

Draw the Line

Respect the Line

**Setting Limits to Prevent
HIV, STD and Pregnancy**



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for AIDS Prevention Studies
and **ETR**



Advancing Science
Reducing Risk
Improving Lives

Grade

8

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Draw the Line/Respect the Line was developed in collaboration with the University of California, San Francisco, Center for AIDS Prevention Studies.

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Introduction

Pregnancy and sexually transmitted disease (STD), including HIV, are serious problems for youth in the United States.

When questioned, young people will often comment that sex “just happened” and was not planned.

Many young people do not have access to the education, support or resources they need to help them make the healthiest choices and avoid engaging in risky behaviors. Young people need more than just knowledge about how to prevent pregnancy and STD transmission—they need the skills that will help them do that. Without those skills, even youth who know the facts about HIV, STDs and unplanned pregnancy may have unprotected sex.

While young people in the United States are engaging in fewer risky behaviors than they were 10 or 20 years ago, there is still much work to be done, especially with those young people who are having sex before age 16. These youth are particularly at risk because:

- They are less likely to use a condom or other contraceptive than those who initiate sexual activity at an older age.
- They are more likely to have sex in coercive circumstances.
- They are more likely to have a large number of sexual partners as adolescents.

In addition, many young people may have difficulty believing there are good reasons to wait, due to portrayals of sex they see in the media, perceived peer norms, and even family norms that may support the idea of having sex at a young age. *Draw the Line/Respect the Line* teaches young people how to set their own limits, and helps them build the cognitive skills to decide to wait to have sex, or to always protect themselves from unplanned pregnancy, HIV and other STD if and when they choose to become sexually active.

Curriculum Overview

The *Draw the Line/Respect the Line* curriculum helps students develop personal sexual limits and practice the skills needed to maintain those limits when challenged. Healthy sexual limits will keep youth safer from HIV, other STD and unplanned pregnancy.

This 19-lesson curriculum is designed to be used either by a classroom teacher or trained family life educator in the sixth, seventh and eighth grades.

- **In Grade 6**, the emphasis is on situations in which youth may be pressured to steal, use alcohol or smoke. The 5 lessons feature limit setting and refusal skills in a nonsexual context.
- **In Grade 7**, pressures regarding sexual intercourse are considered. The 7 lessons feature short-term consequences of unplanned sex, information about sexually transmitted disease, and applying refusal skills in a party context.
- **In Grade 8**, the 7 lessons feature an HIV-positive speaker, practicing refusal skills in dating contexts, and a condom demonstration.

Underlying Principles

The curriculum is based on numerous principles:

- **Not having sexual intercourse is the healthiest sexual limit for students in middle school.** Avoiding sexual intercourse (and the situations that might lead to it) in middle school and beyond protects students from STD and pregnancy, as well as from the social, emotional and health consequences of early intercourse.
- **Students can set sexual limits.** Students often believe sex “just happened,” when, in fact, they can decide what their sexual limits are and maintain these limits. The curriculum asks students to decide on their personal sexual limits, and gives them the experience of having a limit and maintaining it in the face of pressure.
- **Students can be motivated to maintain their limits.** For students to maintain a sexual limit, they must be motivated. The best motivations will be highly personal and meaningful to the individual student. The curriculum encourages students to think about the immediate emotional and personal consequences of having sex, (e.g., embarrassment, worry, hurt feelings) as well as the long-term consequences of pregnancy, HIV and other STD.
- **Students will encounter challenges to their limits.** Challenges to sexual limits can take many forms, including coercion, internal desires and peer pressure. The lessons give students an opportunity to identify and consider how to deal with situations, pressures and feelings that could threaten their ability to maintain sexual limits.

Unique Features
of the Curriculum

- **Students can overcome challenges to their limits.** Communication skills and greater self-awareness can help students overcome many or most challenges to their sexual limits. Students' interpersonal skills are developed through the use of roleplays and other skill practice. Lessons also address intrapersonal skills (e.g., self-monitoring, or paying attention to one's own thoughts and feelings) for maintaining sexual limits.
- **Students who respect the limits of others will be less coercive.** In addition to learning to overcome pressure, the curriculum also helps students avoid pressuring others. The theme of respecting others' limits is reflected throughout the lessons.
- **Each student has unique needs.** In any classroom, there will be students who have very little sexual experience or knowledge and students who already have been exposed to a great deal. Office hours and an anonymous question box help address the unique problems and circumstances of individual students.
- **Condom use is essential protection for those who are sexually active.** Because some middle school youth are having sexual intercourse, the Grade 8 lessons include basic information about condoms, including how to use them.

Kirby identified 10 characteristics shared by successful HIV prevention and sex education curricula*. Each of these characteristics is true of the *Draw the Line/Respect the Line* curriculum.

- 1. Narrow focus.** *Draw the Line/Respect the Line* has the specific focus of helping youth develop and maintain healthy sexual limits to reduce their risk for HIV, other STD and unplanned pregnancy.
- 2. Theoretical foundation.** The curriculum is based on several social psychological theories, particularly social inoculation theory and social cognitive theory. It also draws on emerging research findings that suggest that youth at highest risk have been abused and that coercion is frequent in youthful sexual encounters.
- 3. Clear and appropriate messages.** The curriculum's primary message is that postponing sexual activity is the best choice for youth in middle school. The program therefore encourages students to set limits around sexual activity, not have intercourse, and not risk intercourse by getting into situations where sex is possible or

*Kirby, D. 2001. *Emerging answers: Research findings on programs to reduce teen pregnancy*. Washington, DC: National Campaign to Prevent Teen Pregnancy.

tempting. However, because some youth will choose or be coerced into sexual activity, a secondary message of the program is that condoms must be used for intercourse to reduce the risk of HIV, other STD and unplanned pregnancy.

4. Basic, accurate information about risks of unprotected intercourse and ways to avoid intercourse or use protection against pregnancy and STD. This curriculum provides basic facts about transmission of HIV and other STD and information about how to use a condom.

5. Lessons on social pressures that influence sexual behaviors. The curriculum includes lessons that help students overcome challenges to their sexual limits, including pressure from a partner and other possible influences, such as their own physical desires.

6. Modeling and practice of communication and negotiation skills. A major focus of the curriculum is on the development and practice of skills involved in limit setting, including communication of one's limits and the ability to protect those limits.

7. Teaching methods that involve participants and help them personalize the information. The curriculum makes extensive use of small group discussion, roleplays, stories, games and other approaches designed to involve students actively in the learning process and help them connect the learning to their own lives.

8. Behavioral goals, teaching methods and materials appropriate to the age, sexual experience and culture of the students. The curriculum's basic assumption that postponing sexual activity is the best choice for youth in middle school is clearly a developmentally appropriate goal. The Grade 6 lessons feature skill development related to nonsexual issues because so few youth are sexually experienced at that age. In Grades 7 and 8, skills are practiced in relationship contexts (e.g., at parties or when dating). To enhance appeal and relevancy, the materials are highly interactive and use a story-based approach whenever possible.

9. Sufficient length of time. *Draw the Line/Respect the Line* includes approximately 19 hours of instruction across 3 grade levels.

10. Supportive and trained educators for program implementation. For the *Draw the Line/Respect the Line* study, family life educators were hired and trained to implement the program. Classroom teachers interested in implementing this program should be skilled in using interactive teaching methods and guiding group discussions, and should be comfortable with the program content.

In addition to these characteristics, the program is sensitive to the needs of Latino youth. *Draw the Line/Respect the Line* was designed to be implemented in schools with large numbers of Latino youth, and these youth were consulted frequently during development. The student materials are provided in both English and Spanish because of the large number of schools that have bilingual classrooms.

How the Curriculum Was Developed

***Draw the Line/Respect the Line* was developed as part of a research project funded by the National Institute of Mental Health (MH51515).** In this study, 19 schools were randomly assigned to either receive the curriculum or continue with usual classroom activities regarding HIV, other STD and pregnancy prevention. Ten schools received the curriculum, provided by specially trained family life educators.

Pilot Testing

The researchers and educators involved in this project spent several years developing and pilot testing the curriculum.

Students in focus groups provided information about how youth think and feel about sex, as well as feedback about lesson ideas.

Each lesson activity was tested initially in schools not formally part of the study. Then various activities were revised, and additional piloting of the lessons occurred. Finally, full sets of lessons for each grade were taught at 10 or more classrooms in another school district and final revisions were made. Student feedback was used throughout the process to improve the lessons and make them enjoyable.

Evaluation and Results

The evaluation of the curriculum involved surveying students in the 19 study schools who had received parental consent to participate in the study. Surveys were completed before students received the program in grade 6, and at the end of grades 7, 8 and 9.

The curriculum was effective in delaying sexual initiation for boys, but not girls.

Results from the evaluation study:

- Boys who received *Draw the Line/Respect the Line* were significantly less likely than boys in the comparison group to initiate sex, had significantly greater knowledge, perceived fewer peer norms supporting sex, had more positive attitudes toward reasons for not having sex, had stronger sexual limits, and put themselves in fewer situations that could lead to sexual behaviors.

-
- There were no significant differences for girls except regarding peer norms. Girls receiving the curriculum perceived fewer peer norms supporting sex than girls in the comparison group.

The surveys indicated that almost 30% of girls in grade 8 in the study had a boyfriend 2 or more years older, and that these girls were more likely to report having had sex. It's possible that more instruction on the influence of older boyfriends on sexual behaviors, and more skill practice in handling potential power differentials and possible coercion may help improve the results for girls.

Note: For more information about the curriculum and the theories that support it, see: Marin, B. 1999. Draw the Line/Respect the Line: A curriculum to prevent sexual risk. In *Psicología al fin del siglo/Psychology at the end of the century*. Invited addresses from the XXX Interamerican Congress of Psychology. Caracas, Venezuela: Interamerican Society of Psychology. Available at website: www.caps.ucsf.edu.



How to Use the Curriculum

Teaching the Curriculum

This curriculum can be used by either classroom teachers or community-based educators. Each lesson includes:

- an overview of activities
- lesson objectives
- a list of preparatory steps
- approximate time required for each activity
- detailed steps for implementing each activity
- supporting materials (e.g., teacher activity sheets, demonstration roleplays, etc.)

The student workbook contains all student activity sheets and roleplays, in both English and Spanish.

Use by Classroom Teachers

Teachers who implement this program should:

- Have knowledge of the content areas covered in the curriculum.
- Be comfortable discussing the material.
- Have experience in using interactive teaching strategies such as roleplaying.

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**Community-based educators who implement this program**

should also have knowledge of the content areas, be comfortable discussing the content, and have experience using interactive teaching strategies.

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. The use of student name tents is built into the lessons to help outside educators learn the students' names.

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

- Introduce themselves.
- Confirm implementation dates.
- Verify that all students have parental consent to take part.
- Discuss how the teacher can assist during implementation.

Classroom teachers can assist outside educators in the following areas:

- **Maintaining discipline in the classroom.** Ask the teacher for a copy of the classroom agreements.
- **Participating in roleplays.** Give or show the teacher copies of the demonstration roleplays. These roleplays are models for the students and are best presented by two adults rather than a student and an adult.
- **Offering credit for completing parent-child homework activities.** Because enhancing parent-child communication is one of the goals of this curriculum, there are some homework activities in which students are asked to talk with their parents or another adult. Ask the teacher to offer classroom credit or points for completing the homework activities, or to utilize some other type of reward system to encourage students to complete the homework.
- **Reinforcing the messages of the curriculum.** Classroom teachers can enhance the potential impact of the program by asking students about what they've learned and reinforcing curriculum messages between lessons, if the lessons are not consecutive, or after the lessons have been completed.

Encourage the teacher to watch for incidents in which students are faced with drawing the line, and take advantage of these teachable moments to introduce discussion about setting limits and factors that make it difficult.

(*Note:* ETR trained the educators who implemented the curriculum during the evaluation study. Schools or agencies interested in training for this program can find out more or contact a training specialist at www.etr.org/ebi/training-ta.)

Answering Student Questions

Students may have potentially sensitive questions regarding the topics covered in the curriculum. Two different approaches were used in the evaluation study to provide students with an avenue for asking individual questions—office hours and anonymous questions.

Office Hours

During the evaluation study, health educators offered office hours during which they were available to students after class for discussion, questions, skill practice and/or referrals. Office hours were held during lunchtime once or twice a week, either in an office or on the schoolyard. Office hours were available during the time the program was taught and for a few weeks following.

Office hours may be difficult to implement due to logistics and/or lack of resources, but schools and agencies that can use this approach will provide students with more support and greater opportunities to connect with caring adults who can help them address important issues in a safe environment.

Using a consistent office site that is not associated with discipline (e.g., detention) is best. During the evaluation study most students came to office hours in pairs or small groups.

A variety of methods can be used to create an environment that fosters dialogue and allows students to feel safe:

- **Providing games, such as cards, chess or dominos.** While playing games, students frequently asked questions or engaged the educator in conversations that dealt with the curriculum topics.
- **Answering anonymous questions in small groups.** The small groups either compiled the anonymous questions or previously asked questions were used.

- **Offering a “boys’ day” and “girls’ day.”** This strategy was aimed at students who might be uncomfortable asking a question in a mixed-gender group.
- **Educators circulating on the campus.** Talking with students one on one or in small groups offered access to a great number of students.

Issues that commonly emerge during office hours may include school issues, same/opposite sex relationships, sexuality questions, gender identity, questions about methods of protection and processing reactions to the HIV-positive speaker. Some students may disclose more serious situations such as abuse or suicidal behavior. Anyone teaching the program should be aware of the school’s reporting policies before beginning to teach the curriculum.

Anonymous Questions

The seventh and eighth grade lessons make use of a question box. The anonymous question technique allows students to ask sensitive questions they might not ask otherwise because of embarrassment or fear of being perceived as too naive or too experienced.

To formalize the anonymous question process, the curriculum includes opportunities for students to write questions at the end of selected lessons. During these lessons, every student in the class is given a 3” x 5” card and asked to write a question about the material being covered in the curriculum.

If students do not have a question they can simply write “hello” on the card. In this way, it will not be obvious which students are writing questions. Educators or teachers should collect the cards, screen the questions and prepare answers.

Questions can be addressed in the following ways:

- Questions that relate to specific lesson topics (e.g., STD) can be held for the day of the topic.
- If a question pertains to information that has already been presented, turn the question back to the students and have them answer it as a review.
- Time for addressing anonymous questions is most typically included at the end of lessons. But some educators may choose to begin a lesson by addressing questions.
- Accept all questions. Questions that are too explicit or graphic can be recast to address the underlying issue.
- Questions about the educator’s personal life should not be answered.

Adapting the Curriculum for Special Needs

Certain populations such as special education and bilingual students are often overlooked in prevention programs. *Draw the Line/Respect the Line* has been taught fairly extensively to students with diverse needs. The following suggestions and adjustments can be made to make the lessons more appropriate for students with special needs.

Special Education

The key modification for special education students is to reduce the focus to a few simple concepts. In the evaluation study some writing activities were shortened or eliminated. Educators also repeated information more often and increased use of visuals. Worksheets can be completed as a whole group, instead of individually. If 2 teachers are available, the class can be divided into 2 small groups.

Bilingual Classrooms

***Draw the Line/Respect the Line* was evaluated in ethnically diverse districts.** The curriculum was taught in bilingual and monolingual Spanish classes, and in English Language Development classes that combined multiple languages (i.e., Vietnamese, Tagalog, Hmong, Chinese, Korean and Spanish). One class was conducted in sign language for hearing impaired students. All worksheets and key visual aids were developed in English and Spanish.

One key modification for these classes is to slow the lesson pacing, using translation from teachers and/or aides as needed. In some cases, scenarios may need to be modified for less acculturated students who have limited exposure to refusal skills and prevention topics.

Another useful technique is to group students who need translation at one or more tables, limiting the group size to 5 or fewer, and assign a teacher's aide or student volunteer to sit with these students and translate for them. Students with limited English should be encouraged to participate in the discussions through translators. Students also should be encouraged to write and act out roleplays in their native languages.

Other Adaptations

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.

Securing Parent Notification and Permission

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

A “passive permission” letter that can be modified and used by a school is provided on pages 9–10. The letter should be printed on school letterhead and include the principal's signature.

A parent preview night should be planned to give parents an opportunity to see the curriculum materials and meet the teachers. During the meeting, parents should receive a copy of the Lesson Outline for the grade their child is in (see pages 11–14), and be given an opportunity to experience some of the learning activities, if possible. Parent-child homework assignments also should be described and the value of completing these assignments should be emphasized.

Videos

During the evaluation study, a few of the seventh- and eighth-grade lessons were augmented with videos or video clips.

- **Grade 7** used a video in Lesson 1 that showed young people discussing pressures middle school youth face and what makes it difficult to resist these pressures. A video about STD was used in Lesson 5.
- **Grade 8** used a video in Lesson 1 that featured interviews with young people infected with HIV to help personalize the motivation for drawing the line in sexual situations.

Comparable videos are included in the *Draw the Line/Respect the Line* Enhanced Set, available from ETR. Teachers can also use current, school-approved videos to emphasize key points when using this program.

Using Same-Sex or Mixed-Gender Groups

Certain activities in this curriculum make use of same-sex groups (all males or all females), as was done in the original curriculum evaluated by the research study. Students' comfort and ability to honestly reflect and share in group settings is imperative to their being able to successfully build the skills, knowledge and positive attitudes to set personal limits and protect themselves from pregnancy, HIV and other STD, and some young people may feel more comfortable or be able to be more honest when discussing sexuality-related issues in single-sex groups. However, dividing the class in this way can be problematic for students who may be transgender or gender nonconforming.

The use of integrated, mixed-gender groups is considered best practice for many current-day classrooms and youth groups,* and is something many sexuality educators are trained to facilitate. Use of mixed-gender groups can help promote gender equity, build understanding of different perspectives, and increase inclusivity for transgender and gender nonconforming students.

Educators should weigh these considerations with their knowledge of their particular students' maturity and comfort levels when teaching activities that call for same-sex grouping of students.

- If same-sex groups are kept to create more safety and comfort for students, the educator should be sensitive to any students who may be transgender or gender nonconforming. These students

*Hedgepeth, E., and J. Helmich. 1996. *Teaching about sexuality and HIV: Principles and methods for effective education*. New York: New York University Press.

can be allowed to choose which group they want to work with, or the educator can set up at least one mixed-gender group that can brainstorm or practice roleplays from the perspective of both males and females.

- Changing the activity set-up to incorporate mixed-gender groups is considered a “green-light” adaptation that can promote greater understanding and inclusivity, as long as students feel comfortable within the groups and are willing to share and participate.

Sample Notification Letter

(on District or School Letterhead)

Dear Family:

This year, your child will be offered a program called *Draw the Line/Respect the Line*. This program helps students learn ways to prevent HIV infection, other sexually transmitted disease (STD), and pregnancy. The lessons emphasize that choosing not to have sex is the safest choice.

In sixth grade, students will receive 5 lessons. The lessons do not directly talk about sexual behavior, but focus on peer pressure and how to resist it. In both seventh and eighth grades, students will receive 7 lessons. Students will learn and practice ways to resist pressure to have sex. Communication and decision-making skills will also be taught.

The *Draw the Line/Respect the Line* program includes several homework activities to help parents and children talk about personal limits. We hope you will work with your child on these. This homework is voluntary and students will not share their parents' answers in class.

You are welcome to preview the *Draw the Line/Respect the Line* materials. Please contact _____ at the school, and 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 child 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 _____. We will arrange a different learning activity for your child.

If we do not hear from you, we will assume you allow your child to take part in the *Draw the Line/Respect the Line* program.

Sincerely,

Principal

I, _____

do NOT want my child _____

to take part in the *Draw the Line/Respect the Line* program. I understand that my child will be given another learning activity during this time.

Signature: _____ Date: _____

Note: You do NOT need to return this form unless you do NOT want your child to take part in the lessons.

Sample Notification Letter (Spanish)

Estimada familia:

Este año, a su hijo o hija le ofrecerán en la escuela un programa que se llama *Marca los límites/ Respeta los límites*. Este programa enseña diferentes maneras de prevenir la infección con el VIH, otras enfermedades de transmisión sexual, y el embarazo. El mensaje principal de estas lecciones es que la mejor decisión es no tener relaciones sexuales.

En el sexto grado, los estudiantes reciben 5 lecciones. Estas lecciones no tratan directamente el tema de la conducta sexual sino la presión que pueden estar recibiendo de los amigos y cómo resistir estas presiones. En los grados 7 y 8, los estudiantes reciben 7 lecciones. Los estudiantes aprenderán y practicarán maneras de resistir las presiones para tener relaciones sexuales. También aprenden diferentes maneras de comunicarse.

El programa *Marca los límites/Respeta los límites* incluye varias tareas que ayudan a padres e hijos a conversar acerca de límites personales. Esperamos que la familia pueda ayudar a su hijo/hija con estas actividades. Estas tareas son voluntarias y los estudiantes no comparten las respuestas de sus padres con el resto de la clase.

Ustedes pueden revisar los materiales del programa. Favor de contactar a _____ en la escuela para arreglar una cita para mostrar los materiales y contestar cualquier pregunta o dudas que ustedes tengan.

Todos los estudiantes tienen derecho a no participar en el programa.

Si ustedes NO quieren que su estudiante participe en el programa, llenen el formulario que aparece al final de esta carta y devuélvanlo a la escuela antes del _____. Arreglaremos otra actividad para su hijo/hija.

Si ustedes no llenan o no envían el formulario, entenderemos que su hijo/hija puede participar en el programa *Marca los límites/Respeta los límites*.

Cordialmente,

Director(a)

Yo, _____,

NO doy permiso para que mi hijo/hija _____ participe en el programa *Marca los límites/Respeta los límites*. Entiendo que durante ese tiempo podrá participar en otra actividad.

Firma: _____ Fecha: _____

Nota: No es necesario devolver este formulario si ustedes desean que su hijo/hija participe en el programa.



Lesson Outline: Grade 8

The goal of *Draw the Line/Respect the Line* is to provide students with knowledge and skills critical to prevent HIV infection, other sexually transmitted disease (STD), and pregnancy. The eighth grade curriculum includes 7 lessons that address determining personal limits and the reasons for those limits; identifying situations that could challenge a limit; and practicing strategies to handle those situations.

**Lesson 1:
HIV and Teens**

Students read the personal story of a young woman affected by HIV/AIDS. They then make personal promises about how they will draw the line to reduce their risk for HIV, other STD and unplanned pregnancy.

Lesson 2: *Draw the Line* Challenge

Students participate in the *Draw the Line* Challenge Game designed to review and present important information about how to prevent HIV and other STD.

Lesson 3: Difficult Moments

Students examine difficult moments and discuss emotions, situations or thoughts that can make it hard to stick with their limits.

Lesson 4: Sticking to Your Limit

Students review and use roleplays to practice ways to stick with their limits. They complete a worksheet and write questions for the HIV-positive speaker to address during the next lesson.

Lesson 5: Talking with a Person Who Has HIV

A guest speaker shares experiences living with HIV. A question-and-answer period follows the speaker's presentation. Students examine how their feelings and attitudes have changed as a result of the presentation by completing a homework assignment.

(continued)

Lesson 6: Reduce Your Risk

Students discuss which methods of protection are effective for preventing HIV, other STD and pregnancy. The teacher demonstrates the proper use of condoms and reviews important facts about condoms. Students work in small gender-specific groups to identify “dos and don’ts” of condom use.

Lesson 7: Staying Safe

Students identify an image that can help them stick to their limit when they are tempted to cross the line. They also evaluate their personal limit with respect to how much it will protect them from HIV, other STD and pregnancy.



Resumen de las lecciones del Grado 8

El propósito del programa *Marca los límites/Respetar los límites* es ofrecer a los estudiantes conocimiento y habilidades necesarias para evitar la infección del VIH, otras enfermedades de transmisión sexual (ETS) y el embarazo. Los objetivos de las siete lecciones del octavo grado son: establecer límites personales, y las razones para esos límites; identificar situaciones que podrían desafiar un límite; y practicar estrategias para manejar tales situaciones.

Lección 1: El VIH y los adolescentes

Los estudiantes leen la historia de una mujer joven afectada por el VIH/SIDA. Hacen promesas personales sobre cómo establecerían límites para reducir el riesgo de tener el VIH, otras ETS o un embarazo no planeado.

Lección 2: Desafío de marca los límites

Los estudiantes participan en un juego designado para repasar y presentar importante información sobre cómo evitar el VIH y otras ETS.

Lección 3: Momentos difíciles

Los estudiantes examinan momentos difíciles y hablan sobre emociones, situaciones o pensamientos que pueden hacer difícil mantener sus límites.

Lección 4: Manteniendo tus límites

Los estudiantes repasan y usan dramatizaciones para practicar maneras de mantenerse en sus límites. Completan una hoja de trabajo y preparan preguntas para una persona con VIH que vendrá para hablar durante la próxima lección.

Lección 5: Conversación con una persona que tiene el VIH

Una persona invitada comparte la experiencia de vivir con el VIH. Después de su presentación, hay un tiempo para preguntas y respuestas. Los estudiantes completan una tarea, examinando cómo sus sentimientos y actitudes han cambiado como resultado de la presentación.

(continúa)

Lección 6: Reduce tu riesgo

Los estudiantes dialogan sobre cuáles métodos de protección son efectivos para evitar el VIH, otras ETS y el embarazo. El maestro demuestra el uso apropiado de los condones y ofrece importante información sobre ellos. Los estudiantes trabajan en pequeños grupos con compañeros del mismo sexo para identificar cosas que deben y que no deben hacerse al usar un condón.

**Lección 7:
Mantenerse seguros**

Los estudiantes identifican una imagen que les puede ayudar a mantenerse en sus límites cuando tienen la tentación de cruzarlos. Además evalúan si sus límites personales les protegerán contra el VIH, otras ETS y el embarazo.

1

HIV and Teens

Introduction

Students read and discuss the story of a young woman who has HIV. They then make personal promises on how they will draw the line to reduce their risk for HIV, other STD and unplanned pregnancy. They prepare for the upcoming lessons.

Purpose Statement for Students

Today we will focus on how having HIV affects people, and how you can draw the line to stay safe from HIV, other STD and unplanned pregnancy.

Objectives

Students will be able to:

- ★ Describe the impact of living with HIV.
- ★ Make personal promises on where they draw the line to stay safe from HIV, other STD and unplanned pregnancy.

Activities

Activity 1.1: Introduction and Class Agreements

Activity 1.2: Teens with HIV

Activity 1.3: What's in It for You?

Activity 1.4: Closure and Homework

(continued)

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Staple a small envelope to each student name tent.
- Review the Plan for the Day.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ Paper plates—1 for each student
- ☐ Blank 3" x 5" cards—1 for each student
- ☐ Student name tents with a small envelope stapled inside
- ☐ **“I Learned” Question Sheet**
- ☐ **My Story** (Worksheet 1.2)
- ☐ **Draw the Line Logo**—copy to chart paper or a transparency
- ☐ **HIV Fact Sheet** (Worksheet 1.4)

Activity**1.1****Introduction and Class Agreements****Time**

8 minutes

Materials

- ☐ Chart paper and markers
- ☐ Student name tents

Purpose

To review the class agreements and prepare name tents.

What the Teacher Does

Has students review agreements and create name tents.

What Students Do

Review class agreements. Create name tents.

Procedure**Overview**

- 1** Introduce yourself (if necessary) and introduce the *Draw the Line/Respect the Line* program. Ask students to indicate by a show of hands if any of them have learned about drawing the line before. Make the following points:
 - We will have 7 lessons about drawing the line this year.
 - We will look at the facts about HIV and STD and you will learn to draw the line to protect yourselves.
- 2** Provide a quick review of what students will do in the *Draw the Line/Respect the Line* lessons:
 - Play a game to learn more about HIV and other STD.
 - Offer advice about drawing the line to a teen couple.
 - Roleplay to practice drawing the line.
 - Meet a person with HIV and hear his or her story.
 - Learn more about condoms.
 - Have a chance to think about how they draw the line.

(continued)

Class Agreements	<p>3 Explain that it's important to have a class environment where it's comfortable for everyone to participate during the <i>Draw the Line/ Respect the Line</i> lessons. Ask which agreements are most important for making it comfortable to talk about relationships, sex and HIV/AIDS. Write students' responses on the board or chart paper.</p> <p>4 Select a core set of agreements and copy them to chart paper. Add the following concepts if they are not included on the list:</p> <ul style="list-style-type: none"> ● Respect each other. ● Listen. ● Speak one at a time. ● Ask any question. ● It's OK to pass. ● Keep confidentiality. <p>5 Discuss mandated reporting as part of confidentiality. Explain that there are some things you have to report if a student tells you, even if the student tells you in confidence. For example, if students report that someone is hurting them physically or sexually abusing them you are required by law to report it to the proper officials.</p>
Student Name Tents	<p>6 Distribute the student name tents. Have students write their first name on both sides. Then have them write one of their favorite things to do somewhere on the name tent ("One of my favorite things to do is...").</p> <p>Explain that you will pass the name tents back at the beginning of each class so you and the students can get to know each other.</p>
Plan for the Day	<p>7 Explain that each day you will post a plan so students will know what to expect from the lesson. Say: "Today we will read a true story and talk about what it means to have HIV and how you can draw the line to protect yourself."</p> <p>Write the Plan for the Day on the board or chart paper:</p> <ul style="list-style-type: none"> ● Introduction and Class Agreements ● Teens with HIV ● What's in It for You? ● Homework <p>8 Ask for a volunteer to read the plan. Clarify as needed.</p>

Activity

1.2

Teens with HIV

Time

20 minutes

Materials☐ **My Story** (Worksheet 1.2)**Purpose**

To personalize the motivation for drawing the line.

What the Teacher Does

Leads classroom discussion about the true story.

What Students Do

Read and discuss the story.

Teacher Note: A video that features interviews with young people who have HIV/AIDS can be a powerful feature of this lesson. The video can be shown and discussed instead of or in addition to the story. A recommended video is “Blood Lines” available from ETR (www.etr.org/store).

Procedure

- 1** Explain that you will start this year’s lessons with a true story about HIV. Tell students they will have a chance to discuss the story in pairs and then as a whole class. Explain that the story was written by a real young woman named Antigone who has HIV. She explains how it has affected her life.
- 2** Have students turn to **My Story** (Worksheet 1.2). Have students read the story silently or aloud, or read the story to them.
- 3** Have students find a partner. Ask students to discuss with their partners what they remember most from the story. Allow students to talk for 1 minute.
- 4** Call the class back to attention. Have a few volunteers share their answers. Then discuss the following questions:

(continued)

Procedure
(continued)

- Did Antigone believe she was at risk for HIV?
- How did she feel when she tested positive?
- Why does she want to teach other young people about HIV?

- 5** Emphasize that one of the most important parts of the *Draw the Line/Respect the Line* program is helping students avoid HIV, other STD and unplanned pregnancy, so they don't have to go through what the young woman in the story went through. Explain that in the next activity they will have a chance to make a personal promise about how they will avoid HIV, other STD and unplanned pregnancy at this time in their lives.

Activity

1.3 What's in It for You?

Time

10 minutes

Materials

- ☐ Paper plates
- ☐ 3" x 5" cards
- ☐ ***Draw the Line Logo***

Purpose

To have students think about, decide and plan what they will do to draw the line to prevent HIV, other STD and unplanned pregnancy.

What the Teacher Does

Describes and monitors activity. Reviews the *Draw the Line* logo and its meaning.

What Students Do

Decide where they draw the line and prepare personal commitment statements.

Procedure

- Draw the Line Logo***
- 1** Tell students that the next activity will help them decide where they draw the line. Pass out a paper plate to each student. Explain that students will create a model of the *Draw the Line* logo on their plates.
 - 2** Have students write "My World" at the top of the plate. Demonstrate on the board or on a plate. Say: "This plate represents your world and what happens to you. Your goals and dreams are in this circle. So are your friends and family and your future."
 - 3** Have students draw a dot in the top half of the plate. Tell them this dot represents them. Have students label the dot with "me" rather than their names. Ask students the following questions and instruct them to write their answers in the top half of the plate (near the edges):

(continued)

Procedure
(continued)

- Who are some of the most important people in your world?
- What are some of your favorite things to do in your free time?
- What are some of your plans for the future?

Explain that all these things, and more, are part of their world. Have a few volunteers share what they wrote in the top half of the plate in response to the questions.

- 4** Ask students to think of something in their world that is harmful—something they do not want to happen, something that would change their plans or mess up their lives. Ask students what kinds of things that might be. (Respond to answers and guide discussion back to HIV, other STD and pregnancy.)
- 5** Tell students you want to focus on HIV, other STD and pregnancy. Have students write “HIV,” “STD” and “pregnancy” in the bottom half of the plate. Explain that there are only certain ways these things can enter their lives. Ask students what these ways are (unprotected sex, contact with infected blood [for HIV], sharing needles [for HIV and some STDs]). Write students’ responses on the board.
- 6** Ask students how they could keep the things at the bottom of the plate (HIV, STD, pregnancy) from entering their world and affecting all the things they wrote at the top. Have students draw a line across the plate to separate the 2 halves. Say: “Remember, you can protect yourself. You can draw the line to help prevent HIV, other STD and pregnancy from messing up your world.”

Draw the Line Promises

- 7** Tell students they now have a chance to make a promise to themselves about how they will stay safe from HIV, other STD and unintended pregnancy. Read the following questions slowly:
 - What are you going to do *now* to prevent HIV, other STD and unintended pregnancy in your life?
 - Will you choose to kiss, but not go any further?
 - Will you decide it’s OK to touch above the waist but not below?
 - Will you choose not to have sex until you are older or married?
 - Will you choose to use condoms every time if you decide to have sex?

Stress that people can always go back to a safer limit if they have chosen to cross their line, been forced to cross their line, or had a different, more risky limit in the past.

Encourage and allow time for students to think about where they draw the line or set the limit. Explain that they each need to make that choice for themselves. *Encourage students to be as specific as possible and to think about what they will do now, as eighth graders, to draw the line.*

- 8** Ask students to write what they will do to prevent HIV, other STD and pregnancy on the front of the plate just under the line they drew. Explain that this shows where they draw the line—it is their written promise to themselves.

Distribute 3" x 5" cards. Have students write their promise of where they will draw the line on the card too. Explain that they will keep their cards in the envelope stapled inside their name tents.

Summary

- 9** After students finish writing their promises, ask them to identify ways that people might draw the line to reduce their risk of HIV, other STD and pregnancy. Tell students they don't have to share their individual responses, just general ideas. (Be sure answers include: choose not to have sex, postpone sex, don't inject drugs, don't share needles, use condoms if having sex, have fewer partners.) Point out that each person makes his or her own decision about where to draw the line.
- 10** Have students turn to the **Draw the Line Logo** and show a copy. Ask students to summarize the parts of the logo. Ask:
- What's the circle stand for? (your world)
 - What's the dot stand for? (you)
 - What's the line do? (Sets your personal limits; divides the things you will do from the things you won't do; keeps you safe from things you don't want to happen to you.)
- 11** Remind students to think about their lines whenever they see the logo, during the rest of the lessons and afterward. Have students put their promise cards in the envelope inside their name tents. Collect students' plates. Offer students extra blank plates if they want to make a plate to keep.

Activity

1.4 Closure and Homework

Time

8 minutes

Materials

☐ **HIV Fact Sheet** (Worksheet 1.4)

Purpose

To review key points of the lesson and prepare for the game in Lesson 2.

What the Teacher Does

Reviews key points of lesson. Assigns homework for Lesson 2.

What Students Do

Review learning. Prepare for Lesson 2.

Procedure

Lesson Summary

- 1** Say: “Today’s lesson was a chance for you to look at your lives and think about what impact HIV, other STD and unintended pregnancy might have on you. You had an opportunity to make a personal commitment to yourself to stay clear of HIV, other STD and pregnancy. To stick to your commitment, it is helpful to think about why your promise is important to you and to review what you know about HIV, other STD and pregnancy protection.”

I Learned Statement

- 2** On the “**I Learned**” **Question Sheet** in their workbooks, ask students to complete the sentence for Lesson 1: “*My promise is important to me because _____.*”

Homework

- 3** Have students turn to the **HIV Fact Sheet** (Worksheet 1.4). Tell students you would like them to look over the fact sheet tonight. Explain that the information will help them with the game in Lesson 2. Tell students to be sure to bring their workbooks with them to class tomorrow.

Transition and Closure

- 4** Explain that in the next lesson students will play the *Draw the Line* Challenge Game to help them stick to their commitment to avoid HIV, other STD and pregnancy.

-
- 5** Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.

Draw the Line Logo



Logotipo de marca los límites





Cuestionario Marca los límites / Respeta los límites

Cuestionario:
"Lo que aprendí"

Lección 1
Mi promesa es importante para mí porque _____

Lección 2
De esta manera evitaré el VIH y otras ETS _____

Lección 3
Sería lo más difícil mantenerme en mis límites si _____

Lección 4
Una forma de mantener mi límite es _____

Lección 5
Cuando pienso en personas que tienen el VIH siento _____
porque _____

Lección 6
La cosa más importante que aprendí hoy sobre los condones es _____

Lección 7
Lo que más usaré de las lecciones del programa *Marca los límites/Respetar los límites* es _____

2 Student Workbook

Draw the Line / Respect the Line **Question Sheet**

"I Learned" Question Sheet

Lesson 1
My promise is important to me because _____

Lesson 2
I will keep myself from getting HIV and other STD by _____

Lesson 3
It would be most difficult for me to stick to my limit if _____

Lesson 4
One way I can stick with my limit is to _____

Lesson 5
When I think about people with HIV I feel _____
because _____

Lesson 6
The most important thing I learned today about condoms is _____

Lesson 7
The one thing I will use the most from the *Draw the Line/Respect the Line* lessons is _____

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Tarea 1.2

Marca los límites / Respeta los límites

Mi historia por Antigone Hodgins



Cuando tenía 22 años, salí positiva (infectada) a la prueba del VIH.

Antes de hacerme la prueba de VIH, estaba rodeada de maestros, médicos, una terapeuta, y personal de clínicas de planificación familiar. Ninguno de ellos me habló seriamente sobre practicar el sexo más seguro ni sobre el riesgo de contraer el VIH.

Más bien pensaron que era mejor que usara la píldora anticonceptiva. Los proveedores pensaron que tomar la píldora era lo más lógico ya que de esa forma evitaría tener que hablar de eso con mi pareja y así dependería de mi misma para "protegerme". No recuerdo si me hablaron de hacerme la prueba o si más bien me desalentaron; esto me dio la idea que no necesitaba hacerme la.

Cuando era adolescente, no tenía claro porque debería usar protección, ya que yo no me sentía como una persona a riesgo. Si alguien hablaba de condones, era siempre al final de la conversación, como por no dejar "Recuerda usar condones..." Lo entendí como un decir que lo dijeron a todos. Si realmente existiera riesgo, pensé, me hablarían más seriamente y más directamente.

No sabía como usar condones correctamente. No sabía como conseguir condones sin sentirme incómoda o insegura. No me gustaba tener que agarrar los condones de un recipiente frente a otras personas; sentía vergüenza y no lo hice. No aprendí a usar un condón correctamente hasta que salí VIH positiva. Lo más importante, nadie se tomó el tiempo de explicarme como comunicarme con una pareja acerca del sexo más seguro.

Cuando salí VIH positiva, estaba enojada porque nunca me dijeron que los jóvenes podían infectarse con el VIH y mucho menos las jovencitas. Por no tener esta información, no pude tomar una decisión informada. Mi enojo me empujó a hacer algo. Comencé a hablar en público, con la esperanza de ayudar a prevenir la infección en otros jóvenes. Pensé que tal vez si vieran a una persona como yo podrían entender la realidad de su propio riesgo.

Cuando comencé a hablar en público, tenía mucho miedo. Estaba segura que las personas no iban a querer oír mi mensaje. Pensé que había fracasado por el hecho de haber salido infectada. Me pregunté "¿Por qué van a querer oír mi historia y mi forma de pensar?" Pense que la gente diría cosas como "Te estás por ser una mala persona, hiciste algo malo."

4

Student Work

Draw the Line / Respect the Line

Worksheet 1.2

My Story by Antigone Hodgins



I tested positive for HIV when I was 22 years old.

Before I walked through the door to be tested, I had access to teachers, doctors, a therapist and clinicians at family planning clinics. None of them talked seriously to me about practicing safer sex and how I was at risk for HIV.

Instead, I was encouraged to use birth control pills. Providers thought that taking a pill was something I could handle because I wouldn't have to talk to my partner about it, I could just take it on my own. I was also either discouraged from testing for HIV or it was never mentioned, which fueled my belief that I didn't need to be tested.

As a teenager, I was unclear as to why I should use protection, because I didn't perceive myself as someone who was at risk. If someone did talk to me about condoms, it was at the end of a conversation, an afterthought—"Remember to use condoms..." I saw it as a generic saying that they probably told everyone. If I were really at risk, I thought, they would talk to me more seriously and directly about it.

I didn't know how to use condoms correctly. I didn't know where to get condoms in a place that I would feel comfortable and safe going to. It was a big deal for me to have to grab condoms out of a bowl in front of other people; it was embarrassing, and I wouldn't do it. I didn't learn how to correctly use a condom until after I tested positive. Most important, no one took the time to explain to me how I could communicate with a partner about safer sex.

When I tested positive, I was angry that I was never told that young people could get infected with HIV, much less young women. Because I didn't have this information, I was unable to make an *informed* choice. My anger pushed me to start doing something about it. I started to speak out, hoping that I could help prevent other young people from becoming infected. Maybe if they saw another person like them, they might be able to understand the reality of their own risk.

When I first started to speak out, I was really scared. I was sure that the people I spoke to would not want to listen to my message. I thought that I had failed somehow because I was infected. Why would anyone want to hear about my story and my beliefs? I thought that people would say things like, "You're infected because you were a bad person, you did something wrong."

(continued)

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3



Tarea 1.4

Marca los límites / Respeta los límites

Información sobre el VIH

¿Qué es el VIH?

El VIH es el virus que causa el SIDA. Si el virus entra en el cuerpo de alguien, esa persona tiene la infección del VIH.

¿Cuál es el efecto del VIH en el cuerpo?

El VIH ataca el sistema de inmunidad, o sea, el sistema de defensa del cuerpo que combate las enfermedades. Al principio, tal vez la persona ni se sienta enferma.

Con el paso del tiempo, la mayoría de las personas con el VIH comienzan a sentirse enfermas. Quizás contraigan enfermedades porque el sistema de inmunidad ya no puede luchar contra los gérmenes. Algunas de estas enfermedades son muy graves.

Se dice que la persona tiene SIDA cuando el VIH ha dañado gravemente. Cuando el sistema de inmunidad está en esta situación, las personas pueden morir.

¿Cómo es que la gente se contagia con el VIH?

El VIH vive en los líquidos del cuerpo: la sangre, el semen, los fluidos vaginales y rectales, y la leche materna. El semen es el líquido espeso y blanco que contiene espermatozoides, y que sale del pene al eyacular. El líquido vaginal es el moco normal de la vagina. Si la sangre, semen, fluidos vaginales o rectales, o leche materna de una persona con el VIH entran en el cuerpo de otra persona, la segunda persona puede contraer el VIH.

Hay 3 maneras de contraer el VIH:

- **Relaciones sexuales.** El VIH puede pasar de una persona a otra durante el acto sexual vaginal, anal u oral.
- **Agujas o jeringas.** El VIH puede pasar de una persona a otra al compartir agujas o jeringas por cualquier razón, como para inyectarse drogas, vitaminas o esteroides, o tatuajes y perforaciones en el cuerpo.
- **Nacer con el virus.** Si una mujer embarazada tiene el VIH, su bebé puede nacer con el virus. Los bebés también pueden contraer el VIH al beber la leche de sus madres tienen el virus.

¿Está bien tener contacto superficial?

¡Sí! La gente no contrae el VIH por contacto superficial con una persona que tiene el VIH. Eso significa que está bien tocar, abrazar, compartir comida, hablar o pasar tiempo con alguien que tiene el VIH. Los besos secos tampoco son peligrosos.

¿Y los besos húmedos?

El VIH no se pasa por medio de la saliva, pero puede pasar por medio de los besos húmedos no son peligrosos siempre y cuando ninguna de las dos personas tenga llagas, cortadas o sangrado en la boca.

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Student Workbook

Draw the Line / Respect the Line

Worksheet 1.4

HIV Fact Sheet

What Is HIV?

HIV is the virus that causes AIDS. If the virus gets into someone's body, that person has HIV.

What Does HIV Do to the Body?

HIV attacks the immune system, the body's defense system that fights disease. At first, the person may not feel sick at all.

Over time, most people with HIV begin to feel sick. They may get diseases because the immune system can no longer fight off germs. Some of these diseases are very serious.

When a person's immune system has been severely damaged by HIV, it is called AIDS. People may die when the immune system is this damaged.

How Do People Get HIV?

HIV lives in body fluids—blood, semen, vaginal and rectal fluid, and breast milk. Semen is the thick, white, sperm-containing fluid released during ejaculation. Vaginal fluid is normal mucus in the vagina. If the blood, semen, vaginal or rectal fluid, or breast milk of someone who has HIV gets inside another person's body, the second person might get HIV.

There are 3 main ways people get HIV:

- **Sex.** HIV can be passed when people have sexual intercourse (vaginal, anal or oral).
- **Needles.** HIV can be passed when people share needles for any reason. This includes injecting drugs, tattooing, piercing, or injecting vitamins or steroids.
- **Being born with it.** If a pregnant woman has HIV, her baby may be born with it. Babies can also get HIV from drinking breast milk if their mothers have HIV.

Is Casual Contact OK?

YES! People don't get HIV from casual contact with someone who has HIV. That means it's OK to touch, hug, share food, talk or hang out with someone with HIV. Dry kissing is safe too.

What About Wet Kissing?

HIV is not passed through saliva. But it can be passed through blood. Wet kissing is OK only if neither person has sores, cuts or bleeding in the mouth.

(continued)

Student Workbook • Grade 8

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2

Draw the Line Challenge

Introduction

Students train for and participate in the *Draw the Line* Challenge, a game designed to review and present important information about how to prevent HIV and other STD.

Purpose Statement for Students

Today we will play a game to review some important facts and learn how to prevent HIV and other STD.

Objectives

Students will be able to:

- ★ Describe HIV and how it affects the body.
- ★ Describe how HIV is and is not transmitted.
- ★ Identify common signs of other STD.
- ★ Identify abstinence as the best way to prevent HIV and other STD.

Activities

Activity 2.1: Lesson 1 and Homework Review

Activity 2.2: Plan for the Day

Activity 2.3: Training for the *Draw the Line* Challenge

Activity 2.4: *Draw the Line* Challenge Game

Activity 2.5: Asking Questions

Activity 2.6: Closure

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Make a color-coded list of the 4 game categories on chart paper: HIV/AIDS, Other STD, Protection, Situations.
- Write the numbers 1 through 8 on small slips of paper. Place the slips in a bowl or envelope.

(continued)

Before the Lesson*(continued)*

- Write the Centers for Disease Control and Prevention National Contact Center number and website on chart paper or the board:
English and Spanish 24/7: 1-800-CDC-INFO (1-800-232-4636)
www.cdc.gov/hiv; www.cdc.gov/std
- Review the Plan for the Day.
- Pass back the student name tents.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ **HIV Fact Sheet** (Worksheet 1.4) from Lesson 1
- ☐ **STD Fact Sheet** (Worksheet 2.3)
- ☐ **Training Cards** (Teacher Activity Sheets 2.3a–d)—make 1 set
- ☐ **Draw the Line Challenge Question Cards** (Teacher Activity Sheets 2.4a–e)—make 1 set, using a different color of paper for each card category (*Note: Lamine if desired.*)
- ☐ **Draw the Line Challenge Game Board** (Teacher Activity Sheet 2.4f)—copy to chart paper or a transparency (*Note: Enlarge if desired.*)
- ☐ 1 set of table tents numbered 1 through 8
- ☐ 8 game markers
- ☐ Question box
- ☐ Blank 3" x 5" cards—1 for each student
- ☐ Game prizes—1 for each student (*optional*)

Activity

2.1 Lesson 1 and Homework Review

Time	5 minutes
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Materials	None
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Purpose	To review Lesson 1 and the assigned homework.
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What the Teacher Does	Reviews key points from Lesson 1. Reviews key concepts about HIV from the homework.
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What Students Do	Recall prior lesson and information about HIV from the homework.
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Procedure	<ol style="list-style-type: none">1 Ask students what happened during Lesson 1. Encourage them to share their thoughts about the true story they read, and to remember the promises they made about drawing the line.2 Ask students what they learned from the HIV Fact Sheet. Did anything surprise them? What do they remember most from the fact sheet? Correct or clarify any misinformation.
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Activity

2.2 Plan for the Day

Time

3 minutes

Materials☐ Plan for the Day**Purpose**

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

What the Teacher Does

Posts the plan; has a volunteer read the plan; summarizes the Plan for the Day.

What Students Do

Review the Plan for the Day.

Procedure

- 1** Say: "Today we will play a game to learn more about HIV and other STDs, including how they are transmitted and how to prevent them."

Write the Plan for the Day on the board or chart paper:
 - Training for the Game
 - *Draw the Line* Challenge Game
 - Asking Questions
 - Summary
- 2** Ask for a volunteer to read the plan. Clarify as needed.

Activity

2.3 Training for the *Draw the Line* Challenge

Time

5–8 minutes

Materials

- ☐ **Training Cards** (Teacher Activity Sheets 2.3a-d)
- ☐ **HIV Fact Sheet** (Worksheet 1.4) from Lesson 1
- ☐ **STD Fact Sheet** (Worksheet 2.3)
- ☐ Table tents numbered 1–8

Purpose

To review and learn important information about how HIV and other STD can be prevented.

What the Teacher Does

Describes and initiates training for the game. Explains and clarifies important information about HIV and other STD as needed.

What Students Do

Prepare for the game by researching important information about HIV and other STD.

Procedure

- 1** Explain to students that they will now prepare to play a game about preventing HIV and other STD. Explain that they will work in teams to train for the game before playing it.
- 2** Review the steps students will follow to train for the game:
 - Students will work in teams of 4 or 5.
 - Each student will get a sample question and 2 fact sheets to use to train for the game. Students may not need to use the fact sheets for some of the questions.
 - Teams will have 5–8 minutes to review their sample questions, read their fact sheets, and answer the questions. Team members must write the answer to the question on their training cards in the space where it says “Answer.”

(continued)

Procedure*(continued)*

- Once all team members have finished, they must review each answer as a group to be sure everyone agrees on it.

Check for understanding by asking students to describe what they will do once they are in their teams. Clarify as needed. Tell students that during the game they may get these same questions, so they should prepare well to be ready for the game.

- 3** Divide the class into mixed-gender teams of 4 or 5. Distribute a **Training Card** to each student on each team.

Teacher Note: *You may want to select teams before class so teams are balanced in terms of student knowledge and skill level.*

- 4** Have teams begin answering the training questions. Remind students they can look at the **HIV Fact Sheet** and the **STD Fact Sheet** to help them answer the questions. Tell them to write the answers directly on their **Training Cards** and to discuss each question as a group to be sure everyone agrees on the answer. Allow students to work for 5 minutes.

- 5** Circulate among teams to answer any questions and ensure that students are on task. Place a numbered table tent near each group to signify the team's number.

Activity

2.4 *Draw the Line* Challenge Game

Time 15–18 minutes

Materials

- ☐ Chart with color-coded game categories listed
- ☐ Numbered slips of paper in a bowl or envelope
- ☐ Game markers
- ☐ ***Draw the Line* Challenge Question Cards** (Teacher Activity Sheets 2.4a–e)
- ☐ ***Draw the Line* Challenge Game Board** (Teacher Activity Sheet 2.4f)
- ☐ Game prizes (*optional*)

Purpose To review and learn important information about how HIV and other STD can be prevented.

What the Teacher Does Moderates the *Draw the Line* Challenge Game. Clarifies important information about HIV and other STD as necessary.

What Students Do Participate in a game to review and learn information about HIV and other STD, and how it can be prevented.

Procedure

- 1** Explain the game using the following guidelines:
 - Students will stay in their training teams for the game.
 - The object of the game is to see how many teams can get their markers across the game board to the goal by correctly answering questions.
 - There are 4 categories of questions: HIV/AIDS, Protection, Other STD, and Situations. (Show students the chart listing the color-coded game categories.)
 - The first team to go will pick a spokesperson who will consult with all team members about which game category they want.

(continued)

Procedure*(continued)*

- The teacher will read a question from the selected category. The team will have 30 seconds to discuss the answer.
- The spokesperson will give the team's answer to the question.
- If the team answers the question correctly, the teacher will move their marker 1 step closer to the goal.
- If the team doesn't answer the question correctly, the teacher will read the question to the entire class. Anyone who knows the answer should raise a hand. The teacher will call on someone to share the answer with the class.

Teacher Note: *No markers are moved if the first team cannot answer the question correctly. But this step is important so that all students have the correct answer. If possible, when questions are opened to the entire class have some small prize to give to the individual students who share the correct answer with the class.*

- There will be 4 rounds (3 rounds plus a final round). If the questions from a category are all used before the end of the game, teams will have to select from the remaining categories.
- For each round, teams should pick a different spokesperson.

Check for understanding by asking students a few key questions about the activity (e.g., What are you going to do when it's your team's turn to answer a question?). Clarify as needed.

- 2** Point out the numbered table tents and tell teams their team numbers. Have each team decide who will be their spokesperson for round 1.
- 3** Pick a number from the bowl or envelope to determine which team will be first. Explain that during the game, you will move from team to team in numerical order. Indicate which team will be first, second, third, and so on.
- 4** Begin the game. As teams answer the questions, have a team representative move their marker across the Game Board. Set a timer or assign a volunteer to keep track of the elapsed time as each team responds. Teams have 30 seconds in which to answer the question.

-
- 5** Continue to play for three rounds, or about 12-14 minutes. Be sure to explain key facts briefly if students cannot answer a question or answer it incorrectly.
 - 6** At the end of the third round, announce that all teams have 1 final question to complete in order to make it to the final goal. Play the final round. Move teams' markers to the final goal based on their responses. The intent is to get all teams' markers to the final goal.
 - 7** Congratulate all the teams. Distribute prizes, if available, to *all* participants. Have the teams give themselves a round of applause.

Activity

2.5 Asking Questions

Time	4 minutes
Materials	<div><input type="checkbox"/> Question box</div> <div><input type="checkbox"/> 3" x 5" cards</div>
Purpose	To provide a way for students to ask questions anonymously.
What the Teacher Does	Explains question box.
What Students Do	Write questions for the question box.

Procedure

Question Box	<div><div>1</div><div>Explain that during the lessons you and students will talk about a lot of different issues, and that they may have questions they would like answered. Tell students that as part of the program they will have a chance to write their questions anonymously and put them in a question box.</div></div> <div><div></div><div>Show students the question box. Explain that during the lessons you will take time to answer the anonymous questions. Show students where you will leave the question box and blank cards for their use.</div></div> <div><div>2</div><div>Distribute a blank card to each student. Allow students to write a question if they have one at this time. Explain that if they do not have a question they can just write “hello” on the card.</div></div> <div><div>3</div><div>Take the box around and collect the cards from students.</div></div>
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Office Hours

- 4** If you are available for office hours, tell students the times and location, emphasizing the following points:
 - Explain that you will be available to talk about questions or concerns that students don't feel comfortable asking in front of other students or don't want to ask through the question box.
 - Describe some types of situations in which a student might want to talk (doesn't understand something that was covered in class, doesn't understand something heard about sex, just wants someone to talk to).
- 5** Post the times and location for your office hours.

Activity

2.6

Closure

Time

8 minutes

Materials☐ Chart with hotline numbers**Purpose**

To review the key points of the lesson—how HIV is transmitted and how it can be prevented.

What the Teacher Does

Summarizes experiences and key points of the lesson. Provides transition to Lesson 3.

What Students Do

Review and summarize learning.

Procedure**Lesson Summary**

1 Remind students that they can get HIV or other STD from someone who has it if they have unprotected sex. Note that some STDs can be transmitted by close physical contact, even if the partners do not have intercourse.

2 Ask students to name the best ways to prevent HIV and other STD (choosing not to have sex; using condoms). Emphasize that choosing not to have sex (even if a person has had sex before) is the best and safest way to prevent HIV and other STD. Remind students that not having sex prevents pregnancy too.

I Learned Statement

3 On the **“I Learned” Question Sheet** in their workbooks, ask students to complete the sentence for Lesson 2: *“I will keep myself from getting HIV and other STD by _____.”*

Transition and Closure

4 Say: “Today, you found out that you know a lot about HIV and other STDs and how to prevent them. In the next lesson you will read a story about some eighth graders who, like you, knew all about HIV, other STD and pregnancy but still were faced with taking a risk and pressure to cross their lines.”

-
- 5** Post the hotline numbers in the classroom. Tell students they can call the hotline if they have specific questions about HIV. Remind students that calls to the hotline are free and will not show up on the phone bill.
 - 6** Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.

Training Cards

Category: HIV/AIDS



(continued)

Question: Name the 3 main ways people get HIV.

Answer:

Question: True or False? And why?
People can get HIV easily from French kissing.

Answer:

Question: People can get HIV if they share needles to pierce their ears or other body parts. Why is this true?

Answer:

Question: Which of the following is true?
a. There is no vaccine to protect people from getting HIV.
b. You can tell if people have HIV by looking at them.

Answer:

Question: Which body system does HIV attack and damage?

Answer:

Question: Why is HIV testing important?

Answer:

Question: A person can be infected by HIV and not know it. How can this be possible?

Answer:

Tarjetas de entrenamiento

Categoría: VIH/SIDA



(continúa)

Pregunta: Nombra las 3 maneras principales en que las personas se contagian con el VIH.

Respuesta:

Pregunta: ¿Verdadero o Falso? ¿Por qué? Las personas pueden fácilmente contagiarse el VIH por medio de besos húmedos.

Respuesta:

Pregunta: Las personas pueden contagiarse con el VIH si comparten agujas para perforarse las orejas u otras partes del cuerpo. ¿Por qué es verdad esto?

Respuesta:

Pregunta: ¿Cuál de las siguientes afirmaciones es verdad?

- a. No hay una vacuna para proteger a la gente contra el VIH.
- b. Al mirar a una persona, uno puede decir si tiene el VIH.

Respuesta:

Pregunta: ¿Cuál es el sistema del cuerpo que el VIH ataca y daña?

Respuesta:

Pregunta: ¿Por qué es importante hacerse la prueba de VIH?

Respuesta:

Pregunta: Una persona puede tener el VIH y no saberlo. ¿Cómo puede esto ser posible?

Respuesta:

Training Cards

Category: HIV/AIDS (continued)



Question: What are the main body fluids that can pass HIV?

Answer:

Question: What is the difference between HIV and AIDS?

Answer:

Question: What does HIV do to the body?

Answer:

Question: True or False? And why?
Only people who are sick with AIDS can pass on HIV to someone else.

Answer:

Question: True or False? And why?
If a person tests negative for HIV, that person doesn't need to use condoms during sex.

Answer:

Question: True or False? And why?
You cannot get HIV if you have sexual intercourse only with people of the opposite sex.

Answer:

Tarjetas de entrenamiento



Categoría: VIH/SIDA (continuación)

Pregunta: ¿Cuáles son los fluidos principales del cuerpo que pueden pasar el VIH?

Respuesta:

Pregunta: ¿Cuál es la diferencia entre el VIH y el SIDA?

Respuesta:

Pregunta: ¿Cuál es el efecto del VIH en el cuerpo?

Respuesta:

Pregunta: ¿Verdadero o Falso? ¿Por qué?
Solamente las personas enfermas con el SIDA pueden pasar el VIH a otra persona.

Respuesta:

Pregunta: ¿Verdadero o Falso? ¿Por qué?
Si la prueba del VIH resulta negativa, esa persona no necesita usar condones para el acto sexual.

Respuesta:

Pregunta: ¿Verdadero o Falso? ¿Por qué?
Uno no puede contagiarse con el VIH si tiene relaciones sexuales sólo con personas del sexo opuesto.

Respuesta:

Training Cards

Category: Protection



<p>Question: Name 3 places people can get latex condoms.</p> <p>Answer:</p>	<p>Question: Birth control pills do not protect against HIV. Why?</p> <p>Answer:</p>
<p>Question: What are the best ways to keep from getting HIV and other STD through sex?</p> <p>Answer:</p>	<p>Question: List 3 important reasons for teens not to have sex.</p> <p>Answer:</p>
<p>Question: What is the most effective way to prevent sexual transmission of HIV?</p> <p>Answer:</p>	<p>Question: People should not re-use condoms even if they wash them out each time. Why?</p> <p>Answer:</p>

Tarjetas de entrenamiento

Categoría: Protección



<p>Pregunta: Nombra 3 tipos de lugares donde se pueden obtener condones de látex.</p> <p>Respuesta:</p>	<p>Pregunta: Las píldoras de control de la natalidad no protegen contra el VIH. ¿Por qué?</p> <p>Respuesta:</p>
<p>Pregunta: ¿Cuáles son las mejores maneras de evitar contagiarse con el VIH y otras ETS por medio del sexo?</p> <p>Respuesta:</p>	<p>Pregunta: Menciona 3 importantes razones para que los adolescentes no tengan relaciones sexuales.</p> <p>Respuesta:</p>
<p>Pregunta: ¿Cuál es la forma más eficaz de prevenir la transmisión sexual del VIH?</p> <p>Respuesta:</p>	<p>Pregunta: Las personas no deben volver a usar los condones, aunque los hayan lavado después de cada vez que los usaron. ¿Por qué?</p> <p>Respuesta:</p>

Training Cards

Category: Other STD



Question: Having sores from an STD can make it easier to get HIV during sex. Why is this true?

Answer:

Question: What are the 3 most common signs of STD infection?

Answer:

Question: True or False? And why? Most STDs will get better without special treatment.

Answer:

Question: True or False? And why? You can't get an STD the first time you have sex.

Answer:

Question: Name 2 STDs other than HIV/AIDS that cannot be cured.

Answer:

Question: True or False? And why? A person can get an STD from rubbing genitals with someone who has an STD even if they don't have sexual intercourse.

Answer:

Question: True or False? And why? Once people get an STD, they cannot get the same STD again.

Answer:

Question: You can't always tell if a person has an STD. Why is this true?

Answer:

Tarjetas de entrenamiento

Categoría: Otras ETS



<p>Pregunta: Tener llagas causadas por una ETS puede hacer más fácil transmitir el VIH al tener sexo. ¿Por qué es esto verdad?</p> <p>Respuesta:</p>	<p>Pregunta: ¿Cuáles son las 3 señales más comunes de una ETS?</p> <p>Respuesta:</p>
<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? La mayoría de las ETS se mejoran sin ningún tratamiento especial.</p> <p>Respuesta:</p>	<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Uno no puede tener una ETS la primera vez que tiene relaciones sexuales.</p> <p>Respuesta:</p>
<p>Pregunta: Nombra 2 ETS aparte del VIH/SIDA que no se pueden curar.</p> <p>Respuesta:</p>	<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Una persona puede contagiarse una ETS frotando sus genitales con una persona que tiene una ETS, aunque no hayan tenido sexo.</p> <p>Respuesta:</p>
<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Cuando la gente ha tenido una ETS, no pueden tener esa ETS otra vez.</p> <p>Respuesta:</p>	<p>Pregunta: Uno no siempre puede decir si una persona tiene una ETS. ¿Por qué es esto verdad?</p> <p>Respuesta:</p>

Draw the Line Challenge

Question Cards

Category: HIV/AIDS



(continued)

Question: Name the 3 main ways people get HIV.

Answer: (1) Unprotected intercourse (vaginal, anal, oral); (2) sharing needles; (3) from an infected mother to her child.

Question: True or False? And why?
People can get HIV easily from French kissing.

Answer: False. HIV is primarily transmitted through blood, semen, and vaginal and rectal fluids.

Question: People can get HIV if they share needles to pierce their ears or other body parts. Why is this true?

Answer: There could be contaminated blood on the needles.

Question: Which of the following is true?

- a. There is no vaccine to protect people from getting HIV.
- b. You can tell if people have HIV by looking at them.

Answer: Response "a."

Question: Which body system does HIV attack and damage?

Answer: Immune system.

Question: Why is HIV testing important?

Answer: Testing helps people know if they have HIV so they can get treatment and take steps, such as using condoms, to reduce the chance of spreading HIV to others.

Question: A person can be infected by HIV and not know it. How can this be possible?

Answer: People with HIV often don't have any signs or symptoms. If people are infected but have not been tested, they may not know they have the virus.

Desafío de marca los límites

Tarjetas de preguntas

Categoría: VIH/SIDA



(continúa)

<p>Pregunta: Nombra las 3 maneras principales en que las personas se contagian con el VIH.</p> <p>Respuesta: (1) acto sexual (vaginal, anal, oral) sin protección; (2) compartir agujas; (3) de una madre con VIH a su bebé</p>	<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Las personas pueden fácilmente contagiarse el VIH por medio de besos húmedos.</p> <p>Respuesta: Falso. El VIH se transmite principalmente por medio de la sangre, el semen, y los fluidos vaginales y rectales.</p>
<p>Pregunta: Las personas pueden contagiarse con el VIH si comparten agujas para perforarse las orejas u otras partes del cuerpo. ¿Por qué es verdad esto?</p> <p>Respuesta: Es posible que haya sangre contaminada en las agujas.</p>	<p>Pregunta: ¿Cuál de las siguientes afirmaciones es verdad?</p> <p>a. No hay una vacuna para proteger a la gente contra el VIH.</p> <p>b. Al mirar a una persona, uno puede decir si tiene el VIH.</p> <p>Respuesta: "a".</p>
<p>Pregunta: ¿Cuál es el sistema del cuerpo que el VIH ataca y daña?</p> <p>Respuesta: El sistema de inmunidad.</p>	<p>Pregunta: ¿Por qué es importante hacerse la prueba de VIH?</p> <p>Respuesta: La prueba ayuda a las personas a saber si tienen el VIH para que puedan recibir tratamiento y tomar medidas, como usar condones, para reducir la posibilidad de transmitir el VIH a los demás.</p>
<p>Pregunta: Una persona puede tener el VIH y no saberlo. ¿Cómo puede esto ser posible?</p> <p>Respuesta: Las personas con VIH frecuentemente no tienen señales o síntomas. Si las personas tienen el VIH pero no se han hecho la prueba, tal vez no sepan que tienen el virus.</p>	



Draw the Line Challenge Question Cards

Category: HIV/AIDS (continued)

<p>Question: What are the main body fluids that can pass HIV?</p> <p>Answer: Blood, semen, and vaginal and rectal fluid. Whenever you wonder if you can get HIV from doing something, think about whether one of these fluids is present. If it is, you are at risk of being infected.</p>	<p>Question: What is the difference between HIV and AIDS?</p> <p>Answer: HIV is the virus that causes AIDS.</p>
<p>Question: What does HIV do to the body?</p> <p>Answer: HIV attacks the immune system, the body's defense system that fights disease.</p>	<p>Question: True or False? And why? Only people who are sick with AIDS can pass on HIV to someone else.</p> <p>Answer: False. People who are not sick but have the virus can pass it to someone else.</p>
<p>Question: True or False? And why? If a person tests negative for HIV, that person doesn't need to use condoms during sex.</p> <p>Answer: False. A negative test doesn't mean a person can't get HIV. All people who are having sex should use latex condoms to reduce their risk of getting HIV and other STD.</p>	<p>Question: True or False? And why? You cannot get HIV if you have sexual intercourse only with people of the opposite sex.</p> <p>Answer: False. Anyone who has unprotected sex (vaginal, anal or oral) with someone who is infected can become infected.</p>

Desafío de marca los límites

Tarjetas de preguntas

Categoría: VIH/SIDA (continuación)



<p>Pregunta: ¿Cuáles son los fluidos principales del cuerpo que pueden pasar el VIH?</p> <p>Respuesta: La sangre, el semen, y los fluidos vaginales y rectales. Si te preocupa contagiarte el VIH por hacer algo, piensa si alguno de esos fluidos es presente. Si es así, estás en riesgo de ser infectado.</p>	<p>Pregunta: ¿Cuál es la diferencia entre el VIH y el SIDA?</p> <p>Respuesta: El VIH es el virus que causa el SIDA.</p>
<p>Pregunta: ¿Cuál es el efecto del VIH en el cuerpo?</p> <p>Respuesta: El VIH ataca el sistema de inmunidad, o sea, el sistema de defensa del cuerpo que combate las enfermedades.</p>	<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Solamente las personas enfermas con el SIDA pueden pasar el VIH a otra persona.</p> <p>Respuesta: Falso. Las personas que no están enfermas pero tienen el virus lo pueden pasar a otra persona.</p>
<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Si la prueba del VIH resulta negativa, esa persona no necesita usar condones para el acto sexual.</p> <p>Respuesta: Falso. El resultado negativo de la prueba no quiere decir que la persona no puede contagiarse con el VIH. Todas las personas que mantienen relaciones sexuales deberían usar condones de látex para reducir su riesgo de recibir el VIH u otras ETS.</p>	<p>Pregunta: ¿Verdadero o Falso? ¿Por qué? Uno no puede contagiarse con el VIH si tiene relaciones sexuales sólo con personas del sexo opuesto.</p> <p>Respuesta: Falso. Cualquier persona que tiene sexo (vaginal, anal u oral) sin protección con alguien que tiene el virus, puede también contagiarse.</p>



Draw the Line Challenge

Question Cards

Category: Protection

<p>Question: Name 3 places people can get latex condoms.</p> <p>Answer: Drug store, grocery store, clinic.</p>	<p>Question: Birth control pills do <i>not</i> protect against HIV. Why?</p> <p>Answer: The pill does not provide a barrier to keep the virus from entering the body the way condoms do.</p>
<p>Question: What are the best ways to keep from getting HIV and other STD through sex?</p> <p>Answer: The best way is choosing not to have sex. People who choose to have sex should use latex condoms correctly every time when they have sex.</p>	<p>Question: List 3 important reasons for teens not to have sex.</p> <p>Answer: Not ready; don't want to get pregnant or get an STD/HIV; want to wait until married or in a committed relationship; don't want to negatively affect plans for college; etc.</p>
<p>Question: What is the most effective way to prevent sexual transmission of HIV?</p> <p>Answer: Choosing not to have sex.</p>	<p>Question: People should <i>not</i> re-use condoms even if they wash them out each time. Why?</p> <p>Answer: Used condoms could be weaker. They also may contain semen (and bacteria or viruses).</p>

Desafío de marca los límites

Tarjetas de preguntas

Categoría: Protección



Pregunta: Nombra 3 tipos de lugares donde se pueden obtener condones de látex.

Respuesta: Farmacias, tiendas, clínicas.

Pregunta: Las píldoras de control de la natalidad **no** protegen contra el VIH. ¿Por qué?

Respuesta: A diferencia de los condones, la píldora no ofrece una barrera para impedir al virus que entre en el cuerpo.

Pregunta: ¿Cuáles son las mejores maneras de evitar contagiarse con el VIH y otras ETS por medio del sexo?

Respuesta: La mejor manera es decidir no tener relaciones sexuales. Las personas que deciden tener sexo deberían usar apropiadamente condones de látex cada vez que lo hacen.

Pregunta: Menciona 3 importantes razones para que los adolescentes no tengan relaciones sexuales.

Respuesta: No estar preparado; no querer quedar embarazada o tener una ETS o el VIH; esperar hasta casarse o estar en una relación seria y estable; no afectar de manera negativa los planes de ir a la universidad; etc.

Pregunta: ¿Cuál es la forma más eficaz de prevenir la transmisión sexual del VIH?

Respuesta: Decidir no tener sexo.

Pregunta: Las personas **no** deben volver a usar los condones, aunque los hayan lavado después de cada vez que los usaron. ¿Por qué?

Respuesta: Los condones usados pueden ser más débiles. También pueden contener semen (y bacterias, o virus).



Draw the Line Challenge

Question Cards

Category: Other STD

Question: Having sores from an STD can make it easier to get HIV during sex. Why is this true?

Answer: The sores create an easier entrance to the body.

Question: What are the 3 most common signs of STD infection?

Answer: (1) Burning or pain during urination; (2) sores, bumps or blisters near genital area; (3) discharge from penis or vagina.

Many people do not have symptoms. But they can still pass the STD to a partner.

Question: True or False? And Why? Most STDs will get better without special treatment.

Answer: False. The bacteria or virus will continue to live in a person's body unless that person takes medication, even though the symptoms may change over time.

Question: True or False? And Why? You can't get an STD the first time you have sex.

Answer: False. Anyone who has sex with someone who has an STD, can get the STD—even if it's the first time he or she has had sex.

Question: Name 2 STDs other than HIV/AIDS that cannot be cured.

Answer: Herpes, HPV, hepatitis B. These STDs can be treated but not cured.

Question: True or False? And Why? A person can get an STD from rubbing genitals with someone who has an STD even if they don't have sexual intercourse.

Answer: True. Some STDs, such as genital warts or herpes, can be passed without having intercourse.

Question: True or False? And Why? Once people get an STD, they cannot get the same STD again.

Answer: False. People can be re-infected by the same STD more than once.

Question: You can't always tell if a person has an STD. Why is this true?

Answer: Some people may have sores or rashes or discharge, but other people may not have any symptoms. There's no way to know who will get symptoms and who won't.

Desafío de marca los límites

Tarjetas de preguntas

Categoría: Otras ETS



Pregunta: Tener llagas causadas por una ETS puede hacer más fácil transmitir el VIH al tener sexo. ¿Por qué es esto verdad?

Respuesta: Las llagas crean una entrada más fácil al cuerpo.

Pregunta: ¿Cuáles son las 3 señales más comunes de una ETS?

Respuesta: (1) Ardor o dolor al orinar; (2) llagas, bultos o ampollas cerca de la zona genital; (3) descarga por el pene o la vagina. Muchos personas no tienen síntomas, pero aún así le pueden contagiar la ETS a su pareja.

Pregunta: ¿Verdadero o Falso? ¿Por qué? La mayoría de las ETS se mejoran sin ningún tratamiento especial.

Respuesta: Falso. A menos que la persona tenga tratamiento, la bacteria o virus continuará viviendo en el cuerpo de la persona, aunque los síntomas pueden cambiar.

Pregunta: ¿Verdadero o Falso? ¿Por qué? Uno no puede tener una ETS la primera vez que tiene relaciones sexuales.

Respuesta: Falso. Cualquiera que tiene sexo con alguien que tiene una ETS, puede contagiarse, aunque sea la primera vez que tiene relaciones sexuales.

Pregunta: Nombra 2 ETS aparte del VIH/SIDA que no se pueden curar.

Respuesta: El herpes, VPH, la hepatitis B. Estas ETS pueden recibir tratamiento, pero no se curan.

Pregunta: ¿Verdadero o Falso? ¿Por qué? Una persona puede contagiarse una ETS frotando sus genitales con una persona que tiene una ETS, aunque no hayan tenido sexo.

Respuesta: Verdadero. Algunas ETS, como las verrugas genitales o el herpes, pueden pasarse sin necesidad de que haya habido un acto sexual.

Pregunta: ¿Verdadero o Falso? ¿Por qué? Cuando la gente ha tenido una ETS, no pueden tener esa ETS otra vez.

Respuesta: Falso. Las personas se pueden re-infectar con la misma ETS más de una vez.

Pregunta: Uno no siempre puede decir si una persona tiene una ETS. ¿Por qué es esto verdad?

Respuesta: Algunas personas pueden tener llagas o ronchas o descarga, pero otras personas tal vez no tengan ningún síntoma. No hay manera de saber quién tendrá síntomas y quién no.



Draw the Line Challenge

Question Cards

Category: Situations

Question: Terry and Jo have been going together for 3 months. Terry is OK with kissing, but doesn't want to go any further right now. Jo's limit is different. Jo is comfortable with kissing and touching, even touching under clothes. What can Terry say to bring up the subject and when should Terry bring it up?

Answer: Give credit for answer if students provide a reasonable response.

Question: Chris and J. have been going together for 4 months. Both of them are OK with kissing. Chris wants to give J. a hickey, but J. doesn't want one. What could Chris do to respect J.'s limit?

Answer: Give credit for answer if students provide a reasonable response that shows respect.

Question: Zeke's friends are trying to get him to cross his line and go for it with someone he just met. He doesn't want to, but he wants to stay cool with his friends. What can Zeke do to keep from crossing his line?

Answer: Give credit for answer if students provide a reasonable response.

Question: Respond to the following pressure statement in a respectful way:
Having sex will bring us closer together.

Answer: Give credit if students use their own way to say NO as long as it's an accurate example of saying NO or suggesting another activity.

Question: Name 3 important things you can do to show people you respect their line.

Answer: Listen to what they say; watch for signs that they are feeling uncomfortable; ask them about their limits; stop pressuring; suggest something else to do instead.

Question: Respond to the following pressure statement in a respectful way:
Come on. Everyone else is doin' it.

Answer: Give credit if students use their own way to say NO as long as it's an accurate example of saying NO or suggesting another activity.

Question: Suppose you are at home with your boyfriend/girlfriend/partner and things start to go further than you want. What could you say to get out of this situation?

Answer: Give credit if students use their own way to say NO as long as it's an accurate example of saying NO or suggesting another activity.

Question: Name 2 things that can happen if you pressure someone to do something he or she doesn't want to do.

Answer: Might lose a friend; could make the other person feel bad; other person may do something he or she regrets later; lose your own self-respect because you pressured someone else to cross the line.



Desafío de marca los límites

Tarjetas de preguntas

Categoría: Situaciones

Pregunta: Terry y Juanita han estado saliendo por 3 meses. A Terry le es suficiente con besar, y por el momento no quiere ir más allá. Los límites de Juanita son diferentes. A Juanita no le molesta besar, acariciar, incluso acariciar debajo de la ropa. ¿Qué podría decir Terry para comenzar a conversar sobre el asunto, y cuándo debería hacerlo?

Respuesta: Dé crédito si los estudiantes ofrecen una respuesta razonable.

Pregunta: Chris y Griselda han estado saliendo por 4 meses. A los dos les parece bien besarse. Chris le quiere dejar una marca en el cuello a Griselda, pero ella no quiere. ¿Qué debería hacer Chris para respetar el límite de Griselda?

Respuesta: Dé crédito si los estudiantes ofrecen una respuesta razonable que muestre respeto.

Pregunta: Los amigos de Zacarías están tratando de que cruce su límite y trate de "hacerlo" con alguien que acaba de conocer. El no quiere hacerlo, pero desea mantener la buena relación con sus amigos. ¿Qué puede hacer Zacarías para evitar cruzar su límite?

Respuesta: Dé crédito si los estudiantes ofrecen una respuesta razonable.

Pregunta: Responde respetuosamente a esta frase presionadora: "Tener sexo nos hará sentirnos más cerca".

Respuesta: Dé crédito si los estudiantes usan su propia forma de decir NO, siempre que sea un ejemplo exacto de decir NO, o sugerir otra actividad.

Pregunta: Nombra 3 cosas importantes que se pueden hacer para demostrar a otras personas que se respetan sus límites.

Respuesta: Escuchar lo que dicen; buscar señales de que no se sienten cómodas; preguntarles sobre sus límites; dejar de hacer presión; sugerir hacer otra cosa.

Pregunta: Responde respetuosamente a esta frase presionadora: "Vamos, todo el mundo lo hace".

Respuesta: Dé crédito si los estudiantes usan su propia forma de decir NO, siempre que sea un ejemplo exacto de decir NO, o sugerir otra actividad.

Pregunta: Supongamos que estás en casa con tu novio/novia/pareja y las cosas empiezan a ir más lejos de lo que deseas. ¿Qué dirías para salirte de esta situación?

Respuesta: Dé crédito si los estudiantes usan su propia forma de decir NO, siempre que sea un ejemplo exacto de decir NO, o sugerir otra actividad.

Pregunta: Nombra 2 cosas que pueden ocurrir si presionas a alguien a hacer algo que él o ella no quiere hacer.

Respuesta: Se puede perder un amigo; se puede hacer sentir mal a la otra persona; la otra persona puede hacer algo que después va a lamentar; perder tu propio autorrespeto porque presionaste a otra persona para que cruzara el límite.

Draw the Line Challenge Game Board



Team 1				Finish
Team 2				Finish
Team 3				Finish
Team 4				Finish
Team 5				Finish
Team 6				Finish
Team 7				Finish
Team 8				Finish

Desafío de marca los límites

Tablero de juego



Equipo 1				El fin
Equipo 2				El fin
Equipo 3				El fin
Equipo 4				El fin
Equipo 5				El fin
Equipo 6				El fin
Equipo 7				El fin
Equipo 8				El fin



Tarea 2.3

Marca los límites / Respeta los límites

Hoja de información sobre las ETS



¿Que es una ETS?

ETS es la abreviación de Enfermedad(es) de Transmisión Sexual. Una persona puede contraer una ETS si tiene relaciones sexuales con alguien que tiene una ETS.

ETS comunes

Hay diversas ETS. Las más comunes son:

- clamidia
- gonorrea
- verrugas genitales (VPH)
- herpes genital
- VIH
- sífilis

¿Cómo contrae uno una ETS?

Una ETS puede transmitirse de una persona a otra durante las relaciones sexuales. Algunas se transmiten durante la penetración (vaginal, oral o anal). Algunas se contraen por medio de contacto íntimo, piel-con-piel entre los genitales.

O sea que una persona puede contraer algunas ETS aunque no haya tenido relaciones sexuales o aunque no hay habido penetración.

¿Cómo sabe uno si tiene una ETS?

A veces las personas no saben. A veces no hay síntomas. *Con simplemente mirar, no se puede saber si una persona tiene una ETS.*

Cuando hay síntomas, estos son los más comunes:

- Ampollas, llagas, ronchas o bultos cerca del pene, la vagina, la boca o el recto.
- Ardor al orinar.
- Goteo y olor en el pene o la vagina.
- Comezón en el pene, la vagina o el recto.
- Sangrando o dolor durante el acto sexual.

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Student Work

Draw the Line / Respect the Line

Worksheet 2.3

STD Fact Sheet



What Is STD?

STD stands for *sexually transmitted disease*. A person can get an STD if he or she has sex with someone else who has an STD.

Common STDs

There are many different kinds of STD. Some of the most common include:

- chlamydia
- gonorrhea
- genital warts (HPV)
- genital herpes
- HIV
- syphilis

How Do People Get STD?

An STD can be passed from one person to another during sex. Some STDs are passed through sexual intercourse (vaginal, oral or anal). Some STDs are passed through close, skin-to-skin contact with the genitals.

This means a person can get some kinds of STD even if he or she hasn't had intercourse.

How Do People Know if They Have STD?

People may not know. Sometimes, people have no symptoms. *You can't tell by looking at someone whether he or she has an STD.*

When people do have symptoms, these are the most common:

- Rash, bumps, sores or blisters around the penis, vagina, mouth or rectum.
- Burning when they pee.
- Unusual drips and smells from the penis or vagina.
- Itching penis, vagina or rectum.
- Bleeding or pain during sex.

(continued)

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3

Difficult Moments

Introduction

Students consider internal and external threats to their lines—emotions, situations or thoughts that can make it hard to stick to a limit.

Purpose Statement for Students

Today we will think about thoughts, feelings and situations that can make it hard to draw the line or stick to your limit.

Objectives

Students will be able to:

- ★ Describe situations in which it may be difficult to stick to a limit.
- ★ Recognize that sexual feelings can be controlled.
- ★ Recognize which situations are most difficult for them personally.

Activities

Activity 3.1: Lesson 2 Review

Activity 3.2: Plan for the Day

Activity 3.3: Trina and Kashid

Activity 3.4: Voting: Difficult Moments

Activity 3.5: Homework: What Can You Do?

Activity 3.6: Closure

(continued)

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Review the Plan for the Day.
- Pass back the student name tents.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ **Trina and Kashid** (Teacher Activity Sheet 3.3)
- ☐ Colored adhesive dots—4 for each student
- ☐ **What Can You Do?** (Worksheet 3.5)

Activity

3.1 Lesson 2 Review

Time	3 minutes
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Materials	None
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Purpose	To review the learning from the previous lesson.
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What the Teacher Does	Summarizes experiences and learning from Lesson 2.
-----------------------	--

What Students Do	Review Lesson 2.
------------------	------------------

Procedure	<ol style="list-style-type: none">1 Ask students: What were the 3 most important things you learned in the <i>Draw the Line</i> Challenge Game? Ask them to give examples.2 Point out that even though students may know a lot about HIV and other STD, sometimes they may still find it difficult to stick with their lines.
------------------	--

Activity

3.2 Plan for the Day

Time

2 minutes

Materials☐ Plan for the Day**Purpose**

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

What the Teacher Does

Posts the plan; has a volunteer read the plan; summarizes the Plan for the Day.

What Students Do

Review the Plan for the Day.

Procedure

- 1** Say: "Today we will think about thoughts, feelings and situations that can make it hard to stick to your limit."
Write the Plan for the Day on the board or chart paper:
 - Trina and Kashid
 - Difficult Moments
 - Summary
- 2** Ask for a volunteer to read the plan. Clarify as needed.

Activity**3.3****Trina and Kashid****Time**

20 minutes

Materials☐ **Trina and Kashid** (Teacher Activity Sheet 3.3)**Purpose**

To enable students to recognize that it can often be hard to stick to personal limits.

What the Teacher Does

Structures activity. Reads story. Asks questions and summarizes student ideas.

What Students Do

Listen to the story. Identify thoughts and situations that can make it hard to stick to personal limits.

Procedure

- 1** Tell students that you will be reading them a story about 2 teens. Explain that students will be detectives, listening for things that make it hard for someone to stop or stick to a limit.
- 2** Read the story of **Trina and Kashid** from Teacher Activity Sheet 3.3 aloud.
- 3** Lead a discussion of the story, asking questions to cover the following points:
 - **Sexual feelings.** Ask students:
 - How were Trina and Kashid feeling before Kashid's mother came in? (good, nervous)
 - How were they probably feeling after she came in? (embarrassed)

Explain that even though sexual feelings can be strong, they can be stopped.

(continued)

Procedure*(continued)*

- **Different limits.** Ask students:

- What was Trina's limit? (no touching under her clothes)
- What was Kashid's limit? (unclear)
- Did Trina and Kashid tell each other their limits? (no)
- Whose limit should they have followed? (Trina's because otherwise they're not respecting her line)
- When should they have talked about their limits? (before they got close to the line)

Emphasize that when people have different limits, they need to respect the line of the person who doesn't want to go as far.

- **Difficult moments.** Ask students:

- What would have happened if Kashid's mom hadn't come home? (Trina and Kashid might have had sex without a condom; Trina might have gotten to her limit and stopped.)
- Was it hard or easy for Trina and Kashid to stick to their limits?

- 4 Have students take out some paper and answer this question: Why did Trina and Kashid keep going? Encourage students to list as many things as they can think of in response to the question. They can list other reasons not directly from the story as well. Allow students to work for 2–3 minutes.

- 5 Ask students to share their answers. As other students present their ideas on the reasons it may be hard to draw the line, tell students to scratch those ideas off their own list, so they don't repeat reasons.

As students share their responses, list each new idea on the board or chart paper. Possible reasons include:

- lonely
- want someone to love them
- angry at parents
- feels good
- pressure from Dad or friends
- no condom
- home alone

-
- guy is older
 - being high on alcohol or drugs
 - partner pressure
 - being in love

Continue until no new ideas are offered. Combine any duplicate ideas.

When all ideas have been listed, number them.

- 6** Explain that it's not always easy for people to stick to the limits they set. Tell students: "The next activity will help you think about situations that would make it most difficult for you to stick to your limit—what would challenge you."

Activity

3.4 Voting: Difficult Moments

Time	15 minutes
Materials	<div><input type="checkbox"/> 4 adhesive dots per student</div> <div><input type="checkbox"/> List of things that could make it difficult to stick to a limit</div>
Purpose	To help students recognize situations that make it difficult to stick to a limit.
What the Teacher Does	Describes and guides the voting activity. Leads a discussion of the results.
What Students Do	<div>Vote on which situations make it hard for them to stick to their limit.</div> <div>Teacher Note: <i>You may wish to recopy the list of difficult situations generated in the previous activity to eliminate duplicates and create a clearly numbered list for voting.</i></div>
Procedure	
Voting	<div><div>1</div><div>Refer to the list of difficult situations on the board or chart paper that students generated in Activity 3.3. Explain that now students will vote to find out which of the things on the list are the most difficult for the students in this class.</div></div> <div>Explain the voting procedure as follows:</div> <div><ul style="list-style-type: none">Each student will receive 4 colored adhesive dots. After they get the dots, they should reread all the numbered situations on the list.To vote, students will mark each dot with a number that matches the number of one of the difficult situations on the list.</div>

-
- Students each have 4 votes to use however they want. If they think only 1 situation is really difficult, they can give all their votes to that situation. They can divide their votes between 2 situations. They can vote for 4 different situations. Everyone should use all 4 dots.
 - Once they have written their votes on the 4 dots, they should come up to the board or chart paper and put their dots beside the number(s) of the thing(s) that would be hardest for them.

Check for understanding by asking what students will do once they receive the dots (write a number on the dot, then put the dot beside that number on the list).

- 2** Distribute 4 dots to each student. As students finish writing numbers on the dots, have them put their dots next to the proper number(s). Continue until all students have voted.

- 3** Ask students which things or situations are the most difficult for students in the class. Circle the top 6 situations that would make it hard for students to stick to their limits.

Ask students why it is important to look at difficult situations ahead of time (helps them be prepared when they happen).

- I Learned Statement **4** On the **“I Learned” Question Sheet** in their workbooks, ask students to complete the sentence next to Lesson 3: *“It would be most difficult for me to stick to my limit if _____.”*

Activity

3.5 Homework: What Can You Do?

Time	5 minutes
Materials	<input type="checkbox"/> What Can You Do? (Worksheet 3.5)
Purpose	To describe ways to handle difficult situations.
What the Teacher Does	Describes activity. Distributes worksheet.
What Students Do	Choose a difficult situation on which to work.
Procedure	<div><div>1</div><div>Remind students that today they have seen that sticking to a limit is not always easy, but if they think of difficult situations ahead of time they can be prepared to draw the line and stick with it. Tell students that for homework, they will think of ways to handle one of the most difficult situations they voted on today.</div></div> <div><div>2</div><div>Review the top 6 difficult situations from the list on the board or chart paper. Ask students to choose one to work on—the one that is most interesting or difficult for them. Explain that for their homework, they should think of 4 or 5 ways to handle that difficult situation without crossing their line. They will write those ways on their homework sheet. Check for understanding by asking students what they will do when they work on their homework. Clarify as needed.</div></div> <div><div>3</div><div>Have students turn to What Can You Do? (Worksheet 3.5). Have students write the situation they have chosen on the first line of the worksheet. Tell students the homework is due at the next lesson.</div></div>

Activity

3.6 Closure

Time 5 minutes

Materials None

Purpose To emphasize that sticking with your limit can be difficult.
 What the Teacher Does Summarizes experiences and key points of lesson.
 What Students Do Review and summarize learning.

Procedure

- | | | |
|------------------------|----------|--|
| Lesson Summary | 1 | Tell students that with everything going on in Trina and Kashid's lives, they found it difficult to stick to their limits. Explain that students have had a chance to look at when it would be most difficult for them to stick to their own limits and that in the homework they will list things they can do to stick to a limit in a difficult situation. |
| I Learned Statement | | Teacher Note: <i>Students should have already written on the "I Learned" Question Sheet in Activity 3.4. If they did not complete the statement earlier, have them complete the sentence for Lesson 3 at this time.</i> |
| Transition and Closure | 2 | Tell students that in the next lesson they will get a chance to practice some of the ideas from the homework in roleplay situations. |
| | 3 | Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today. |

Trina and Kashid



Teacher Note: If you have students named Trina or Kashid, emphasize that the Trina and Kashid in the story could be any two teens with any names.

Trina and Kashid have been going together for about a month. Trina is 13 and Kashid is 16. In her *Draw the Line* classes, Trina has decided that she will wait until she is older to have sex and will not let anyone touch her under her clothes. Kashid thinks maybe he should wait until he is older, but he isn't sure. He does know that he would plan to use a condom if he had sex.

One night Kashid and his dad were watching TV together. Kashid's dad asked, "So what's up with your girlfriend?" and winked at him. Kashid wondered if his dad thought he should be having sex. Kashid really liked Trina and wanted to make sure he did the right thing. Lately his friends were always joking with him too and asking if he'd done it yet. Kashid didn't know how many of them were having sex, and he still wasn't sure if he should.

One day, Kashid invited Trina over to his house after school. Trina had just had a fight with her parents the night before because they didn't want her to go to Kashid's house. So even though her mom had told her she couldn't, Trina went anyway. Kashid was very excited that Trina was coming over, but he was a little nervous too.

When Trina came over, they hung out for a while in the living room. Then Kashid put his arms around Trina and they began to kiss. They were both a little nervous at first, but pretty soon, Kashid was touching Trina through her clothing. Kashid was thinking, "Wow, this feels great. I can't wait to tell the guys." Trina was thinking, "I bet he really loves me—at least somebody does." She wasn't sure whether she wanted to let Kashid keep touching her. But it felt good and she was feeling hurt about the fight with her parents. So even though in the back of her mind she was starting to worry, she ignored it.

Kashid had never touched a girl this way before. He was starting to get a little nervous and thought, "What do I do now? Does she expect me to have sex with her? I don't have a condom." But then he noticed how much he was enjoying it and thought, "She knew we'd be alone. Maybe she wants it. Everybody seems to think it's what we're supposed to do. Maybe just this once won't be a problem."

Just then, Kashid and Trina heard Kashid's mom opening the door.

Trina y Kashid



Nota para el maestro(a): Si en la clase hay estudiantes con los nombres Trina o Kashid, hacer énfasis en que los personajes de la historia pueden ser adolescentes con cualquier nombre.

Trina y Kashid han estado saliendo por cerca de un mes. Trina tiene 13 años, y Kashid 16. En sus clases de *Marca los límites* Trina decidió que va a esperar a ser mayor para tener sexo, y que nadie la va a tocar debajo de sus ropas. Kashid piensa que él debería esperar hasta ser mayor, pero no está seguro. Sabe que planearía usar un condón si tuviera relaciones sexuales.

Una noche, cuando Kashid y su padre estaban mirando televisión juntos, el padre le preguntó, guiñándole el ojo: “¿Y qué está pasando con tu novia?” Kashid se preguntó si su padre pensaba que debería estar teniendo sexo. A Kashid realmente le gusta Trina, y quiere estar seguro de hacer lo correcto. Sus amigos han estado bromeando con él y preguntándole si no lo ha hecho todavía. Kashid no sabe cuántos de ellos tienen relaciones sexuales, y él todavía no está seguro si debiera hacerlo.

Un día Kasid invitó a Trina a venir a su casa después de la escuela. Trina había tenido una pelea con sus padres la noche anterior, porque ellos no querían que fuera a la casa de Kashid. Aunque su madre le dijo que no lo hiciera, Trina fue. Kasid estaba muy excitado porque Trina venía, pero un poco nervioso también.

Cuando Trina llegó, estuvieron un rato en la sala. Kashid abrazó a Trina y empezaron a besarse. Estaban un poco nerviosos al principio, pero al poco tiempo Kashid estaba tocando a Trina a través de la ropa. Kashid pensaba, “Esto se siente muy bien. No puedo esperar a decirle a los muchachos.” Trina estaba pensando: “Creo que él me ama... al menos hay alguien que me quiere.” No estaba segura si quería permitir a Kashid que siguiera tocándola. Pero se sentía bien, y además estaba lastimada por la pelea con sus padres. Así que aunque en el fondo estaba comenzando a preocuparse, ignoró el pensamiento.

Kashid nunca antes había tocado a una muchacha de esta manera. Estaba empezando a ponerse nervioso y pensó: “¿Y ahora qué hago? ¿Está ella esperando tener sexo? No tengo un condón”. Pero entonces se dio cuenta de cuánto le estaba gustando a ella y pensó: “Ella sabía que íbamos a estar solos. Posiblemente ella quiere hacerlo. Todo el mundo parece pensar que esto es lo que deberíamos hacer. Hacerlo sólo esta vez no sería un problema”.

Justo en ese momento escucharon a la madre de Kashid abriendo la puerta.



Tarea 3.5 Marca los límites / Respeta los límites

¿Qué puedes hacer?

Elige una de las situaciones difíciles. Escríbela aquí.

Escribe 4 o 5 cosas que podrías decir o hacer para evitar cruzar tu límite en esta situación.

1. _____

2. _____

3. _____

4. _____

5. _____

18 Student Work

Draw the Line / Respect the Line **Worksheet 3.5**

What Can You Do?

Choose one of the difficult situations. Write it here.

Write 4 or 5 things you could say or do to keep from crossing your line in this situation.

1. _____

2. _____

3. _____

4. _____

5. _____

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4 Sticking to Your Limit

Introduction

Students review and discuss their homework to identify ways to handle difficult situations, then have a chance to practice some of the ideas during roleplays. They complete a worksheet and write questions for the HIV-positive speaker to address during the next lesson.

Purpose Statement for Students

Today we will review and practice ways to handle thoughts, feelings and situations that can make it hard to stick to a limit.

Objectives

Students will be able to:

- ★ Describe strategies that can be used to handle difficult situations.
- ★ Use communication skills to maintain their lines.

Activities

Activity 4.1: Lesson 3 Review

Activity 4.2: Plan for the Day

Activity 4.3: Homework and *Draw the Line* Review

Activity 4.4: Practice, Practice, Practice

Activity 4.5: Closure

(continued)

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- List the 6 most difficult situations students identified during the voting in Lesson 3 on chart paper or the board. Number them from 1 to 6.
- Review Teacher Background 4.3—**Steps for Drawing the Line** (p. 96).
- Write the Steps for Drawing the Line on chart paper.
- Review the Plan for the Day.
- Pass back the student name tents.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ 6 half-sheets of chart paper numbered 1 through 6
- ☐ **Home Alone** (Roleplay 4.4a) and **Let's Go Outside** (Roleplay 4.4b)
- ☐ **Observer Checklist** (Activity Sheet 4.4)—copy to chart paper or the board
- ☐ Blank 3" x 5" cards—1 or more for each student

Activity**4.1****Lesson 3 Review****Time**

3 minutes

Materials

None

Purpose

To review Lesson 3.

What the Teacher Does

Uses Lesson 3 review as a springboard for Lesson 4.

What Students Do

Review Lesson 3.

Procedure

- 1** Ask students what they remember from Lesson 3. Clarify information as needed.
- 2** Ask how many students were able to complete the homework assignment. Ask students which situations they identified as difficult. Explain that during today's lesson, students will have a chance to discuss and practice ways to handle these situations.

Activity

4.2 Plan for the Day

Time	3 minutes
Materials	<input type="checkbox"/> Plan for the Day
Purpose	To review the Plan for the Day and orient students to the day’s activities.
What the Teacher Does	Posts the plan; has a volunteer read the plan; summarizes the Plan for the Day.
What Students Do	Review the Plan for the Day.
Procedure	<div><div>1</div><div>Say: “Today we will review Steps for Drawing the Line as we discuss and practice ways to handle difficult situations.” Write the Plan for the Day on the board or chart paper:<ul style="list-style-type: none">• Homework Review• Steps for Drawing the Line• Roleplays• Summary and Questions</div></div> <div><div>2</div><div>Ask for a volunteer to read the plan. Clarify as needed.</div></div>

Activity

4.3 Homework and Draw the Line Review

Time

15 minutes

Materials

- ☐ Completed homework (Worksheet 3.5) from Lesson 3
- ☐ List of top 6 difficult situations
- ☐ Half-sheets of chart paper, numbered 1-6
- ☐ **Steps for Drawing the Line** (Teacher Background 4.3), p. 96
- ☐ Chart of Steps for Drawing the Line

Purpose

To review students' solutions for dealing with difficult situations, and review Steps for Drawing the Line.

What the Teacher Does

Helps students share their ideas on how to handle the 6 most difficult situations identified by class vote in Lesson 3. Links student situations to Steps for Drawing the Line.

What Students Do

List and share ideas from their homework on how to handle the 6 most difficult situations. Review Steps for Drawing the Line.

Procedure**Homework Review****1**

Point out the top 6 difficult situations identified by the class in Lesson 3. Tell students that they will work in groups to list solutions to these situations. Explain the group activity to students:

- Each group will receive a numbered piece of chart paper. In their groups, they will pick a recorder who will write down the situation that corresponds to the number on the chart paper. Then the group will discuss and list solutions to that situation.
- Each group will get a different situation and will have 1 minute to come up with a list of possible solutions. Students may use their homework (Worksheet 3.5) to help them.

(continued)

Procedure*(continued)*

- Point out that the solutions students identified on the homework may not work in all situations, so they should be sure to discuss their ideas as a group and decide which ones fit best for the given situation.
- After a minute or so, the groups will switch papers and repeat the process with a different situation. Tell students they will switch papers 4 times.

- 2** Divide the class into 6 groups or have students form their own groups. Give each group a half-sheet of chart paper that has a number from 1 to 6 on it. Remind students to take their homework with them to their groups.
- 3** Have group recorders write the situation and begin listing the group's solutions on the chart paper. Allow students to work for 2 minutes the first round then 1 minute for the second and third rounds. Circulate to assist as needed and to ensure that students are following the instructions.
- 4** After 3 rounds, tell students they will switch chart papers 1 more time, but this time their task will be different. When groups get the new chart paper they should review the situation and the listed solutions, pick their group's 2 favorite solutions and put a star by or circle them.
- 5** When the final round is finished, have each group read their situation and their 2 favorite solutions. Acknowledge students for their creative work.

Steps for Drawing the Line

- 6** Post the chart paper with the Steps for Drawing the Line:

- Say, "NO, I don't...."
- Use a body that says NO.
- Change the subject.
- Walk away if you need to.

Briefly review the steps and their purpose, demonstrating each step as you review it.

-
- 7** Explain that some of the solutions students listed on their posters are Steps for Drawing the Line. Give an example (e.g., saying, “No. I’m not ready” as a way of telling the person your limit). Ask students for other examples.
 - 8** Explain that in the next activity students will have a chance to practice the Steps for Drawing the Line using roleplays. Tell students they will stay in their groups for the next activity.

Teacher Note: *Some groups may have included delay tactics on their lists (i.e., ways to put off having to make a final decision or tell someone NO directly, such as saying they have to go home because their mom is expecting them or pretending they have to go to the bathroom).*

Acknowledge that delay tactics can work in the short term to give students more time, get them out of the situation immediately, or break the mood and cool down the situation. Emphasize, however, that delay tactics may leave the door open for pressure in the future, because they’ve never really told the person their limit. Encourage students to use more direct approaches when they can, such as telling the person where they draw the line.

Activity

4.4 Practice, Practice, Practice

Time

15 minutes

Materials

- ☐ **Home Alone** (Roleplay 4.4a)
- ☐ **Let's Go Outside** (Roleplay 4.4b)
- ☐ **Observer Checklist** (Worksheet 4.4)
- ☐ Chart of the **Observer Checklist**

Purpose

To practice communicating limits.

What the Teacher Does

Assigns roleplay activity. Monitors pair practice.

What Students Do

Complete roleplay worksheet. Practice in pairs.

Procedure

Introduction

- 1** Ask students why they practice fire, earthquake or other emergency drills at school (so they will know what to do if one of these events occurs). Explain that they will now have a chance to practice starting a conversation about limits and drawing the line under pressure. This will help them stick to their lines when they find themselves in difficult situations.

Completing the Roleplays

- 2** Explain the roleplay instructions to students:
 - They will work in pairs to complete the script for a roleplay.
 - They will be writing what the people in the situation say to draw the line and to respect the line. They will have 5 minutes to write their roleplays.
 - Then they will take turns reading and practicing the lines in pairs.

Check for understanding by asking students what they will do. Clarify as needed.

-
- 3** Have students form pairs. Assign one of the roleplays (Roleplay 4.4a or 4.4b) to each pair. Allow 5 minutes for students to write their roleplay lines. Circulate to assist and ensure that students are on task.
- Pair Practice** **4** Review the practice guidelines:
- One person reads the lines of the person who is drawing the line (Riko's lines for Roleplay 4.4a, and Skyler's lines for Roleplay 4.4b).
 - The other person reads the lines of the person pressuring and then respecting the line (Kia's lines for Roleplay 4.4a, and Carlile's lines for Roleplay 4.4b).
- 5** Allow 2 to 3 minutes for pair practice. Circulate to provide assistance and ensure that students are on task. Recruit 2 to 4 pairs to read their roleplays in front of the class.
- Observe Roleplays** **6** As the volunteers roleplay, ask the rest of the students to observe their use of Steps for Drawing the Line and to take notes on the **Observer Checklist**. Use the **Observer Checklist** chart to process each roleplay. When appropriate, ask students, "What did 'Kia' or 'Carlile' do to respect the line?"
- Teacher Note:** *During the roleplay practice, students may roleplay sexual pressure situations with classmates of a different or 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 they may be doing the roleplays with a classmate of a different or the same gender.*
 - *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 draw the line to resist sexual pressure and protect themselves. This will help ensure that they and their classmates get the most out of the roleplay activities.*

Activity

4.5

Closure

Time 10 minutes

Materials □ 3" x 5" cards

Purpose To summarize Lesson 4.

What the Teacher Does Summarizes experiences and key points of Lesson 4. Has students write anonymous questions for the speaker in Lesson 5.

What Students Do Review learning. Write anonymous questions for the speaker.

Procedure

- | | | |
|---------------------------|----------|--|
| Lesson Summary | 1 | Emphasize that although students may face difficult situations, they have identified lots of ways to handle them. Note that not every solution will work for every person. Emphasize the importance of thinking about what solutions or steps for drawing the line work best for them. |
| I Learned Statement | 2 | On the “I Learned” Question Sheet in their workbooks, have students complete the sentence for Lesson 4: <i>“One way I can stick with my limit is to _____.”</i> |
| Transition | 3 | Ask students how many of them are ready to handle any challenging situations that might make them think about crossing their lines. Congratulate them on the fantastic job they did practicing how to deal with difficult situations and respecting a friend when he or she draws the line. Remind students that thinking about it and practicing ahead of time will make them better prepared to stick to their lines when it gets difficult. |
| Questions for the Speaker | 4 | Remind students that one of the goals of the <i>Draw the Line/Respect the Line</i> lessons is to prevent HIV infection. Tell students that in the next lesson they will have a chance to talk with a person who has HIV or AIDS. |

-
- 5** Ask students what concerns or issues people may have about being around someone with HIV or AIDS (e.g., worry about getting HIV; hearing the speaker may be difficult if they know someone who has HIV or AIDS). Address concerns or issues as needed.
- Note that people may have different reactions to meeting a person with HIV. Validate diverse feelings. Reassure students that HIV is not transmitted from talking with a person who has HIV.
- Explain that the guest speaker will share his or her experience living with HIV or AIDS, including his or her life experience as a young person.
- 6** Tell students you want to give them a chance to write any questions they have about HIV/AIDS that they want the speaker to answer during the presentation. Explain that you will hand out cards for students to write their questions on. Emphasize that students should NOT put their names on the cards. If they don't have a question for the speaker they can leave the card blank.
- Remind students of the groundrule regarding asking questions about personal behaviors (e.g., It's OK to ask how the person got infected, but it's not OK to ask about specific sexual behaviors—"Have you ever...?" or "How do you...?").
- 7** Distribute cards. Remind students NOT to put their names on them. Allow students to work for a few minutes.
- Collect a card from every student, even those who did not write a question. Explain that you will review the questions and give them to the speaker in the next lesson. Let students know that you will take out any inappropriate questions. Remind students that they will have another chance to ask questions during and after the presentation.
- Teacher Note:** *If students don't have time to write their questions during class, assign the questions as homework.*
- Closure **8** Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.

**Teacher
Background**

4.3 Steps for Drawing the Line

There are 4 steps 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.

Step 1 **Say, “No, I don’t....** The way something is said often gives a stronger message than the words used. A convincing voice is firm and sure in tone, but not necessarily loud. Students may equate a convincing voice with yelling. Conversely, students who are quiet may not feel they can master this strategy. Stress that students do not need to yell to be successful at using this characteristic; the effectiveness rests on the tone rather than the volume.

Whenever possible, it is helpful to be direct and tell the other person what it is you won’t do (that is, where you draw the line). This might sound like: “I don’t...,” “I won’t...,” “That’s where I draw the line,” or “No. I don’t....” 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 where they draw the line. For example, students might say, “I’ll get in trouble,” “I have to go now,” “I can’t do it today,” etc. Although excuses may work in the short term, they do not convey a direct message of what you won’t do. Excuses leave the door open for further pressure.

Step 2 Use a body that says NO. There are many body movements and gestures that can support a NO message. A few examples include:

- using a serious expression—an “I mean it” face
- looking at the person directly (eye contact)
- crossing arms
- moving hands in a “get away” gesture
- putting hands on hips
- upright posture

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

- laughing or giggling while talking
- looking at the ground
- wiggling or shuffling

Step 3 Change the subject. Changing the subject is another way of dealing with pressure to cross the line. To use this strategy, the person being pressured suggests something else to do rather than crossing his or her line. Students should suggest another activity that (1) gets them out of the situation; (2) is positive; and (3) is realistic.

Changing the subject is a way for students to let the other person know that they don’t want to cross their line, but do want to keep the friendship going. Changing the subject 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 may distract the other person enough to stop the pressure.

Step 4 Walk away (if you need to). There may be some situations in which students should walk away rather than continue to try to resist pressure (e.g., if they feel unsafe or uncomfortable). This will vary among students and across situations.

This characteristic is difficult to assess in class because most of the roleplays used in class will not present situations in which a student may feel the need to walk away (although a few students are likely to use this strategy to emphasize a point). Students need to judge for themselves how they are feeling in a pressure situation. If they feel uncomfortable and/or unsafe, and they don’t think the person who is pressuring them is going to back down, then it is probably best to walk away and leave the situation.

Observer Checklist



<i>Step Used</i>	<i>Roleplay 1</i>	<i>Roleplay 2</i>	<i>Roleplay 3</i>	<i>Roleplay 4</i>
Say, "NO, I don't...."				
Use a body that says NO.				
Change the subject.				
Walk away if you need to.				

Lista del observador




<i>Paso utilizado</i>	<i>Dramatización 1</i>	<i>Dramatización 2</i>	<i>Dramatización 3</i>	<i>Dramatización 4</i>
Di: "NO, yo no...."				
Usa un cuerpo que dice NO.				
Cambia de tema.				
Sal de la situación si es necesario.				



Dramatización 4.4a Marca los límites / Respeta los límites

Solos en casa



Instrucciones:
Lee "La situación". Completa las líneas de la dramatización. La primera línea ya está escrita. Puedes cambiar esa línea si quieres.

La situación
Kika y Ricardo se gustan mucho. Están hablando por teléfono. Kika dice: "Vente para casa. Mis padres llegarán tarde". Ricardo quiere ir, pero le preocupa que Kika quiera que se toquen y sacarse la ropa. Ricardo no está listo para hacer esto.

¿Qué debería Ricardo decir y hacer?
¿Cómo puede Ricardo comenzar la conversación? Escribe lo que Ricardo y Kika dicen.

Kika: Vente para casa. Mis padres llegarán tarde.

Ricardo:

Kika:

Ricardo:


Kika:

Ricardo:

22 Student Work

Draw the Line / Respect the Line **Roleplay 4.4a**

Home Alone



Directions:
Read "The Situation." Fill in the roleplay lines. The first line is already written. You can cross out or change the words in that line if you want.

The Situation
Kia and Riko really like each other. They are talking on the phone. Kia says, "Come over to my house. My parents won't be home until later." Riko really wants to go, but is worried that Kia might want to touch and take their clothes off. Riko isn't ready to do this.

What Should Riko Say and Do?
How can Riko start the conversation? Write what Riko and Kia say.

Kia: Come over to my house. My parents won't be home until later.

Riko:

Kia:

Riko:

Kia:

Riko:

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Dramatización 4.4b

Marca los límites / Respeta los límites

Vamos afuera



Instrucciones:

Lee "La situación". Completa las líneas de la dramatización. La primera línea ya está escrita. Puedes cambiar esa línea si quieres.

La situación

Sara y Carlos están en una fiesta. Carlos dice "Vámonos para afuera". Sara realmente quiere ir, pero sabe lo que significa ir afuera, y que podrían terminar haciendo más de lo que ella quiere hacer.

¿Qué podría Sara decir y hacer?

¿Cómo podría Sara mantenerse en lo que quiere? Escribe lo que ella y Carlos dicen.

Carlos: Vámonos para afuera.

Sara: _____

Carlos: _____

Sara: _____

Carlos: _____

Sara: _____

Draw the Line / Respect the Line

Roleplay 4.4b

Let's Go Outside



Directions:

Read "The Situation." Fill in the roleplay lines. The first line is already written. You can cross out or change the words in that line if you want.

The Situation

Skyler and Carlile are at a party. Carlile says, "Let's go outside." Skyler really wants to go, but knows that going outside means they might end up going further than she wants to.

What Should Skyler Say and Do?

How can Skyler stick with her line? Write what Skyler and Carlile say.

Carlile: Let's go outside.

Skyler: _____

Carlile: _____

Skyler: _____

Carlile: _____

Skyler: _____

5

Talking with a Person Who Has HIV

Introduction

A guest speaker shares his or her experience living with HIV (e.g., his/her life as a young person; decisions that put him/her at risk of HIV; internal and external pressures that affected his/her decisions; and the effects of HIV on his/her daily activities, personal relationships and long-term plans). A question-and-answer period follows the speaker's presentation.

Students examine how their feelings and attitudes have changed as a result of the presentation by completing a homework assignment.

Teacher Note: *Arrangements for the guest speaker should be made well ahead of Lesson 5. Before the presentation, provide the speaker with information on what has already been covered in class, the proposed content of his/her presentation, and the length of the class period. Review education codes or district policies that may limit the speaker's responses to student questions, and describe any restrictions to the speaker. Be sure to follow district procedures on parent/guardian notification for outside speakers and sensitive subjects.*

Purpose Statement for Students

Today we will hear what it is like to have HIV.

Objectives

Students will be able to:

- ★ Examine their attitudes and feelings about people with HIV or AIDS.
- ★ Describe the physical, emotional and social impact of living with HIV or AIDS.
- ★ Identify behaviors that put them at risk of becoming infected with HIV.

(continued)

Activities

Activity 5.1: Lesson 4 Review

Activity 5.2: Plan for the Day

Activity 5.3: Talking with a Person with HIV

Activity 5.4: Homework: Re-Thinking My Feelings

Activity 5.5: Closure

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Review the Plan for the Day.
- Pass back the student name tents.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ Blank 3" x 5" cards—1 for each student
- ☐ **Re-Thinking My Feelings** (Worksheet 5.4)

Activity

5.1 Lesson 4 Review

Time	3 minutes
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Materials	None
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Purpose	To review Lesson 4.
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What the Teacher Does	Uses Lesson 4 review as a springboard for Lesson 5.
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What Students Do	Review Lesson 4.
------------------	------------------

Procedure	<ol style="list-style-type: none">1 Have students pick one of the difficult situations identified in Lesson 3. Ask them for examples of ways to handle that situation. (<i>Note:</i> This stems from the homework they discussed in Lesson 4.)2 Note that as they continue to learn about preventing HIV, other STD and pregnancy, many students are curious about meeting someone who has been affected by HIV. Tell students that today they will have an opportunity to hear someone talk about what it is like to live with HIV.
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Activity

5.2

Plan for the Day

Time

3 minutes

Materials☐ Plan for the Day**Purpose**

To review the plan for the day and orient students to the day's activities.

What the Teacher Does

Posts the plan; has a volunteer read the plan; summarizes the Plan for the Day.

What Students Do

Review the Plan for the Day.

Procedure

- 1** Say: "Today we will learn what it is like to live with HIV or AIDS."
Write the Plan for the Day on the board or chart paper:
 - Living with HIV
 - Re-Thinking My Feelings
 - Summary
- 2** Ask for a volunteer to read the plan. Clarify as needed.

Activity

5.3 Talking with a Person with HIV

Time 35 minutes

Materials □ 3" x 5" cards

Purpose To enable students to hear what it is like to live with HIV or AIDS.
What the Teacher Does Introduces guest speaker. Monitors activity.
What Students Do Listen to guest speaker. Prepare questions for guest speaker.

Procedure

Before Class

- 1** Ask the speaker how he/she would like to be introduced. Review the content of the presentation and the length of the class period with the speaker. Suggest that the speaker spend 15-20 minutes sharing his/her experiences with HIV infection, and leave 15 minutes for student questions. *Let the speaker know you will need the last 5 minutes of class to prepare students for the next lesson.*

The speaker should address some or all of the following issues: life as a teenager; decisions that put him/her at risk for HIV infection; the impact of HIV on daily life, personal relationships with family and friends, health status and long-term goals; things he/she would have done differently; where he/she finds support and which people have been most helpful.

- 2** Review the questions students wrote during Lesson 4 and remove inappropriate ones. Scan the questions as the speaker talks to the class, removing any that the speaker addresses during the presentation. Give any unanswered questions to the speaker after the presentation along with any additional question cards students write during the presentation.

Introduction

- 3** Tell students that today they will have an opportunity to meet a person with HIV and hear how HIV has affected his or her life.

(continued)

Procedure*(continued)*

Let students know that they will be able to ask the speaker questions after the presentation. Remind them that the speaker will try to answer the questions they wrote at the end of Lesson 4, so they do not need to repeat those questions unless they feel they need more explanation.

- 4** Allow students to write additional questions during the presentation. Distribute blank cards to students. Tell them they may write 1 or more questions they would like to have answered by the guest speaker. Remind students not to put their names on the cards. Tell students you will collect the cards toward the end of the presentation.

Tell students that they also can ask questions directly if they prefer. Remind them of the “right to pass” groundrule. Note that the speaker has the same right to pass on any questions that are too personal.

Guest Speaker

- 5** Introduce the speaker. Allow the speaker to share his/her experiences regarding HIV and AIDS with the class. Be prepared to assist the speaker if students ask inappropriate questions (e.g., questions about personal sexual practices).

- 6** Toward the end of the presentation, collect *all* the cards (even if students didn’t write on them). Review the cards quickly while the speaker is answering students’ immediate questions. Be sure questions are relevant, appropriate for class discussion, and do not conflict with education codes or school district policy. Give the cards to the speaker so he/she can address any unanswered questions.

- 7** Thank the speaker. If appropriate, have one of the students walk the speaker back to his/her car or the main office, or invite the speaker to have a seat while you assign the homework and prepare students for the next lesson.

Summary

- 8** Let students know that an important part of today’s class will be thinking about and talking about how they felt after hearing the presentation. Explain that they will have a homework assignment tonight and that they will get a chance to talk about today’s presentation in the next lesson. Let students know that if they want to talk more about it today they can talk with you outside of class.

Activity

5.4 Homework: Re-Thinking My Feelings

Time

5 minutes

Materials□ **Re-Thinking My Feelings** (Worksheet 5.4)**Purpose**

To enable students to reexamine their feelings about people living with HIV or AIDS.

What the Teacher Does

Explains the homework activity.

What Students Do

Prepare for homework assignment.

Procedure

- 1** Explain to students that for homework, they are to describe how their attitudes, beliefs or feelings about people with HIV and AIDS have changed, if at all, as a result of the presentation. Tell students the homework will be due at the beginning of next class.
 - 2** Have students turn to **Re-Thinking My Feelings** (Worksheet 5.4). Clarify as needed.
- Teacher Note:** *You may want to allow students to use other means of expressing their feelings, such as drawing, writing a song, making a collage, writing a poem, etc.*

Activity

5.5 Closure

Time	3 minutes
Materials	None
Purpose	To summarize the lesson.
What the Teacher Does	Summarizes experiences and key points of Lesson 5. Provides transition to Lesson 6.
What Students Do	Review Lesson 5.
Procedure	
Lesson Summary	1 Acknowledge that hearing from someone who has been affected by HIV can be difficult. Remind students that it is important to hear the stories of people who have HIV or AIDS so they can get a better feel for what the disease is really like. Encourage students to really think about how their lives would be affected if they or someone they knew got HIV.
I Learned Statement	2 On the “I Learned” Question Sheet in their workbooks, ask students to complete the sentence for Lesson 5: <i>“When I think about people with HIV I feel _____ because _____.”</i> Teacher Note: <i>As an alternative to writing in the name tent, you can have students respond verbally to this statement with a partner.</i>
Transition and Closure	3 Say: “Today you learned how HIV can affect every aspect of a person’s life. Our guest speaker and others you may know who have HIV have had to make major changes in their lives to deal with the infection. People who have HIV and AIDS aren’t strangers—they are just like us. They are someone’s son, daughter, friend, aunt, uncle and so on. In the homework assignment, you will have a chance to think about your feelings about people with HIV.”

-
- 4** Tell students that the next lesson will focus on methods of protection, especially condoms. Tell students they probably don't need to use this information right now in their lives, but they can pass it on to a friend to help prevent HIV, other STD and pregnancy.
 - 5** Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.



Tarea 5.4

Marca los límites / Respeta los límites

Re-pensando cómo me siento



Instrucciones:

Piensa sobre la presentación de la persona que habló y responde estas preguntas:

1. Después de escuchar a la persona con el VIH, ¿han cambiado tus actitudes y sentimientos hacia las personas con VIH o SIDA? Si es así, ¿cómo?
2. Describe tus pensamientos sobre la persona que habló y lo que dijo. (Nota: Puedes escribir un párrafo, hacer un dibujo, escribir una canción o un poema, o cortar fotografías de una revista.)

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Student Work

Draw the Line / Respect the Line

Worksheet 5.4

Re-Thinking My Feelings



Directions:

Think about the speaker's presentation and answer these questions.

1. After hearing the presentation by the person with HIV, have your attitudes and feelings about people living with HIV or AIDS changed? If so, how?
2. Describe your thoughts about the speaker and his/her presentation. (Note: You can write a paragraph, draw, write a song or poem, or cut out pictures from a magazine.)

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6

Reduce Your Risk

Introduction

Students discuss which methods of protection are effective for preventing HIV, other STD and pregnancy. The teacher demonstrates the proper use of condoms and reviews important facts about condoms. Students work in small gender-specific groups to identify “dos and don’ts” of condom use.

Purpose Statement for Students

Today we will learn ways teens can protect themselves from HIV, other STD and pregnancy, if they choose to have sex.

Objectives

Students will be able to:

- ★ Categorize methods of protection according to their effectiveness in reducing risk for HIV, other STD and pregnancy.
- ★ Describe “dos and don’ts” of condom use.
- ★ Describe the steps for proper use of condoms.
- ★ Recognize that choosing not to have sex is the best way to prevent HIV, other STD and pregnancy.

Activities

Activity 6.1: Lesson 5 and Homework Review

Activity 6.2: Plan for the Day

Activity 6.3: Methods of Protection

Activity 6.4: Condom Demonstration

Activity 6.5: Closure and Question Box

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Make a Protection Chart on chart paper or the board with 3 columns: Pregnancy, STD & HIV; Pregnancy Only; None.

(continued)

Before the Lesson*(continued)*

- Review Teacher Background 6.3—*Birth Control* (p. 127) and Teacher Background 6.4—*Male Latex Condoms* (p. 133).
- Review and memorize **Herman Uses a Condom—Parts 1 and 2** (Teacher Activity Sheets 6.4a and b), or ask a classroom aide or student volunteer to assist you. Have the aide review the story before class.
- Review questions from the anonymous question box and prepare to answer them.
- Review the Plan for the Day.
- Pass back the student name tents.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ **Commercial Break Cards** (Teacher Activity Sheet 6.2)—make 1 set
- ☐ **Protection Cards** (Teacher Activity Sheet 6.3)—make 1 set
- ☐ Blank cards for printing methods students suggest (Make sure cards are same size as the Protection Cards.)
- ☐ **Herman Uses a Condom—Parts 1 and 2** (Teacher Activity Sheets 6.4a and b)—copy 1 of each
- ☐ **How to Use a Condom** (Worksheet 6.4)
- ☐ Condom demonstration props:
 - 10–15 latex condoms
 - box of lubricated condoms, with separate instruction sheet
 - container of Vaseline
 - container of Astroglide or Aqua Lube lubricant and a lubricant with spermicide
 - female condom
 - scissors
 - baby wipe (to wipe off Vaseline)
 - tissue
 - plastic sandwich bag (to collect condoms)
- ☐ Question box with student questions

Activity

6.1 Lesson 5 and Homework Review

Time 10 minutes

Materials None

Purpose To review Lesson 5.

What the Teacher Does Uses Lesson 5 review as a springboard for Lesson 6.

What Students Do Review Lesson 5.

Teacher Note: Put students in same-gender groups of 4 to 5 at the beginning of the class. They will remain in these groups for all of the activities. Be sensitive to any students who may be transgender or gender nonconforming. These students can be allowed to choose which group they want to work with, or you might set up at least one mixed-gender group.

-
- Procedure**
- 1** Explain that talking with a person who is infected with HIV can be a very powerful and moving experience, and that many people have strong feelings afterwards. Tell students that you would like to give them an opportunity to express their thoughts and feelings about the presentation and clarify any questions they may have about transmission of HIV.
 - 2** Ask students to take out their homework. Lead a brief discussion using the following questions:
 - What do you remember from the presentation?
 - Did you talk with your friends or family about the presentation? What did you share with them?
 - What feelings did you experience as you listened to the speaker?

(continued)

Procedure
(continued)

- How have your attitudes and/or feelings about people living with HIV or AIDS changed since hearing the presentation?
- What questions about HIV or AIDS came up for you during or after the presentation that you would like clarified?

Teacher Note: *Some students may want to share their responses on the **Re-Thinking My Feelings** worksheet.*

- 3** Collect the homework for credit. Tell students they can write a thank-you note to the speaker if they wish. Let students know that you will send their letters to the speaker if they want you to.

Activity**6.2****Plan for the Day****Time**

2 minutes

Materials

- ☐ Plan for the Day
- ☐ **Commercial Break Cards**

Purpose

To review the plan for the day and orient students to the day's activities.

What the Teacher Does

Posts the plan; has a volunteer read the plan; summarizes the Plan for the Day.

What Students Do

Review the Plan for the Day.

Procedure

- 1** Pass out the **Commercial Break Cards** to 3 students. Tell these students that they should read their cards when you prompt them. Tell students you will have them read their cards at different times during the lesson.
- 2** Say: "Today we will learn how people who choose to have sex can protect themselves from HIV, other STD and pregnancy."
Write the Plan for the Day on the board or chart paper:
 - Protection
 - Condoms
 - Question Box
 - Summary
- 3** Ask for a volunteer to read the plan. Clarify as needed.
- 4** Have the student with **Commercial Break Card 1** stand and read the card aloud.

Activity

6.3

Methods of Protection

Time

12 minutes

Materials

- ☐ **Birth Control** (Teacher Background 6.3), p. 127
- ☐ Blank cards
- ☐ Protection Chart
- ☐ **Protection Cards**
- ☐ Tape
- ☐ **Commercial Break Cards**

Purpose

To provide a quick review of the extent to which selected methods of protection prevent HIV, other STD and pregnancy.

What the Teacher Does

Guides activity and provides corrective feedback.

What Students Do

Work in small groups to discuss methods of protection and identify the level of protection each offers against HIV, other STD and pregnancy.

Procedure

- 1** Ask: “What are some things teens use to try to prevent HIV, other STD and/or pregnancy?” Repeat the methods as students suggest them so the entire class can hear. Write any method that is not listed on the **Protection Cards** on a blank card in large letters.
- 2** Tell students there are a lot of different methods people might use, but not all of these methods protect against HIV, other STD and pregnancy. Post the Protection Chart and briefly review the categories:
 - Some methods protect against all 3 things—HIV, other STD and pregnancy.
 - Some methods protect against pregnancy only.
 - Some methods don’t protect against anything.

-
- 3** Review the directions for the group activity:
 - Students will work in their small groups as assigned at the beginning of the lesson.
 - Each group will get a card with a method of protection written on it. (Show students the **Protection Cards**.)
 - The group must decide whether the method listed on the card protects against all 3 things, protects against pregnancy only, or doesn't protect at all.
 - Once the group decides, someone from the group should tape the card on the Protection Chart under the correct category.
 - Groups will have 2 minutes to work.Check for understanding. Clarify as needed.
 - 4** Give an example. Show students the **Protection Card** that says "Hope." Say: "Some people think that if they just hope nothing bad will happen, they will be safe. What does hope protect against?" When students respond "None," tape the card under that heading.
 - 5** Distribute at least 2 **Protection Cards** to each group and have groups begin. Remind them that this is a quick process and that as soon as they figure out which category the methods belong in, someone should come tape the cards to the chart.
 - 6** When all groups have finished, have the student with **Commercial Break Card 2** stand and read the card aloud.
 - 7** Review the Protection Chart, starting with the "None" category, and check student answers. Ask the class to provide corrective feedback as necessary.
 - 8** Close by emphasizing that only 2 methods protect against HIV, other STD *and* pregnancy: choosing not to have sex (the safest method for protecting themselves) and using latex condoms (for people who are having sex). Stress that both people in a relationship are equally responsible for protecting themselves from HIV, other STD and pregnancy.

Activity

6.4 Condom Demonstration

Time

20 minutes

Materials

- ☐ **Male Latex Condoms** (Teacher Background 6.4), p. 133
- ☐ **Herman Uses a Condom—Parts 1 and 2** (Teacher Activity Sheets 6.4a and b)
- ☐ Latex condoms and box with instructions
- ☐ Vaseline
- ☐ Astroglide or other lubricant
- ☐ Female condom
- ☐ Scissors, baby wipe, tissue, plastic bag
- ☐ **How to Use a Condom** (Worksheet 6.4)

Purpose

To demonstrate the proper use of condoms.

What the Teacher Does

Demonstrates the steps for proper condom use.

What Students Do

Observe and identify steps for proper condom use.

Teacher Note: Before explaining and demonstrating the use of condoms, be sure to check and adhere to school district guidelines and policies. Throughout the discussion, remind students that this information about condoms can be used when they decide they are ready to have sex, which may not be for a long time.

Procedure

- 1** Explain to students that you are going to read a story about someone who wants to use a condom, but doesn't know how. Tell students that they should listen carefully, because at the end they will be asked to help the person in the story.
- 2** Read and demonstrate Part 1 of the **Herman Uses a Condom** story, using Teacher Activity Sheet 6.4a.

Teacher Note: *Either memorize the story or have a prepared classroom aide or student volunteer read it while you demonstrate. If you use an aide or student helper, be sure this person has a chance to review the story before presenting it in class.*
- 3** After the first part of the demonstration, explain that sometimes condoms can break (2 or 3 out of 100 times) during sexual intercourse, usually because people don't know how to use them correctly.* Emphasize that if students learn the proper way to use condoms, they can increase their protection against HIV, other STD and pregnancy.
- 4** Tell students that Herman needs their help and that you'd like them to work in their groups to create a list of "dos and don'ts" similar to the instructions Herman might find in the condom box, so he'll know how to use the last condom.
- 5** Explain the group assignment:
 - Each group will work on a **How to Use a Condom** worksheet together and should choose a recorder.
 - The group should list all the things Herman *should* do to use a condom properly under the **Do** column. They should list all the things Herman *shouldn't* do under the **Don't** column.
 - Groups will have 5 minutes to make their lists.Check for understanding by asking students what they will do with the worksheet. Clarify as needed.
- 6** Have students turn to **How to Use a Condom** (Worksheet 6.4). (Point out the two columns: **Do** and **Don't**.) Ask who will be the recorders, and give each recorder a pencil, if needed. Have groups begin their lists. Circulate to clarify the task and answer student questions.

* Hatcher, R.A., et al. 2011. *Contraceptive Technology*, 20th revised edition. Ardent Media.

(continued)

Procedure
(continued)

- 7** While groups complete the worksheet, make a chart on chart paper or the board with 2 columns: Condom Dos and Condom Don'ts.
- 8** When groups have finished, explain that you have created a chart for Condom Dos and Condom Don'ts. Say: "Let's see what advice you have for Herman." Ask each group to share one "do" and one "don't" that aren't already listed. Add each group's suggestions to the chart. Clarify and correct any misinformation, and provide additional information as time permits (e.g., condoms can be torn by fingernails or jewelry).
- 9** Have the student with **Commercial Break Card 3** stand and read the card aloud.
- 10** Return to Part 2 of the **Herman Uses a Condom** story (Teacher Activity Sheet 6.4b) and complete a quick demonstration of proper condom use to reinforce the condom "dos." Pull out a condom and tell students that this is Herman's last condom. Go through the proper steps for condom use, using Teacher Activity Sheet 6.4b.

Teacher Note: Again, either memorize the story or have the classroom aide or student volunteer read it while you demonstrate.

Activity**6.5****Closure and
Question Box****Time**

7 minutes

Materials☐ Question box with students' anonymous questions**Purpose**

To summarize the importance of using condoms consistently and correctly every time when having sex, and to answer students' questions from the question box.

What the Teacher Does

Summarizes experiences and key points from Lesson 6. Answers students' anonymous questions.

What Students Do

Review Lesson 6.

Procedure**Lesson Summary**

- 1** Tell students to imagine that they have an older brother or sister who wants to have sex. Ask: "What are the most important things about condoms that you would tell your brother or sister?"

I Learned Statement

- 2** On the **"I Learned" Question Sheet** in their workbooks, have students complete the sentence for Lesson 6: *"The most important thing I learned today about condoms is _____."*

Question Box

- 3** Answer student questions about what was covered in today's lesson. Answer any condom-related questions from the question box. If there are unanswered questions, let students know that they can talk with you after class or during office hours.

(continued)

Transition and
Closure
(*continued*)

- 4** Tell students that in the last *Draw the Line* lesson, they will get a picture of how much their line or limits will protect them against HIV, other STD and pregnancy. Emphasize that, while condoms can help protect people from HIV, other STD and pregnancy, not having sex is the only 100% sure way to protect yourself.
- 5** Collect the student name tents. Close by recognizing students for their interest, their creative thinking and all the work they accomplished today.

Commercial Break Cards



Directions:

Copy and cut apart the cards. Laminate, if desired.

(Note: You may also wish to copy each message on a different color of index card, for ease in cueing students during the lesson.)

Commercial Break Card 1

You may not need this information now,
but it might be useful in the future.

Commercial Break Card 2

If you have a friend who needs this information,
pass it along.

Commercial Break Card 3

If you are having sex, use condoms every time.

Tarjetas para el “Corte Comercial”



Instrucciones:

Copia y corta las tarjetas. Puedes laminarlas si lo prefieres. (Nota: Puedes copiar cada mensaje en una tarjeta de distinto color: así es más fácil llamar a los/as estudiantes durante la lección.)

Tarjeta de “Corte Comercial” 1

Quizás no necesites esta información ahora, pero puede servirte en el futuro.

Tarjeta de “Corte Comercial” 2

Si tienes un amigo o amiga que necesite esta información, dásela.

Tarjeta de “Corte Comercial” 3

Si estás teniendo relaciones sexuales, usa un condón siempre.

**Teacher
Background**

6.3 Birth Control

*Note: Methods are listed in order of effectiveness.**

Not having sex:

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. Choosing not to have sex protects people from HIV, other STD and pregnancy. It works all the time when people consistently avoid any behaviors that can potentially result in pregnancy or STD. There are no health risks. People may need to be prepared to deal with pressure from a partner.”

IUD:

The IUD (intrauterine device) is a form of long-acting reversible contraception (LARC). It is a small, plastic device shaped like a “T” that is inserted into the uterus by a doctor. The IUD is highly effective (more than 99%) at preventing pregnancy. It does this by affecting the way sperm move and preventing sperm from fertilizing an egg. Some IUDs also release hormones that prevent pregnancy the same way as the birth control pill. 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.
The IUD doesn’t protect against HIV or other STD.

Implant:

Implants are another form of LARC. They consist of 1 or more tiny rods or tubes of artificial hormones placed under the skin of the upper arm by a doctor. The implant is highly effective (more than 99%) at preventing pregnancy, and it provides protection for 3 years. It 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.
The implant doesn’t protect against HIV or other STD.

* Hatcher, R.A., et al. 2011. *Contraceptive Technology*, 20th revised edition. Ardent Media.

(continued)

**Depo-Provera®
(the shot):**

This is an injectable form of birth control that uses a synthetic hormone (progestin) to prevent pregnancy. It is extremely effective at preventing pregnancy (more than 99%), as long as the injections are done on schedule every 12 weeks. The shot inhibits ovulation by suppressing hormone levels, inhibits the development of the lining of the uterus and contributes to the development of thick cervical mucus that decreases sperm penetration. The shot must be given by a health care provider. **Depo-Provera® doesn't protect against HIV or other STD.**

Birth control pills:

This prescription drug contains different amounts of the hormones estrogen and progesterone. It is more than 99% effective at preventing pregnancy if the person takes it every day and uses some other method of protection during the first month. 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. **The birth control pill doesn't protect against HIV or other STD.**

**Birth control
patch /
vaginal ring:**

The 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. They are more than 99% effective in preventing pregnancy when they are used correctly. Both slowly release artificial hormones into the body and prevent pregnancy in the same ways as the pill. They 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. **The patch and the ring don't protect against HIV or other STD.**

Latex condoms:

A male condom is a sheath made of thin latex rubber that fits over the erect penis and catches semen and sperm when the man ejaculates. Condoms can be 98% effective in preventing HIV, other STD and pregnancy, but only if they are used correctly and consistently—*every time* a person has sex. 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 and other STD. People who are allergic or sensitive to latex can use polyurethane (a type of plastic) and polyisoprene (a non-latex rubber) condoms. Condoms are available at markets, drugstores, family planning and STD clinics, and online. Anyone can buy condoms, regardless of age or gender.

No prescription is needed. **Natural membrane (also known as lambskin) condoms do not protect from HIV and other STD to the same degree as latex condoms.**

Female condom:

The female 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. When used correctly and consistently, the female condom can be 95% effective in preventing pregnancy, and also provides protection from HIV and other STD. Female condoms may be purchased at drugstores or online without a prescription and are sometimes available at family planning or STD health centers.

Withdrawal (pulling out):

In this method, 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. Since the penis is withdrawn before ejaculation, the number of sperm that enter the partner's body is decreased. Withdrawal is 78% (*typical use*) to 96% (*perfect use*) effective in preventing pregnancy, but it requires a great deal of self-control and needs to be practiced consistently and without fail. In some men, sperm sometimes can be found in pre-ejaculate fluid, and pulling the penis out just before ejaculation will not keep these sperm from entering the partner's body. **Withdrawal will not protect a person from HIV and other STD.**

Hope:

Hope is a belief that things will go as you would like them to. Someone 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. It doesn't work. One study 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. **Hope doesn't protect against pregnancy, HIV or other STD.**

Protection Cards



Directions: Copy and cut apart the cards.

<i>Hope</i>	<i>Depo-Provera® (the shot)</i>
<i>Implant</i>	<i>Birth control pills</i>
<i>Not having sex</i>	<i>Latex condoms</i>
<i>Birth control patch, vaginal ring</i>	<i>Withdrawal (pulling out)</i>
<i>Female condom</i>	<i>IUD</i>

Tarjetas de protección



Instrucciones: Copia y corta las tarjetas.

<i>La esperanza</i>	<i>Depo-Provera® (la inyección)</i>
<i>Implante anticonceptivo</i>	<i>La píldora anticonceptiva</i>
<i>No tener sexo</i>	<i>Condomes látex</i>
<i>Parche anticonceptivo, anillo vaginal</i>	<i>Sacarlo (sacar el pene antes de eyacular)</i>
<i>Condón femenino</i>	<i>DIU</i>

**Teacher
Background**

6.4 Male Latex Condoms

What they are:

A male latex condom is a sheath made of thin rubber that fits over an erect penis. Condoms also are called “rubbers” or “prophylactics.” People allergic or sensitive to latex should use a hypoallergenic condom (e.g. polyurethane or polyisoprene).

How they work:

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 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 condoms provide a continuous barrier to microorganisms, including HIV.

**How
to use them:**

The condom is unrolled onto the erect penis before the penis is placed anywhere near the other person’s body.

Air pollution and heat can weaken latex condoms. Leaving condoms in sunlight for 8 to 10 hours also weakens them. 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 a short time (up to a month). Condoms should be stored in a cool, dry place, and the package should not be opened until the condom is going to be used. Many condoms include an expiration date. They should not be used after this date or if they are visibly damaged.

Oil-based lubricants such as petroleum jelly, hand lotions or baby oil can weaken latex condoms and should **not** be used. Lubricants should be water-based, such as Astroglide, K-Y Jelly, surgical jellies, and most contraceptive jellies.

**Where
to get them:**

Condoms are available at markets, drugstores, and family planning and STD clinics. They also may be available in vending machines or at some 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—every time a person has sex** (i.e., with perfect use). Several studies of “discordant couples” (i.e., 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. Among couples using condoms for pregnancy prevention, about 18 out of 100 will become pregnant in the first year of typical use, which reflects errors in use or couples forgetting to use a condom every time.

Condoms are double-dipped in latex during the manufacturing process. (Latex gloves are only single-dipped.) Condoms also are regulated by the FDA, and are subject to stringent testing. Several studies show that condom breakage rates in the United States are less than 2%. Condoms are relatively easy to use. With practice, they can become a regular, pleasurable part of a sexual relationship.

Condoms may help prevent HPV, which is the leading cause of cervical cancer. Research has shown that condom use is linked to lower cervical cancer rates. However, HPV can occur in both male and female genital areas that are not covered by condoms. Vaccines are available for young men and women to help protect against the types of HPV that cause most cervical cancers.

Risks and disadvantages:

Condom effectiveness depends on how it is used. Studies have found that most latex condom failure results from user mistakes, 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., using 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 out of 100.

There are no serious health risks. Sometimes condoms may irritate the skin, especially if they contain a spermicide. Use of another brand will solve this problem in most cases. People who are allergic to latex can use polyurethane or polyisoprene condoms. Some couples complain that condoms reduce sexual feeling. 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 (lambskin) condoms will not protect from HIV and other STD to the same degree as latex condoms.

Source: Hatcher, R.A., et al. 2011. Contraceptive Technology, 20th revised edition. Ardent Media.

Steps for Proper Use of Condoms

Before You Have Sex

1. Obtain new latex condom from drugstore, family planning clinic, vending machine or other source.
2. Check to make sure the package is unopened and the expiration date has not passed.

As Soon as an Erection Occurs

3. Open the condom package, being careful not to tear the condom.
4. Make sure the condom is right side out. Check by unrolling the condom a little over 2 fingers to see if the tip of the condom naturally sticks out.
5. 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.
6. Put the condom against the head of the erect penis before any genital contact.
7. With your other hand, unroll the condom to the base of the erect penis. (*Note: During class demonstration and practice, unroll the condom over the index and middle finger of your hand.*)

After Ejaculation

8. Hold the condom around the base of the penis and gently pull out the penis (with the condom and its contents) from the partner's body while the penis is still erect.
9. Take the condom off carefully so semen doesn't spill. Roll it off starting at the base of the penis.
10. Dispose of the condom in the trash. Never use a condom twice.

Herman Uses a Condom



Directions:

Read slowly. Pause to allow the teacher to demonstrate the actions in bold type.

Part 1

Herman is someone much older than you. He is 19. Herman is kind of shy and nervous around girls, so it took him a while to have a real girlfriend, but it finally happened.

Now Herman and Kiva, who is 18, have been going together for a long time and think they might get married. Eventually they decided to have sex—but they wanted to use condoms to keep themselves safe from HIV, other STD and pregnancy.

Herman went to buy some condoms and took his older brother along to help him. When he got to the store, he saw that there were lots of different kinds. Herman looked for the most expensive ones because he wanted to have the best.

But when he showed his brother the package, his brother said, “No, those are lambskin condoms. They don’t protect you against HIV.” His brother recommended some lubricated latex condoms, which Herman bought. His brother told Herman to practice first, but Herman was too excited and headed straight for his girlfriend Kiva’s house.

Kiva was happy to see him. They talked for a while and then started to kiss and touch. Herman was a little nervous when he got out the condom. **(Get out condom and scissors.)** He tried to open the condom package with scissors. Oh no, he cut the condom! **(Make a cutting noise as you cut the package. Look horrified, then throw the condom away.)**

Let’s try again. Herman opened the next package with his fingers. **(Open another package using your fingers.)** Just thinking about sex was making him excited. He put the condom on the tip of his penis and tried to roll it down. **(Put condom the wrong way on your fingers and try to roll it down.)** What’s wrong? It didn’t roll. Herman took the condom off and looked at it. **(Look at condom.)**

Oh, the condom needed to roll the other way. But now there was a little drop of semen on the outside of the condom. To be safe, Herman threw it away **(Throw it away.)** and got another one.

(continued)

Germán usa un condón



Instrucciones:

Lee despacio. Debes pausar para permitir al maestro/a demostrar las acciones marcadas en letra más oscura.

Parte 1

Germán es alguien mucho mayor que ustedes. Tiene 19 años. Germán se pone tímido y nervioso cuando está con muchachas, por eso le tomó trabajo tener una novia, pero al final ocurrió.

Ahora Germán y Kiva, que tiene 18 años, han estado saliendo por bastante tiempo, y piensan que tal vez se casarán. Llegó el momento cuando decidieron tener relaciones sexuales, pero querían usar condones para mantenerse a salvo del VIH, otras ETS, y el embarazo.

Germán fue a comprar algunos condones y llevó consigo a su hermano mayor para ayudarlo. Cuando llegaron a la tienda, se dio cuenta de que había muchos de diferentes tipos. Buscó los más caros, porque quería tener los mejores.

Pero cuando su hermano vio el paquete, le dijo: “No, esos son condones de piel de oveja. No te protegen contra el VIH”. El hermano le recomendó algunos condones de látex lubricados, y le sugirió que practicara primero, pero Germán estaba muy excitado y se fue directamente a la casa de Kiva.

A Kiva le alegró verlo. Estuvieron conversando por un rato y luego empezaron a besarse y acariciarse. Germán estaba un poco nervioso cuando sacó el condón de la caja (**Sacar el condón y unas tijeras**). Trató de abrir el paquete con las tijeras. ¡Oh, no, cortó el condón! (**Hacer un ruido como de corte al cortar el paquete. Mirar con horror, y arrojar el condón**).

Probemos otra vez. Germán abrió otro paquete con sus dedos (**Abrir otro paquete usando los dedos**). Sólo el pensar en la idea del sexo lo estaba haciendo excitar. Puso el condón en la punta del pene y trató de desenrollarlo hacia abajo (**Poner el condón en la forma equivocada en los dedos, y tratar de desenrollarlo**). ¿Cuál es el problema? No se desenrolló. Germán tomó el condón y lo miró (**Mirar el condón**).

Oh, el condón necesitaba desenrollarse hacia el otro lado. Pero ahora había una gotita de semen en la parte de afuera del condón. Para estar seguro, Germán lo arrojó (**Arrojarlo**.) y sacó otro.

(continúa)

Herman Uses a Condom – Part 1

(continued)



He looked carefully to see which was the outside, and started to roll it down. He rolled the condom halfway down his penis and thought, “Great, I’m ready.” **(Roll condom down fingers part way.)**

As Herman and Kiva started to have sex, Herman felt the condom slipping off! **(Slip condom off.)**

Herman threw that one away too **(Throw it away.)** and got another one. He opened it with his fingers, checked which was the outside, and put it on all the way to the base of his penis. **(Put condom on to bottom of fingers and look pleased.)**

By this time, Kiva wasn’t very excited anymore. Herman suggested using some Vaseline or baby oil to lubricate the condom. He put Vaseline on the condom and they started having sex. **(Put Vaseline on condom.)**

Oh no, the condom broke! Herman didn’t know that oil and Vaseline can cause condoms to break, and that if you are going to use a lubricant, it has to be water-based like Astroglide or Aqua Lube. **(Show lubricant.)**

By now Herman was getting frustrated and was wishing he’d paid more attention in his class about condoms and HIV. He looked in the box for another condom and found...the condom instructions! **(Look very happy. Pull out instructions from the box.)**

Kiva laughed and said that maybe they should read the instructions together before they used the last condom.

Germán usa un condón – Parte 1

(continuación)



Miró cuidadosamente cuál era la parte de afuera del condón, y comenzó a desenrollarlo. Lo hizo hasta la mitad del pene y pensó: “Por fin, estoy preparado”. **(Desenrollar el condón hacia abajo, cubriendo sólo la mitad de los dedos.)**

Cuando Germán y Kiva empezaron a tener sexo, ¡Germán sintió que el condón se salía! **(Hacer salir el condón.)**

Germán arrojó este condón también **(Arrojarlo.)** y sacó otro. Lo abrió con los dedos, miró cuál era el lado de afuera, y lo puso hasta la base del pene. **(Poner el condón hasta la base de los dedos, y parecer compacido.)**

A estas alturas, Kiva ya no se sentía muy excitada. Germán sugirió usar Vaselina o aceite de bebés para lubricar el condón. Puso Vaselina y empezaron a tener sexo. **(Poner Vaselina en el condón.)**

¡Oh no, el condón se rompió! Germán no sabía que el aceite y la Vaselina pueden hacer que el condón se rompa, y que si se quiere usar lubricante, tiene que ser uno con base de agua, como Astroglide o Aqua Lube **(Mostrar un lubricante.)**

Ahora Germán estaba sintiéndose frustrado y deseando haber puesto más atención en la clase sobre condones y el HIV. Buscó otro condón en la caja... ¡y encontró las instrucciones! **(Mostrarse feliz. Sacar las instrucciones de la caja.)**

Kiva se largó a reír y dijo que sería mejor que leyeran juntos las instrucciones antes de usar el último condón.

Herman Uses a Condom



Directions:

Read slowly. Pause to allow the teacher to demonstrate the actions in bold type.

Part 2

Herman took the last condom out of the package carefully. (**Take condom out.**)

He checked to make sure it was right side out. (**Check condom.**)

He put the condom on his erect penis and rolled it all the way down to the base. (**Roll condom to bottom of fingers.**)

He put Astroglide on the condom. (**Apply lubricant.**)

Then he was ready. When Kiva and Herman finished having sex, Herman held the condom around the base of his penis, so that semen wouldn't spill as he pulled out. (**Hold base of condom around fingers. Roll off the condom starting at the bottom.**)

Herman wrapped the condom in a tissue and threw it away in the garbage. (**Wrap condom in tissue and put it in a plastic bag.**)

Now Herman and Kiva knew how to use condoms to protect themselves from HIV, other STD and pregnancy!

Germán usa un condón



Instrucciones:

Lee despacio. Debes pausar para permitir al maestro/a demostrar las acciones marcadas en letra más oscura.

Parte 2

Germán tomó cuidadosamente el último condón. **(Sacar el condón.)**

Lo revisó para asegurarse de cuál era el lado correcto. **(Revisar el condón.)**

Puso el condón en su pene erecto y lo desenrolló totalmente hasta la base.

(Desenrollar el condón hasta la base de los dedos.)

Aplicó Astroglide sobre el condón. **(Aplicar lubricante.)**

Ahora estaba listo. Cuando él y Kiva terminaron el acto sexual, Germán apretó el condón en la base, para que el semen no se derramara al retirar el pene.

(Sostener la base del condón alrededor de los dedos. Arrollar el condón comenzando desde abajo.)

Germán envolvió el condón en un pañuelo de papel y lo arrojó en la basura.

(Envolver el condón en un pañuelo y ponerlo en una bolsa de plástico.)

¡Finalmente Germán y Kiva saben como usar condones para protegerse contra el VIH, otras ETS y el embarazo!



Tarea 6.4

Marca los límites / Respeta los límites

Cómo usar un condón

De esta manera SI	De esta manera NO

28

Student Work

Draw the Line / Respect the Line

Worksheet 6.4

How to Use a Condom

Do	Don't

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Student Workbook • Grade 8

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7

Staying Safe

Introduction

Internal control underpins both a person's ability to draw the line—stop even when really turned on—and respect someone else's line. This lesson helps students identify an image that can help them stick to their limit when they are tempted to cross their line. It also helps them evaluate their personal limit with respect to how much it will protect them against HIV, other STD and pregnancy.

Purpose Statement for Students

Today you will discover a picture that will help you stick to your limit (cool down). You'll also find out how much your personal limit will really protect you from HIV, other STD and pregnancy.

Objectives

Students will be able to:

- ★ Identify a mental image or “cold shower” they can use to cool down when they are in a situation where they might cross the line.
- ★ Describe their most important reason for not crossing the line.
- ★ Describe how they have changed their promise to avoid crossing the line.

Activities

Activity 7.1: Lesson 6 Review

Activity 7.2: Plan for the Day

Activity 7.3: Traffic Light

Activity 7.4: Cold Shower

Activity 7.5: Good-Bye

(continued)

Before the Lesson

- Review the entire lesson and any supporting materials. Make any modifications needed to help ensure student success.
- Review Teacher Background 7.3—**HIV Risk Behavior Key** (p. 155).
- Review the Plan for the Day.
- Pass back the student name tents.

Prepare and/or review the following materials:

- ☐ Chart paper, markers and tape
- ☐ Drawing paper for each student
- ☐ **HIV Risk Behavior Cards** (Teacher Activity Sheets 7.3a–c)—make 1 set
- ☐ **Traffic Light** (Teacher Activity Sheet 7.3d)—copy 3; color 1 copy with a red light, 1 yellow and 1 green
- ☐ Blank 3"x 5" cards

Activity**7.1****Lesson 6 Review****Time**

3 minutes

Materials

None

Purpose

To review Lesson 6.

What the Teacher Does

Reviews experiences and key concepts from Lesson 6.

What Students Do

Review Lesson 6.

Procedure

- 1** Collect Lesson 5 homework from any students who missed Lesson 6.
- 2** Ask students to name 5 “Dos” and 5 “Don’ts” for using condoms.

Activity

7.2 Plan for the Day

Time

3 minutes

Materials☐ Plan for the Day**Purpose**

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

What the Teacher Does

Posts the plan; has a volunteer read the plan; summarizes the Plan for the Day.

What Students Do

Review the Plan for the Day.

Procedure

- 1** Say: "Today you will re-think your limits and create a picture to help you stick to your line."
Write the Plan for the Day on the board or chart paper:
 - Traffic Light
 - Cold Shower
 - Good-Bye
- 2** Ask for a volunteer to read the plan. Clarify as needed.
- 3** Tell students that today is the last day of the *Draw the Line/Respect the Line* program. Explain that they'll have a chance to show what they know about drawing the line and create a picture to help them stick to their limits.

Activity

7.3

Traffic Light

Time

20 minutes

Materials

- ☐ **HIV Risk Behavior Cards**
- ☐ **Traffic Light** (1 red, 1 yellow, 1 green)
- ☐ tape
- ☐ 3" x 5" cards
- ☐ **HIV Risk Behavior Key** (Teacher Background 7.3)

Purpose

To help students evaluate how much their personal limits protect them from HIV.

What the Teacher Does

Structures activity. Organizes and summarizes student ideas.

What Students Do

Decide how risky various activities are and compare their personal line to those activities.

Procedure**1**

Tape the 3 traffic lights along the wall. Explain that the 3 lights represent risk for HIV:

- Red is highest or most risky.
- Yellow is less risky, but a person still needs to use caution.
- Green is safe or lowest risk.

Explain that students are going to think about various behaviors and how risky they might be. Because some of these behaviors might be where they've decided to draw the line in the promise to themselves, they will have a chance to think how much their personal limits will protect them from HIV.

(continued)

Procedure
(continued)

- 2** Explain the activity:
 - Students will work in small groups.
 - Each group will get several cards with different behaviors written on them.
 - They should discuss each behavior and decide its level of risk.
 - Once the group has decided, they should tape their cards along the wall, under the various traffic lights on the risk continuum.
- 3** Model the activity by asking students to indicate the level of risk associated with “Talk on the phone” (safe) and “Use condoms with baby oil” (most dangerous). Post these **HIV Risk Behavior Cards** in the proper place on the continuum. Clarify that behaviors that go under the yellow light may be OK, but under some conditions/situations they can become red or high risk.
- 4** Organize students into groups of 4. Distribute tape and a few **HIV Risk Behavior Cards** to each group and have groups begin. Allow students to work for 3–5 minutes. While students are working, write the primary body fluids that can carry HIV on the board or chart paper: blood, semen, vaginal fluid, rectal fluid.
- 5** When all the cards have been placed along the wall, review the body fluids that can carry HIV. Then review each behavior and its place on the continuum, using the **HIV Risk Behavior Key** as a guide. Ask students if any cards should be moved, discuss why and then move the cards, if appropriate. Ask students if there are any other behaviors they would like to place on the wall. Write these on blank cards and place them on the wall.

Teacher Note: Do not leave a card incorrectly placed along the continuum. Heated discussion may emerge about the proper place for a behavior along the risk continuum. Stress that any behavior not placed under the green light puts a person at risk for HIV or 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.
- 6** Ask students to take out their promise cards from their name tents and look at the behaviors on the wall. Ask: “Based on where you draw the line, where do you end up?—red, yellow or green?”

Ask students if there’s anything they want to add to their promise cards to make their limits safer. Give students 1–2 minutes to revise their promise cards.

Activity

7.4 Cold Shower

Time

17 minutes

Materials

- ☐ Drawing paper
- ☐ Markers or colored pencils

Purpose

To enable students to describe their most important reasons for sticking to their limits.

What the Teacher Does

Structures activity. Ensures that students are on task and summarizes student ideas.

What Students Do

Decide on the most important reason for sticking with their limits and draw a picture to illustrate it.

Procedure

- 1 Say: “Think about yourself in a situation with someone you really like. You are getting close to your limit, feeling very good and wanting to cross your line. Right at that moment, in that situation, you might not be thinking about anything except how good you feel. One thing that could help is to have a picture in your head that will help you remember why you chose your limit. What might you think about so you don’t cross your line?”

Ask for a few ideas. Use the Trina and Kashid story to prompt students as necessary. Say: “Remember Trina and Kashid? What might be Kashid’s picture?” (e.g., Mom walking in and looking shocked.)

Have students take out their promise cards. Tell them their picture should be something that will jump into their minds when they are thinking of crossing that line—something that will cool them off if they are getting too hot.

(continued)

Procedure
(continued)

2 Encourage students to consider 3 things when thinking about their pictures:

- What could happen if they cross their line?
- Who could be hurt by their actions?
- How might their future change if they cross their line?

Tell students they will have about 15 minutes to work on their pictures. They can choose to keep their pictures private. They can use words with their pictures. Students who don't like to draw can write a letter or diary entry that reminds them of why they want to stick to their limit. Tell students that the most important thing is to put themselves in the picture.

3 Distribute drawing paper and markers or colored pencils and allow students to work for 15 minutes. Circulate to answer questions and assist students who have difficulty deciding on a picture.

4 Call the class back to attention. Congratulate students on their work. Emphasize that the more detailed their picture is, the easier it will be to remember it when they need it. Tell students they can continue to work on their pictures after this class if they want (e.g., color them, add more details, etc.) Encourage students to think about their pictures, and to use them to cool off whenever they get close to crossing their lines.

5 Assign homework. Tell students to look at the picture before they fall asleep tonight and think about how they will use it if they need it. They should study it, so it will stay in their memory and help them when they need it. Tell them that the more often they look at the picture and think about their lines, the easier it will be to remember their limits when they get into a difficult situation.

Teacher Note: *If you post student drawings, be sure students volunteer to show their work. It shouldn't be required.*

Activity

7.5

Good-Bye

Time 8 minutes

Materials None

Purpose To motivate students to use what they have learned.

What the Teacher Does Asks students to remember what they've learned in the *Draw the Line/Respect the Line* program.

What Students Do Think about what they learned in the program.

Procedure

Lesson Summary

- 1** Review the main focuses of the *Draw the Line/Respect the Line* program:
 - You've learned about the idea of drawing the line and setting personal limits.
 - You've practiced drawing the line in situations such as being asked to steal or cheat, being asked to smoke or use other drugs, etc.
 - You've learned about respecting friends' lines.
 - You've talked about dating and relationships—how to draw the line in those situations, and how to recognize when you are pressuring others to cross their lines.
 - You've learned facts about HIV and other STD.
 - You've talked a lot about what might happen if you cross your line and re-evaluated where you draw your line based on everything you now know.

(continued)

Procedure (continued)	2	Have students look again at their promise cards. Emphasize that they have everything they need, including the confidence inside, to keep themselves safe from unplanned pregnancy, HIV and other STD. Congratulate students on all they have learned about protecting themselves. Remind them that they can get help if they are being pressured.
I Learned Statement	3	On the “I Learned” Question Sheet in their workbooks, have students complete the sentence for Lesson 7: <i>“The one thing I will use the most from the Draw the Line/Respect the Line lessons is _____.”</i>
Closure	4	Remind students of the homework—to look at their picture and remember their promise before they fall asleep tonight.
	5	Remind students that the fact sheet they received on HIV contains hotline numbers they can call to get information if they need it. Close by recognizing students for their interest, their creative thinking and all the work they accomplished in the <i>Draw the Line/Respect the Line</i> program.

**Teacher
Background**

7.3 HIV Risk Behavior Key

Safe

Kiss on cheek
Hug
Talk on phone
Hold hands
Give/get hickey
Feel up over clothes
Feel up under clothes

Some Risk

French kiss
Mouth to genitals, with latex barrier
Penis in vagina, with latex condom
Mouth to genitals, no latex barrier

Risky

Sex with latex condom and baby oil
Sex with someone on the pill, no condom
Sex with someone you love, no condom
Penis in vagina, no condom
Penis in rectum, with condom
Penis in rectum, no condom

**Teacher
Background**

7.3

Clave de las conductas de riesgo relacionadas con el VIH

Sin riesgo

Beso en la mejilla
 Abrazo
 Hablar por teléfono
 Tomarse de las manos
 Dar o recibir marcas en el cuello
 Tocar por encima de la ropa
 Tocar por debajo de la ropa

Menos peligroso

Beso de lengua
 Contacto de boca con genitales, con barrera de látex
 Pene en la vagina, con condón de látex
 Contacto de boca con genitales sin barrera de látex

Lo más peligroso

Sexo con condón de látex, lubricado con aceite para bebé
 Sexo con alguien que usa la píldora, sin condón
 Sexo con alguien que amas, sin condón
 Pene en la vagina, sin condón
 Pene en el recto, con condón
 Pene en el recto, sin condón

HIV Risk Behavior Cards



Directions: Copy and cut apart the cards. Use only the cards you feel are appropriate for your class.

Kiss on cheek

Hug

Talk on phone

Hold hands

Give/get hickey

Feel up over clothes

Tarjetas de conductas riesgosas relacionadas con el VIH



Instrucciones: Copia y corta las tarjetas. Usa sólo las tarjetas que piensas que son apropiadas para tu clase.

(continúa)

<i>Beso en la mejilla</i>	<i>Abrazo</i>
<i>Hablar por teléfono</i>	<i>Tomarse de las manos</i>
<i>Dar o recibir marcas en el cuello</i>	<i>Tocar por encima de la ropa</i>

HIV Risk Behavior Cards



(continued)

<i>Feel up under clothes</i>	<i>French kiss</i>
<i>Mouth to genitals, with latex barrier</i>	<i>Penis in vagina, with latex condom</i>
<i>Mouth to genitals, no latex barrier</i>	<i>Sex with latex condom and baby oil</i>

Tarjetas de conductas riesgosas relacionadas con el VIH



(continuación)

<i>Tocar por debajo de la ropa</i>	<i>Beso de lengua</i>
<i>Contacto de boca con genitales, con barrera de látex</i>	<i>Pene en la vagina, con condón de látex</i>
<i>Contacto de boca con genitales, sin barrera de látex</i>	<i>Sexo con condón de látex, lubricado con aceite para bebé</i>

HIV Risk Behavior Cards



(continued)

<i>Sex with someone on the pill, no condom</i>	<i>Sex with someone you love, no condom</i>
<i>Penis in vagina, no condom</i>	<i>Penis in rectum, with condom</i>
<i>Penis in rectum, no condom</i>	

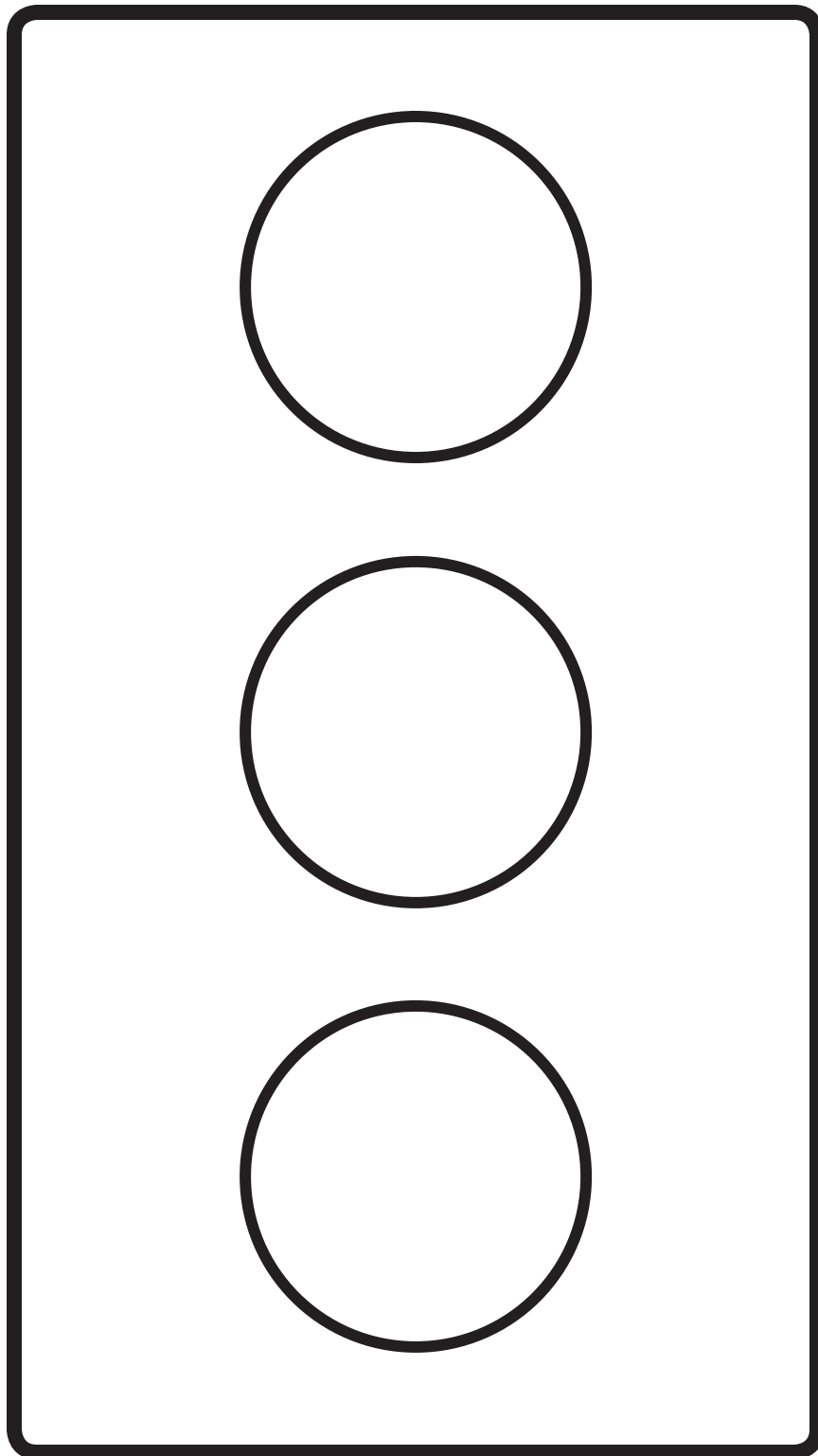
Tarjetas de conductas riesgosas relacionadas con el VIH



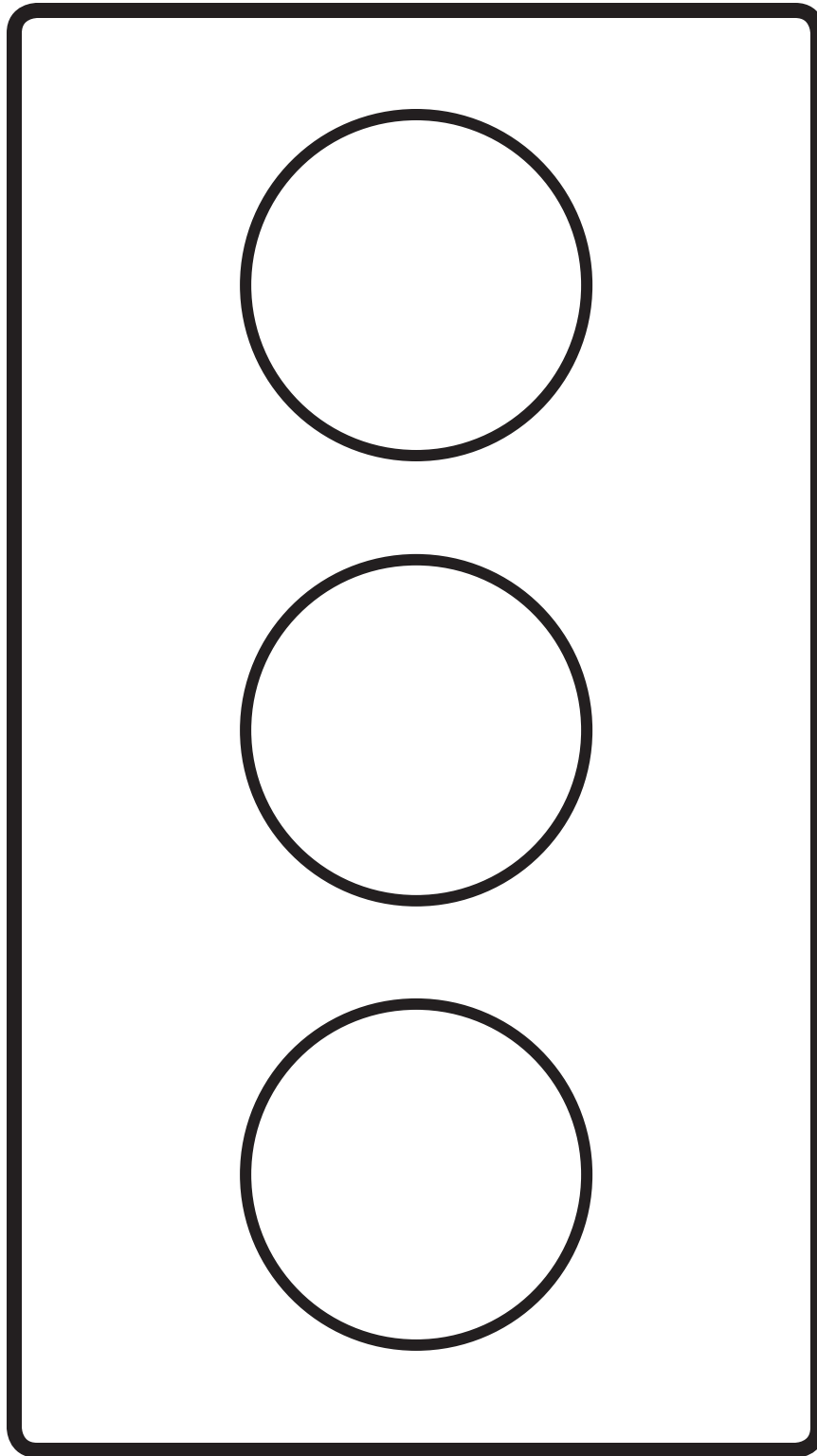
(continuación)

<i>Sexo con alguien que usa la píldora, sin condón</i>	<i>Sexo con alguien que amas, sin condón</i>
<i>Pene en la vagina, sin condón</i>	<i>Pene en el recto, con condón</i>
<i>Pene en el recto, sin condón</i>	

Traffic Light



Luz de tránsito





Appendix

Supporting a Trauma-Informed Approach to Sexuality Education

Trauma is prevalent among youth in this country, and the need to address trauma in youth programming is increasingly clear.¹ Trauma occurs when individuals are exposed to harmful or threatening events that overwhelm their ability to cope in the moment or in the future.² These include experiences of physical, emotional or sexual abuse, neglect, caregiver substance use or mental illness, family instability, assault and community violence.³ Not all children and youth are the same, and they may respond differently in the face of these exposures based on their subjective experience of the event(s), their age, their history of exposure and available resources and supports.^{2,4}

Advances in neuroscience show that intense or ongoing exposures to traumatic events, without protective factors, alter the body's stress response system—affecting a young person's cognitive, social and emotional development.³ In the classroom setting, these physiological changes can manifest as problems or challenges with learning, paying attention, regulating emotions, showing self-control and developing trusting relationships.² In severe cases, young people may exhibit symptoms of Post-Traumatic Stress Disorder (PTSD) or Child Traumatic Stress. Potentially traumatic experiences are also part of the constellation of risk factors associated with early sexual initiation,⁵ more sexual partners,^{6,7} unprotected sex,⁷ and teen pregnancy,^{7,8} as well as poorer mental health and substance use.⁹

Schools, youth-serving organizations and educators play an important role in recognizing and responding to trauma, as well as promoting healing and resilience for trauma survivors. A trauma-informed approach: (1) *realizes* the widespread impact of trauma and understands potential paths for recovery; (2) *recognizes* the signs and symptoms of trauma in students, staff and families; (3) *responds* by fully integrating knowledge about trauma into policies, procedures and practices, and (4) *resists re-traumatization* by avoiding practices that inadvertently create stressful or toxic environments.¹

Specific practices educators, youth workers, schools and youth-serving organizations can implement to cultivate trauma-informed sexuality education include the following:

- Provide training to staff so that they understand the effects of trauma and know how to recognize and respond to it appropriately.^{1,10,11}
- Create a culture of safety so that both staff and participating youth feel physically and psychologically safe.^{1,10} This includes establishing clear agreements around privacy, respect for self and others, and appropriate behavior for the group setting.
- Build and maintain trust and transparency in relationships.¹ For sexuality education, it is especially important to inform youth and parents about the educator's obligation to report incidents in which young people disclose abuse or the intent to harm themselves or others.
- Create a culture of empowerment that recognizes people's individual strengths, resiliency and ability to heal from past trauma.^{1,10}
- Recognize that trauma can arise from power differences due to culture, gender and sexual orientation.^{1,10} Use inclusive language that empowers diverse populations. Avoid stigmatizing particular groups of youth or reinforcing limiting stereotypes.
- Facilitate open conversations. Regardless of past experiences, all youth benefit from conversations that allow them to feel positive about their bodies, negotiate relationships, and determine when they are ready to engage in safe, consensual sexual activity.¹⁰
- Avoid judgment or attaching shame to past experiences or current sexual behaviors, particularly teen parenting and sexually transmitted infections.¹⁰
- Be aware that some students' behavior problems that arise in the group setting may stem from past trauma. Adopt disciplinary policies that focus on restoring relationships and integrating offending students back into the school and community. Traditional disciplinary policies that focus on punishment often aggravate the sense of rejection felt by someone with a history of trauma.¹¹

In addition, many educators and youth workers who work with traumatized youth also are vulnerable to the effects of trauma. This is often referred to as compassion fatigue or secondary traumatic stress. Educators can help avoid compassion fatigue by becoming

aware of the signs (such as increased irritability with youth, difficulty planning lessons and activities, feeling numb or detached, or intrusive feelings about a student's trauma), asking for support from colleagues, seeking help to heal from their own personal traumas, and engaging in self-care by setting boundaries, eating well, exercising and taking a break when needed.²

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