that can be used as a model for the Conversation Starter Tips for Lesson 5. Make cards for your students tailored to their volunteer site and the answers they offered in Activity 4.3.

Conversation Starters	Conversation Starters
<ul style="list-style-type: none"> • Hi. My name is _____. What's your name? • How old are you? • What games do you like to play? • What foods do you like to eat? What did you have for breakfast today? • What kind of music do you like? • What's your favorite color? • Do you have any brothers and sisters? What are their names? How old are they? 	<ul style="list-style-type: none"> • Hi. My name is _____. What's your name? • How old are you? • What games do you like to play? • What foods do you like to eat? What did you have for breakfast today? • What kind of music do you like? • What's your favorite color? • Do you have any brothers and sisters? What are their names? How old are they?
Conversation Starters	Conversation Starters
<ul style="list-style-type: none"> • Hi. My name is _____. What's your name? • How old are you? • What games do you like to play? • What foods do you like to eat? What did you have for breakfast today? • What kind of music do you like? • What's your favorite color? • Do you have any brothers and sisters? What are their names? How old are they? 	<ul style="list-style-type: none"> • Hi. My name is _____. What's your name? • How old are you? • What games do you like to play? • What foods do you like to eat? What did you have for breakfast today? • What kind of music do you like? • What's your favorite color? • Do you have any brothers and sisters? What are their names? How old are they?

Lesson 5 Volunteer Sheet

3 WORDS

List 3 words that describe how you felt about the visit today.

1. _____

2. _____

3. _____

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All4You! Student Workbook 131

Lesson 5 Volunteer Sheet

Negotiation and Refusal Skills

Synopsis

Students reflect on their first volunteer project visit. Negotiation and refusal skills are introduced and demonstrated through roleplays. Students then practice and receive feedback using these skills using half-scripted roleplays.

Purpose Statement for Students

Today we will review and practice ways to draw the line in sexual situations.

Objectives

Students will be able to:

- Reflect upon their volunteer project visit.
- Describe and give examples of interpersonal skills to maintain their personal limits in sexual situations.
- Demonstrate interpersonal skills to maintain their personal limits in sexual situations.

Activities & Time

6.1: Plan for the Day	3 minutes
6.2: Think About It	20 minutes
6.3: Effective Refusals	20 minutes
6.4: Peer Leader Skill Demonstration	5 minutes
6.5: Student Skill Practice	20 minutes
6.6: Closure and Question Box	10 minutes

Materials

Have

- ☐ Chart paper, markers, and tape
- ☐ Student name tents
- ☐ Music and music player
- ☐ Question Box
- ☐ 3 x 5 index cards, 2 per student
- ☐ Pencils

Review

- ☐ **Group Reflections** (Activity Sheet 6.2)
- ☐ **"Psst" Chart** (Activity Sheet 6.3)
- ☐ **Should I Say Anything** (Roleplay 6.5a)
- ☐ **The Party** (Roleplay 6.5b)

(continued)

Materials

Copy

- ☐ **Try It!** (Demonstration Roleplay 6.3), 2 copies
- ☐ **Fooling Around—Ineffective Version** (Peer Leader Roleplay 6.4a) and **Fooling Around—Effective Version** (Peer Leader Roleplay 6.4b), 2 copies of each

Prepare

- ☐ Plan for the Day
- ☐ “Watch Me” badge
- ☐ **Peer Leader “Psst” Step Cards** (Master 6.3), 1 set
- ☐ Copy “Psst” Chart to chart paper

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review **Effective Communication** (Educator Background Sheet 6.3).
- ☐ Prepare answers to students’ questions in the Question Box.

Peer Leader Activities

- ☐ Peer Leaders serve as small-group recorders and reporters for Activity 6.2.
 - ☐ Four Peer Leaders assist in demonstrating the steps for the “Psst” technique.
 - ☐ One Peer Leader assists in demonstrating the “Psst” technique by reading Roleplay 6.3 with Educator.
 - ☐ Two Peer Leaders demonstrate ineffective and effective communication by reading Roleplays 6.4a and 6.4b.
-

Activity

6.1

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will review and practice ways to draw the line in sexual situations.

3 Ask for a volunteer to read the plan.

Lesson 6

Plan for the Day

- Think About It
- "Psst"
- Let's Watch
- Roleplay
- Summary

Activity 6.2

Think About It

Suggested Time	20 minutes
Materials	Group Activity Sheet 6.2
Purpose	To debrief students' volunteer project visit

Steps for Activity

Review of the Previous Volunteer Project Visit

1 Review visit.

Have students who went on the volunteer visit review what happened at the site. Use the following questions as prompts if necessary.

- Where did we go?
- What did we do there?
- What were the people like there?
- What was it like being there?
- Was it the same or different than you expected? In what ways?

2 Invite additional comments.

Does anyone have something to add about the volunteer visit?

Thank students for their reports about the day.

Identifying Students' Contributions

1 Introduce activity.

Introduce the topic of "making a difference."

At the end of our last class, we started talking about the ways you and your classmates made a difference at the volunteer project. As part of the next activity, you'll have more time to think about how you helped at the last visit, and identify ways you can help at future visits.

Review the steps for the activity.

- You will work in small groups of three or four.

- Your group will work on a worksheet with two bubbles that need to be completed.
- The first one says, “During our first visit we were able to help by...” The second one says, “Some other ways we can help next time are...”
- Everyone in your group should work together to fill out the two bubbles. You will have about 5 minutes to do this.
- At the end, each group will present their answers to the rest of the class.

2 Clarify.

Check for understanding and clarify as needed.

What is it you’re going to do once you get into your groups?

3 Group work.

*Have students form groups. Assign a Peer Leader to each group. Have students turn to **Group Reflections** (Activity Sheet 6.2) and work in their groups to complete the bubbles.*

***Play music** while students work. Circulate to ensure students are on task and to assist as needed. As you circulate, recruit one group to start the presentations.*

4 Discuss.

Have groups finish up after about 5 minutes, and bring everyone’s attention to the full class.

Let’s hear some of the groups’ answers. Could the first group present your answers?

Repeat the process with the other groups, asking them to highlight any new ways that haven’t already been presented.

5 Summarize and reinforce messages.

Do the Peer Leaders have any contributions to add—something you noticed that wasn’t mentioned by any of the groups?

We heard about a lot of contributions all of you made. These may have included things you haven’t thought about before. Remember, even small things—a smile, taking time to talk with someone, holding a door for someone, helping to carry something—can make a big difference for others.

6 Transition to the next activity.

One thing you will need to keep doing at the community project is communicate with other people. Communication is something you do with your friends and partners too. For the rest of the class today, we’ll be focusing on how to get the most from that communication.

Activity

6.3

Effective Refusals

Suggested Time 20 minutes

Materials Educator Background Sheet 6.3, “Psst” Chart, Peer Leader “Psst” Step Cards, Demonstration Roleplay 6.3, “Watch Me” Badge

Purpose To review and demonstrate characteristics for effectively communicating about sexual decisions



Educator Note:

Identifying Characteristics of Effective Communication: When identifying characteristics of effective communication, some students may identify negative or disrespectful characteristics (e.g., yell at someone, use bad language, call people names, etc.). Watch for this and provide corrective feedback immediately. Remind students that it may seem easy to refuse someone they don't like, but the purpose of this lesson is to learn and practice ways to communicate with someone who they like as a friend or romantic partner. In these situations, they'll want to communicate in a way that shows respect for the other person.

In some instances, a partner or friend may not respect students' direct communications. Thus, it is also important to have a back-up plan and be prepared to walk away from a situation if needed (e.g., if a person feels unsafe or uncomfortable).

Peer Leader Preparation: Before beginning this activity, be sure the Peer Leaders have their “Psst” Step Cards for the demonstration. Tell the Peer Leaders that they can use examples other than those on the cards, but they must check out the changes with you first. (The goal here is for Peer Leaders to model the steps.)

“Watch Me” Badge: You can make simple “Watch Me” badges by writing the words “Watch Me” on cardstock or construction paper and cutting a shape around the words. Apply with pins or tape.

Steps for Activity

1 Introduce the topic of communication.

I'd like you to take a moment and think about your relationships with your friends, or with your boyfriends/girlfriends/partners. What do you think are the most important things in a successful relationship?

Look for answers such as trust, honesty, communication. Acknowledge and affirm students' answers.

Communication is one of the most important elements of a good relationship. This means being honest and saying what you want or need. You can't expect others to know how you feel if you don't say it directly. For the rest of the class, you'll be talking about and practicing ways to talk with your partners to let them know you either don't want to have sex, or you don't want to have unprotected sex.

2 Help students describe an effective NO.

I'd like you to think about a time when someone said NO to you and really meant it. Think about what the other person said, and how it was said, that made you realize that NO really meant NO.

What are some of the things you can identify that make a NO effective?

Write students' responses on chart paper. Look for answers such as the following, and prompt or ask for further clarity, as needed.

- Tone of voice
- Body language
- Saying it over and over again
- Walking away from the conversation

3 Introduce skills.

Discuss the connection between the ability to communicate and personal power.

The ability to communicate clearly gives a person a lot of power in life. Using some of the things you just identified can help you build strong, honest communication in your relationships.

Use the "Psst" Chart to review the four skill steps and explain the importance of each. Have students follow along using the "Psst" Chart (Activity Sheet 6.3) in their workbooks. After reviewing each step, call on the Peer Leader assigned to demonstrate that step. Where appropriate, give students an example of the ineffective use of the step after the Peer Leader's positive example.

P = Pick your limit.

Decide what you are going to do to stay safe from HIV, other STD and unintended pregnancy. For example, you might choose to wait until later to have sex, or to use condoms if having sex.

S = Say it strong.

Let the other person know what you will and won't do, in a strong and positive way. Say "no," "I don't," "I won't," or "I'm not" to let them know where you stand.

Also, pay attention to the way you say it. The way you say something often gives a stronger message than the words you use. Use a convincing voice and other body movements that support your message. For example, hand or arm movements might give emphasis to your NO. Crossed arms can give a refusal emphasis. Serious facial expressions let the person know you really mean what you're saying.

- *Effective use:* With firm voice and arms crossed, say, “I’m not ready to have sex right now,” or, “I won’t have sex without a condom.”
- *Ineffective use:* With an unconvincing voice and looking down, say, “I don’t know. I guess we really should use a condom.”

S = Suggest something else to do.

Suggest something else that is positive and fun that you can do together.

- *Effective use:* “I really like being with you. Let’s go for a walk.”
- *Ineffective use:* “I really like being with you. Let’s go get wasted.” (This is a negative behavior that might lead to other negative behaviors.)

T = Tell why.

Tell the other person why you want to be safe. Explaining why helps your partner hear and understand your real concerns and helps prevent a negative reaction. Talking it out can help build your relationship and reduce frustrations. Ask yourself, “Why do I want to be safe?” Then base your answer on that.

- *Effective use:* “I really like being with you, but I’m not ready to have sex.” “I feel close to you already. We don’t need sex to bring us closer.” “Using condoms makes me feel safe.”
- *Ineffective use:* “I don’t know. Just because.” Or, not saying how you feel or not talking about it, and expecting the other person to just know how you feel.

There may be some situations where the “Psst” technique doesn’t work. You should always have a back-up plan if it doesn’t. You may need to leave the situation. We’ll talk more about back-up plans in a few minutes.

4 Demonstrate.

Demonstrate the use of “Psst.”

_____ (name of Peer Leader) and I are going to demonstrate the use of the “Psst” technique by reading a roleplay. Please watch and listen, and be prepared to describe what was said and done to communicate clearly.

*Give a copy of **Try It!** (Demonstration Roleplay 6.3) to the Peer Leader and keep a copy for yourself. Put the “Watch Me” badge on and instruct students to listen and watch your responses. Read the Setting the Stage section first, then read the roleplay with the Peer Leader. Play the part of the person saying “no.”*

5 Debrief.

Check for understanding with the questions below, looking for appropriate answers and prompting when necessary.

- What was my limit? (No needles.)
- What did I say and do to communicate clearly? (Said, “I won’t,” used a firm voice, used body language to reinforce the words, talked about why, suggested another activity.)

Activity 6.4

Peer Leader Skill Demonstration

Suggested Time 5 minutes

Materials Roleplays 6.4a and 6.4b, “Watch Me” badge, “Psst” Chart

Purpose To demonstrate how ineffective communication can lead to trouble



Educator Note: You can make simple “Watch Me” badges by writing the words “Watch Me” on cardstock or construction paper and cutting a shape around the words. Apply with pins or tape.

Steps for Activity

1 Introduce the activity.

Now, _____ (*name of Peer Leader*) and _____ (*name of Peer Leader*) are going to demonstrate some of the ways that not communicating clearly can work against getting what you really want.

Remind students to watch for “Psst” steps in the roleplay.

Remember the steps on the “Psst” Chart. You can look at the chart to help you identify which steps are used in the roleplay. Pay attention to this, because we’ll discuss it afterward.

2 Set up the roleplay.

Give each Peer Leader a copy of **Fooling Around—Ineffective Version** (Roleplay 6.4a). Put the “Watch Me” badge on the Peer Leader making the refusal.

As you watch and listen to the roleplay, pay special attention to the responses of the person wearing the “Watch Me” badge.

3 Roleplay ineffective version.

Have a Peer Leader read the “Setting the Stage” section of Roleplay 6.4a, then have the Peer Leaders read the lines.

4 Discuss the roleplay with students.

Did the person being pressured use the “Psst” technique? What was missing from the responses? Look for answers such as the following, and prompt if necessary.

- Never said, “I don’t” or “I won’t.”
- Didn’t have strong body language.
- Didn’t tell why.

5 Roleplay effective version.

*Repeat this procedure with **Fooling Around—Effective Version** (Roleplay 6.4b).*

Let’s look at this interaction again, and this time let’s watch it done effectively. Remember the background situation—one partner is pressuring the other to have sex. Remember to check the “Psst” Chart to see what techniques get used in this exchange.

6 Discuss differences with students.

What are some of the differences between the two versions of this roleplay? (In the second version, the person being pressured used more “Psst” steps.)

Let’s go over the “Psst” Chart together, and mark the techniques that were used.

Have students give feedback about which items to check.

7 Explore the “Psst” steps in more depth.

So which of these steps worked well, and why? Do you think any of the person’s responses could have been stronger? How?

List suggestions on chart paper. Ask Peer Leaders how they felt playing their roles during the two versions, and how they might change their responses in the future.

Activity 6.5

Student Skill Practice

Suggested Time 20 minutes

Materials Roleplay 6.5a, Roleplay 6.5b, “Psst” Chart, music and music player, pencils, chart paper, markers

Purpose To help students practice using the “Psst” technique



Educator Note: The lines in the roleplays were developed by students participating in previous sessions of *All4You!* Of course, language and slang are different from one group of students to another. To make the roleplays as effective as possible, feel free to encourage your students to adapt the language so it better fits their own group’s style of speech.

Steps for Activity

Practicing “Psst”

1 Introduce the activity.

Now, you’re going to have a chance to practice using the “Psst” technique by working in pairs on roleplays. Students in previous *All4You!* programs helped us write these roleplays.

- You will work on a roleplay that has the pressure lines written. There are two different roleplays.
- You should work on your own to write down your responses to the pressure lines in that roleplay.
- Be sure to use all four “Psst” steps.
- After everyone finishes, each of you will pair up with someone with the same roleplay and then take turns reading your lines.

2 Clarify.

Check for understanding and clarify as needed.

What is it you’re going to do with the roleplay?

3 Students write refusals.

Have students turn to **Should I Say Anything** (Roleplay 6.5a) and **The Party** (Roleplay 6.5b). Assign or allow students to choose a roleplay to work on, making sure half the class works on each roleplay. Allow students to work for 3 to 5 minutes.

4 Introduce roleplay practice.

After 3 to 5 minutes, bring everyone's attention to the full class and review the pair activity.

Now you'll work in pairs and take turns reading the response lines you just wrote out. After both of you have read your lines, take turns giving each other feedback.

- First, think of one thing that was very strong in your partner's responses. It might be that your partner used a firm tone of voice, or did a good job of explaining why.
- Then suggest one way your partner could make the responses stronger.

Remember, the purpose of giving each other feedback is to help each other, not to make each other feel bad.

5 Students roleplay.

Have students pair up with someone with the same roleplay and begin reading their roleplays. Allow students to work for 3 to 5 minutes. **Play music** as they work.



Educator Note: Over the course of the roleplay activities, students will be in a position where they must roleplay sexual pressure situations with classmates of both a different and the same gender. This may be awkward for teens who are sensitive to the suggestion of same-sex romance, for teens who identify as gay or lesbian, or for teens who are transgender or gender nonconforming. It's important to address this situation directly and proactively.

Here are some tips:

- Explain the situation in a matter-of-fact way. Let students know that every student in the class will, at some point, be doing a roleplay with a classmate of a different gender and with a classmate of the same gender. Most likely, they will do this several times.
- Emphasize that they are playing roles. Doing the roleplay to practice the skill doesn't say anything about the sexual orientation of the people doing the roleplay or mean that anyone is expressing a real-life attraction toward the other person in the roleplay.
- Explain that they need to take their roles seriously because teens of all sexual orientations and gender identities need to learn how to resist sexual pressure and protect themselves. This will help ensure that they and their classmates get the most out of the roleplay activities.

6 Monitor.

Circulate to ensure students are on task and to assist as needed. While circulating, recruit one or two volunteers who would be willing to read their roleplays in front of class.



Educator Note: It is possible that students will not want to volunteer to read in front of the class. Accept this and do not force students to present their roleplays for the class.

7 Have volunteers roleplay for the class.

If students are willing, have several volunteers read their roleplays in front of the class. Have other students identify what steps they used from the “Psst” technique.



Educator Note: In this activity, students often list reasons they can’t do something instead of saying directly that they won’t do it (e.g., “I can’t because....” versus “I don’t” or “I won’t.”) Address this issue as part of the roleplay debrief. Point out that offering excuses may seem to work at first, but it leaves the door open for the other person to continue to pressure. Emphasize the power of being direct and clear about your limits.

8 Summarize.

What strategies seem most effective for you? Were your “best strategies” the same as your partner’s?

It’s important to understand that some strategies may be more comfortable to use than others. This is different for everyone. Take some time to think about which ones are best for you.

9 Review back-up plans.

There may be times when you use the “Psst” technique, and the other person still doesn’t back off. Because of this possibility, it is important for you to have back-up plans just in case you need to get out of a situation.

Let’s brainstorm a list of situations where someone might need to walk away.

Write student responses on chart paper. Look for answers such as the following, and prompt if necessary:

- Because they feel unsafe
- Because they feel uncomfortable
- Because someone has threatened them in some way
- Because the person has hurt them in the past, or has hurt someone else
- Because the person is under the influence of alcohol or other drugs and is not rational

What are some possible back-up plans a person could use in situations such as these?

Write student responses on chart paper. Look for answers such as the following, and prompt if necessary:

- Walk away and go somewhere else.
- Go find a friend to stay with.
- Keep money on hand to take a cab or bus.
- Call for help on your cell phone—parents, a trustworthy friend, the police.
- Go to a public place where there are lots of people around.

10 Encourage planning ahead.

Why is it important to think about and practice these things ahead of time?

Look for answers such as the following, and prompt if necessary:

- To be prepared if it ever happens
- To be able to support friends and help them be prepared
- To better understand that it could happen to you, and be ready to take action earlier in the encounter before things become dangerous

I hope you'll try out some of the "Psst" techniques in the next few days, and think about the kinds of back-up plans that would work for you in different situations.

Picking a Limit

1 Introduce activity.

Pass out an index card to each student.

I'd like you to start using the "Psst" technique today. You can start by deciding on your current limit—what you are going to do, starting today, to stay safe from HIV, other STD and unplanned pregnancy. Once you've decided, write it on the card I gave you.

Remember, there are different ways to stay safe. For example, you might choose not to have sex, practice Green Light behaviors, or use latex condoms every time you have sex.

Explain that this is a private activity.

This is a private activity, and you will not have to share your answers with the class. Do NOT put your names on your cards.

2 Students write limits.

Allow students to work for 1 to 2 minutes, and then collect cards.

When you've finished, I'd like you to fold your cards in half, like this (*demonstrate*). I'm going to collect the cards, but if you'd prefer not to turn yours in, it's fine to keep it.



Educator Note: You will not use these cards in any future activities. Some students prefer not to keep their cards because they don't want anyone to see what they have written. Educators can review the cards they collect to see how well students are grasping the concepts.

3 Describe homework.

I do have some homework for you tonight. I want each of you to tell one other person what your limit is—something you will do to stay safe from HIV, other STD and unintended pregnancy. Tell a friend, your partner or a trusted adult—someone who can help remind you of this limit at a future time.

Activity

6.6

Closure and Question Box

Suggested Time 10 minutes

Materials Question Box, 3 x 5 index cards, pencils

Purpose To summarize key points of the lesson and prepare for the next lesson

Steps for Activity

Lesson Summary

1 Discuss.

Have students summarize the main points of the lesson by turning to a person next to them and discussing the following questions:

- What does “Psst” stand for?
- What did you learn about talking with a partner about your limits?

2 Help students personalize learning.

How can the “Psst” technique help you take care of yourself, communicate clearly and stick to your limits?

Transition and Closure

1 Prepare students for next class session.

Remember, we’ll be returning to our volunteer project site in the next lesson. We’ll meet here in the classroom before traveling to the site.

Discuss any planning issues for the next visit (e.g., changes in what students will be doing based on their first visit, new materials needed, changes in logistics, etc.).

2 Conclude.

Collect the student name tents.

Close by recognizing students’ interest, creative thinking and work accomplished today.

Question Box

1 Answer questions.

Answer the student questions from the Question Box.

2 Gather new questions.

If there is time, hand out index cards and invite new questions.

I'm handing out new cards for any questions you might have for the Question Box. If you don't have a question, write, "I don't have a question" on your card. Remember NOT to put your name on the card.

When you're done, fold your card like this (*demonstrate*).

Have a Peer Leader collect the cards.

I'll address these questions in a later lesson.

Effective Communication: Characteristics of the “Psst” Technique

There are 4 steps to the “Psst” technique that are important for effective communication. Each step has particular qualities that contribute to its effectiveness. When students are practicing these steps, be sure to watch and listen to how they are using them. Provide corrective feedback as needed to ensure student success. These are the 4 steps:

P = Pick your limit. Decide what you are going to do to stay safe from HIV, other STD and unintended pregnancy (e.g., wait until later to have sex, use condoms if having sex).

Students may or may not have thought about how far they will go, and this may differ in different situations. Encourage students to refer back to Lesson 3 when the class categorized all the behaviors as green, yellow and red. Remind them that if they are in the red zone they need to pick a safer limit. If they are in the yellow zone, they need to recognize the risk, and make sure they are taking all possible steps to minimize that risk. They also can think about ways to move towards the green zone.

S = Say it strong. Whenever possible, it is helpful to be direct and tell the other person what it is you won't do (that is, your limit). This might sound like:

- “I don’t” • “I’m not” • “No. I don’t”
- “I won’t” • “That’s where I draw the line”

The word NO is very direct and clear, but it does not have to be used every time.

Students are likely to use excuses rather than directly stating their limits. For example, students might say “I feel sick today,” “I’ve got to go now,” etc. Although excuses may work in the short term, they do not convey a direct message of what students won't do. Excuses leave the door open for further pressure.

The way something is said often gives a stronger message than the words used. A convincing voice and other body movements can support a no-message (e.g., use hand or arm movements for emphasis, cross arms for emphasis, use serious facial expressions, etc.). A convincing voice is firm and sure in tone, but not necessarily loud. Students may equate convincing voice with yelling.

Conversely, students who are quiet may not feel they can master this strategy. Students do not need to yell to be successful at using this characteristic; the effectiveness rests on the tone rather than the volume.

There are many body movements and gestures that can support a message, including:

- Using a serious expression
- Looking at the person directly (eye contact)

(continued)

Effective Communication: Characteristics of the “Psst” Technique *(continued)*

- Crossing arms
- Moving hands in a “get away” gesture
- Putting hands on hips

Some examples of body language that might indicate a person is not serious or sure include:

- Laughing or giggling
- Looking at the ground
- Wiggling

S = Suggest something else to do. Suggesting something else to do when in a pressure situation is one way to let the other person know that you don’t want to cross your limit, but you do want to spend time with the person and keep the relationship going.

Suggesting another activity can help cool down a situation, and gives students more time to think about what to say or do if the situation comes up again. It also might distract the other person and help stop the pressure. The activity students suggest should be something positive and something that gets both individuals out of the situation.

T = Tell why. Provide an explanation as to why you want to be safe. Explaining why helps your partner hear and understand your real concerns and helps prevent your partner from reacting in a negative way. Talking it out can help build your relationship and reduce frustrations. Ask yourself: “Why do I want to be safe?” Then base your answer on that.

Students should be encouraged to talk about their feelings and be direct and honest.

Steps to take if a partner does not respect direct communication

There are some situations where students should walk away rather than continue to try to negotiate or resist pressure (e.g., if they feel unsafe or uncomfortable). This will vary among students. Students need to judge for themselves how they are feeling in each situation.

If they feel uncomfortable and/or unsafe, and they don’t think the person who is pressuring them is going to back down, it is probably best to walk away and leave the situation, and to seek support from a caring adult. It is also important for students to have back-up plans just in case they find themselves in a situation where they need to walk away. Plans may include calling or texting a friend or parent, carrying extra money for a cab, etc.

"Psst" Chart

P = Pick your limit.

S = Say it strong.

S = Suggest something else to do.

T = Tell why.

Peer Leader “Psst” Step Cards

Directions: Copy and cut apart the cards, or print the “Psst” steps on 3 x 5 index cards—one step per card—with the example of the step below the title. Give a card to each Peer Leader who is helping with the demonstration.

P = Pick your limit.

Example of limits: “I’m going to wait until later to have sex” or “I’m going to use condoms if having sex.”

S = Say it strong.

Example of saying it strong: With firm voice say, “I’m not ready for sex right now” or “I won’t have sex without a condom.”

S = Suggest something else to do.

Example of suggesting something else to do: “I really like being with you. Let’s go for a walk.”

T = Tell why.

Example of telling why: “I feel intimate with you already. We don’t have to get physical.” Or, “I would feel a lot safer if we had the right protection.”

Try It

Setting the Stage

One of your friends, Richard, has started shooting up drugs. All of you have experimented with some drugs, and no one has been hurt so far. Richard says he has some good stuff and wants you to try it. He says it feels better when you inject it. You're not sure about this. You heard you can get HIV from shooting up.

Richard (Peer Leader): Say cuzo, you gotta try this new dope. I ain't never felt anything like this before. You have to shoot it up.

You (Educator): Nah, partna. I'm cool on needles.

Richard (Peer Leader): You don't know what you're missing. This is some good dope.

You (Educator): I heard you could get HIV from sharing needles.

Richard (Peer Leader): Fool, I ain't got nothin'. Don't even worry about it.

You (Educator): No man, I said I'm cool on needles. Hey, I just got paid. Let's go get a burger.

Fooling Around (Ineffective Version)

Setting the Stage

Tina and Marco just started seeing each other. They've been fooling around but haven't had sex. Tina really doesn't feel ready for sex yet, but she doesn't want to lose Marco. They are going to Marco's house to be alone. No one else is going to be home. They start talking about having sex. Tina still doesn't want to have sex and wants to tell Marco about her decision.

Marco: Come sit over here next to me, Tina.

Tina: What do you want me to come over there for?

Marco: What do you think I want you over here for? I'll take care of everything.

Tina: I don't know if we should be doing this yet.

Marco: Girl, we love each other. I thought you wanted to be my woman.

Tina: I do love you. It's just that I'm nervous.

Fooling Around

(Effective Version)

Setting the Stage

Tina and Marco just started seeing each other. They've been fooling around but haven't had sex. Tina really doesn't feel ready for sex yet, but she doesn't want to lose Marco. They are going to Marco's house to be alone. No one else is going to be home. They start talking about having sex. Tina still doesn't want to have sex and wants to tell Marco about her decision.

Marco: Come sit over here next to me, Tina.

Tina: What do you want me to come over there for?

Marco: What do you think I want you over here for? I'll take care of everything.

Tina: OK. I'll come over there, but I'm not having sex with you.

Marco: Girl, we love each other. I thought you wanted to be my woman.

Tina: I thought we loved each other too, but love doesn't mean I have to give you some. I'm hungry. Let's go out and get something to eat.

Group Activity Sheet 6.2

Reflections

During our first visit we were able to help by...

Some other ways we can help next time are...

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Group Activity Sheet 6.2

Activity Sheet 6.3

"Psst" Chart

P = Pick your limit.

S = Say it strong.

S = Suggest something else to do.

T = Tell why.

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Activity Sheet 6.3

Roleplay 6.5a

Should I Say Anything?

Directions: Fill in the "You" lines using the "Psst" steps.

Setting the Stage

You go back to your partner's house after a party. No one is home. You begin kissing, touching and undressing each other. The last time you had sex, you and your partner talked about getting protection. Your partner promised to get condoms. You want to use condoms because you are worried about STD and pregnancy.

Your partner continues kissing and touching, but doesn't say anything about protection. In the past, you went along and had sex without protection, but you've decided that from now on, you aren't willing to take a chance.

You: Did you remember to get some condoms?

Your Partner: No, I forgot them. But nothing is going to happen. Besides, I've only been with you.

You: _____

Your Partner: Look, don't start trippin' now. We've had sex before without one.

You: _____

Your Partner: Why should we be feeling rubber when we could be feeling each other? It's not natural.

You: _____

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

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Roleplay 6.5a

Roleplay 6.5b

The Party

Directions: Fill in the "You" lines using the "Psst" steps.

Setting the Stage

You and your partner have been together for 4 months. Every time you're together, you have a great time. You are at a small party. Most of the other couples have gone to other rooms—probably to get down. Your partner says, "I love you," and leads you to a bedroom. You start kissing, holding and touching each other. Things are moving fast. You aren't ready to take it that far right now.

You: Hold up, I'm not ready to have sex.

Your Partner: You know how I feel. This will be the perfect ending to a great night.

You: _____

Your Partner: I've taken care of everything. Just trust me, and I'll make this a night you won't forget.

You: _____

Your Partner: Baby, just for a moment, let's become one.

You: _____

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

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Roleplay 6.5b

Lesson 7

Using Our Skills in the Community— Visit 2

Synopsis

Students make their second visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Students write in their workbooks immediately following their volunteer visit to begin reflecting on their experiences.

Purpose Statement for Students

Today we will take time to continue to make a difference in our community.

Objectives

Students will be able to:

- Make positive contributions to their communities.
- Use selected personal and social skills during their volunteer project activities.
- Begin reflecting on the day's experience.

Activities & Time

- | | |
|--|-------------|
| 7.1: Review of Homework
and Volunteer Project | 15 minutes |
| 7.2: Volunteer Project and Reflection | 125 minutes |

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Adhesive name tags for students
- ☐ Pencils
- ☐ Games and other supplies for use at the volunteer project site
- ☐ Cameras (2)

Review

- ☐ **Lesson 7 Volunteer Sheet**

**Educator
Preparation**

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review and complete each step of the Volunteer Project Preparation Guidelines in the Introduction and Appendixes.

**Peer Leader
Activities**

- ☐ Peer Leaders watch for and note examples of how students contribute while volunteering. They also watch for issues that are challenging for students.
-

Activity 7.1

Review of Homework and Volunteer Project

Suggested Time 15 minutes

Materials Name tags, markers, cameras

Purpose To prepare students for their second visit to their volunteer project

Steps for Activity

Homework Review

1 Debrief.

Review homework from Lesson 6 by asking the following questions:

- Who remembers what “Psst” stands for?
- How many of you remembered to share your limit with someone else?
- How did it feel telling another person?
- Why do you think we had you share your limit?

Encourage students who did not do the homework to try to do it tonight.

Volunteer Project Review

1 Review.

Remind students about the day’s plans. Review any group agreements, as needed.

- Who remembers where we’ll be going today for our volunteer project?
- What will you be doing at the site?
- What group agreements are we all going to use today?

Clarify and elaborate as needed, giving details about the location, schedule and kinds of work to be done.

Ask students to watch for at least one contribution that someone in the class made while volunteering. Tell students you will ask them to share their observations later today.

2 Answer questions.

Invite questions about the day’s visit. Address as appropriate.

3 Identify photographers.

Ask for volunteers to be photographers for the day.

Give these students the cameras, and ask them to take pictures to remember the day (e.g., on the way to the site, of the site itself, of their classmates working at the site, etc). Remind students these photos will be used to create posters on the last day of the program. Remind students of any photography restrictions.

4 Distribute name tags.

Have students write their first names on the tags with a marker or pen.

5 Review transportation and other logistics.

Remind students they will be coming back to class after volunteering.

Activity 7.2

Volunteer Project and Reflection

Suggested Time 125 minutes

Materials Games and other supplies, **Lesson 7 Volunteer Sheet** in the Student Workbooks

Purpose To enable students to make positive contributions to their communities



Educator Note: The success of the volunteer project is directly related to the extent and quality of preparation completed before students are engaged in helping at the sites. Be sure to review and complete the Preparation Guidelines in the Appendixes.

Steps for Activity

1 Arrive at site.

Meet with contact and quickly review plans for the visit.

2 Orient students.

Ask the agency staff to offer any feedback to students about how they might help people at the site and make a difference today. If there are new tasks for students, have staff describe them for students and review. Distribute materials (such as games or other supplies) to students, and help them get started in their roles.

3 Monitor.

Circulate among students as they work to address questions, assist students in their roles and monitor student involvement. Praise students for their work; prompt students who seem unengaged.

4 Observe.

Watch for and note examples of positive outcomes (e.g., recipients' reactions, agency staff reactions, students' comments or body language). Additionally, watch for and record issues in which students might need more preparation (e.g., handling difficult situations, communicating more clearly, stating expectations, etc.). Ask the Peer Leaders to do the same.

Allow students to work for approximately 75 to 90 minutes. Have them meet you in a designated location at a designated time. Try to find a location that offers some privacy for talking with students (e.g., outside the facility, on the bus if all students are on the same bus).

5 Students complete worksheets.

I'd like you to complete the **Lesson 7 Volunteer Sheet** ("List 3 obstacles that you faced today"). Let's start by looking at the meaning of "obstacle." Can someone give me a definition?

Look for definitions that describe something getting in the way of a task or goal.

You'll have a few minutes to complete your sheets.

Give students a few minutes to write.

6 Discuss.

Encourage students to elaborate as appropriate.

Would anyone like to share what you wrote?

Ask Peer Leaders to discuss contributions class members made.

What were some examples you saw today of ways students made a difference or contributed to the project?

Ask other members of the class to share their observations. Offer your own, as appropriate.

7 Orient students to Lesson 8.

In the next lesson, you'll have a chance to think of ways to deal with some of the obstacles you faced today. You'll also talk more about birth control, and we'll do an activity where you give advice to several couples who need guidance about birth control.

8 Conclude visit.

Close by recognizing students' interest, creative thinking and work accomplished during the visit.

Return to school.

Lesson 7 Volunteer Sheet

3 OBSTACLES

List 3 obstacles you faced today.

1. _____
2. _____
3. _____

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Lesson 7 Volunteer Sheet

Reduce Your Risk

Synopsis

Students reflect on their second volunteer project visit. Students discuss different methods of protection and categorize them based on their effectiveness for preventing HIV, other STD and pregnancy. Students work in small groups to analyze methods of protection based on personal lifestyle and relationship characteristics.

Students then analyze their own lifestyle and relationships and think about what method of protection would be best for them. The educator tells the Herman and Kiva story to demonstrate the proper use of condoms. Students identify Condom DO's and DON'Ts, and then practice using condoms.

Purpose Statement for Students

Today we will take a close look at the most common methods of protection from HIV, other STD and pregnancy, including their effectiveness and how they are used.

Objectives

Students will be able to:

- Reflect upon their volunteer project visit.
- Develop solutions to address challenges faced during their volunteer project work.
- Describe the most common methods of protection from HIV, other STD and pregnancy, including how these work and how they are properly used.
- Demonstrate the steps for proper condom use.
- Select methods of protection based on lifestyle and relationship characteristics.
- Recognize that choosing not to have sex is the best way to prevent HIV, other STD and pregnancy.

Activities & Time

8.1: Plan for the Day	3 minutes
8.2: Handling Challenges	25 minutes
8.3: Protection	30 minutes
8.4: What's In a Name?	5 minutes
8.5: Educator Condom Demonstration	15 minutes
8.6: Using Condoms	10 minutes
8.7: Closure	10 minutes

Materials

Have

- ☐ Chart paper, markers, tape, pencils, scissors
- ☐ Student name tents
- ☐ Student folders
- ☐ Music and music player
- ☐ 5 x 7 index cards, 1 per student
- ☐ **“Psst” Chart** (from Lesson 6)
- ☐ 10 to 15 latex condoms for demonstration
- ☐ Latex condoms for student practice, 2 per student plus extras
- ☐ Box of retail condoms in packages
- ☐ Container of Vaseline
- ☐ Containers of water-based lubricants (such as K-Y Jelly, Astroglide or Aqua Lube), 1 per pair
- ☐ Containers of spermicides (foams, creams or gels)
- ☐ Pair of scissors
- ☐ Moist wipes and plastic bags (to wipe off Vaseline/lubricants and collect used condoms)
- ☐ 3 x 5 index cards, 2 per student
- ☐ Question Box
- ☐ *Birth Control Facts for Teens* pamphlets, 1 per student

Review

- ☐ **Solutions** (Activity Sheet 8.2)
- ☐ **How to Use a Condom** (Activity Sheet 8.5)
- ☐ **Condom Practice** (Activity Sheet 8.6)

Prepare

- ☐ Plan for the day
- ☐ **Methods of Protection Cards** (Master 8.3a), 1 set for the educator, plus 1 set for each small group
- ☐ **Protection Display Chart** (Master 8.3b) (See Activity 8.3 for instructions)
- ☐ **Profiles 1–4** (Group Activity Sheets 8.3a – 8.3d), 1 per small group

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
Be sure to read:
 - ☐ **Educator Discussion Questions** (Educator Background Sheets 8.3a-8.3d)
 - ☐ **Herman and Kiva** (Educator Activity Sheet 8.5)
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review Appendix F on Methods of Protection.

Peer Leader Activities

- ☐ Peer Leaders serve as small-group recorders and reporters for Activity 8.3.

Activity

8.1

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will focus on ways people can protect themselves from HIV, other STD and pregnancy.

3 Ask for a volunteer to read the plan.

Lesson 8 Plan for the Day

- Handling Challenges
- Protection
- Name Game
- Herman and Kiva
- Your Turn
- Summary

Activity 8.2

Handling Challenges: You Can Do It

Suggested Time	25 minutes
Materials	5 x 7 index cards, markers, tape, Activity Sheet 8.2, “Psst” Chart from Lesson 6
Purpose	To give students practice dealing with common challenges faced at the volunteer project site

Steps for Activity

Review of the Previous Volunteer Project Visit

1 Review visit.

Have students who went on the volunteer visit review what happened at the site. Use the following questions as prompts if necessary.

- What did we do at the volunteer site?
- What was it like being there?
- Was it the same or different than the first time? In what ways?
- What type of obstacles did you or your classmates face?

2 Invite additional comments.

Does anyone have something to add about the volunteer visit?

Thank students for their reports about the day.

Handling Challenges

1 Introduce activity.

For the next activity, you'll work in small groups to come up with solutions for obstacles you are facing at the volunteer site.

2 Students identify obstacles.

Distribute a 5 x 7 index card to each student.

Take a look at your **Lesson 7 Volunteer Sheet**—the one where you listed 3 obstacles you faced on the last visit. Choose one of the 3 obstacles you listed and write it neatly on the card.

As students do this, write down any obstacles you observed on separate cards. Collect all of the cards. Review them and remove any that are duplicates or inappropriate.

3 Model the small-group activity.

Now, you'll have a chance to work in groups to come up with solutions to these obstacles. Let's try it out.

Select one obstacle card, read it, and ask students for ideas on how to handle the situation.

4 Review specific steps for the activity.

- You will work in groups of three or four. Your Peer Leader will be your recorder.
- Each group will get two or three obstacles to work on.
- Each group will have 5 minutes to come up with some possible solutions to each obstacle. You will write your solutions on the back of your obstacle cards.
- After you finish, groups will share some of their ideas.

5 Group work.

Divide the class into groups of three or four, or have students form their own groups. Give each group two or three obstacle cards.

*Have students begin their work. Allow groups to work for 5 minutes. **Play music** while they work.*

Have groups finish up after about 5 minutes.

Now I'd like you to review your lists and your solutions, and put a star by the two solutions you think will work the best.

When groups have finished bring everyone's attention to the full class.

6 Discuss the activity.

Can I have a group volunteer share the obstacle and the group's two starred solutions?

Allow the group to share the obstacle and their solutions. Then ask the entire class if they have any other ideas for solutions. Add any ideas you may have for addressing the challenge. Do this with each group, or with as many as time allows.

I'm going to make a poster that lists the obstacles and your solutions, and hang it in the classroom. I want you all to think about the solutions you heard today, and decide which ones you'll try next time you face this challenge.

7 Acknowledge students' resourcefulness.

You're all very capable of handling a whole range of challenges. This activity shows one approach to solving problems or challenges. You can use the same approach when dealing with challenges that might come up with friends, boyfriends/girlfriends/partners or family.

8 Review steps students learned.

You just went through four steps to solve some challenges you faced at the volunteer project site. Can anyone name what those four steps were?

Make sure students' answers include the following steps (chart these).

- Identifying the problem: What's the problem or challenge?
- Thinking of some possible solutions: What can we do about it?
- Analyzing which solution will work the best: Which will work the best?
- Deciding which solution to try first: Which one should I try first?

9 Transition to next activity.

Let's think about some challenges you might face in relationships and try this approach again.

Problem Solving in Relationships

1 Ask students about challenges in relationships.

What are some challenges you have faced, or might face, in relationships? This could be friends, family or boyfriend/girlfriend/partner relationships.

Record student answers on chart paper.

Now, you'll get a chance to think about some solutions to the challenges on the list. As we do the following activity, you may also use a challenge that isn't on this list.

2 Students identify solutions to challenges.

Post the "Psst" Chart, and have students turn to Solutions (Activity Sheet 8.2) in their workbooks. Review the following steps:

- Look at the list of relationship challenges we just named. Pick one of them to work with, or come up with a different one.
- Write your challenge in the top bubble of the activity sheet.
- Then fill in the second bubble with some possible solutions. Remember to think about and use the "Psst" steps when coming up with solutions.
- Once you have listed some solutions, write which of those solutions you would try first.

Check for understanding by asking students a few key questions about what they will do next (e.g., what will you put in the first bubble?). Clarify as needed.

Have students get started on the activity. Allow them to work for 3 to 4 minutes. Circulate to assist and ensure students are on task. Play music as they work.

3 Share.

Have students share their solutions with a partner if time allows.

I'd like you to take a couple of minutes to share your solutions with one other person in class. Find a partner, describe the challenge you looked at, and describe your solution.

Allow pairs to share for about 2 minutes.

Remember to try your solutions the next time you face the challenge you picked.

4 Transition to next activity.

Some of the challenges people might face in relationships include talking about protection and asking partners to use condoms. For the rest of this lesson and the next few lessons, we will focus on protection, including ways to talk with partners about it.

Activity

8.3

Protection

Suggested Time 30 minutes

Materials Protection Display Chart, Methods of Protection Cards, Group Activity Sheets 8.3a–d, Educator Background Sheets 8.3a–d, 3 x 5 index cards, *Birth Control Facts for Teens* pamphlets

Purpose To review the most common methods of protection from HIV, other STD and pregnancy. This includes how these methods work, how they are properly used, and what factors might influence their use.



Educator Note: Before explaining and demonstrating the use of methods of protection, be sure to check the school and district guidelines and policies on these matters. Always follow these guidelines. Inform parents and guardians of any demonstrations that will take place during class. Throughout the discussion, remind students that this information can be used when they decide they are ready to have sex, which may not be for a long time.

Create a large-size Protection Display Chart to display the **Methods of Protection Cards**. You can secure the cards to the chart using tape or Velcro dots.

Steps for Activity

Birth Control Brainstorm

1 Introduce activity.

Even though you may not be having sex right now, it's important to understand how well different methods of protection work to prevent HIV, other STD and pregnancy. As part of today's lesson, you'll look at different methods of protection, including factors that might influence which ones you use.

2 Brainstorm birth control methods.

Have students brainstorm a list of methods that teens use to prevent HIV, other STD and pregnancy. Write students' responses on chart paper. Be sure students' responses include the following methods:

- Choosing not to have sex (abstinence)
- IUD
- Implant

- Depo-Provera (the shot)
- Birth control pill, birth control patch, vaginal ring
- Latex condom
- Vaginal barriers (diaphragm, cervical cap, sponge)
- Spermicides (foams, creams, gels)
- Fertility Awareness Methods (rhythm, Natural Family Planning)
- Withdrawal

3 Categorize methods.

Discuss how well these methods protect people, using the questions below and the information in Appendix F. As students provide answers, post Methods of Protection Cards on the Protection Display Chart based on their responses.

- Which methods on the list don't protect very well from HIV, other STDs or pregnancy?
- Which methods protect against pregnancy only?
- Which protect against HIV, most other STDs and pregnancy?



Educator Note: Let students work out where they believe each Method of Protection Card belongs. When you move to Step 4, you'll remove any that are incorrectly placed. For your reference these are the correct answers:

- Methods that don't protect very well from HIV, other STDs or pregnancy:
Withdrawal and fertility awareness methods are not reliable for pregnancy prevention and take effort to use. They offer no protection from HIV or other STD.
- Methods that protect from pregnancy only:
The IUD, implant, Depo-Provera (the shot), birth control pill, birth control patch, vaginal ring, vaginal barriers (diaphragm, cervical cap, sponge) and spermicides protect against pregnancy only. Of these, the IUD, implant and other hormonal methods are most effective. They offer no protection from HIV or other STD.
- Methods that protect from HIV, most other STDs and pregnancy:
Choosing not to have sex, latex condoms. Emphasize that for people who are having sex, it's best to use an effective birth control method (e.g., IUD or hormonal method) to protect against pregnancy, in addition to latex condoms to protect against disease.

4 Remove cards that are in an incorrect category.

I'm going to take these cards off the chart right now, but we'll come back to these methods at the end of the lesson.

What's the Right Method?

1 Discuss factors that influence choices about protection.

How might people's lifestyles and/or relationships influence what type of protection they use?

Look for answers such as the following:

- Relationships—people might choose what a partner wants, or be influenced by a partner's preferences.
- Behavior—some people are better at planning and follow through, others need something really easy to use.
- Religious or moral feelings—people may have different feelings about sex or types of protection based on their religious or moral beliefs.
- Cost—some methods cost more, some can be obtained for free at clinics.
- Ability to use the method—some methods are easier to use than others.
- Desire to be protected from HIV, other STD as well as pregnancy—some people are more willing to take risks.

2 Introduce activity.

In the next activity, you'll have a chance to help some people figure out what type of protection they should be using given their current situations.

Review the following directions for the activity:

- You will work in small groups of three or four.
- Each group will get a Profile of an individual or a couple along with a set of Methods of Protection Cards with information about each method of protection. There are four different profiles—two couples and two individuals—so different groups may have different profiles.
- After reading the profile and looking at the different methods, your group will answer some questions. You'll want to:
 - Choose the best method of protection for that individual or couple.
 - Indicate why you are making that choice.
 - Discuss the benefits and difficulties (pros and cons) of your choice.
- You will have 10 minutes to finish this. Once all the groups finish we'll talk about each profile.

3 Group work.

Form groups and monitor the activity using the following steps:

- Divide students into small groups. Assign a Peer Leader to each group.
- Distribute a **Profile** and a set of **Methods of Protection Cards** to each group.
- Have groups get started on the activity. Remind Peer Leaders to record their groups' answers.

- Circulate to ensure students are on task and to provide feedback as needed.
- Allow students to work for up to 10 minutes. **Play music** as students work.

4 Debrief the activity.



Educator Note: Use this debrief as an opportunity to provide more details about each method (e.g., what it is, how it works, how and where to get it, its effectiveness and advantages, its risks and disadvantages). During the discussion, show students the methods on the Protection Display Chart as they come up. Details about each method are included in Appendix F. Use Educator Background Sheets 8.3a-8.3d for suggested methods for each of the profiles.

- Which groups have Profile 1—Tanya and Rory? Can a volunteer from one of these groups read or summarize the profile?
- What type of protection did your group choose for the individuals in this profile? Why was this your choice?

Elaborate on this discussion as needed.

- Are there any disadvantages to the method(s) you selected? What are they?

Elaborate as needed.

- Would any of the other groups make different choices for these individuals?
- If so, why do you think a different method would be better?

Build on the discussion, using questions on Educator Background Sheet 8.3a.

- Can we come to some agreement as a class on which method(s) would be best for these individuals? Remember their lifestyle and relationship characteristics.

Repeat for Profiles 2, 3 and 4.

5 Discuss differences among methods.

- What has this exercise shown us?

Draw from students the point that some methods may be better than others, based on lifestyle and relationship characteristics.

- Remember, for people who are having sex, latex condoms (or plastic/polyurethane or non-latex/polyisoprene condoms if allergic to latex) are one of the most effective methods for preventing HIV, other STD and pregnancy.
- Using condoms plus another very effective method of birth control is even better for couples who are at risk of pregnancy.
- Remember, choosing not to have sex is by far the most effective method. It's free. And it's always available.

- We'll spend more time talking about condoms in a later class.

6 Help students personalize the learning.

I'm going to pass out a card to each of you. I'd like you to think about your own lifestyle and relationships. Then write down what you will use to protect yourselves from HIV, other STD and pregnancy. Do NOT put your names on the cards. I will not ask you to share or discuss what you write down, but I will collect a card from each of you.

Remember, picking protection is part of picking your limits for staying safe from HIV, other STD and unplanned pregnancy—the “P” in “Psst.”



Educator Note: Students' limits may be broader than just protection. For example, their limits may include limits regarding partners, needle use, etc.

Pass out the index cards. Give students 1 minute to complete the task. Have students fold their cards in half before collecting them. Collect one card from each student.

7 Distribute Birth Control Facts for Teens pamphlet.

I have a pamphlet on birth control for each of you. (*Show the pamphlet.*) This describes each method of protection and gives information on the level of protection from HIV, other STD and pregnancy. You'll also find information on emergency contraception. While it's not an actual birth control method, it is an option if your birth control method was damaged, wasn't used or wasn't used correctly.

Have a Peer Leader distribute the pamphlets.

8 Revisit the Protection Display Chart.

Let's look again at some of the methods of protection I removed from the chart earlier. I did that because they weren't in the correct place. Let's see if we can agree on where they go now.

Be sure to clarify any misinformation at this point. Also, be sure that each card is in its proper category.

Emphasize once again that choosing not to have sex is the most effective way to avoid unplanned pregnancy and STD, including HIV. For those who have sex, using latex condoms, plus an effective method of birth control (IUD, implant, other hormonal method) for couples at risk of pregnancy, is best.

9 Briefly discuss emergency contraception.

Emergency contraception is available in the form of pills or an IUD if a woman had vaginal intercourse without any contraception; if a condom broke during vaginal intercourse; or in cases of sexual assault. It must be used no later than 5 days after sex.

Emergency contraception is for emergencies only, and should not be used as a regular form of birth control. You can learn more about emergency contraception from your health care provider or local family planning clinic. Some kinds of pills are available without a prescription.

Activity

8.4

What's In a Name?

Suggested Time 5 minutes

Materials Chart paper, markers, tape

Purpose To provide a review of how condoms work and an introduction to using condoms

Steps for Activity

1 Transition and introduce new activity.

For people who are having sex, latex condoms are the only method that will protect against pregnancy and most sexually transmitted diseases. Our next few activities focus on condom use.

2 Facilitate brainstorm.

Let's make a list. I'd like you to call out all the names or terms you can think of that people use for condoms (e.g., rubber, jimmy hat, raincoat, love glove, sock, Trojan, etc.).

Write student answers on the board or chart paper.

3 Identify characteristics of different names.

- Which of these names seems most unusual or colorful? Funny? Which ones have been around for a long time?
- Notice how many refer to a barrier or covering—e.g., coat, glove, sock, hat.

4 Describe how condoms work.

No matter what condoms may be called, they all work the same way—they put a barrier between your fluids and your partner's fluids. Whatever they're called, it's important to know how to get them, and to have them with you and use them correctly every time, if you choose to have sex.

5 Reinforce abstinence choices.

By discussing condom use for disease prevention, I'm giving you facts that can help you (and your future partners) avoid disease. This does not mean that I'm endorsing sexual activity. Some of you may need the information sooner rather than later, but it is likely that most of you will need this information at some point in the future.

Giving you this information now is my way of helping you be prepared in advance. Thinking about protection in advance increases the chances that you will be prepared—with condoms and the

knowledge and comfort level to use them properly. This means you can make good decisions “in the moment,” when you need to practice safer sex.

Some people’s values, and some religions, prohibit or discourage using condoms. Others are more neutral. As with many other decisions, your own values and beliefs are an important part of deciding whether or not to use condoms.

Activity 8.5

Educator Condom Demonstration

Suggested Time 15 minutes

Materials Latex condoms, Vaseline, water-based lubricants, moist wipes, plastic bag, Educator Activity Sheet 8.5, Activity Sheet 8.5, chart paper, markers, tape, pencils, scissors

Purpose To demonstrate the proper use of condoms



Educator Note: Before explaining and demonstrating the use of condoms, be sure to check the school and district guidelines and policies on these matters. Always follow these guidelines. Inform parents and guardians of any demonstrations that will take place during class. Throughout the discussion, remind students that this information can be used when they decide they are ready to have sex, which may not be for a long time.

Steps for Activity

1 Introduce activity.

Today you will practice using a condom. This will help you know how to use them and get a sense of what they feel like. So you'll be better prepared when you are ready to use them. Just as a person might need time to adjust to wearing a new pair of glasses, using a condom requires getting used to new sensations.

2 Tell the story of Herman and Kiva.

I'm going to start with a story about someone who wants to use condoms, but doesn't really know how. At the end of the story, you'll work in groups to figure out how to help the couple involved use condoms properly.

*Using Educator Activity Sheet 8.5 as a guide, tell and demonstrate the **Herman and Kiva** story up to the part that says: "STOP here." Then say:*

Sometimes—2 or 3 times out of 100—condoms break during sexual intercourse.* This is usually because people don't know how to use them correctly. Using condoms properly increases their effectiveness at preventing HIV, other STD and unintended pregnancy.

*Hatcher, R. A., et al. 2011. *Contraceptive Technology*. 20th rev. ed. New York: Ardent Media.

3 Explain the pair activity.

Now, you'll do a pair activity to create a list of DOs and DON'Ts that you could give to Herman so he knows how to use his last condom. Your lists will be like the instructions that could go in a box of condoms.

Review the following directions for the activity:

- Turn to **How to Use a Condom** (Activity Sheet 8.5) in your workbooks. You will work in pairs to complete it.
- Your task is to list all the things Herman should DO to use condoms properly under the DO column. List all the things he should not do under the DON'T column.
- You'll have 5 minutes to create your lists.

4 Clarify.

Check for understanding by asking students what they will do with the worksheet. Clarify as needed.

5 Pairs create list of condom DOs and DON'Ts.

Have pairs begin. Circulate to clarify the task and answer student questions.

While students finish their lists, create a classroom chart by writing Condom DOs and DON'Ts on chart paper.

6 Discuss.

I've posted a chart for the Condom DOs and DON'Ts (*point out chart*).

Let's talk about the advice you have for Herman. What should he *do*—What belongs in the DO column? What should he *not* do—what belongs in the DON'T column?

Record students' answers on the chart.

7 Demonstrate correct condom use.

Return to the story of Herman and Kiva and complete a quick demonstration of condom use to reinforce the condom "DOs." Use the following steps:

- *Pull out one more condom.*
- *Say: This is Herman's last condom.*
- *Go through the proper steps for condom use by finishing the story using Educator Activity Sheet 8.5.*



Educator Note: Keep students in their current pairs for the next activity.

Activity

8.6

Using Condoms

Suggested Time 10 minutes

Materials Latex condoms (1 per student), box of retail condoms, examples of spermicides and water-based lubricants, Activity Sheet 8.6, moist wipes, plastic bag

Purpose To enable students to practice using condoms



Educator Note: It is important that all students have a chance to practice proper use of condoms. However, do not force students to practice using condoms if they are uncomfortable with the idea. These students can read the steps for a partner or watch a partner go through the steps.

If the condoms to be used for practice were purchased in bulk, they may not have any general label information on the outside of the package. If this is the case, be sure to circulate sample condoms packaged as they would appear if purchased at a store.

Some students may be allergic to latex or unaware that there are effective alternatives to latex. Be sure to mention that plastic (polyurethane) or synthetic rubber (polyisoprene) condoms are recommended for those allergic to latex. Have examples of these alternative condoms on hand, ensuring that any student with a latex allergy practices using them. If no polyurethane or polyisoprene condoms are available, students with latex allergies should not complete the condom practice activity.

Steps for Activity

1 Introduce condom practice activity.

Now it's your turn to practice.

Give each student an unopened condom package.

I'd like you to open the package, carefully remove the condom, and unroll it.

2 Get feedback on the experience.

- How do the condoms feel?
- How do they work to prevent pregnancy and STD?



Educator Note: At the same time that students are opening their condom packages, open one yourself and remove the condom. It is very important that you demonstrate comfort and ease while handling the condom to model this for students. The students may giggle, make silly comments, or act nervously, all of which is to be expected. In fact, the humor and laughter can be used to advantage, helping students become more comfortable.

After the condom has been removed, roll it over your hand and arm to show students how strong latex is (and how condoms will fit over any sized penis). If the condom happens to tear on a watch or ring, use this as an opportunity to explain that this could happen. Emphasize that students should be careful with the condom and use a new one if the first one tears. It's also a reminder to have more than one available.

3 Review important information about condoms.

Review the following essential information before having students practice steps for proper condom use:

- Condoms can stretch and fit different sized penises. (*Stretch a condom up your arm.*)
- Condoms should feel comfortable and fit snugly at the base. The condom should unroll all the way to the base of the penis and stay there.
- Condoms may break if you use oil-based products as lubricants, including Vaseline, lotion, grease or oils. Use only water-based solutions, such as K-Y Jelly, Astroglide or Aqua Lube. Some people use spermicides with condoms. These provide additional protection against pregnancy. (*Show examples.*)
- Don't expose condoms to heat. For example, don't store them in a glove compartment of car. Heat weakens the latex.
- Throw away unused condoms once the expiration date passes. Throw away any condoms that are visibly damaged.

4 Describe pair activity.

You'll work in pairs to practice proper condom use. Here are the steps for your pair practice:

- Each pair will get 2 condoms. You'll follow the steps for **Condom Practice** (Activity Sheet 8.6) in your workbooks.
- One person in the pair will read the steps for proper condom use while the other person practices with the condom.
- After the first person has practiced, you will switch roles so the second person practices with the condom and the first person reads the steps.

5 Clarify.

Check for understanding by having one student repeat the practice instructions.

Can someone tell me what we are about to do?

6 Students practice with condoms.

Have students pair up. Have them turn to **Condom Practice** (Activity Sheet 8.6) in their workbooks, and distribute 2 condoms to each pair.

Show students where the sample lubricants and spermicides are located (e.g., in front of room), and encourage them to check these out, too.

Circulate as students practice and ask them to give you a demonstration, giving them new condoms as necessary. Provide corrective feedback as needed.



Educator Note: There may be giggling and nervous behavior. This is perfectly normal. Encourage students to have fun and ask questions. Monitor and assist each student. Teens sometimes have trouble putting condoms on properly. They may unroll them backwards, neglect to add lubricant or do so incorrectly, or fail to unroll them the entire length of the imaginary penis.

7 Close activity.

After all pairs are finished, collect the condoms (make sure you get them all back). Then lead a discussion using the following questions:

- Was using the condom more or less difficult than you thought it would be? What made it more or less difficult?
- How did you feel when you were unrolling the condom?

You might hear answers such as *nervous, uncomfortable, awkward, not sure if I was doing it right.*

- Why is it important to practice using condoms?

Look for answers such as *to learn how to put them on correctly before actually needing to use them; to make it less awkward; to make it more likely students will use them.*

Activity

8.7

Closure

Suggested Time 10 minutes

Materials Question Box, 3 x 5 index cards

Purpose To summarize the importance of either choosing not to have sex, or using protection consistently and correctly every time when having sex

Steps for Activity

Lesson Summary

1 Discuss.

Have students turn to a person next to them and talk about how teens can prevent HIV, other STD and pregnancy.

Emphasize there are only two methods of protection that help protect against all three:

- *Choosing not to have sex.*
- *Using latex condoms correctly, every time a person has sex.*

Note that for couples who are at risk of pregnancy, it's best to use condoms along with an effective method of birth control to maximize the effectiveness at preventing both disease and pregnancy.

2 Help students personalize learning.

What was the most important thing you learned today about condoms?

Transition and Closure

1 Prepare students for next class session.

Remember, we'll be returning to our volunteer project site in the next lesson. We'll meet here in the classroom before traveling to the site.

Discuss any planning issues for the next visit (e.g., changes in what students will be doing based on their first visit, new materials needed, changes in logistics, etc.).

2 Conclude.

Collect the student name tents.

Close by recognizing students' interest, creative thinking and work accomplished during the class today.

Question Box

1 Answer questions.

Answer the student questions from the Question Box.

2 Gather new questions.

If there is time, hand out index cards and invite new questions.

I'm handing out new cards for any questions you might have for the Question Box. If you don't have a question, write, "I don't have a question" on your card. Remember NOT to put your name on the card.

When you're done, fold your card like this (*demonstrate*).

Have a Peer Leader collect the cards.

I'll address these questions in a later lesson.

Methods of Protection Cards

Directions: Make one set for the educator to place on the Protection Display Chart during the brainstorm in Activity 8.3. Make enough additional sets for each small group to have a set during the small-group activity.

Choosing Not to Have Sex (Abstinence)	
What is it?	Choosing not to have sex means refraining from any sexual activity that can result in pregnancy and STDs, including vaginal, oral and anal sex, as well as skin-to-skin genital contact that can transmit certain STDs.
Chances of not getting pregnant?	It works all the time when people consistently avoid any behaviors that can potentially result in pregnancy or STD.
Protects against?	Pregnancy, HIV and other STDs

IUD (Intrauterine Device)	
What is it?	A form of long-acting reversible contraception. A small, plastic device shaped like a "T" that is inserted into the uterus by a doctor. Some types release hormones that prevent pregnancy.
Chances of not getting pregnant?	Highly effective (more than 99%) at preventing pregnancy for 3 to 12 years, depending on the type.
Protects against?	Pregnancy only.

Implant	
What is it?	A form of long-acting reversible contraception. One or more tiny rods or tubes of artificial hormones (progestin) that are placed under the skin of the upper arm by a health care provider.
Chances of not getting pregnant?	Highly effective (more than 99%) at preventing pregnancy for 3 years.
Protects against?	Pregnancy only.

(continued)

Methods of Protection Cards *(continued)*

Depo-Provera (the shot)	
What is it?	An injectable form of birth control that uses a synthetic hormone (progestin) to prevent pregnancy. Requires a visit to a health care provider every 12 weeks to get the shot.
Chances of not getting pregnant?	Highly effective (more than 99%) at preventing pregnancy as long as the shots are given on schedule.
Protects against?	Pregnancy only.

Birth Control Pill	
What is it?	A prescription drug that contains different amounts of the hormones estrogen and progesterone.
Chances of not getting pregnant?	Highly effective (more than 99%) at preventing pregnancy if the person takes it every day, uses some other method of protection during the first month and doesn't use another person's pills.
Protects against?	Pregnancy only.

Birth Control Patch	
What is it?	A thin plastic square worn on the skin of the buttocks, stomach, upper outer arm or upper torso (but not on the breasts) that slowly releases artificial hormones into the body. A new patch is applied each week.
Chances of not getting pregnant?	Highly effective (more than 99%) at preventing pregnancy if the person remembers to wear the patch and change it each week.
Protects against?	Pregnancy only.

Vaginal Ring	
What is it?	A soft, flexible ring inserted into the vagina that slowly releases artificial hormones into the body. The ring is changed once a month.
Chances of not getting pregnant?	Highly effective (more than 99%) at preventing pregnancy if the person remembers to insert the ring and change it each month.
Protects against?	Pregnancy only.

(continued)

Methods of Protection Cards *(continued)*

Latex Condom	
What is it?	A sheath made of thin latex rubber that fits over an erect penis. People allergic or sensitive to latex can use condoms made of polyurethane (a type of plastic) and polyisoprene (a non-latex rubber).
Chances of not getting pregnant?	Up to 98% effective in preventing HIV, other STD and pregnancy, but only if they are used correctly and consistently—every time a person has sex.
Protects against?	Pregnancy, HIV and most other STDs.

Vaginal Barriers	
What is it?	<p>Devices that are inserted in the vagina and positioned to cover the cervix (opening to the uterus) to keep sperm from reaching and fertilizing an egg.</p> <ul style="list-style-type: none"> • The diaphragm is a reusable flexible, dome-shaped cup made of latex that can be inserted up to 6 hours before sex, and must be left in place at least 6 but no more than 24 hours after. • The cervical cap is a reusable silicon cap that fits over the cervix and provides protection for 48 hours. Like the diaphragm it is inserted in the vagina before sex, and must be left in place for 6 hours after. • The sponge is made of soft polyurethane that contains spermicide. It provides protection for 24 hours, and must be left in place for at least 6 hours after sex. It should not be left in the vagina for any more than 30 hours total. It is not reusable.
Chances of not getting pregnant?	If used correctly with spermicide every time a couple has sexual intercourse, the diaphragm is up to 94% effective; the cervical cap up to 86% effective; and the sponge up to 91% effective.
Protects against?	Pregnancy only.

Spermicides	
What is it?	Chemicals that kill sperm. Inserted into the vagina before sexual intercourse. Come in the form of foam, gel, cream, film, suppositories or tablets. Must be reapplied every time a couple has sex.
Chances of not getting pregnant?	If used correctly every time a couple has sexual intercourse, spermicides are up to 82% effective.
Protects against?	Pregnancy only.

(continued)

Methods of Protection Cards *(continued)*

Fertility Awareness Methods	
What is it?	Methods that depend on a couple identifying the days in each menstrual cycle when a pregnancy is most likely to occur, and then abstaining from intercourse or using a barrier method during the fertile days.
Chances of not getting pregnant?	Can range from 75% to 97% effective depending on how accurate the method is in identifying fertile days and how well the couple follows the instructions for using the method.
Protects against?	Pregnancy only.

Withdrawal	
What is it?	When a couple has sex, the man pulls his penis out of his partner's body before he ejaculates to try to keep semen and sperm from entering his partner's body.
Chances of not getting pregnant?	It is 78% effective with typical use. It requires a great deal of self-control and many people find it difficult to interrupt sexual intercourse to practice this method.
Protects against?	Pregnancy only.

Protection Display Chart

Directions: Copy the chart onto poster board or chart paper. Use Velcro dots or tape to secure the **Methods of Protection Cards** to the chart in the columns.

Doesn't Protect Well	Protects from Pregnancy Only	Protects from HIV, Most Other STDs and Pregnancy

Profile 1: Tanya & Rory

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Tanya and Rory have been together for almost a year.• Tanya lives with her grandparents. Rory lives with his mother.• Tanya is 16 years old. Rory is 18 years old. | <ul style="list-style-type: none">• Rory is popular and gets lots of attention from other girls. He does well in school, and he will be starting community college next year.• Rory is the first and only person Tanya has had sex with.• Tanya worries that Rory is messing around, but she doesn't bring it up because she doesn't want to lose him. | <ul style="list-style-type: none">• Tanya does not want her grandparents to find out she's having sex, and she definitely does not want to get pregnant.• Tanya used the pill for a few months but had some negative side effects.• Tanya also tried foam in the past, but it was messy. Also, she had an allergic reaction to it. |
|--|--|--|

Tanya and Rory: Decisions, Decisions

1. What are the best methods of protection for Tanya and Rory? Why?

2. What are some of the **benefits** of using the methods you selected? What are some of the **difficulties**?

Benefits	Difficulties

(You can continue your answers on the other side of this page.)

Profile 1: **Tanya & Rory** *(continued)*

Benefits	Difficulties

Profile 2: Sharen & Percy

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Sharen is 15 years old. She has had several boyfriends. • Sharen lives with her aunt. • She sells sex for money when she has to. | <ul style="list-style-type: none"> • Her boyfriend, Percy, is 17 years old. He loves to party. • Percy has been sexually active since he was 11 years old, and he has a 3-year-old child. • Sharen and Percy have been together for 3 months. | <ul style="list-style-type: none"> • They just started having sex, but they have never talked about each other's sexual history. • Percy has had herpes for 2 years. • Sharen is afraid of getting HIV. |
|--|--|--|

Sharen & Percy: Decisions, Decisions

1. What are the best methods of protection for Sharen and Percy? Why?
2. What are some of the **benefits** of using the methods you selected? What are some of the **difficulties**?

Benefits	Difficulties

(You can continue your answers on the other side of this page.)

Profile 2: **Sharen & Percy** *(continued)*

Benefits	Difficulties

Profile 3: Joseph

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Joseph is 16 years old. • He goes to school and works part time. • He wants everyone to think he's a player, and does what he can to give that impression. | <ul style="list-style-type: none"> • He uses multiple drugs, and sometimes uses injection drugs. • He's sexually active. | <ul style="list-style-type: none"> • He's bisexual. • He's afraid he has HIV. |
|--|--|---|

Joseph: Decisions, Decisions

1. What are the best methods of protection for Joseph? Why?
2. What are some of the **benefits** of using the methods you selected? What are some of the **difficulties**?

Benefits	Difficulties

(You can continue your answers on the other side of this page.)

Profile 3: **Joseph** *(continued)*

Benefits	Difficulties

Profile 4: Irene

- Irene is 17 years old.
 - She's very religious.
 - She's an honor student and plans to go to college.
- She's been with her boyfriend for 2 years, and she hopes they will get married someday.
 - Her boyfriend pressures her for sex.
 - She's never had sex and is not ready to. But she's thinking about it because she doesn't want to lose her boyfriend.

Irene: Decisions, Decisions

1. What are the best methods of protection for Irene? Why?
2. What are some of the **benefits** of using the methods you selected? What are some of the **difficulties**?

Benefits	Difficulties

(You can continue your answers on the other side of this page.)

Profile 4: **Irene** *(continued)*

Benefits	Difficulties

Educator Discussion Questions

Profile 1: Tanya & Rory

- Tanya and Rory have been together for almost a year.
- Tanya lives with her grandparents. Rory lives with his mother.
- Tanya is 16 years old. Rory is 18 years old.
- Rory is popular and gets lots of attention from other girls. He does well in school, and he will be starting community college next year.
- Rory is the first and only person Tanya has had sex with.
- Tanya worries that Rory is messing around, but she doesn't bring it up because she doesn't want to lose him.
- Tanya does not want her grandparents to find out she's having sex, and she definitely does not want to get pregnant.
- Tanya used the pill for a few months but had some negative side effects.
- Tanya also tried foam in the past, but it was messy. Also, she had an allergic reaction to it.

Discussion Questions

- **How does the possibility that Rory is messing around affect their choice of which method of protection to use?**

Having multiple sex partners increases Rory's risk for getting and transmitting HIV and other STD. Because Tanya has not discussed this with Rory, she is putting herself at risk, too. Tanya and Rory need to be sure to use latex condoms (or polyurethane/polyisoprene condoms if either is allergic to latex) with any other method of birth control, but ideally one that is highly effective (IUD, implant) given Tanya's desire to prevent pregnancy. It would be best for them to discuss this before they have sex again.

- **If Tanya had an allergic reaction to foam, does that mean she should never use it again?**

Some people cannot use foam because they always have an allergic reaction to it; however, it is possible that Tanya might not react to a different brand or another type of spermicide (e.g., film).

- **Are all spermicides messy?**

No. Some, like film or suppositories, are not messy.

Suggested Methods

- Condoms plus IUD, implant or Depo Provera (the shot)
- Condoms and spermicide (but this combination is not as effective as condoms and a more effective birth control method)

Educator Discussion Questions

Profile 2: Sharen & Percy

- Sharen is 15 years old. She has had several boyfriends.
- Sharen lives with her aunt.
- She sells sex for money when she has to.
- Her boyfriend, Percy, is 17 years old. He loves to party.
- Percy has been sexually active since he was 11 years old, and he has a 3-year old child.
- Sharen and Percy have been together for 3 months.
- They just started having sex, but they have never talked about each other's sexual history.
- Percy has had herpes for 2 years.
- Sharen is afraid of getting HIV.

Discussion Questions

- **If Sharen decides to use the IUD, implant, Depo Provera or the pill, does she still need to use condoms?**

Yes. She needs condoms to protect against STD, including HIV.

Suggested Methods

- Condoms plus IUD or implant
- Condoms plus Depo-Provera
- Condoms plus the birth control pill, birth control patch or vaginal ring.

Educator Discussion Questions

Profile 3: Joseph

- Joseph is 16 years old.
- He goes to school and works part-time.
- He wants everyone to think he's a player, and does what he can to give that impression.
- He uses multiple drugs, and sometimes uses injection drugs.
- He's sexually active.
- He's bisexual.
- He's afraid he has HIV.

Discussion Questions

- **How does Joseph's drug use affect his risk for HIV and other STD?**

Joseph is at risk of getting HIV if he shares needles or works with someone who has HIV. His drug use also may affect his judgment. He may engage in risky behaviors because he's high on drugs.

Suggested Methods

- Latex condoms (or polyurethane/polyisoprene condoms if Joseph is allergic to latex)
- Latex condoms and spermicide
- Choosing not to have sex.

Note: Joseph should also stop using drugs, especially injection drugs. This would lower his risk for HIV.

Educator Discussion Questions

Profile 4: Irene

- Irene is 17 years old.
- She's very religious.
- She's an honor student and plans to go to college.
- She's been with her boyfriend for 2 years, and she hopes they will get married someday.
- Her boyfriend pressures her for sex.
- She's never had sex and is not ready to. But she's thinking about it because she doesn't want to lose her boyfriend.

Discussion Questions

- **Should Irene have sex to keep her boyfriend?**

Irene should stick with her limit. She shouldn't have sex just to keep a boyfriend. If he really loves her, he will wait until she is ready. If she has sex before she's ready, she may regret it later. It would be best for Irene to talk with her boyfriend about how she feels and about her limit.

Suggested Methods

- Choosing not to have sex (abstinence)

Herman and Kiva

Version for Educator

Directions: Read through the story. Use the numbered actions in the gray boxes to make the storytelling livelier and more effective. You will need a box of condoms, scissors, some Vaseline, moist wipes or paper towels, and examples of water-based lubricants.

Herman is kind of shy and nervous around girls, so it takes him a while to have a real girlfriend, but it finally happens. He and Kiva have been going together for a long time and think they might get married. Eventually, they decide to have sex. They want to use a condom.

Herman goes to buy one, and takes his older brother along to help him. When he gets to the store, he sees there are lots of different kinds: colored ones, tight ones, even extra large ones. He looks for the most expensive ones because he wants to have the best. When he shows his brother the package, his brother says, “No. Those are lambskin condoms, and they don’t protect against HIV.”

His brother helps Herman pick some lubricated latex condoms. His brother also tells him to practice first with the condom, but Herman is too excited. He leaves the store and heads straight for Kiva’s house.

Kiva is happy to see him. They talk for a while and start to kiss and touch. Herman is a little nervous when he gets out the condom.

1 Take condom out of box, fumbling.

He tries to open the condom package with scissors.

2 Hold up a pair of scissors.

Oh no, he cut the condom!

3 Make cutting noise as you cut the package. Look horrified, then throw the condom away.

Let’s try again. He opens the next package with his fingers.

4 Open another package with fingers instead of scissors.

Just thinking about sex is making him excited. He puts the condom on the tip of his penis and tries to roll it down. What’s wrong? It won’t roll!

Herman and Kiva Version for Educator *(continued)*

- 5** Put condom on your fingers facing the wrong direction. Make motion, trying to roll it down your fingers. Show that it won't roll.

He takes it off and looks at it. Oh. The condom rolls down the other way.

- 6** Look at condom.

But now there is a little drop of semen on the condom. To be safe, he throws it away and gets another one.

- 7** Toss condom away and get another.

He looks carefully to see which is the outside, and starts to roll it down. He rolls the condom halfway down his penis and thinks, "Great! I'm ready."

- 8** Look at condom, then roll partway down fingers.

As Herman and Kiva start to have sex, they feel the condom slipping off!

- 9** Slip condom off fingers.

Herman throws that one away, gets another one, opens it with his fingers, checks which is the outside, and puts it on all the way to the base of his penis.

- 10** Go through all the motions. Put condom on to base of fingers. Look pleased.

But by this time, Kiva is not very excited anymore. Herman suggests using some Vaseline or baby oil.

He puts Vaseline on the condom, and they start having sex.

- 11** Put Vaseline on condom. *(Note: Have moist wipes or paper towels to wipe the Vaseline off your fingers after this demonstration.)*

Oh, no! The condom breaks! Herman didn't know that oil and Vaseline can cause condoms to break. If you are going to use a lubricant, it has to be something water-based, like Astroglide or Aqua Lube.

- 12** Show examples of appropriate, water-based lubricants.

Herman and Kiva Version for Educator *(continued)*

By now Herman is getting frustrated and wishing he and Kiva had paid more attention in their class about condoms and HIV. He looks in the box for another condom and finds one more condom and...the condom instructions!

13 Look very happy, take instructions out of box.

Kiva laughs and says maybe they should read the instructions together before they use the last condom.

>> STOP here <<

Story continued:

Herman takes the last condom out of the package carefully. He checks to make sure it is right side out.

14 Take condom out of package carefully and check to make sure it is right side out.

He puts the condom on his erect penis and rolls it down to the base.

15 Put condom on two fingers and roll it down to the “base” of your hand.

He puts water-based lubricant on the condom.

16 Put lubricant on the condom.

Now he's ready. After having sex, he holds the condom at the base of his penis, so that the semen won't spill as he pulls out.

17 Remove condom from fingers carefully.

He takes the condom off, wraps the condom in a tissue and throws it away in the garbage.

18 Wrap condom in a tissue and throw it away.

Student Workbook Pages for Educator Reference

Activity Sheet 8.2

Solutions

STEP 1
One challenge that I might have to deal with a relationship is ...

STEP 2
Some solutions that might work are ...

The solution I will try first: _____

All4You!

Student Workbook 21

Activity Sheet 8.2

Activity Sheet 8.5

How to Use a Condom

Do	Don't



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All4You!

Student Workbook 23

Activity Sheet 8.5

Activity Sheet 8.6

Condom Practice

- ☐ Check the condom package for expiration date and FDA approval for STD prevention.
- ☐ Open the condom package. Be careful not to tear the condom.
- ☐ Make sure the condom is right side out. Check by unrolling the condom a little over two fingers to see if the tip of the condom naturally sticks out.
- ☐ Pinch the tip of the condom between your thumb and forefinger to get rid of any air pockets and to create a space for the semen during ejaculation.
- ☐ Then unroll the condom over the index and middle finger of your other hand. Unroll the condom all the way down to the bottom of your fingers.

When Actually Using a Condom...

- ☐ After ejaculation, hold the condom around the base. Gently pull the penis out of the partner's body while it is still erect.
- ☐ Take the condom off carefully so the semen doesn't spill. Roll it off starting at the base of the penis.
- ☐ Dispose of the condom in the trash. Never reuse a condom.



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24 Student Workbook

All4You!

Activity Sheet 8.6

Lesson 9

Using Our Skills in the Community— Visit 3

Synopsis

Students make their third visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility). Students write in their workbooks immediately following their volunteer visit to begin reflecting on their experiences.

Purpose Statement for Students

Today we will take time to make a difference in our community.

Objectives

Students will be able to:

- Make positive contributions to their communities.
- Use selected personal and social skills during their volunteer project activities.
- Begin reflecting on the day's experience.

Activities & Time

9.1: Review of Volunteer Project	15 minutes
9.2: Volunteer Project and Reflection	125 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Adhesive name tags for students
- ☐ Pencils
- ☐ Games and other supplies for use at the volunteer project site
- ☐ Cameras (2)

Review

- ☐ **Lesson 9 Volunteer Sheet**

**Educator
Preparation**

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review and complete each step of the Volunteer Project Preparation Guidelines in the Introduction and Appendixes.

**Peer Leader
Activities**

- ☐ Peer Leaders watch for and note examples of how students contribute while volunteering. They also watch for issues that are challenging for students.
-

Activity 9.1

Review of Volunteer Project

Suggested Time 15 minutes

Materials Name tags, markers, cameras

Purpose To prepare students for their third visit to their volunteer project

Steps for Activity

1 Review.

Remind students about the day's plans. Review any group agreements, as needed.

- Who remembers where we'll be going today for our volunteer project?
- What will you be doing at the site?
- What group agreements are we all going to use today?

Ask students to watch for at least one contribution that someone in the class made while volunteering. Tell students you will ask them to share their observations later today.

2 Answer questions.

Invite questions about the day's visit. Address as appropriate.

3 Identify photographers.

Ask for volunteers to be photographers for the day. Give these students the cameras. Ask them to take pictures to remember the day (e.g., on the way to the site, of the site itself, of their classmates working at the site, etc.) and for use to create posters on the last day of the program. Remind students of any photography restrictions.

4 Distribute name tags.

Have students write their first names on the name tags with a marker or a pen.

5 Review transportation and other logistics.

Remind students they will be coming back to class after volunteering.

Activity 9.2

Volunteer Project and Reflection

Suggested Time

125 minutes

Materials

Games and other supplies, **Lesson 9 Volunteer Sheet** in the Student Workbooks

Purpose

To enable students to make positive contributions to their communities



Educator Note: The success of the volunteer project is directly related to the extent and quality of preparation completed before students are engaged in helping at the sites. Be sure to review and complete the Preparation Guidelines in the Appendixes.

Steps for Activity

1 Arrive at site.

Meet with contact and quickly review plans for the visit.

2 Orient students.

Ask the agency staff to offer any feedback to students about how they might help people at the site and make a difference today. If there are new tasks for students, have staff describe them for students and review. Distribute materials (such as games or other supplies) to students, and help them get started in their roles.

3 Monitor.

Circulate among students as they work to address questions, assist students in their roles and monitor student involvement. Praise students for their work; prompt students who seem unengaged.

4 Observe.

Watch for and note examples of positive outcomes (e.g., recipients' reactions, agency staff reactions, students' comments or body language). Additionally, watch for and record issues in which students might need more preparation (e.g., handling difficult situations, communicating more clearly, stating expectations, etc.). Ask the Peer Leaders to do the same.

Allow students to work for approximately 75 to 90 minutes. Have them meet you in a designated location at a designated time. Try to find a location that offers some privacy for talking with students (e.g., outside the facility, on the bus if all students are on the same bus).

5 Students complete worksheets.

I'd like you to complete the **Lesson 9 Volunteer Sheet** ("One thing I did that made me feel sure and in charge was..." along with the rating of the volunteer project so far). You'll have a few minutes to complete your sheets.

Give students a few minutes to write.

6 Discuss.

Encourage students to elaborate as appropriate.

Would anyone like to share what you wrote?

Ask Peer Leaders to discuss contributions class members made.

What were some examples you saw today of ways students made a difference or contributed to the project?

Ask other members of the class to share their observations. Offer your own, as appropriate.

7 Orient students to Lesson 10.

In the next lesson, you'll have a chance to talk more about your visit to the volunteer project today. You'll also have a chance to think about and practice ways to ask a partner to use protection.

8 Conclude visit.

Close by recognizing students' interest, creative thinking and work accomplished during the visit.

Return to school.

Lesson 9 Volunteer Sheet

ONE THING I DID
that made me feel sure and in charge was...

On a scale of 1 to 4, how would you rate your overall experience at the community project site so far? Please circle one.

1
It sucks

2
It's all right

3
It's between
all right
& great

4
It's great

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All4You!

Student Workbook 25

Lesson 9 Volunteer Sheet

226 Lesson 9 | Educator References

All4You!

You Can Handle It

Synopsis

Students reflect on their third volunteer project visit. Students identify ways to bring up the subject of using condoms with a partner. Students review the “Psst” technique and practice using it through paired roleplays.

**Purpose
Statement for
Students**

Today we will review and practice ways to stick with our decisions.

Objectives

Students will be able to:

- Reflect upon their volunteer project visit.
- Identify ways to bring up the subject of using condoms with a partner.
- Describe and give examples of interpersonal skills for communicating about using condoms in sexual situations.
- Demonstrate interpersonal skills for communicating about using condoms in sexual situations.
- Identify strategies for handling excuses for not using condoms.

**Activities
& Time**

10.1: Plan for the Day	3 minutes
10.2: Think About It	25 minutes
10.3: Protection Review	5 minutes
10.4: Talking About Condoms	15 minutes
10.5: “Psst” Review	15 minutes
10.6: Roleplays	20 minutes
10.7: Excuse Me?	5 minutes
10.8: Closure	10 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Student name tents
- ☐ Music and music player
- ☐ Prizes for Activities 10.3 and 10.5 (see Educator Note below)
- ☐ "Psst" Chart from Lesson 6
- ☐ Pencils
- ☐ 3 x 5 index cards, 4 per student
- ☐ "Watch Me" badge
- ☐ Question Box

Review

- ☐ **Quotes** (Activity Sheet 10.2)
- ☐ **Lamont & DJ** (Roleplay 10.6a)
- ☐ **Loretta & Mo** (Roleplay 10.6b)

Copy

- ☐ **Clayton & Robin, Carlos & Yvonne, Lee & Reggie** (Group Activity Sheets 10.4a–10.4c), 3 copies of each
- ☐ **Your Friend's Ex-Partner** (Demonstration Roleplay 10.5), 2 copies

Prepare

- ☐ Plan for the Day
- ☐ Quotes from Activity Sheet 10.2 on chart paper

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Review **Sample Excuses and Responses** (Educator Background Sheet 10.7).
- ☐ Check with Peer Leaders to be sure they are prepared.

Peer Leader Activities

- ☐ Peer Leaders serve as small-group recorders and reporters for Activity 10.4.
- ☐ A Peer Leader assists in demonstrating "Psst" by reading Roleplay 10.5.



Educator Note: In the original *All4You!* research project, prizes and incentives were offered to students at different points in the program. If possible, provide small prizes for students for Activities 10.3 and 10.5. The prizes can be quite simple—bookmarks, unique pencils, personal notes, healthy snacks. Assume for these activities that the entire class might win prizes.

Activity 10.1

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will focus on using condoms for protection against HIV, other STD and pregnancy.

3 Ask for a volunteer to read the plan.

Lesson 10 Plan for the Day

- Think About It
- Remember Protection
- When? When? Win!
- Remember "Psst"?
- Roleplay
- Excuse Me?
- Summary

Activity 10.2

Think About It

Suggested Time 25 minutes

Materials Music and music player, Activity Sheet 10.2, Quotes written on chart paper

Purpose To debrief students' volunteer project visit

Steps for Activity

Review of the Previous Volunteer Project Visit

1 Review visit.

Have students who went on the volunteer visit review what happened at the site. Use the following questions as prompts if necessary.

- What did we do at the volunteer site?
- Are we making a difference for the people there? In what ways?

2 Invite additional comments.

Ask if anyone wants to add anything about the day. Thank students for recounting the day.

Quote for the Day

1 Describe the Quote for the Day activity.

You're going to be looking at some quotes in your workbooks. I'd like you to do 3 things:

- Read the quotes.
- Pick two of them and think about what those quotes mean.
- Write a sentence about each quote and what it means for you. You can write outside the star burst for each quote or on the back of the page.

2 Read quotes.

*Have students turn to **Quotes** (Activity Sheet 10.2) in their workbooks. Ask for volunteers to read the quotes. Post the quotes on chart paper as well.*



QUOTES

Everyone can be great, because everyone can serve.

Dr. Martin Luther King, Jr.

Go out and do something for somebody.

Go out and give something to somebody.

It will take you away from yourself and make you happy.

Joseph Jefferson (1829–1905)

If you want happiness for an hour, take a nap.

If you want happiness for a lifetime—help someone else.

Chinese Proverb

3 Students complete worksheet.

Check for understanding by asking students what they are supposed to do. Clarify as needed. Allow students to work for a few minutes. **Play music** while students work.

4 Pairs discuss.

Once students are finished, explain the pair activity.

Now I'd like you to pair up with someone and talk about the quotes and what they mean. You'll have a few minutes to talk. Find a partner and get started.

Allow time for student pairs to discuss the quotes.

5 Debrief.

Call students back to the large group.

Would any of you be willing to share your ideas about one or more of these quotes and what they mean to you?

Continue to invite students to share their thoughts. Look for comments that make the connection between helping in the community, which makes things better for others, and benefiting ourselves from doing this kind of service. Summarize with the following:

By volunteering, you've learned ways to handle challenges, and you have experienced a sense of pride, accomplishment and self-respect. This pride and self-respect can help you make more responsible decisions in all parts of your lives.

Acknowledge students for their participation, and for all that they are contributing to others in their community.

Activity 10.3

Protection Review

Suggested Time 5 minutes

Materials 3 x 5 index cards, prizes

Purpose To review key information from Lesson 8 about protection



Educator Note: Decide ahead of time what your cut-off point is for awarding prizes to students (e.g., that they must answer all questions correctly, they must answer 4 out of 5 correctly, etc.). Allow students to operate on an honor system for this activity—if they say they have the correct answers, believe them and award a prize.

Steps for Activity

1 Transition and introduce activity.

Let's play a game to review some of the information we learned about protection a few lessons back.

Review the following procedures for the game:

- I'll give each of you a card and a pencil to record your answers.
- I will ask some questions about protection. Write your answers on your card.
- Once you finish all the questions, we'll go over them as a class and review each one. Everyone with the correct answer gets a prize.
- Are there any questions?

Distribute index cards to students.

2 Play game.

Ask 4 or 5 of the following questions. After asking all of your questions, review the answers. Distribute prizes to all students with the correct answers.

- What is the most effective way of preventing HIV, other STD and unplanned pregnancy? (*Choosing not to have sex.*)
- List two methods of protection that do NOT protect against HIV and other STD. (*IUD, implant, Depo-Provera [the shot], birth control pills, birth control patch, vaginal ring, vaginal barriers, spermicides, fertility awareness methods, withdrawal*)

- For people who are having sex, what is the only method of protection that reduces risk of HIV, most other STDs, and pregnancy? (*Latex condoms, but it's best to use condoms along with a more effective method of birth control, e.g., IUD or hormonal method.*)
- Which type of condom is more effective for preventing HIV infection—latex or lambskin? Why? (*Latex, because it is less porous and the virus can't get through.*)
- Is it better to use an oil-based or water-based lubricant with condoms? Why? (*Water-based. Oil-based can weaken the latex and cause the condom to break.*)
- What is one of the risks of the withdrawal method? (*No protection against disease, hard to stop in the "heat of the moment."*)

Activity 10.4

When? When? Win! Talking About Condoms

Suggested Time 15 minutes

Materials Chart paper, markers, tape, “Psst” Chart, Group Activity Sheets 10.4a–c, 3 x 5 index cards

Purpose To enable students to identify ways to bring up the subject of using condoms with a partner

Steps for Activity

1 Transition and introduce activity.

Who remembers Herman and Kiva? What was Herman up to? What were some of the tips for condom use that you gave Herman?

Today we are going to talk about another part of condom use—how to bring up the subject of condoms in the first place.

2 Facilitate brainstorm.

I’d like you to imagine that you have made a decision. You’ve decided that when you are ready to have sex—which may not be for a long time—you are going to use condoms to protect yourself from disease and pregnancy. Your limit is *no unprotected sex*, no matter what.

Let’s brainstorm how and when you might tell a partner that limit.

Point to the “Psst” Chart.

Remember, the first “s” in “Psst” stands for “Say it strong.”

Encourage students to give you specifics on exactly what they might say and when. Record students’ answers on chart paper.

3 Discuss.

It’s best to discuss protection before you’re in a situation where you are close to having sex. Why is this true?

Look for answers that suggest you’re less likely to cross your line because you aren’t thinking clearly; “in the heat of the moment” it can be hard to plan what you’re going to say and do; knowing your limit ahead of time makes it easier to set limits with a partner.

By thinking about when and picking a good time to talk about condoms, you are more likely to win and stick with your decision.

4 Describe group activity.

Each situation will be different and present different challenges. This next activity will help you think about how and when to talk about condoms in some different situations. These are the steps for the activity:

- You will work in your groups of four. Your Peer Leader will be your recorder.
- Each group will get one situation in which someone in the relationship wants to use condoms and needs to bring it up with the other person.
- Your group will come up with three ways this person can bring up the subject of using condoms. Be sure to write down the words that this person should use when talking with the partner. You also need to give advice on when to talk about it.
- You have 5 minutes to come up with your advice.
- Each group will be asked to share one or two of their ideas.

5 Check for understanding.

Can someone tell me what you'll do once you get in your small groups?

Clarify as needed.

6 Group work.

Pass out one **Situation** (Group Activity Sheet 10.4a, 10.4b or 10.4c) to each Peer Leader. Have the groups get started.

Circulate to clarify tasks and answer student questions. Allow students to work for 5 minutes.

Play music as students work.

7 Debrief the activity.

There are three different situations. Check which situation your group has. If you have A—Clayton and Robin, raise your hands.

If you have B—Carlos and Yvonne, raise your hands.

If you have C—Lee and Reggie, raise your hands.

Make a mental note of which groups have which situation.

Can I have a volunteer from one of the groups with Situation A—Clayton and Robin—read it to the entire class?

Have the student read the situation aloud.

Let's have each of the groups with Situation A share one way that Clayton can talk with Robin about using condoms.

Encourage students to be specific on what words to use.

When should Clayton talk with Robin? What should he say?

Does anyone in one of the other groups have other ideas for Clayton's situation?

Repeat this process for Situation B—Carlos and Yvonne—and Situation C—Lee and Reggie. Note that in Situation B, Carlos and Yvonne waited to talk about condoms until they were in the heat of the moment. Ask students how this might affect their communication.

8 Congratulate students on their creativity.

We've just shown there are lots of ways to bring up the subject of using condoms. You've come up with some creative ideas. In real life, each of you will find a way that works best for you.

9 Help students personalize the learning.

I'm going to pass out a card to each of you. I'd like you to think about how you might bring up condoms with a partner if you were in a relationship. Remember the "Psst" Chart, especially the first "s" and the "t."

Write down what you would say and when you would say it on your card. This is a private activity. You will not share your responses with the class. Don't put your names on the card. When you're done, I'll collect the cards, but if you prefer to keep your card, you may.

Distribute cards and allow students to work for 1 or 2 minutes. Have them fold their cards. Collect cards from students.

10 Review and emphasize key points.

We know that using condoms makes sex safer. Condoms help to protect both partners from HIV, other STD and pregnancy. To obtain these benefits, however, you must choose good quality condoms and use them correctly every time you have intercourse. In some cases, you may have to overcome a partner's reluctance. However, if you choose to have sex (vaginal, anal or oral), slipping into a condom is an important step to staying safe.

Activity 10.5

“Psst” Review

Suggested Time 15 minutes

Materials Chart paper, markers, tape, 3 x 5 index cards, Demonstration Roleplay 10.5, “Psst” Chart, prizes, “Watch Me” badge

Purpose To review the “Psst” technique

Steps for Activity

1 Review “Psst.”

Cover up the “Psst” Chart that you have hanging in the classroom. Write “Psst” in large letters on chart paper.

Give each student an index card.

You now have 2 minutes to remember what “Psst” stands for. Once you’ve written down all four steps, raise your hand. The first person who remembers all four steps correctly gets a prize. Remember, it’s in your best interest to work silently and not to shout out the answers.

Review the steps based on the first person’s response. If the steps are not correct, ask for volunteers to provide the correct steps. Encourage students to give examples of each step as well. Be sure students’ answers include the following steps:

“PSST”

- Pick your limit.
- Say it strong.
- Suggest something else to do.
- Tell why.

Distribute prizes to the first student(s) to remember the steps correctly.

2 Set up demonstration roleplay.

Now, _____ (Peer Leader’s name) and I are going to review “Psst” by reading a roleplay. Please watch and listen, and be prepared to describe what is said and done to communicate clearly.

Give a copy of **Your Friend's Ex-Partner** (Demonstration Roleplay 10.5) to the Peer Leader and keep a copy for yourself. Put the "Watch Me" badge on, and instruct students to listen to and watch your responses. Read the *Setting the Stage* section first, then read the roleplay with the Peer Leader. Play the part of the person saying "no."

3 Discuss the roleplay.

- What was my limit? (*Didn't want to go out.*)
- Did I say it strong? What made it strong? (*Used firm tone of voice.*)
- Did I suggest something else to do? What? (*Going to get something to eat after school.*)
- Did I tell why? What did I say? (*"I'm seeing someone else right now." "I don't want to lose a good thing."*)

4 Transition to the next activity.

Now, you will have a chance to practice using "Psst" and roleplay in pairs again, like you did a few lessons ago.

Activity 10.6

Roleplays

Suggested Time 20 minutes

Materials Roleplays 10.6a and 10.6b, “Psst” Chart

Purpose To help students practice using their communication skills by convincing a friend to use condoms

Steps for Activity

1 Introduce activity.

In these roleplays, you need to convince a friend to use condoms. You will write your lines first. Then you’ll work in pairs to read your roleplays. The roleplays already have the pressure lines written. Work to keep it real—that will give you the best opportunity to practice.

2 Review “Psst.”

Point out the “Psst” Chart, and briefly review each of the steps and how to use them.

- P** The limit you pick in the roleplay is that you want your friend to avoid having sex without condoms.
- S** Think of strong and positive words and actions that you can use to convince your friend to use condoms.
- S** Give your friend ideas on something else to do besides having unprotected sex.
- T** Tell your friend why it’s important to avoid unprotected sex and why you want your friend to be protected.

3 Check for understanding.

Who can tell me what you’ll do with the roleplay?

Clarify as needed.

4 Students write refusals.

*Have students turn to **Lamont & DJ** (Roleplay 10.6a) and **Loretta & Mo** (Roleplay 10.6b). Assign or allow them to choose a roleplay and work for 3 to 5 minutes. Be sure about half the class works on each roleplay. **Play music** while they work.*



Educator Note: In the original research study, students worked in same-gender pairs for these roleplays. The boys were given the **Lamont & DJ** roleplay, and the girls were given the **Loretta & Mo** roleplay.

Be sensitive to any students who may be transgender or gender nonconforming. These students can be allowed to choose which roleplay they want to work with, or you might set up several mixed-gender pairs.

5 Introduce roleplay practice.

Once students have finished, explain next steps.

Now you're going to work in pairs and take turns reading your response lines. After both of you have read your lines, help each other think of one thing that was very strong in your responses (e.g., you used a firm tone of voice, you talked about why), and one way to make your responses stronger.

Remember, the purpose of giving each other feedback is to help each other, not to make each other feel bad.

6 Students roleplay.

*Have students pair up with someone who has the same roleplay and begin reading their responses. Allow students to work for 3 to 5 minutes. **Play music** as they work.*

7 Monitor.

Circulate to ensure students are on task and to assist as needed. While circulating, recruit one or two volunteers who would be willing to read their roleplays in front of the class.



Educator Note: It is possible that students will not want to volunteer to read in front of the class. Accept this and do not force students to present their roleplays for the class.

8 Have volunteers roleplay for the class.

Have several volunteers read their roleplays in front of the class. Have other students identify the characteristics of "Psst" that were used in the roleplays. Use the "Psst" Chart and check marks to discuss what steps were used.

Thank students for their work.

Activity 10.7

Excuse Me?

Suggested Time 5 minutes

Materials Educator Background Sheet 10.7

Purpose To help teens identify potential responses to condom use excuses

Steps for Activity

1 Transition to next activity.

Sometimes, we encourage other people to do something, and they give us excuses for not wanting to do it. It's possible that a friend or even a partner may not want to use condoms.

Let's brainstorm some excuses we might hear from partners or friends, and then think of ways to respond.

2 Facilitate brainstorm.

Record student responses on chart paper. Look for examples such as the following:

- Condoms kill the mood for sex.
- Condoms don't feel as good.
- We're using the pill, so we don't need condoms.
- Using condoms means you don't trust me.
- I don't have a condom with me.

3 Discuss.

Review the list of excuses and have students come up with ways to respond to each one (see Educator Background Sheet 10.7 for examples).

Back in Lesson 3, most of you agreed that it is up to both people in a relationship to take responsibility for preventing HIV, other STD and unplanned pregnancy. If you're having sex, you always need to be ready with protection against HIV, other STD and unplanned pregnancy. You may find yourself in a situation where your partner isn't prepared, and you always want to be.

Activity 10.8

Closure

Suggested Time	10 minutes
Materials	3 x 5 index cards, Question Box
Purpose	To summarize key points of the lesson and prepare for the next lesson

Steps for Activity

Lesson Summary

1 Discuss.

Have students summarize the main points of this lesson. Look for answers such as:

- To review and practice ways to communicate with other people about using condoms.
- To identify ways to solve challenges that may get in our way of staying safe from HIV, other STD and unplanned pregnancy.

2 Emphasize the importance of planning ahead.

Why is it important to think about these things ahead of time?

Transition and Closure

1 Prepare students for next visit to the volunteer site.

Remember, we'll be returning to our volunteer project site in the next lesson. We'll meet here in the classroom before traveling to the site.

Discuss any planning issues for the next visit (e.g., changes in what students will be doing based on their earlier visits, new materials needed, changes in logistics, etc.).

2 Conclude.

Collect the student name tents.

Close by recognizing students' interest, creative thinking and work accomplished during the class today.

Question Box

1 Answer questions.

Answer the student questions from the Question Box.

2 Gather new questions.

If there is time, hand out index cards and invite new questions.

I'm handing out new cards for any questions you might have for the Question Box. If you don't have a question, write, "I don't have a question" on your card. Remember NOT to put your name on the card.

When you're done, fold your card like this (*demonstrate*).

Have a Peer Leader collect the cards.

I'll address these questions in a later lesson.

Situation A: Clayton & Robin

Clayton is going out with Robin. He wants to talk about using condoms because he is worried about STD, HIV infection, and pregnancy. Clayton knows Robin has had other boyfriends and wants to protect himself. Robin is already on the pill. Clayton is afraid that he may make Robin mad by asking to use condoms, but he decides to explain what he wants.

"Psst": Clayton Needs Your Advice!!!

1. List 3 different ways that Clayton can tell Robin he wants to use condoms. Write the words that Clayton should use.

2. When should Clayton talk with Robin about using condoms?

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

Situation B: Carlos & Yvonne

Carlos and Yvonne are in his living room with the lights down low. They are starting to get physical. Yvonne has just started to tell Carlos that she wants to use a condom, and he is beginning to get angry. Carlos does not want to use a condom because he thinks sex doesn't feel as good with one. Yvonne wants to use one because she respects herself, and her health is important to her. Yvonne needs to convince Carlos that sex can be just as pleasurable with condoms.

"Psst": Yvonne Needs Your Advice!!!

1. List 3 different ways that Yvonne can convince Carlos that sex can feel just as good with condoms. Write the words that Yvonne should use.

2. Yvonne waited until she and Carlos were getting physical before talking about condoms. Is this the best time or would another time have been better? When should Yvonne have talked with Carlos about using condoms?

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

Situation C: Lee & Reggie

Lee and Reggie have been sexually active for a while. They've had sex without using any protection. Lee just finished a program called *All4You!* and has been thinking about both of their past sexual lives. Now Lee wants to use condoms, but knows Reggie is stubborn and gets jealous. Lee worries that asking to use condoms might make Reggie angry or make Reggie think Lee is cheating. Lee also worries that Reggie might find a new partner. But Lee is really worried about having sex without protection and decides to try to convince Reggie they should use condoms.

"Psst": Lee Needs Your Advice!!!

1. List 3 different ways that Lee can talk to Reggie about using condoms. Write the words that Lee should use.

2. When should Lee talk with Reggie about using condoms?

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

Your Friend's Ex-Partner

Setting the Stage

Your best friend's partner just broke up with your best friend and now seems very interested in going out with you. You like this person but you really don't want to go out because you have been going out with someone else, and you don't want to mess it up.

Peer Leader: I haven't seen you around. Do you want to go out some night?

Educator: No. I'm seeing someone else right now.

Peer Leader: I just want to talk to you.

Educator: We can talk at school some time, but I don't want to go out.

Peer Leader: There's no time at school. Why don't you come to my house this afternoon.

Educator: I don't think so. I'm seeing someone else right now. I don't want to lose a good thing. We're going to get something to eat after school. Why don't you come with us.

Sample Excuses and Responses

No matter what the specific excuse for resisting condoms might be, you can respond to it. Asking someone to use a condom is a sign of respect—for yourself first of all, but also for your partner. That's the bottom line!

“How It Feels” Excuses and Responses

E: *I don't enjoy sex as much with a condom—it doesn't feel as good.*

R: Let's try some different kinds of condoms—maybe some will make you feel even better. And no matter how good it feels to you, I need to feel safe to relax and enjoy myself.

E: *It's a turn-off. If we stop to put on a condom, I'll lose my erection.*

R: I'll help you put the condom on; that will take care of it. I'm confident I can get you right back to where we were. Besides, isn't sex with a condom better than no sex at all?

E: *They're not natural. It's an artificial barrier between us.*

R: It's not natural to get a disease, either.

E: *They're uncomfortable.*

R: Let's have fun experimenting until we find some we both like. (And they can't possibly be as uncomfortable as an STD!)

“Relationship” Excuses and Responses

E: *If you really loved me, you wouldn't ask me to wear a condom.*

R: I'm asking you because I love you—because I want us both to be protected.

E: *You don't trust me?*

R: I trust you, but either one of us could have an infection and not know it. It's better to be safe than sorry. This is for both of us. If I didn't trust you, I wouldn't be having sex with you in the first place—but I want us both to stay healthy.

(continued)

Sample Excuses and Responses *(continued)*

E: *It's my decision whether to wear one or not.*

R: No, it's about both of us—my health and yours, my body and yours. Let's take care of each other and protect ourselves.

E: *We didn't use one last time (or in the past). What's different, all of a sudden?*

R: I've been thinking about last time/the past, and I think it was a mistake—I worry about it. Let's protect ourselves from now on.

E: *Do you really think you'll catch something from me? Look at me, I don't have any diseases!*

R: You can't really tell just by looking. Let's just be safe and not have to worry about it.

"Contraception" Excuses and Responses

E: *But you're on the pill!*

R: I am, but it just prevents pregnancy—not STD.

E: *I don't think condoms really work, anyway.*

R: If you use them the right way, they almost always do. Let me show you how.

E: *I don't know how to use one.*

R: Good news: I do! Here, let me show you. Anyone who is having sex should know how.

E: *I don't have a condom with me right now. We can use one next time.*

R: Then let's make each other feel good without sex this time. Or let's take a break and go get some at the store. Or let's go do something else tonight.

E: *Buying condoms is so embarrassing!*

R: It can be, but isn't it more embarrassing to have to tell someone you have an STD? If you're embarrassed, I'll buy some for us.

Activity Sheet 10.2

QUOTES

*Everyone can be great,
because everyone can serve.*
Dr. Martin Luther King, Jr.

*Go out and do something for somebody.
Go out and give something to somebody.
It will take you away from yourself and
make you happy.*
Joseph Jefferson

*If you want happiness for an hour,
take a nap. If you want happiness for
a lifetime—help someone else.*
Chinese Proverb

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26 Student Workbook All4You!

Activity Sheet 10.2

Roleplay 10.6a

Lamont & DJ

Directions: Fill in the "You" lines using the "Psst" steps.

Setting the Stage

You are at a party with your best friend, DJ, and see that he is getting close with a really fine woman. He tells you they are going to the bedroom. You know that he doesn't have any condoms. You also know he's had too much to drink to ask her if she has one. Convince him to wait until he's sober to continue this relationship.

You: _____

DJ: I don't need condoms. I think she's on the pill.

You: _____

DJ: Condoms aren't natural, man. She's clean.

You: _____

DJ: What do you want me to do?

You: _____

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

All4You! Student Workbook 27

Roleplay 10.6a

Roleplay 10.6b

Loretta & Mo

Directions: Fill in the "You" lines using the "Psst" steps.

Setting the Stage

Loretta's close friend Mo is thinking about having sex with a new guy. She does not think she should be concerned about using condoms. She thinks if she asks him to use a condom, she'll lose him. Encourage her to use a condom.

You (Loretta): _____

Mo: We don't need condoms. I'm on the pill.

You (Loretta): _____

Mo: He'll find someone else if I ask him to use condoms. I don't want to lose him.

You (Loretta): _____

Mo: What do you want me to do?

You (Loretta): _____

"PSST" ☐ Pick your limit ☐ Say it strong ☐ Suggest something else ☐ Tell why

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Roleplay 10.6b

Using Our Skills in the Community— Visit 4

Synopsis

Students make their fourth visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility). Students write in their workbooks immediately following their volunteer visit to begin reflecting on their experiences.

**Purpose
Statement for
Students**

Today we will take time to make a difference in our community.

Objectives

Students will be able to:

- Make positive contributions to their communities.
- Use selected personal and social skills during their volunteer project activities.
- Begin reflecting on the day's experience.

**Activities
& Time**

11.1: Review of Volunteer Project	15 minutes
11.2: Volunteer Project and Reflection	125 minutes

Materials
Have

- ☐ Chart paper, markers and tape
- ☐ Adhesive name tags for students
- ☐ Pencils
- ☐ Games and other supplies for use at the volunteer project site
- ☐ Cameras (2)

Review

- ☐ **Lesson 11 Volunteer Sheet**
-

**Educator
Preparation**

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review and complete each step of the Volunteer Project Preparation Guidelines in the Introduction and Appendixes.

**Peer Leader
Activities**

- ☐ Peer Leaders watch for and note examples of how students contribute while volunteering. They also watch for issues that are challenging for students.
 - ☐ Peer Leaders will respond first to the discussion questions in Activity 11.2 (identifying a way helping at the volunteer project site has helped them).
-

Activity 11.1

Review of Volunteer Project

Suggested Time 15 minutes

Materials Name tags, markers, cameras

Purpose To prepare students for their fourth visit to their volunteer project

Steps for Activity

1 Review.

Remind students about the day's plans. Review any group agreements, as needed.

- Who remembers where we'll be going today for our volunteer project?
- What will you be doing at the site?
- What group agreements are we all going to use today?

Ask students to watch for at least one contribution that someone in the class made while volunteering. Tell students you will ask them to share their observations later today.

2 Answer questions.

Invite questions about the day's visit. Address as appropriate.

3 Identify photographers.

Ask for volunteers to be photographers for the day. Give these students the cameras. Ask them to take pictures to remember the day (e.g., on the way to the site, of the site itself, of their classmates working at the site, etc.) and for use to create posters on the last day of the program. Remind students of any photography restrictions.

4 Distribute name tags.

Have students write their first names on the name tags with a marker or a pen.

5 Review transportation and other logistics.

Remind students they will be coming back to class after volunteering.

Activity 11.2

Volunteer Project and Reflection

Suggested Time

125 minutes

Materials

Games and other supplies, **Lesson 11 Volunteer Sheet** in the Student Workbooks

Purpose

To enable students to make positive contributions to their communities



Educator Note: The success of the volunteer project is directly related to the extent and quality of preparation completed before students are engaged in helping at the sites. Be sure to review and complete the Preparation Guidelines in the Appendixes.

Steps for Activity

1 Arrive at site.

Meet with contact and quickly review plans for the visit.

2 Orient students.

Ask the agency staff to offer any feedback to students about how they might help people at the site and make a difference today. If there are new tasks for students, have staff describe them for students and review. Distribute materials (such as games or other supplies) to students, and help them get started in their roles.

3 Monitor.

Circulate among students as they work to address questions, assist students in their roles and monitor student involvement. Praise students for their work; prompt students who seem unengaged.

4 Observe.

Watch for and note examples of positive outcomes (e.g., recipients' reactions, agency staff reactions, students' comments or body language). Additionally, watch for and record issues in which students might need more preparation (e.g., handling difficult situations, communicating more clearly, stating expectations, etc.). Ask the Peer Leaders to do the same.

Allow students to work for approximately 75 to 90 minutes. Have them meet you in a designated location at a designated time. Try to find a location that offers some privacy for talking with students (e.g., outside the facility, on the bus if all students are on the same bus).

5 Discuss students' volunteer experiences.

Remember, when we first started the *All4You!* program, we talked about why we were going to help in our communities. We said that by helping others, we also help ourselves. I'd like you to think back on all the visits you've made so far. What is one way that helping at the volunteer project site has helped you?

Start with the Peer Leaders and then move on to other students. Add your own examples as appropriate.



Educator Note: This is an important part of the reflection activities. Be sure to allow sufficient time for discussion. Educators may want to keep notes and share positive feedback about students with important adults in their lives, such as parents, administrators, teachers or probation officers.

6 Students complete worksheets.

I'd like you to complete the **Lesson 11 Volunteer Sheet** ("List 2 cool things about volunteering"). You'll have a few minutes to complete your sheets.

Give students a few minutes to write.

7 Discuss.

Encourage students to elaborate as appropriate.

Would anyone like to share what you wrote?

Ask Peer Leaders to discuss contributions class members made.

What were some examples you saw today of ways students made a difference or contributed to the project?

Ask other members of the class to share their observations. Offer your own, as appropriate.

8 Orient students to Lesson 12.

In the next lesson, you'll have a chance to talk more about your visit to the volunteer project today. You'll also have a chance to work in pairs to solve some real-life situations.

9 Conclude visit.

Close by recognizing students' interest, creative thinking and work accomplished during the visit.

Return to school.

Student Workbook Pages for Educator Reference

Lesson 11 Volunteer Sheet

2 COOL THINGS

List 2 cool things about volunteering.

1. _____

2. _____

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All4You: Student Workbook 29

Lesson 11 Volunteer Sheet

Staying Safe

Synopsis

Students reflect on their fourth volunteer project visit. They participate in textline activity, providing advice to other teens on how to stay safe from HIV, other STD and unplanned pregnancy. Students personalize the information by working in pairs to talk through important issues about relationships and/or avoiding unprotected intercourse. Students also participate in a relay in which they practice proper condom use steps. Following the relay, they discuss ways to make condom use more likely. As a closing activity, students identify what changes they can make in their lives right now that will help protect them from HIV, other STD and unplanned pregnancy.

Purpose Statement for Students

Today we will talk about handling different sexual risk situations, run a relay, and talk about condoms.

Objectives

Students will be able to:

- Reflect upon their volunteer project visit.
- Give advice to other teens on how to handle different sexual risk situations.
- Talk through how they would handle personal issues regarding relationships and/or avoiding unprotected intercourse.
- Demonstrate the proper steps for condom use.
- Identify ways to make condom use more likely.
- Identify changes they can make in their lives to protect themselves from HIV, other STD and unplanned pregnancy.

Activities & Time

12.1: Plan for the Day	5 minutes
12.2: Think About It	25 minutes
12.3: Textline	40 minutes
12.4: The Relay	15 minutes
12.5: Using Condoms	15 minutes
12.6: What Can You Use?	10 minutes
12.7: Closure	8 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Student name tents
- ☐ Music and music player
- ☐ Scratch paper (30 sheets of white paper)
- ☐ 3 x 5 index cards (50)
- ☐ 2 baskets or paper bags, each with 25 individually wrapped condoms
- ☐ Pencils

Review

- ☐ **What Are Your Thoughts?** (Group Activity Sheet 12.2)
- ☐ **What Can You Use?** (Activity Sheet 12.6)

Prepare

- ☐ Plan for the Day
- ☐ **Textline Question Cards** (Master 12.3), 2 sets per class

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Review **Textline Sample Responses** (Educator Background Sheet 12.3).

Peer Leader Activities

- ☐ Peer Leaders demonstrate and assist with the Condom Relay.
-

Activity 12.1

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will talk about handling different sexual risk situations, run a relay, and talk about condoms.

3 Ask for a volunteer to read the plan.

Lesson 12 Plan for the Day

- Think About It
- Textline
- The Relay
- Using Condoms
- What Can You Use?
- Summary

Activity 12.2

Think About It

Suggested Time 25 minutes

Materials Group Activity Sheet 12.2

Purpose To debrief students' volunteer project visit

Steps for Activity

Review of the Previous Volunteer Project Visit

1 Review visit.

Have students who went on the volunteer visit review what happened at the site. Use the following questions as prompts if necessary.

- What was it like being there this time?
- Who are some of the people you remember most from the site? Why?

2 Invite additional comments.

Ask if anyone wants to add anything about the day. Thank students for recounting the day.

Small-Group Discussion

1 Introduce the activity.

Now, you'll have a chance to talk about some issues related to your volunteer project. Here are the steps for this activity:

- You will work in groups of three.
- Each group will get a list of questions to discuss (*show Group Activity Sheet 12.2*).
- You need to pick two questions to discuss with your group. You can discuss all three if you have time.
- You will have 5 minutes to discuss your questions.
- After the discussion period, I will ask for volunteers to share their questions and their discussions.



Educator Note: Challenge students to tackle Question 3 on the handout (“How can what we are doing/learning at the volunteer project site help us protect ourselves from HIV, other STD and unplanned pregnancy?”). Consider offering prizes for the group that comes up with the most responses to that question.

2 Clarify.

Check for understanding by asking students what they will do. Clarify as needed.

3 Group work.

*Have students form groups of three. Have them turn to **What Are Your Thoughts?** (Group Activity Sheet 12.2) in their workbooks. Allow students to talk for about 5 minutes. After 2 to 3 minutes, encourage students to switch to their second question if they have not done so.*

4 Discuss.

Once students finish, select a few questions and ask for volunteers to share their responses. Invite other students to add to the discussion. Probe for clarity and to encourage students to think about the issues. Thank students for their participation.

Activity 12.3

Textline: Answering Questions About STD and HIV

Suggested Time 40 minutes

Materials Textline Question Cards, 3 x 5 index cards, scratch paper, music and music player, Educator Background Sheet 12.3

Purpose To give students practice responding to questions and solving sexual risk taking problems, increasing their sense of self-efficacy to handle risky situations/behaviors with safer alternatives

Steps for Activity

Textline Activity

1 Introduce activity.

Today, you're all going to be a part of *All4You!* Textline—an advice line that works by responding to text messages. You're going to give teens just like you advice on how to handle sexual risk situations.

This textline center receives texted questions about sex 24/7, and needs your help answering the questions. You'll work in teams to help answer some of the center's questions.

(*Glance at Textline Question Cards*) Hey, look! We've already got several questions about HIV, AIDS and safer sex waiting right now.



Educator Note: Be sure students understand this is an in-class activity, and they are not providing answers for a real textline program.

2 Review the steps for the activity.

- You will work in pairs.
- Each pair will get one texted question from a concerned teen. You and your partner will prepare an answer to the question.
- I will ask for volunteers to share their questions and responses with the class.

3 Demonstrate.

Model using one of the situations so students understand they are responding to someone who is texting them seeking advice.

4 Pairs answer Textline questions.

Divide the participants into pairs. Provide a Textline question and some scratch paper to each group.

Explain the process.

Discuss, decide on, and then write down the advice you would give to the person who texted a question. Your final decision should be one that both of you can agree on.

And even though this is a texting activity, you don't need to worry about having your answers fit in 160 characters or less. I want you to focus on the *content*, not the length, of your answer.

*Give pairs 5 minutes to come up with their advice. **Play music** while they are working. While students are working, recruit four pairs, each representing different situations, to roleplay their advice in front of the class. Also recruit one person to help you model what you'd like the roleplayers to do.*

5 Have volunteers roleplay for the class.

After students have finished, call the class to attention to watch the roleplays. Model what you want the roleplayers to do using one of the situations.

After the model, have the volunteers roleplay one pair at a time, giving their advice. Start each roleplay by summarizing the texter's issue rather than having students read it.

6 Review key points.

*From the **Textline Sample Responses** (Educator Background Sheet 12.3), discuss any points that students do not come up with themselves.*



Educator Note: Students' answers do not need to match the suggested responses word-for-word to be considered correct. However, in the large-group discussion, it is important that you make sure that the points in the sample responses are discussed.

Thank students for their creative responses.

Personalization Activity

1 Introduce activity.

We just talked about a lot of different issues about relationships and staying safe from HIV, other STD and unplanned pregnancy. Some of you may have faced these same issues. Some of you may have faced related issues. Let's think about other issues we may face. What are some things that you or your friends have had to deal with around relationships, diseases, and pregnancy?

Record students' answers on chart paper.

2 Describe steps for the activity.

- Each of you will get a card. When you get the card, write down a situation you have had to deal with recently regarding relationships, avoiding diseases, and/or avoiding unplanned pregnancy.
- Then, working in pairs, tell the other person your issue and get advice on handling that issue.
- Roleplay or practice what you would say if you were in that situation again using your partner's advice.
- Once you finish, switch to the other person's issue and repeat the process (talk, get advice, practice using the advice your partner gave you).
- If you have extra time and want to come up with some other questions and responses, please do so.

3 Clarify.

Check for understanding by asking students what they will do in their pairs. Clarify as needed.

4 Demonstrate.

Model the steps using the following situation (or some other situation that works with your class):

There's this person who keeps hitting on a friend of mine. My friend just finished treatment for an STD and isn't up for having sex with this person right now. My friend needs advice on how to handle this situation (e.g., what to say, when to say it, etc.).

5 Students get and give advice.

Get students started. Circulate to assist and prompt students as needed. Allow students to work for about 8 to 10 minutes.

When students are done, ask if any of them want to share the issues they discussed (do not push this if nobody wants to share).

Thank students for their participation.

Activity 12.4

The Relay

Suggested Time 15 minutes

Materials Baskets or bags containing condoms, chart paper, markers, tape

Purpose To review the steps for proper condom use



Educator Note: Recruit two Peer Leaders to assist with the relay teams and to demonstrate the relay. See steps 3 and 4 for more details.

Steps for Activity

1 Review important content.

Who can name the best ways for preventing HIV, other STD and unplanned pregnancy? (*Look for the answers choosing not to have sex and using condoms along with other effective birth control*).

Choosing not to have sex is the safest way to stay clear of HIV, other STD and pregnancy. For people who do choose to have sex, condoms can reduce the risk, but they must be used properly every time.

As part of the next activity, you will work together in a relay designed to review the proper steps for condom use.

2 Review the steps for using a condom.

Who remembers the steps for using a condom? Let's go through them.

Record the steps on chart paper. Clarify and provide corrective feedback, as needed. Quickly demonstrate (or ask a Peer Leader to demonstrate) the steps for using condoms properly, by unrolling a condom over two fingers.

3 Set up relay activity.

Now it's your chance to practice the steps for using condoms. You'll be involved in a relay. The goal of the relay is to see which team is first to have its members go through the proper steps for condom use.

Form two teams (half of the students on each team). Then, divide each team in half (Groups A and B) so that half of the students from a team are lined up on one side of the room and the other half are lined up directly across from them.

Put a chair with a basket of condoms right next to Group B of each team. Assign one Peer Leader to each team to be the assistant and monitor.

4 Review the steps for the relay.

- When I say “go,” the first student on each team from Group A will run to the team member on the other side of the class (Group B)—the person who is at the front of the line.
- The Group A person will talk the Group B person through the steps of using condoms. Group B team members will have to pick a condom out of the basket and follow the directions given by their teammate. You will unroll the condom over the Peer Leader’s fingers so you have both hands to use for following the condom use steps.
- Once each pair finishes they run to the back of their respective lines and the next members of the team do the same thing.
- The Peer Leader assigned to each team also may offer tips and watch to make sure everyone gets all the steps correct.
- The first team to finish is the relay champion.

5 Clarify.

Check for understanding by asking students what they will do once they are in their teams. Clarify as needed. Have the two Peer Leaders who are assistants demonstrate what to do.

6 Play the game.

Get the teams started.

On your mark, get set, go!

Watch for which team completes the task first. Stop the relay after the first team finishes. Congratulate the winning team.

7 Summarize key points.

Acknowledge that students have the skills to use condoms. At the point in their lives when they choose to have sex, they’re also ready to choose to use condoms. Review the following points for clarification:

- Remember that jewelry, teeth, and fingernails can rip condoms if you are not careful when opening the package.
- Squeezing the air out of the tip reduces the chance that the condoms will break.
- Remember to roll, not pull, the condom down the penis.
- After ejaculation, be sure to withdraw the penis before the loss of erection.
- Never re-use a condom. Throw it away in the trash.

8 Close.

We know that using condoms makes sex safer. Condoms help protect against HIV, most other STD and unintended pregnancy. To get these benefits, you must choose good quality condoms and use them correctly every time when having sex. If you are having sex, slipping into a condom is an important step in keeping you safe. Using condoms also shows respect for yourself and your partner.

Activity 12.5

Making Condoms Enjoyable and Easy to Use

Suggested Time 15 minutes

Materials Chart paper, markers, tape, 3 x 5 index cards

Purpose To help students see how they can make condom use more enjoyable and increase the chances they will use condoms correctly and consistently



Educator Note: As you discuss strategies to make condom use more pleasurable, emphasize that you are not endorsing sexual activity among teens.

Steps for Activity

1 Transition to activity.

As you can see, the steps for using condoms are pretty easy. But some people still don't use them. When might a guy have sex without a condom? What about a girl?

As students discuss, record key words on chart paper.

There are some real difficulties for young people when it comes to condom use. Let's figure out some ways young people could use condoms in these situations.

2 Describe the steps of the activity.

- I'd like you to work in pairs to come up with two ideas on how to make condoms more enjoyable and write them down on a card.
- Do not put your name on the card.
- Once you are done writing, take your card and tape it to the wall.

Show students where to tape their cards.

3 Clarify.

Check for understanding by asking students what they will write on the card. Clarify as needed.

4 Students complete pair activity.

Pair students, distribute index cards, and have students get started.



Educator Note: If students seem to have trouble getting started, have the class brainstorm a few ideas to get their thoughts going.

5 Debrief.

Review the responses on the wall, emphasizing positive feelings about condoms. Ask students if they can think of any other ideas. Add these to the wall.

Include the following ideas to the ideas on the wall if they aren't mentioned by students. As you mention each idea, have students talk about how realistic it is.

- Try out different colors, brands, types (e.g., ultra-thin, pre-lubricated), textures (e.g., some have ribs on them).
- Slow down. Don't rush through choosing and buying the right condom, unpacking it, and putting it on.
- Use condoms as part of foreplay. For example, people could unwrap a condom and put it on a partner, or hide a condom somewhere on their own bodies.
- Use lubricant. Make sure it's water-based. Extra in the tip of the condom, or a bit on the tip of the penis, can increase sensitivity for men.
- Practice, practice, practice. People can impress their partners by learning how to open a condom package and remove its contents with one hand.
- Tell a male partner that using a condom can make sex last longer. Then test that theory.
- Joke around and be silly with each other. Staying safe is serious business and deserves care and attention, but it doesn't mean people can't laugh or joke about it.
- Remember, couples are giving each other a gift of health by using condoms to be safe. Someone could make this point by gift-wrapping a few condoms and giving them to a partner as presents.

6 Summarize discussion.

The recipe for enjoyment:

- Find the right condom.
- Put a partner at ease.
- Keep the intensity going to keep both people in the moment and in the mood.

Condoms may make things different, but if people pay attention to all three parts of this equation, they may even decide that condoms make sex more enjoyable!

7 Self-reflection.

I'd like you to take a moment and think about how much you agree with each of the following statements. Please make a note on some scratch paper for each of these statements, and rate yourself on a scale of 1 to 10, where 10 is "agree strongly," and 1 is "don't agree at all!"

Here are the statements:

1. I'll feel comfortable using a condom if I need one in the future.
2. I could teach someone else how to use a condom correctly.
3. I plan to use a condom if I have sex in the future. (Or, if you're already having sex, the next time you have sex.)

8 Close.

If you and your partner are having sex now, or you have sex in the future, and you agree to use condoms when you have sex, you've made a great decision for yourselves! This is a choice that will protect your health, now and in the future. Celebrate with a special treat. Buy some different condoms together. You'll have fun thinking about trying them out and deciding which ones are your favorites!

Activity 12.6

What Can You Use?

Suggested Time

10 minutes

Materials

Activity Sheet 12.6, music and music player, pencils

Purpose

To allow students to personalize the advice on how to handle sexual risk situations

Steps for Activity

1 Introduce activity.

Now it's time for you to think about all the advice you've heard so far and see if any of it may be helpful for you.

2 Describe steps for activity.

- You will work by yourself to complete a brief activity sheet.
- The activity sheet asks you to think about what changes you can make in your life right now that will help you stay safe from HIV, other STD and unplanned pregnancy.
- You will have 5 to 8 minutes to think about it and fill out the activity sheet. I will play music while you work.
- You do not need to put your name on your activity sheet, and I will not ask you to share your answers with the class.

3 Clarify.

Check for understanding by asking participants what they will do. Clarify as needed.

4 Students complete worksheet.

*Have students turn to **What Can You Use?** (Activity Sheet 12.6) in their workbooks.*

*Allow students to work for up to 8 minutes. **Play music** as they work. Circulate to assist as needed and keep students on task.*

5 Debrief.

Call students back to the large group.

How many of you were able to identify some changes to try based on the advice you heard? Raise your hands if you came up with something.

6 Congratulate students for their efforts.

Remember, staying safe from HIV, other STD and unintended pregnancy is not always easy. But it is possible with the support of others, like friends and partners. Be direct with others, and always let potential partners know how you plan to stay safe.

Activity 12.7

Closure

Suggested Time	8 minutes
Materials	None
Purpose	To summarize the lesson

Steps for Activity

Lesson Summary

1 Discuss.

Have students summarize the main points of this lesson. Listen for answers related to:

- Ways of handling different sexual risk situations.
- Steps for using condoms.
- Ways to make condom use more fun and more likely.

2 Answer questions.

Ask students if they have any questions or final points they would like to discuss. Address as appropriate.



Educator Note: You can answer questions from the Question Box here if you prefer.

Transition and Closure

1 Prepare students for next class session.

Remember, we'll be returning to our volunteer project site in the next lesson. We'll meet here in the classroom before traveling to the site.

Discuss any planning issues for the next visit (e.g., changes in what students will be doing based on their first visit, new materials needed, changes in logistics, etc.).

2 Conclude.

Collect the student name tents.

Close by recognizing students' interest, creative thinking and work accomplished during the class today.

Textline Question Cards

Directions: Copy and cut apart the cards. Make enough sets for each pair to have one.

1	To: TEXTLINE From: JunkiePast Had sex few mos ago & just fnd out the guy did drugs in past. A LOT. Maybe w needles. Now I'm terrified I got infected w/something. What should I do?
2	To: TEXTLINE From: PillPower I'm on the pill so won't get pregnant. I don't have to worry about STD while I'm on the pill, right?
3	To: TEXTLINE From: CondomSense Bfriend and I fight about condoms. He says they're uncomfortable and cuz I insist, I don't trust him. How can I convince him to use them?
4	To: TEXTLINE From: Drank2Much Drank too much at a party last wkend & woke up nxt to a total stranger. He looked healthy. How can I find out for sure?
5	To: TEXTLINE From: Fool4Luv My grlfrnd and I haven't had sex, but we've fooled around a lot. Naked. If we don't have vaginal or anal sex, are we still safe?
6	To: TEXTLINE From: One&Onlies My bfriend and I are each other's 1st and only sex partner. Both clean and healthy and don't use drugs. We don't need to use condoms, right?
7	To: TEXTLINE From: DoubleTrouble I've heard 2 condoms are safer than 1. True?

Textline Sample Responses

Texter	Question	Suggested Response
1	<p>To: TEXTLINE From: JunkiePast</p> <p>Had sex few mos ago & just fnd out the girl did drugs in past. A LOT. Maybe w needles. Now I'm terrified I got infected w/ something. What should I do?</p>	<p>You're right to be worried. The best thing to do is to get yourself tested for HIV and other STD (at a free clinic, health department clinic, or your doctor's office) and to use a latex condom or other barrier every time you have sex—with her or anyone else—from now on. You can learn from this mistake and be safe in the future! And this is a reminder that you can't really know everything about your partner.</p>
2	<p>To: TEXTLINE From: PillPower</p> <p>I'm on the pill so won't get pregnant. I don't have to worry about STD while I'm on the pill, right?</p>	<p>Wrong! The pill does protect you from pregnancy, but it won't protect you from STD (including HIV). For that, you need to use a latex condom every time, in addition to the pill. You've already taken the step of protecting yourself from getting pregnant, which is great. It's time to go ahead and be even safer by using condoms from now on, so that you won't have to worry about STD, either.</p>
3	<p>To: TEXTLINE From: CondomSense</p> <p>Bfriend and I fight about condoms. He says they're uncomfortable and cuz I insist, I don't trust him. How can I convince him to use them?</p>	<p>Have you tried different kinds? Making condoms part of foreplay and turning each other on?</p> <p>Tell him it's not about trust. It's about both of you staying healthy. You may have infections you don't even know about. If you use condoms, you don't have to worry about it.</p> <p>If he tries to get more comfortable with condoms, it shows he respects you and the relationship. You're doing the right thing for both of you by wanting to use condoms. Stay true to yourself!</p>

(continued)

Textline Sample Responses *(continued)*

Texter	Question	Suggested Response
4	<p>To: TEXTLINE From: Drank2Much</p> <p>Drank too much at a party last wkend & woke up nxt to a total stranger. This person looked healthy. How can I find out for sure?</p>	<p>You can't find out for sure unless you both get tested (at a clinic, health department, or doctor's office) for HIV and STD. What you do know for sure is that drinking and drugs make it tough to stay safe in sexual situations.</p> <p>Go ahead and get yourself tested for your own peace of mind (or treatment, if needed). Then make sure you have condoms with you, and that you're willing and able to use them, no matter how much you've had to drink.</p> <p>If drinking too much is happening a lot, think about getting some help with that before it affects your health and well-being even more. Good luck!</p>
5	<p>To: TEXTLINE From: Fool4Luv</p> <p>My grlfrnd and I haven't had sex, but we've fooled around a lot. Naked. If we don't have vaginal or anal sex, are we still safe?</p>	<p>You're not as safe as you might think. Semen can still find its way into her body and cause infection or even pregnancy. And many STDs (like herpes) can be transmitted during skin-to-skin contact or oral sex.</p> <p>To be safe, use condoms during oral sex on a man. You can use a plastic barrier or dental dams during oral sex on a woman. If you and your girlfriend decide to have sex in the future, make sure you have latex condoms available and know how to use them.</p>
6	<p>To: TEXTLINE From: One&Onlies</p> <p>My bfriend and I are each other's 1st and only sex partner. Both clean and healthy and don't use drugs. We don't need to use condoms, right?</p>	<p>If you're having sex, no matter what your sexual histories are, you need to be thinking about protecting yourselves from STD and from pregnancy, if that is a risk for you. Even if you are each other's first and only sex partners, a day may come when that could change.</p> <p>Protecting yourself from pregnancy and/or STD is a strong statement that you care about yourself and about each other. It's a good, safe habit to get into early in your sexual life and will keep you healthier no matter what happens between the two of you.</p>

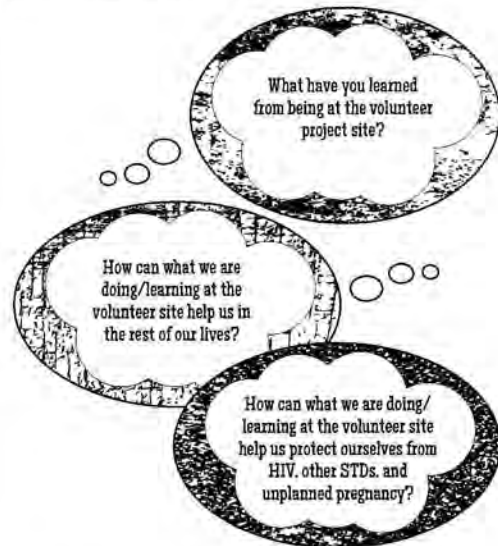
Textline Sample Responses *(continued)*

Texter	Question	Suggested Response
7	To: TEXTLINE From: DoubleTrouble I've heard 2 condoms are safer than 1. True?	Not true. In fact, using two condoms may make you less safe, because the friction between them can cause them both to break. It's great that you're thinking about how to be as safe as possible, but your best bet is to use one condom—and to use it correctly—every time you have sex. Spread the word!
8	To: TEXTLINE From: ???? Make up your own questions!	Responses will vary.

Group Activity Sheet 12.2

What Are Your Thoughts?

Directions: Pick 2 questions and talk about them in your group.



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30 Student Workbook

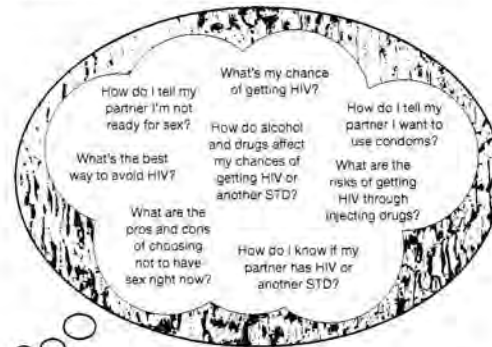
All4You!

Group Activity Sheet 12.2

Activity Sheet 12.6

What Can You Use?

Directions: Think about the questions in the thought bubble, then answer the question below the bubble.



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Think about all the things we talked about today. What changes can you make in your life right now that will help you protect yourself from HIV, other sexually transmitted diseases, and unplanned pregnancy?

All4You!

Student Workbook 31

Activity Sheet 12.6

Lesson 13

Using Our Skills in the Community— Visit 5

Synopsis

Students prepare a card for the people with whom they have worked at the volunteer project site. They make their final visit to the volunteer project and work in their designated roles. The educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Students write in their workbooks immediately following their volunteer visit to begin reflecting on their experiences.

Purpose Statement for Students

Today we will take time to make a difference in our community.

Objectives

Students will be able to:

- Make positive contributions to their communities.
- Use selected personal and social skills during their volunteer project activities.
- Begin reflecting on the day's experience.

Activities & Time

13.1: Review of Volunteer Project	15 minutes
13.2: Volunteer Project and Reflection	125 minutes

Materials

Have

- ☐ Chart paper, markers and tape
- ☐ Adhesive name tags for students
- ☐ Pencils
- ☐ Games and other supplies for use at the volunteer project site
- ☐ Cameras (2)
- ☐ Oval-shaped stickers or cards (2–3 inches in size) of different colors, 1 per student

Review

- ☐ **Lesson 13 Volunteer Sheet**

**Educator
Preparation**

- ☐ Review the entire lesson and prepare needed materials.
 - ☐ Check with Peer Leaders to be sure they are prepared.
 - ☐ Review and complete each step of the Volunteer Project Preparation Guidelines in the Introduction and the Appendixes.
-

**Peer Leader
Activities**

- ☐ Peer Leaders assist with creating a thank-you note for the people at the volunteer project for Activity 13.1.
 - ☐ Peer Leaders watch for and note examples of how students contribute while volunteering. They also watch for issues that are challenging for students.
 - ☐ Peer Leaders begin sharing on what participating in the volunteer project has meant to them as part of Activity 13.2.
-

Activity 13.1

Review of Volunteer Project

Suggested Time 15 minutes

Materials Name tags, markers, oval stickers (or cards), construction paper, cameras

Purpose To prepare students for their last visit to their volunteer project

Steps for Activity

1 Review.

Remind students about the day's plans.

Today, you will be going to your volunteer project for the last time. I'd like to have you create a thank-you card for the people you have worked with so you can take it to them today.

I hope you'll also take time at the site today to say goodbye, and express your thanks to those individuals you've met or worked with over the past four visits.

2 Review the steps for the activity.

- I'm going to give each of you a sticker (*show sticker*).
- I'd like you to write a few words about what you learned from being at the volunteer site, something you liked about being there, or something you remember from being there. Then sign your name.
- Once you finish, I'll collect the stickers. The Peer Leaders will put them on a large sheet of paper (*show paper*).



Educator Note: If students can't think of anything to write have them just sign their names on the stickers.

3 Clarify.

Check for understanding by asking students what they will do with the sticker once they get it. Clarify as needed.

4 Students create thank-you stickers.

Pass out one sticker to each student. Allow them to work for a few minutes. Circulate to ensure students are on task and assist as needed. When students are finished, collect the stickers. Have the Peer Leaders put them on the poster paper. Show the class once it is done.



Educator Note: You can use a substitute activity here if you'd like (e.g., have students prepare posters or individual cards). The key is to have students prepare something to give to the site.

5 Answer questions.

Invite questions about the day's visit. Address as appropriate.

6 Identify photopgraphers.

Ask for volunteers to be photographers for the day. Give these students the cameras. Ask them to take pictures to remember the day (e.g., on the way to the site, of the site itself, of their classmates working at the site, etc.) and for use to create posters on the last day of the program. Remind students of any photography restrictions.

7 Distribute name tags.

Have students write their first names on the name tags with a marker or a pen.

8 Review transportation and other logistics.

Remind students they will be coming back to class after volunteering.

Activity 13.2

Volunteer Project and Reflection

Suggested Time 125 minutes

Materials Games and other supplies, **Lesson 13 Volunteer Sheet** in the Student Workbooks

Purpose To enable students to make positive contributions to their communities



Educator Note: The success of the volunteer project is directly related to the extent and quality of preparation completed before students are engaged in helping at the sites. Be sure to review and complete the Preparation Guidelines in the Appendixes.

Steps for Activity

1 Arrive at site.

Meet with contact and quickly review plans for the visit.

2 Orient students.

Ask the agency staff to offer any feedback to students about how they might help people at the site and make a difference today. If there are new tasks for students, have staff describe them for students and review. Distribute materials (such as games or other supplies) to students, and help them get started in their roles.

3 Monitor.

Circulate among students as they work to address questions, assist students in their roles and monitor student involvement. Praise students for their work; prompt students who seem unengaged.

4 Observe.

Watch for and note examples of positive outcomes (e.g., recipients' reactions, agency staff reactions, students' comments or body language). Additionally, watch for and record issues in which students might need more preparation (e.g., handling difficult situations, communicating more clearly, stating expectations, etc.). Ask the Peer Leaders to do the same.

Allow students to work for approximately 75 to 90 minutes. Be sure to allow time for students to present the sheet of thank-you stickers or cards to the people at the volunteer site.

Have students meet you in a designated location at a designated time. Try to find a location that offers some privacy for talking with students (e.g., outside the facility, on the bus if all students are on the same bus).

5 Students complete worksheets.

I'd like you to complete the **Lesson 13 Volunteer Sheet** ("List 3 things you learned from volunteering" and "List 3 things that the people here learned from you"). You'll have a few minutes to complete your sheets.

Give students a few minutes to write.

7 Discuss.

Encourage students to elaborate as appropriate.

Would anyone like to share what you wrote?

Ask Peer Leaders to discuss contributions class members made.

What were some examples you saw today of ways students made a difference or contributed to the project?

Ask other members of the class to share their observations. Offer your own, as appropriate.

8 Orient students to Lesson 14.


Our next lesson will be the last lesson in the *All4You!* program. You'll have a chance to make posters and think about how you will protect yourselves from HIV, other STDs and unplanned pregnancy.

9 Conclude visit.

Close by recognizing students' interest, creative thinking and work accomplished during the visit.

Return to school.

Lesson 13 Volunteer Sheet



List 3 things you learned from volunteering.

1. _____
2. _____
3. _____

List 3 things the people have learned from you.

1. _____
2. _____
3. _____

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All4You! Student Workbook 33

Lesson 13 Volunteer Sheet

Celebrating *All4You!*

Synopsis

Students review and reflect on their participation in *All4You!* by completing a worksheet and creating posters that represent what they learned from the program and what they gained from their volunteer project. A guest speaker from the volunteer project site talks briefly to students, acknowledging them for their contributions.

To conclude, students are asked to make a commitment to protect themselves from HIV, other STD and unintended pregnancy. The activity is completed anonymously to protect students' privacy and minimize potential peer influence.

Purpose Statement for Students

Today we will review and celebrate our accomplishments.

Objectives

Students will be able to:

- Reflect upon their participation in *All4You!*
- Commit to protecting themselves from HIV, other STD and unintended pregnancy by choosing not to have sex, or by using latex condoms and other protection every time if having sex.

Activities & Time

14.1: Plan for the Day	3 minutes
14.2: Think About It	30 minutes
14.3: Memories	30 minutes
14.4: Making a Commitment	15 minutes
14.5: Goodbye	12 minutes

Materials

Have

- | | |
|--|--|
| <input type="checkbox"/> Chart paper, markers and tape | <input type="checkbox"/> Paper bag (1) |
| <input type="checkbox"/> Student name tents | <input type="checkbox"/> 3 x 5 index cards, 1 per student |
| <input type="checkbox"/> Music and music player | <input type="checkbox"/> Prize or gift, 1 per student (see Activity 14.5 for instructions) |
| <input type="checkbox"/> Colored dots (30 each of green, blue, yellow, red and orange) | |

(continued)

Materials

Have

- ☐ Supplies for Memory Posters:
 - Magazines (culturally mixed, teen-focused), about 20 total
 - Glue sticks (12)
 - Markers (6 packs)
 - Poster boards (6)
 - Scissors (12)
 - Condoms (12)
 - Health education pamphlets (mix of teen-focused pamphlets related to HIV, other STD and pregnancy prevention), 5 sets of 4 different pamphlets each
 - Brochures and other materials from the community project
 - Photos taken by students of their volunteer project experience

Review

- ☐ **What Did You Get Out of Volunteering?** (Activity Sheet 14.2)

Copy

- ☐ **Our Tips** (Group Activity Sheet 14.2), 12 copies
- ☐ **Your Choices Summary** (Class Activity Sheet 14.4), 1 copy

Prepare

- ☐ Plan for the Day
- ☐ Large version of **Commitment Poster** (Master 14.4)

Educator Preparation

- ☐ Review the entire lesson and prepare needed materials.
- ☐ Check with Peer Leaders to be sure they are prepared.
- ☐ Arrange to have a representative from the volunteer project site visit the class and speak for about 5 minutes to recognize and reinforce students' contributions.
- ☐ Prepare answers to remaining questions in the Question Box.
- ☐ Print photos from volunteer project visits and have pictures ready for poster activity.

Peer Leader Activities

- ☐ Peer Leaders serve as reporters for Activity 14.3.
 - ☐ Peer Leaders assist with sorting and counting cards for Activity 14.4 and adhering the dots to Class Activity Sheet 14.4 to show the results.
-

Activity

14.1

Plan for the Day

Suggested Time 3 minutes

Materials Plan for the Day, student name tents

Purpose To review the Plan for the Day and orient students to the day's activities

Steps for Activity

1 Have students help pass back name tents.

2 Post and review the Plan for the Day.

Today we will celebrate our accomplishments and make a promise on how we will protect ourselves from HIV, other STD and unintended pregnancy.

3 Ask for a volunteer to read the plan.

Lesson 14 Plan for the Day

- Think About It
- Memories
- Making a Commitment
- Summary

Activity 14.2

Think About It

Suggested Time 30 minutes

Materials Group Activity Sheet 14.2, Activity Sheet 14.2

Purpose To debrief the entire set of students' volunteer project visits



Educator Note:

Tip Sheet: In the original *All4You!* program, student feedback was used after each session to adapt and update the **Tip Sheet** for the next group of students. If you'll be teaching additional *All4You!* classes, you can use the feedback from your students to do the same.

Volunteer Site Representative: You will also need to invite a representative from the volunteer project site to speak briefly with students.

Steps for Activity

Review of the *All4You!* Program

1 Review (or have students review) the *All4You!* program.

Focus on both the classroom activities and the volunteer project. Be sure to highlight all that they covered and accomplished over the past 5 to 8 weeks. Ask students if you forgot anything.

2 Transition to next part of activity.

Now you'll have a chance to think about what you remember most from the program. You'll be able to help other teens who may be participating in the program so they can understand what this is about.

Creating Tip Sheets

1 Introduce the activity.

Remember the Tip Sheet that was near the front of your workbook? (*Have students turn to the **All4You! Tip Sheet** in their workbooks.*)

Now, you'll have a chance to create your own Tip Sheet for other groups of students who will take part in *All4You!* The purpose of the Tip Sheet is to give advice on how to make the volunteer project a successful experience.

2 Give instructions.

- You will work in groups of three.
- Each group will get a blank Tip Sheet to complete. (*Show and review Group Activity Sheet 14.2*).
- You'll have 8 minutes to finish your Tip Sheet. Then you'll have a chance to share some of your tips with the entire class. I'll collect all of the Tip Sheets and use the tips to prepare a new Tip Sheet for the next class doing *All4You!*

3 Clarify.

Check for understanding by asking students what they will do to create a Tip Sheet. Clarify as needed.

4 Group work.

*Have students form groups of three. Have each group select a Recorder. Distribute one copy of **Our Tips** (Group Activity Sheet 14.2) to the Recorder in each group. Have students get started.*

*Allow students to work for up to 8 minutes. **Play music** as students work. Circulate to ensure students are on task and to assist, as needed.*

5 Share.

Once students finish, ask for volunteers to share one of the "Things that might be difficult," along with their tips for dealing with the situation. Then ask for volunteers to share their tips for "What you might get out of volunteering."

Thank students for their participation.

*Future students participating in *All4You!* will benefit from your advice.*

Thinking About Volunteering

1 Reflect.

Ask students to think back to the volunteer project. Remind students that when we volunteer we often benefit from helping others.

2 Give instructions.

*Have students turn to **What Did You Get Out of Volunteering?** (Activity Sheet 14.2) in their workbooks.*

This is a brief worksheet for you to complete. It lets you think more about what you got from volunteering. You can check off the things that are true for you and write in any other things at the bottom. You'll have about 5 minutes to complete this activity.

3 Clarify.

Check for understanding by asking students what they will do on the activity sheet. Clarify as needed.

4 Students complete worksheet.

*Allow students to work for up to 5 minutes. **Play music** as they work. Circulate to ensure students are on task. Assist as needed.*

Large-Group Discussion

1 Discuss what students got from volunteering.

What are some things you got from volunteering?

Acknowledge students for their participation. Develop the discussion further by asking:

- How will you change the way you think or act because of the work you did?
- Do you think differently about the people you were helping than you did the first day we went to the community project? In what ways?
- What did you like best about volunteering?

2 Discuss what people at the volunteer site got from students.

What are some things the people from the volunteer project learned from you?

Reinforce students' accomplishments and contributions.

3 Transition to the next activity.

Now let's put it all together and show other people what we learned.

Activity 14.3

Memories

Suggested Time 30 minutes

Materials Poster materials (see Materials for specifics)

Purpose To provide an opportunity for participants to reflect on their participation in the project and their experience at their community project



Educator Note: After reviewing the instructions for this activity with students, arrange the room so that there are five or six tables (one for each group) spread throughout the room, and place one set of poster materials on each table.

Be sure to provide students with guidance on what is acceptable and not acceptable for their posters. Remind students that these will be hung in public places, so they must be appropriate for others to see.

Steps for Activity

1 Introduce activity.

- You will be making posters to show people what this program is all about.
- You'll work in groups of four to create your posters. Here are the materials available for your posters (show materials). You can cut words from magazines, you can use photos we took at the volunteer project site, you can use condoms and pamphlets, you can write words.
- You'll have about 20 minutes to work on your posters. For each poster, group members will work together and decide what they want to show others about their experiences and what materials they want to use. Each group will present its poster to the larger group once it's finished.

2 Clarify.

Check for understanding by asking students what the posters will represent. Clarify as needed.

3 Groups create posters.

Have students form groups of four. Assign a Peer Leader to each group. Move tables as needed to accommodate group work. Pass out poster supplies.

Have students get started. **Play music** as they work. Circulate to answer questions and ensure students are on task. Prompt students as needed to depict both the classroom activities and the community project.

4 Share.

After 20 minutes, when the groups are finished, ask for volunteers to present their posters to the rest of the class.

Have the Peer Leader and one other person from each group hold up the poster and talk about what the items represent. Ask questions as needed to encourage students to make connections between their volunteer project and the classroom lessons.

Does anyone have any questions or comments for this group?

Repeat the process for the remaining groups. Allow each group to present for a few minutes.

5 Close the activity.

I want to thank each group for presenting your posters. You've put a lot of effort into your posters, and into this program.

Acknowledge students' efforts and expand upon or reiterate the important points they made. Draw any connections that have not been made.

6 Introduce site representative.

If possible, have a representative from the volunteer project site visit the class briefly and acknowledge students for their contributions. Encourage the representative to spend about 5 minutes reviewing how students made a difference.

7 Present posters.

Have the Peer Leaders present any posters or additional thank-you cards before the representative leaves.

8 Transition to next activity.

The main purpose of *All4You!* is to help you learn about and think of ways you will keep yourselves free of HIV, other STD and unintended pregnancy. This last activity gives you a chance to make a commitment or promise to yourself on exactly how you will do that.



Educator Note: If the posters were not given to a representative from the volunteer site today, but will be given to the site on another day, be sure to tell the students. If appropriate, hang one or two of the posters in the room.

Activity

14.4

Making a Commitment

Suggested Time 15 minutes

Materials 3 x 5 index cards, 1 paper bag, colored dots, Commitment Poster, Class Activity Sheet 14.4

Purpose To enable students to make a personal commitment on how they will protect themselves from HIV, other STD and unintended pregnancy

Steps for Activity

1 Introduce activity.

Remember, it's important for people to think about how they will protect themselves from HIV, other STD and unintended pregnancy ahead of time. This gives them more power to stick with their choices in different situations.

I'd like you to think about what choices you are going to make now to protect yourself from HIV, other STD and unintended pregnancy.

2 Show and describe the Commitment Poster.

Each color on this poster represents a different choice about protecting yourself from HIV, other STD and unintended pregnancy at this time in your life. Let's go over the meaning of each color.

Green:	I choose not to have sex right now.
Blue:	I choose to use condoms every time if having sex.
Yellow:	I choose to use protection against pregnancy every time if having sex, but not condoms.
Red:	I choose to have sex without using condoms or any other protection.
Orange:	I am not sure of my choice right now.

3 Ask students to make their own choice.

Look at the five options and decide which one you will choose. Remember, this is an important decision, so think about it carefully and seriously.

I'm going to give each of you a card. I'd like you to write down the color that represents your choice regarding how you will protect yourself. Do NOT put your name on the card. Once you write down your choice, fold your card in half.

Explain what happens with the cards.

Once you finish, I'll collect the cards in this bag (*show bag*). Then the Peer Leaders will graph the results so everyone can see them.

4 Clarify.

Check for understanding by asking students what they will do once they get their cards. Clarify as needed.

5 Students indicate their choices.

Distribute index cards to students. Have students make their choices and prepare their cards. When students have finished collect the cards in the bag.

6 Tally results.

Have the Peer Leaders sort and count the cards by color chosen. Have them stick one dot for each card in the proper columns on Class Activity Sheet 14.4 to show students' choices visually. Have them also record the number of dots for each choice at the bottom of the activity sheet.

Allow the rest of the students to talk quietly during this time, or ask them to respond to a few summary questions about All4You! (e.g., what they liked best, what they learned, etc.).

7 Review the class results.

If it is true for your class, say the following:

Most students in this class are making a commitment either not to have sex, or to use condoms if they are having sex. They are making a commitment to protect themselves from HIV, other STD and unintended pregnancy.

If many students selected unprotected sex or selected unsure, refer to the Educator's Note below for discussion ideas.



Educator Note: If a lot of students are unsure of their choice or are choosing to have sex without protection, encourage students to spend time thinking about these choices. Ask if they might make a different choice if their current situations were different. Ask students to think about how the choices they are making today could affect the rest of their lives. If a large number of students choose to have sex using protection against pregnancy only, remind students that the IUD, implant, birth control pill and many other methods of contraception do not protect against HIV and other STD.

Some students may mention that they are in long-term relationships and don't need to use condoms. Remind students that having a sexual relationship with only one person (who is not infected with HIV or another STD and not having sex with anyone else) is a way of reducing the risk for STD, including HIV, but this choice is not necessarily safe unless both people have been tested and are not having sex with other people. There are problems with this choice. Some people may not know they have HIV or another STD. Some people lie about whether they have HIV or another STD, or whether they're engaging in risky behaviors. Therefore, it is safer to always use a latex or polyurethane/polyisoprene condom with any partner.

8 Close.

Over the next several years, you may find yourself in situations where you need to use the information and skills presented in *All4You!* Remember, in most situations, every person has a choice about whether or not to have sex, or whether or not to have unprotected sex. People can make these choices even if they have had sex or unprotected sex in the past.

Sticking with your limits may not always be easy, but in this program, you've shown that you have what it takes to do it. It's up to you to respect yourself and your partners by taking the necessary steps to protect yourselves from HIV, other STD and unintended pregnancy.



Educator Note: Be sensitive to situations in which there is little, if any, choice involved, such as nonconsensual sex.

Activity 14.5

Goodbye

Suggested Time	12 minutes
Materials	Prizes (see Educator Note below)
Purpose	To motivate students to use what they learned



Educator Note: In the original *All4You!* research project, students received special pens with the *All4You!* logo on them and a series of student-developed messages. If possible, offer students a closing gift that has some lasting quality. This could be pens, special bookmarks, or a personal note from you. If it's not possible to offer this sort of gift, you can distribute fresh fruit or other healthy snacks.

Steps for Activity

Lesson Summary

1 Discuss.

Introduce the activity by reviewing the main focus of the program and the purpose of the volunteer project visits.

This is it. This is our last class together. We've covered a lot in these past several weeks. Remember the main focus of the program—to help you learn the knowledge and skills you need to avoid HIV, other STD and unplanned pregnancy. And to help you build the motivation to use that knowledge and those skills.

2 Review volunteer sheets.

The volunteer project visits were an important part of this project. When you participate in volunteer work, you get many benefits. For example:

- Meeting challenges helps us gain a sense of accomplishment, pride and self-respect.
- This can help us make personal decisions that are proud and responsible.
- This can help us bring proud and responsible choices and behaviors to our relationships.

I'd like you to take a few moments to reflect on the Volunteer Sheets in your workbooks. What stands out for you as they look over those sheets and remember your visits to the volunteer site?

Allow time for students to review the Volunteer Sheets in their workbooks. Use this as a further opportunity to affirm the contributions students made and the things they learned in their volunteer work.

3 Summarize.

Several times during this program, you were asked to think about your own behaviors. You learned more about your own personal risk for HIV, other STD and unintended pregnancy. You also had a chance to think about how you would stay safe from these problems.

4 Have students describe benefits of making safer choices.

What are some of the benefits of protecting yourself from HIV, other STD and unintended pregnancy?

Remember, when you make decisions to protect yourself, either by choosing not to have sex, or by using condoms and other protection if having sex, you show pride, responsibility, and respect in a relationship.

5 Ask for student feedback.

What is one thing you will use most from the things you learned in *All4You!*?

If possible, have each student share a comment.

Question Box

1 Answer questions.

Answer any remaining questions from the Question Box. Make connections to prior lessons as appropriate.

Closure

1 Describe your closing gift for students.

I have one final gift for you to help you remember *All4You!* (*Show students the gift.*)

Distribute gifts to each student. As you are circulating and passing out the gifts, encourage students to discuss with each other what they learned. Remind them to think about the commitment they made to themselves today about keeping safe from HIV, other STD and unintended pregnancy.

Remember, each of you has what it takes to protect yourselves and to help others.

2 Conclude the *All4You!* program.

Close by recognizing students for their interest, their creative thinking and all the work they accomplished during the program.

Our Tips

If you were to teach a group of youth about volunteering, what would you teach them?

Things that might be difficult:

1. _____
2. _____
3. _____
4. _____

Things you can do to deal with difficult situations:

1. _____
2. _____
3. _____
4. _____

Things you might get out of volunteering:

1. _____
2. _____
3. _____
4. _____

Commitment Poster

Directions: Make a large copy of this poster to show students what choices the different colors represent.

Green: I choose *not* to have sex right now.









































Blue: I choose to use latex condoms every time if having sex.

Yellow: I choose to use protection against pregnancy every time if having sex, but *not* latex condoms.

Red: I choose to have sex *without* using latex condoms or any other protection.

Orange: I am not sure of my choice right now.

Your Choices Summary

Not Having Sex	Using Latex Condoms if Having Sex	Using Protection, but Not Condoms	Having Sex Without Any Protection	Not Sure
				
				
				
				
				
				
				
				
Green Dots	Blue Dots	Yellow Dots	Red Dots	Orange Dots

Activity Sheet 14.2

**What Did You Get Out of
VOLUNTEERING?**

(Check the 3 most important.)

- ☐ Learned how to solve problems.
- ☐ Learned how to work with people.
- ☐ Made a difference for others.
- ☐ Met new people.
- ☐ Learned how to ask questions.
- ☐ Realized I can make a difference.
- ☐ Learned about HIV & AIDS.
- ☐ Had fun.

What else did you get out of volunteering? _____

34 Student Workbook All4You!

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Activity Sheet 14.2

A

Peer Leader Orientation

Once students elect Peer Leaders, it is critical to conduct a brief (e.g., 60–90 minutes) orientation with them before you begin implementation. The training gives students more background on *All4You!* and their roles as Peer Leaders, and provides them with a chance to practice some of the activities they will be doing as Peer Leaders.

Following the orientation, educators should check in with Peer Leaders briefly before each lesson to remind them of their roles. This can be done right before class or at the end of the prior class.

Peer Leader Activities by Lesson

Lesson	General Type of Activity	Description of Peer Leader Tasks
1	Game support; testing research	Two Peer Leaders serve as Timekeeper and Scorekeeper for game. One or two Peer Leaders collect information on testing for the next lesson.
2	Simulation support; reading STD symptom cards	One Peer Leader plays a central role in an STD transmission simulation activity; others read from STD symptom cards.
3	Small-group support (e.g., Recorders, Reporters)	Peer Leaders are assigned to small groups and serve as small-group Recorders and Reporters.
4	Small-group support; guest speaker support	Peer Leaders serve as small-group Recorders and Reporters; two Peer Leaders interview and introduce the guest speaker.
5	Observers	Peer Leaders watch for and note examples of student contributions and challenges at the volunteer site.
6	Small-group support; roleplay support	Peer Leaders serve as small-group Recorders and Reporters; Peer Leaders assist in skill demonstration.
7	Observers	Peer Leaders watch for and note examples of student contributions and challenges at the volunteer site.
8	Small-group support	Peer Leaders serve as small-group Recorders and Reporters.

(continued)

Lesson	General Type of Activity	Description of Peer Leader Tasks
9	Observers	Peer Leaders watch for and note examples of student contributions and challenges at the volunteer site.
10	Small-group and roleplay support	Peer Leaders serve as small-group Recorders and Reporters; one Peer Leader assists with skill demonstration.
11	Observers	Peer Leaders watch for and note examples of student contributions and challenges at the volunteer site.
12	Condom relay support	Two Peer Leaders demonstrate and assist with condom relay.
13	Observers	Peer Leaders watch for and note examples of student contributions and challenges at the volunteer site.
14	Small-group support; counting and displaying results of commitment activity	Peer Leaders serve as small-group Recorders and Reporters and assist with counting votes and graphing results for commitment activity.

Tentative Agenda for Orientation

The orientation is intended to be informal, but fun. The primary purpose is to give Peer Leaders a general sense of their roles and to allow them to practice any of the more detailed roles (e.g., roleplays, condom relay). Provide snacks if possible. All materials and information for this orientation comes from the curriculum. Modify the agenda to meet the needs of your Peer Leaders and school. The format of the orientation is at the discretion of the educators. Some educators prefer to cover all activities at one time; others prefer to meet several times for shorter periods of time, discussing the activities closer to when they will be implemented.

1 Welcome, introductions, ice breaker

- Provide name tags if students do not know each other
- Provide snacks if possible
- Use one of ice breakers from Pre-lesson

2 Overview of *All4You!* program

- Program goals
- Program components
- Implementation schedule (days/times)

d. Importance of Peer Leaders

- i. Emphasize they were selected by their classmates as people who are respected and admired.
- ii. Describe the positive influence they can have on their peers by assisting with the program and supporting the program messages.

3 Overview of Peer Leader activities

- a. Describe the range of activities they will do (see table above and list these on chart paper or create a handout). Explain the following activities regarding your expectations for their support (i.e., what their support should look like in action).
 - i. Supporting small-group work: Peer Leaders need to encourage their group members to participate; they typically serve as the Recorder to write down what group members say; they can explain tasks or ask questions to prompt discussion if needed.
 - ii. Serving as Observers during volunteer visits (review what you want them to look for at volunteer visits and emphasize the importance of recognizing students' engagement at the visits).
- b. Ask students how they feel about the Peer Leader activities. Address worries or comments as needed.
- c. Reassure students that you will support them in their roles during the program, and that you will check in with them before each lesson to remind them of their roles for the day.

4 Practice selected activities

- a. Have students practice the following activities as a way to prepare for their role:
 - i. STD simulation (Lesson 2)—Complete the simulation, describing the role of the D card. Ask for a volunteer to play that role during Lesson 2. Make a note for yourself about who will play the role.
 - ii. Roleplay demonstration (Lessons 6 and 10)—Describe the flow of the lesson and their task (reading roleplays with you). Pass out the roleplay and have them practice reading it in pairs. Invite volunteers to read it with you in front of the group. Emphasize the need to read loudly and be convincing in their role (like an actor). Seek volunteers for demonstrating the roleplays and note them in your curriculum.
 - iii. Condom relay demonstration and assistance (Lesson 12)—Explain the condom lesson and play the condom relay with the Peer Leaders. After the relay, discuss how you will need several of them to help you show the class how the relay is played and to assist during the relay. Seek volunteers for those roles and note it in your curriculum.
- b. Debrief each activity and address students' questions or concerns about their roles in facilitating the activity (debrief can be done immediately after each activity).

5 Conclusion

- a.** Brainstorm potential problems that could come up during implementation (record on chart paper).
- b.** Brainstorm potential solutions to each challenge (this can be done as a large group or by having youth work in small groups).
- c.** Remind students you will be available to support them in class and can assist with any challenge that arises during the program.
- d.** Address any final questions.
- e.** Close with certificates or small program gifts if available.

Sample Notification Letters

Program Consent Letter



Educator Note: Modify based on local requirements. Print on district or school letterhead.

Dear Family:

This year, your teen will be offered a program called *All4You!* through school. As part of this program, students receive a 26-hour education program to prevent HIV, other sexually transmitted disease (STD) and unplanned pregnancy. The lessons give students knowledge and skills to protect themselves from these problems. The program emphasizes that choosing not to have sex is the safest choice, but other methods of protection such as condoms are also discussed.

Another part of this program involves students making five visits to a community organization to act as volunteers and gain experience by helping others. You will receive special field trip permission slips for these visits.

The *All4You!* program, including the community visits, will be part of students' normal school day.

You are welcome to preview the *All4You!* materials. Please contact _____
(name of appropriate contact person, phone number) at your teen's school. We will arrange a preview time and answer any questions you may have about the program.

A student may be excused from any part of this program. If you do not want your teen to take part in any portion of this program, you must fill out the form at the end of this letter and return it to school by _____ (date). We will arrange a different learning activity for your teen.

If we do not hear from you we will assume you give permission for your teen to take part in the *All4You!* program.

Sincerely,

(School principal name typed here; signature above)

Note: You do not need to return this form unless you do not want your teen to take part in the lessons.

I, _____
(Print your name)

do NOT want my teen, _____
(Print your teen's name)

to take part in the *All4You!* program. I understand that my teen will be given another learning activity during the time the program is taught.

I am the parent/legal guardian of the teen named above.

(Signature)

(Date)

Notification Letter for Service-Learning Visits



Educator Note: Modify based on local requirements. Print on district or school letterhead.

Dear Parent:

Your teen is taking part in a health education program at school called *All4You!* As part of the program, students will make volunteer visits to *(site name)* to help at the agency. During the visits, students take part in activities such as helping others play games, go on walks, read, and help with art projects *(Note: adjust activities as needed based on site)*. The site is located about *(enter distance)* from the school, and students will be riding to and from the facility on a supervised bus (or walking to and from the site with the supervision of school and program staff).

The dates of the volunteer visits are *(list dates of all visits)*.

We must have your permission for your teen to go on these field trips. Please fill out and sign the permission slip below and return it to *(name of appropriate contact person, such as the teacher)* at your teen's school.

Sincerely,

(School principal or other authorized individual name typed here; signature above)

I, _____

(Print your name)

give permission for my teen, _____,

(Print your teen's name)

to go on the volunteer visits listed above as part of the *All4You!* program.

In the event of an emergency, a parent/guardian or other emergency contact can be reached at the numbers below.

Parent/Guardian:	Phone:
Emergency Contact Name:	Phone:

I am the parent/legal guardian of the teen named above.

(Signature)

(Date)

This form must be signed and turned into the teacher by the day of the field trips.
Please return the completed form no later than *(date)*.

Locating and Selecting Volunteer Sites: *All4You!* Checklist

Establishing Criteria for Selecting a Site

- ☐ The facility can accommodate a group of students.
- ☐ There are people (staff, residents, etc) at the site with whom the students can interact and communicate as part of their service.
- ☐ The site is close to the school (ideally within 15 minutes driving, but the closer the better).
- ☐ The people at the site have positive experiences with volunteers.
- ☐ The people have experience working with teens and a positive attitude about them (and no negative attitudes toward teens from the particular school that youth volunteers attend).
- ☐ The site is safe for all students.

Locating Sites

We used varied approaches in finding volunteer sites during the research study depending on the location of the school and the educator looking for the site. Here are the most frequently used approaches for locating volunteer sites. There may be other strategies that work as well.

1. Contact local volunteer centers. Most have search engines online, but they typically are geared toward individuals. It may be quicker to call and talk to the youth volunteer coordinator to explore sites that accommodate groups of students.
2. Walk around the neighborhood—talk to staff in community centers, schools, and residences for seniors.
3. Ask the school principal and teachers about possibilities near their school.
4. Contact the regional service-learning network for volunteer opportunities.
5. Look in the phone book for a list of social service agencies and specifically for HIV-prevention related agencies that might be interested in supporting the program efforts. Call or visit them.

Making Initial Contact

1. Determine the appropriate contact person. This can be done by asking who coordinates volunteers. Get that person's name, contact information, and days/times the person works.
2. Call or visit that person. Make sure to get the person's first and last name, and if you leave a message keep a record of the date and time. Ask about the agency's mission, and what the person's role is.

3. Explain that you are looking for a place to bring a group of about 10 to 15 or more high school students to volunteer for five visits, in 90- to 120-minute blocks. Briefly mention that you want to find a place where the students can contribute and work with others (e.g., interacting with clients, helping children, helping staff).
4. If the person seems interested, describe the mission of the project, your agency, and your role on the project.
5. Ask if the agency is interested in having student volunteers. If there is preliminary interest explore the following important issues:
 - ☐ Are the days/times a good match?
 - ☐ Are there any requirements such as TB tests or fingerprints?
 - ☐ With whom would students interact? What languages do these individuals speak? Do they have any experience with teens?
 - ☐ Is there a required time commitment (e.g., minimum number of hours?)
 - ☐ Are there any other volunteer requirements?
 - ☐ Are the days/times a good match?
6. Discuss more specifics if the preliminary match looks promising.
 - ☐ Number of students, time of day, number of visits.
 - ☐ Has the site had student volunteers before? What made it a good experience?
 - ☐ What are the agency's goals for having volunteers? What are their needs?
 - ☐ What specific tasks would be performed on each visit?
 - ☐ What kind of training or orientation would the students receive? From whom?
 - ☐ What are the rules and expectations about behavior and attire?
 - ☐ What kind of orientation should the students receive before coming to the site?
7. Do not make a commitment until you have visited the site. Set a time for an in-person meeting if the site sounds promising. Even if there is a mismatch between times, do not tell the person "No" right away because it may be important to have a back-up site. In some schools, it may be possible to change the time of the visit, but in most it will not.
8. Establish a method for follow-up (e.g., email or phone).

Visiting the Site

It is important to visit the site before making a commitment in order to: (a) confirm that it is an appropriate place to bring the students, (b) ask any remaining questions, and (c) discuss and sign a volunteer agreement. Make sure to ask the following questions, plus any remaining questions under number 6 above.

- ☐ What are your expectations or questions about the volunteers?
- ☐ Where (and with whom) would the students work?
- ☐ Is there enough room for all the students to be doing something meaningful?

Once you decide the site is a good match, ask the following questions.

- ☐ Who else at their agency needs to be involved in the decision-making process?
- ☐ Who at the agency is able to sign a volunteer agreement?
- ☐ Are there any holidays or special events scheduled for the days we plan to come?
- ☐ Where will the students check-in on the first day?
- ☐ Who will meet with us and how long will the orientation take?
- ☐ Will students do any “work” on the first day?
- ☐ What kinds of activities should we plan for, and what types of supplies should we bring?
- ☐ Are there any limitations on having the students take pictures?
- ☐ Who would be our contact person, and whom should we talk to if a problem arises?
- ☐ Are there places the students should not go?
- ☐ Which restrooms can the students use?
- ☐ Where can the bus drop off students? Where should the bus park?
- ☐ Is there a room or a place where the students can meet as a group in the beginning and at the end of their volunteer session?
- ☐ What other requirements or expectations should we discuss with students before our first visit?

Appendix D

Sample Memorandum of Understanding (MOU)



Educator Note: Modify based on local requirements. Print on agency or school letterhead.

School: _____

Class/Teacher: _____

Agreement Between *(your agency)* and *(volunteer site)*

Your Agency

Agency Mission

Our agency is implementing a program called *All4You!*, which includes volunteer opportunities for youth. Our agency's mission is to *(insert)*.

Our goals for bringing student volunteers are to:

- Find ways young people can help local agencies.
- Give young people an opportunity to make a difference.
- Link volunteer work with a curriculum designed to build pride and personal responsibility.

The staff of *(your agency)* commits to:

- Bring small groups of high school students to volunteer at your agency on the following dates and times *(list)*:
- Notify the designated contact person of any changes to stated plans or volunteer visit dates.
- Provide adequate adult supervision and support when students are on site.
- Ensure that students are aware of the unique nature of your population and are prepared to work with them.
- Ensure that students' interactions with clients and/or staff are safe, positive and productive.
- Provide training and monitoring to ensure that students abide by your agency's rules and regulations, including expectations about behavior and attire.

Volunteer Site

(Volunteer site name) commits to:

- Notify the educator of any changes to the stated plans or volunteer visit dates.
- Provide any needed training or orientation to the students and adult supervisors.
- Provide at least one responsible staff member as a contact person for the educator and students when they are volunteering at the agency.

Signed:

(Name of agency staff)

(Title) *(Date)*

(Name of educator)

(Title) *(Date)*

Appendix E

Liability Considerations for Service-Learning Component

1. Verbally review key Service Site Agreements with the class before each visit (e.g., dress or behavior requirements).
2. Take steps to protect students, staff, schools and agencies.
 - Confirm that students are covered under the school's field trip liability insurance.
 - Only take students with parental consent.
 - Only take students who will follow directions outside the school setting and abide by any agreements/regulations stipulated by the volunteer site. Ask the teacher to assist you in making this judgment.
 - Ensure there is a credentialed teacher or another authorized staff person on all service visits.
3. Take steps to provide safe transportation.
 - If transporting students by bus, use only bus companies that are approved for use by the schools.
 - Get a Certificate of Insurance from the bus company that confirms the company is insured.
 - The bus driver will review the safety guidelines, but it is the educator's responsibility to enforce the rules on the bus (e.g., sitting down while the bus is moving, not hanging out the windows, no graffiti).
4. Monitor students at the service site.
 - It is the educator's responsibility to know where every student is at the volunteer site. If students are spread out across the agency, there should be an adult from the school or program who is assigned to monitor each room and/or student.
 - The educator should make these monitoring assignments. The educator should inform any adult chaperones what to do if they need to remove a student from a placement.
 - All adults should know where and when to meet at the end of the visit.
5. Know the school emergency policies.
 - It is the educator's responsibility to understand the school's policies for dealing with emergencies on field trips (e.g., if a student gets hurt or becomes ill during a field trip).
 - The educator should have the school phone number programmed into a cell phone in case a need to contact the school arises while at the site.

6. Report any problem behaviors.

- Educators are responsible for reporting and following up on any behavior problems (such as a theft or damage to a bus).
- It is important to debrief any such problems with the students as well, using the opportunity to emphasize the importance of pride and personal responsibility.

Effective and Ineffective Methods of Protection



Educator Note:

- Many methods of birth control do not protect against HIV and other STDs. Educators are encouraged to emphasize dual method use—using a condom along with another method of birth control—to provide protection from both pregnancy and HIV/STD.
- People may have cultural or personal reasons that affect contraception choices. The goal of providing this information is to dispel myths and increase young people's awareness of possible options, so they can engage with their health care provider in selecting the best method when they decide they are ready to have sex, which may not be for a long time.
- Keep in mind that lesbian, gay, bisexual and transgender youth are also at risk for unintended pregnancy (Saewyc, 2008). Be sure to use inclusive language that respects different gender identities and sexual orientations.
- Methods are listed in order of effectiveness. Data on effectiveness rates are taken from *Contraceptive Technology*, 20th revised edition (Hatcher et al., 2011).

Choosing Not to Have Sex

What it is: Not engaging in sexual activities; also called abstinence. Choosing not to have sex means refraining from any sexual activity that can result in pregnancy and STDs, including vaginal, oral and anal sex, as well as skin-to-skin genital contact that can transmit certain STDs.

How it works: Individuals or couples decide that not having sex (vaginal, anal, and/or oral) is the best decision for them. People decide to do this for many reasons. They find other ways of showing their love and affection. They learn ways to tell their partners how they feel so they can stick with their decision.

How to use it: Choosing not to have sex is the simplest of all methods to use. It's free. You don't have to store it in a special place.

How and where to get it: You've got it. It's free.

Effectiveness and advantages: Choosing not to have sex is the safest and most effective method of preventing HIV, other STD and pregnancy. It works all the time when people consistently avoid any behaviors that can potentially result in pregnancy or STD.

Risks and disadvantages: There are no health risks. People need to be prepared to deal with pressure if a partner doesn't agree that abstinence is the best choice.

Long-Acting Reversible Contraception (LARC)

IUD

What it is: The IUD (intrauterine device) is a small, plastic device shaped like a “T” that is inserted into the uterus by a doctor. There are four types of IUDs currently on the market—the Copper T, Mirena, Skyla and Liletta. Depending on the type of IUD, it can provide protection from pregnancy for 3 to 12 years. IUDs are reversible, meaning they can be removed by a health care provider and do not have to stay in place for a set number of years.

How it works: The IUD prevents pregnancy by affecting the way sperm move and preventing sperm from fertilizing an egg. Some IUDs (Mirena, Skyla, Liletta) also release hormones that prevent pregnancy the same way as the birth control pill.

How to use it: The IUD must be inserted by a health care provider. After it is inserted, no further action for pregnancy prevention is required. The IUD is an approved method for young women, including teens (American College of Obstetricians and Gynecologists, 2012).

How and where to get it: IUDs must be obtained from a health care provider. The provider puts the IUD into the uterus through the vagina, using a small tube. The sides of the “T” collapse into a skinny straight line when it goes into the body, so it doesn’t poke the vagina or uterus. The procedure can be done at the clinic or doctor’s office.

Effectiveness and advantages: The IUD is highly effective (more than 99%) at preventing pregnancy. IUDs wrapped with copper (Copper T) provide protection for up to 12 years. Hormonal IUDs (Skyla, Mirena, Liletta) provide protection for 3 to 5 years. Some people prefer to use an IUD because it is very private, always in place and they don’t have to remember to take a pill each day. It can be removed by a health care provider at any time, and fertility rapidly returns to previous levels after removal.

Risks and disadvantages: *The IUD doesn’t protect against HIV or other STD.* Side effects may include changes to the menstrual cycle, more bleeding and cramping during periods or spotting between periods. It must be inserted and removed by a health care provider.

Implant

What it is: Implants include 1 or more tiny rods or tubes of artificial hormones (progestin) that are placed under the skin of the upper arm by a health care provider. Implants work for at least 3 years and are reversible, meaning they can be removed by a health care provider when they are no longer effective, or earlier if the person wants to get pregnant or change methods.

How it works: The implant slowly releases a low dose of the hormone progestin into the bloodstream. This stops the ovaries from releasing eggs. It also thickens cervical mucus, which makes it more difficult for sperm to reach the egg.

How to use it: Implants must be inserted by a health care provider. After insertion, no further action for pregnancy prevention is required until the 3-year period expires. The Implant is an approved method for young women, including teens (American College of Obstetricians and Gynecologists, 2012).

How and where to get it: Implants must be obtained from a health care provider. A small incision is made on the inside of the upper arm; then the rod, which is about the size of a matchstick, is inserted. The procedure can be done at the clinic or doctor's office with a local anesthetic.

Effectiveness and advantages: The implant is highly effective (more than 99%) at preventing pregnancy, and it provides protection for 3 years. Some people prefer to use it because it is very private, always in place and they don't have to remember to take a pill each day. It can be removed by a health care provider at any time, and fertility rapidly returns to previous levels after removal.

Risks and disadvantages: *The implant doesn't protect against HIV or other STD.* Side effects may include spotting between periods, light periods, longer periods or no periods at all. It must be inserted and removed by a health care provider.

Hormonal Methods

Depo-Provera®

What it is: Depo-Provera® is an injectable form of birth control that uses a synthetic hormone (progestin) to prevent pregnancy.

How it works: Depo-Provera® injections inhibit ovulation by suppressing hormone levels. Depo-Provera® also inhibits the development of the endometrium (the lining of the uterus) and contributes to the development of thick cervical mucus that decreases sperm penetration.

How to use it: Depo-Provera must be obtained from a health care provider. For immediate protection, the first shot needs to be received during the first 5 days of a normal menstrual period; but an additional form of contraception should be used for 2 weeks after the first injection as a precautionary measure. After that, no further action is needed. Depo-Provera® provides protection all day, every day—as long as people return to the doctor's office every 12 weeks for an injection.

How and where to get it: Depo-Provera® requires a prescription from a doctor. People must visit their doctors every 12 weeks to receive an injection. According to the manufacturer, Depo-Provera® costs about the same per year as birth control pills.

Effectiveness and advantages: Depo-Provera® is extremely effective at preventing pregnancy (more than 99%), as long as the injections are done on schedule. Other than receiving an injection every 12 weeks, no other steps are required for protection against pregnancy. Some people prefer to use Depo-Provera® because it is very private and they don't have to remember to take a pill each day.

Risks and disadvantages: Like the pill, *Depo-Provera® doesn't protect against HIV or other STD.* There are several potential side effects, including weight gain and irregular or unpredictable menstrual bleeding. Other side effects may include nervousness, dizziness, stomach discomfort, headaches, fatigue or a decrease in the amount of mineral stored in the bones (a possible risk-factor for osteoporosis).

People should talk with their health care providers to ensure that Depo-Provera® is a good option for them, and must visit the doctor every 12 weeks for the injections. Once the injections are stopped, fertility will not return for an average of 6 months to 1 year. However, this period of potential “infertility” should not be regarded as a “safe” time to have unprotected intercourse.

Birth Control Pill

What it is: The birth control pill is a prescription drug that contains different amounts of the hormones estrogen and progesterone.

How it works: The pill mimics the hormones of pregnancy. It stops the release of fertile eggs from the ovaries, and thickens the mucus in the cervix so it is hard for sperm to enter the uterus.

How to use it: Birth control pills must be obtained from a health care provider. The person takes a pill at approximately the same time each day, as prescribed. After finishing the first pack of pills, the person is protected all day, every day—as long as the pills continue to be taken as prescribed.

How and where to get it: The person must make an appointment with a health care provider, who will provide the pills at that time or write a prescription for the birth control pills with instructions about when to begin taking them.

Effectiveness and advantages: The birth control pill is more than 99% effective at preventing pregnancy if the person takes it every day, uses some other method of protection during the first month, and doesn't use another person's pills. The pill is convenient and does not affect the spontaneity of a sexual relationship.

While taking the pill, periods may be lighter, shorter and more regular, with less cramping. The pill may protect from other health care issues, such as pelvic inflammatory disease and ovarian and endometrial cancer.

Risks and disadvantages: *The birth control pill doesn't protect against HIV or other STD.* There may be several minor side effects, including nausea, sore breasts, weight gain, skin problems and depression. A health care provider will discuss rare health risks, such as high blood pressure, blood clots, heart attack and stroke, especially for those who smoke.

Birth Control Patch & Vaginal Ring

What they are: The birth control patch is a thin plastic square that can be worn on the skin of the buttocks, stomach, upper outer arm or upper torso (but not on the breasts). The vaginal ring is a soft, flexible ring inserted into the vagina.

How they work: The patch or ring slowly releases artificial hormones into the body. They prevent pregnancy in the same ways as the birth control pill, by stopping the release of fertile eggs from the ovaries, and thickening the mucus in the cervix so it is hard for sperm to enter the uterus.

How to use them: The patch or the ring must be obtained from a health care provider. They are worn every day. A new patch is applied each week. The ring is changed once a month.

How and where to get them: The patch and the ring must be prescribed by a health care provider. People can place the patch on the body or insert the ring themselves, but must see a health care provider to get them.

Effectiveness and advantages: The patch and the ring are more than 99% effective in preventing pregnancy when they are used correctly. This means remembering to wear the patch and change it each week or to insert the ring and change it each month. The patch and the ring are simple and easy to use, as long as they are worn and changed as required.

For many, these methods are convenient and don't interfere with the spontaneity of a sexual relationship. The patch and the ring can lessen the bleeding and cramping of heavy or painful menstrual periods.

Risks and disadvantages: *The patch and the ring don't protect against HIV or other STD.* They must be worn every day, whether people are having sex or not. A health care provider will discuss rare health risks, such as high blood pressure, blood clots, heart attack and stroke, especially for those who smoke.

Barrier Methods

Male Condom (External Condoms)

What it is: A male latex condom is a sheath made of thin latex rubber that fits over an erect penis. Condoms are also called “rubbers” or “prophylactics.” There are alternatives for people allergic or sensitive to latex, including polyurethane (a type of plastic) and polyisoprene (a non-latex rubber).

How it works: The condom fits snugly over the erect penis and catches semen and sperm during ejaculation. Condoms provide a mechanical barrier that prevents direct contact with semen, sperm and other body fluids that can contain sexually transmitted bacteria and viruses, including HIV.

A common misperception is that condoms contain “holes,” and that HIV can pass through the holes. Laboratory studies show that intact latex, polyurethane, or polyisoprene condoms provide a continuous barrier to microorganisms, including HIV.

How to use it: The condom is unrolled onto the erect penis before the penis is placed anywhere near the partner's body. The condom must be rolled down all the way to the base of the penis.

Air pollution, heat and sunlight can weaken latex condoms. Leaving condoms in sunlight for 8–10 hours begins to weaken their strength. Condoms should not be stored for long periods in a wallet, pants pocket or glove compartment of a car. They can probably be kept safely in a wallet for up to a month. Condoms should be stored in a cool, dry place, and the package should not be opened until the condom is to be used. A condom can only be used once, and should not be used after the expiration date on the package or if they are visibly damaged.

Oil-based lubricants such as petroleum jelly, hand lotions, baby oil or other oils can weaken latex condoms and should not be used. Lubricants should be water-based, such as K-Y Jelly,[™] Glide,[™] surgical jellies and most contraceptive jellies.

How and where to get it: Condoms are available at markets, drugstores, family planning and STD clinics, and online. They also may be available in vending machines or at schools. Anyone can buy condoms, regardless of age or gender. No prescription is needed.

Effectiveness and advantages: Latex condoms can be 98% effective in preventing HIV, other STD and pregnancy, but only if they are used correctly and consistently (i.e., every time a person has sex); this represents perfect use. Several studies of “discordant couples” (couples in which one member is infected with HIV and the other is not) show that using latex condoms with every act of intercourse substantially reduces the risk of HIV transmission.

Condoms are double-dipped in latex during the manufacturing process (latex gloves are only single-dipped). Condoms are regulated by the FDA, and are subject to stringent testing. Condoms are relatively easy to use. With practice, they can become a regular, pleasurable part of a sexual relationship.

Risks and disadvantages: Condom effectiveness depends on how the condom is used. Studies have found that most latex condom failure results from user errors, such as using the condom incorrectly (e.g., using after genital contact, failing to unroll the condom completely, using oil-based lubricants); using the condom inconsistently; or using a damaged condom (e.g., a condom that has been torn by fingernails or jewelry, or that has been stored improperly). *In terms of pregnancy prevention, first year failure rates among typical users average about 18%.*

There are no serious health risks. Sometimes condoms may irritate the skin, especially if they contain a spermicide or if the user is allergic to latex. Use of another brand or a hypoallergenic (polyurethane or polyisoprene) condom will solve this problem in most cases. Use of condoms lubricated with the spermicide called nonoxynol-9 is no longer recommended. Some couples complain that condoms reduce sexual feelings. Others say it makes no difference. Some people complain about having to stop and put on the condom; but if the couple puts it on together, it can become a part of their shared responsibility within the relationship.

Natural membrane (also known as lambskin) condoms will not protect from HIV and other STD to the same degree as latex condoms.

Female Condom (Insertive Condoms)

What it is: The female or insertive condom is a thin, loose-fitting polyurethane or nitrile pouch that contains a flexible ring at each end. One ring lies inside the closed end of the pouch and is used to insert the condom into the vagina; it also holds the condom in place. The other ring forms the open edge of the pouch and remains outside the body after the condom is inserted.

How it works: Condoms provide a mechanical barrier that prevents direct contact with semen, sperm and other body fluids that can sexually transmit bacteria and viruses, including HIV.

How to use it: A person inserts the end of the condom with the ring inside into the vagina. The outside ring should lie on the vulva outside of the body. Female condoms should not be used along with male condoms. If both types of condoms are used at the same time, neither will stay in place. A female condom can only be used once, and should not be used after the expiration date. It can be inserted up to 8 hours before intercourse, but most people insert it between 2 and 20 minutes before having sex. The condom should be removed after intercourse and thrown away in the trash.

How and where to get it: Female condoms may be purchased at drugstores or online without a prescription and are sometimes available at family planning or STD health centers. Anyone can buy condoms, regardless of age or gender.

Effectiveness and advantages: When used correctly and consistently, the female condom can be 95% effective in preventing pregnancy, and also provides protection from HIV and other STD. It offers a barrier contraceptive option that can be used instead of a male condom. It can be obtained without a prescription. If it is inserted early, it does not interrupt sex. The nitrile used in the condom is stronger than latex, has good heat-transfer characteristics which can increase pleasure, is not susceptible to deterioration with oil-based products, and is less susceptible than latex to deterioration during storage.

Risks and disadvantages: Consistent and correct use is essential for effectiveness with the female condom. There are no serious health risks; however, some have reported minor issues using the condom. It may be awkward to insert without practice. A couple must be aware of keeping the condom in place as it can be pushed inside the body during sex, or the penis can slip to the side of the condom. Other problems may include minor irritation, discomfort and breakage.

Vaginal Barriers

Diaphragm, Cervical Cap, Sponge

What they are: Vaginal barriers are devices that cover the cervix (opening to the uterus) to keep sperm from reaching and fertilizing an egg. They come in different forms.

- The diaphragm is a reusable flexible, dome-shaped cup made of latex. It is inserted in the vagina and positioned to cover the cervix. It can be inserted up to 6 hours before sex, and must be left in place at least 6 but no more than 24 hours after intercourse.
- The cervical cap is a reusable silicon cap that fits over the cervix. It provides protection for 48 hours. Like the diaphragm it is inserted in the vagina before sex, and must be left in place for 6 hours after intercourse.
- The sponge is made of soft polyurethane that contains spermicide. It is inserted in the vagina before intercourse and provides protection for 24 hours. It, too, must be left in place for at least 6 hours after intercourse, but should not be left in the vagina for any more than 30 hours total. The sponge is not reusable.

How they work: Vaginal barriers prevent fertilization by blocking sperm from entering the uterus and fallopian tubes, so the sperm cannot reach the egg.

How to use them: Vaginal barriers are inserted into the vagina to cover the cervix before having intercourse. The diaphragm and cervical cap should be coated with spermicide before insertion. The sponge should be moistened with water, and has spermicide built in.

How and where to get them: A person must be fitted for a diaphragm or cervical cap by a health care provider. The sponge comes in one size and is available at drugstores, family planning clinics and some supermarkets.

Effectiveness and advantages: If used correctly with spermicide every time a couple has sexual intercourse, vaginal barriers are fairly effective at preventing pregnancy (diaphragm, 88–94%; sponge, 76–91%; cervical cap, 71–86%); the range in effectiveness reflects typical use (not always using the method consistently and correctly) versus perfect use (always using the method consistently and correctly). The sponge and cervical cap are more effective for those who have not had children. When used with a latex or polyurethane condom, the combined method is very effective at preventing pregnancy, HIV and other STD. If they are inserted early, use does not require an interruption in intercourse. The diaphragm and cervical cap are reusable.

Risks and disadvantages: There are no health risks associated with using vaginal barriers. Some people may have an allergic reaction to the material the barrier is made of or the spermicide used with it. There is a low risk of vaginal or urinary infections. To avoid a very low risk of toxic shock syndrome, people should not leave a vaginal barrier method in the body longer than recommended. *When used alone, vaginal barriers with spermicides do not protect from HIV and other STD.*

Vaginal Spermicides

Contraceptive Foam, Gel, Cream, Film, Suppositories or Tablets

What they are: Spermicides are made up of two components: a base or carrier (i.e., foam, gel, cream, film, suppository or tablet), and a chemical that kills sperm.

How they work: These spermicidal preparations are inserted into the vagina before sexual intercourse. After insertion, the spermicide disperses and kills sperm before they pass through the cervix to the uterus.

How to use them: Contraceptive foam, gel, cream, film, suppositories or tablets are inserted into the vagina near the cervix. Spermicides must be reinserted each time the couple has intercourse. Foam, gel and cream are effective immediately. Film, suppositories and tablets are not fully effective until 15 minutes after insertion. Spermicidal preparations remain effective no more than 1 hour after insertion. They also must be reinserted if more than 1 hour elapses between initial insertion and intercourse. All vaginal spermicides can be used alone, or with a diaphragm or latex condom for increased protection.

How and where to get them: Vaginal spermicides are available at supermarkets, drugstores, family planning clinics and online. A prescription is not required. There is no age limit for purchasing them.

Effectiveness and advantages: If used correctly every time a couple has sexual intercourse, spermicides alone are fairly effective at preventing pregnancy (82% with perfect use to 72% with typical use). When used with a latex or polyurethane condom, the combined method is very effective at preventing pregnancy, HIV and other STD. When used with a diaphragm, gels and creams are very effective at preventing pregnancy.

Risks and disadvantages: There are no health risks associated with using vaginal spermicides. Some people may have an allergic reaction or irritation. This can sometimes increase the risk of HIV and other STD transmission. If so, another brand may work better. Foam, jelly or cream must be inserted right before having sexual intercourse; and film, suppositories and tablets must be inserted at least 15 minutes before intercourse. Spermicides need to be reapplied for each act of intercourse. *When used alone, vaginal spermicides do not protect from HIV and other STD.*

Emergency Contraception

What it is: Emergency contraception (EC) is a method that reduces the risk of pregnancy after unprotected sex.

How it works: Emergency contraception prevents pregnancy primarily by stopping the egg from being released, so the sperm can't fertilize it.

How to use it: There are several different types of emergency contraception pills available in the United States. Depending on the type taken and the individual circumstances, a person may take one pill or several. EC works best when started as soon as possible after unprotected sex. It works best when started right away, but can be taken up to 5 days after sex. A copper IUD, inserted by a health care provider up to 5 days after unprotected sex, can also act as emergency contraception.

How and where to get it: Some kinds of pills are available from a pharmacist or at drugstores without a prescription. Other kinds require a prescription from a health care provider. A health care provider must insert the IUD.

Effectiveness and advantages: Taking EC as soon as possible or up to 5 days after unprotected sex can reduce the risk of pregnancy up to 89%. An IUD inserted within 5 days of unprotected intercourse reduces the risk for pregnancy by 99%.

Emergency contraception makes sense if a couple does not want to become pregnant and their regular birth control method was damaged, slipped out of place, or wasn't used correctly. It can also be used to prevent pregnancy in cases of sexual assault.

Risks and disadvantages: Common side effects that can occur when taking EC pills include heavier menstrual bleeding, nausea, lower abdominal pain, fatigue, headache and dizziness. The IUD can cause increased menstrual bleeding, pain and/or cramping, as well as spotting between periods.

Some people do become pregnant or are already pregnant when they use emergency contraception. Studies have found no risk to a developing fetus from the use of EC pills. There is an increased risk of miscarriage from an IUD.

Emergency contraception should be viewed as a contingency measure. It is important for sexually active couples to practice a regular form of birth control. *Emergency contraception provides no protection against HIV or other STD.*

Fertility Awareness Methods (FAM) (Natural Family Planning, Rhythm)

What they are: Fertility awareness methods depend on a couple identifying the days in each menstrual cycle when a pregnancy is most likely to occur. The couple abstains from intercourse during the fertile days (or uses a barrier method on those days). There are a variety of fertility awareness methods.

How they work: Sometime in the middle of the menstrual cycle, a fertile egg is released from the ovary. For a pregnancy to occur, that egg must be fertilized within a certain amount of time.

How to use them: People keep track of the menstrual cycle and learn to detect physical signs of fertility. A health professional can help a couple choose a suitable method and learn to use it effectively. The couple only has sexual intercourse when fertility is least likely.

How and where to get them: No additional product or device is needed, although some couples use a basal body temperature thermometer to help monitor fertility. Couples must carefully keep track of the menstrual cycle on a calendar.

Effectiveness and advantages: Fertility awareness methods can range from 75% (typical use) to 97% (perfect use) effective, but effectiveness depends on the accuracy of the method in identifying fertile days and the couple's ability to follow the instructions for using the method.

Risks and disadvantages: *Fertility awareness methods offer no protection from HIV and other STD.* Because sperm live from 3 to 5 days, it's easy for couples to miscalculate the "safe" days. In fact, it's even possible for a pregnancy to occur during the menstrual period. Illness, stress, fatigue and other things could affect hormones, causing the ovary to release an egg when not expected. Young females are especially likely to have irregular periods. It may be difficult for people to abstain or remember to use a barrier method during unsafe days.

Withdrawal (Coitus Interruptus)

What it is: When a couple has sex, the penis is pulled out of the partner's body before ejaculation to try to keep semen and sperm from entering the partner's body.

How it works: The penis is withdrawn before ejaculation, so the amount of semen and the number of sperm which enter the partner's body is decreased. Sometimes a few drops of semen can be found at the end of the penis as soon as it becomes erect.

How to use it: A couple must interrupt sexual intercourse to prevent the release of semen in or near the partner's body.

How and where to get it: Withdrawal requires no additional product or device.

Effectiveness and advantages: Withdrawal is 78% (typical use) to 96% (perfect use) effective in preventing pregnancy, but it needs to be practiced consistently and without fail.

Risks and disadvantages: *Withdrawal will not protect a person from HIV and other STD.* Withdrawal requires a great deal of self-control. Interrupting sexual intercourse can be very difficult for people "caught up in the moment." Also, sperm sometimes may be present in pre-ejaculate fluid, and pulling the penis out just before ejaculation will not keep these sperm from entering the partner's body.

Ineffective Methods or Myths

Douching

What it is: After having sex, the douche is used to immediately wash out the vagina. The idea is to wash out germs and kill any sperm that have been released.

How it works: It doesn't. Sperm travel very rapidly. By the time douching occurs, many sperm will have already reached the cervix and entered the uterus. Douches do not contain anything that would kill bacteria or viruses that cause sexually transmitted disease, including HIV.

Effectiveness and advantages: Douching does not work and has no advantages. All kinds of douches have been tried. None of them work to prevent HIV, other STD or pregnancy.

Risks and disadvantages: The biggest disadvantage is that it gives young people false hope. Just like other myths about protection, teens begin to rely on something that just does not work. Also, regular douching is not recommended by doctors.

Hope

What it is: A belief that things will go as you would like them to.

How it works: Every person has hopes and dreams for the future—beliefs that everything will work out for the best. In this case, the young person believes that “It can't happen to me (or my partner).” “I won't get an STD,” “I won't get HIV,” or “I won't get pregnant (or get my partner pregnant).” People using “hope” have unprotected sexual intercourse with a partner, and hope nothing will happen.

Effectiveness and advantages: It doesn't work. One study of teenagers found that half of the first pregnancies occur in the first 6 months after couples start having sex without protection. Some teens who have had sexual intercourse but didn't get pregnant or get HIV or another STD develop “false hope” that they will never get pregnant or get an STD.

Risks and disadvantages: The biggest risk is taking the chance and then getting HIV or another STD, or getting pregnant or getting a partner pregnant. These consequences can have a great impact on teens' other hopes and dreams for the future.