

A Healthy Look at Sexuality

Lesson Nine

HIV/AIDS and Barriers to
Using Protection

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH,
and Making Proud Choices, Module 7, Activity D.)

LESSON 9: HIV/AIDS AND BARRIERS TO USING PROTECTION

Time needed

One class period

Student learning objectives

1. Distinguish between the definitions of HIV and AIDS.
 2. Identify the 3 ways in which HIV is commonly spread.
 3. Identify the ways in which HIV **cannot** be passed.
 4. Recognize that AIDS is preventable. Identify 3 ways to avoid getting HIV.
 5. Recognize that teens and others **like** themselves can become infected with HIV, and understand how it can affect someone's life.
 6. Verbalize the importance of maintaining or adopting behaviors which minimize risk of giving or getting HIV and other STIs.
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Agenda

1. Introduction and Overview
 2. Information vs. Behavior
 3. Video: *"Blood Lines"*
 4. *"Blood Lines"* Debrief
 5. Barriers to Using Protection
 6. Closure
 7. Homework
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Materials needed

1. Handout: *HIV/AIDS Reference Sheet* (optional, 1 per student) available at <http://www.kingcounty.gov/health/FLASH> (9/10 Lesson 25, pg.4-9)
 2. Video: *"Blood Lines"*
 3. TV and DVD Player
 4. Discussion Cards: *"Blood Lines" 1-4*
 5. Whiteboard or Newsprint
 6. Appropriate Markers
 7. Handout: *Local Health Resource List* (if available)
 8. Homework: *Peer Advice* (1 per student)
 9. Anonymous Question Bag or Box
 10. Index Cards of the Same Size, Shape, and Color
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Preparation

1. Print **Discussion Cards: *"Blood Lines" 1-4*** and laminate for future use (located under Worksheets and Printouts at the end of the lesson).
 2. Print 1 copy per student of the following (located under Worksheets and Printouts at the end of the lesson):
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(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

- Handout: **HIV/AIDS Reference Sheet** available at <http://www.kingcounty.gov/health/FLASH>; 9/10 Lesson 25, page 4-9.
- Handout: **Health Resource List**, and
- Homework: **Peer Advice**

Instructions

1. Introduction and Overview

- Ask the group what they learned in the previous lesson.
- Explain that in this lesson we will be talking about HIV and what it means to live with HIV. We will also continue discussing the reasons why people may not use condoms or dental dams every time they have sex. Emphasize that the most important point to remember today is: HIV/AIDS is one of the few entirely preventable diseases...you can decide not to risk getting it.
- Go over **Homework: HIV/AIDS** by having the group stand up if they think the answer is **True** and remain sitting down if they think the answer is **False**. If needed, briefly explain answers:

a. T	f. F	k. F	p. T
b. F	g. T	l. T	q. T
c. T	h. F	m. F	
d. T	i. T	n. F	
e. F	j. F	o. T	

People can **REALLY** reduce their risk by the following (these should be checked):

a.	Not having sex.
c.	Only having sex with one monogamous partner.
d.	Only having sex with someone who doesn't have HIV (and how would they know this? → testing)
f.	Always using condoms/barriers when they have sex.
h.	Limiting the # of different sexual partners.
j.	Always use sterile needles for any injections/piercings.

NOTE TO TEACHER: The HIV/AIDS Reference Sheet in 9/10 F.L.A.S.H., Lesson 25 pages 4-9 can be used as a resource for additional information about HIV/AIDS.

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

2. Information vs. Behavior

- a. Referring to the **Homework: HIV/AIDS** the group just completed, make the point that it looks like they know about HIV frontwards and backwards. Then ask the group if knowing all this information about HIV always makes people be safe about not contracting HIV. Explain that having accurate information alone doesn't necessarily affect people's behavior.
- b. **Example:** Ask the group the following:
 - **How many people here have been told by their parents/guardians or your dentist that you are less likely to get cavities if you floss every day?**
 - **Now how many of you actually floss every single day?**
- c. Explain that the reason why you probably don't floss every day is because it feels like "too much bother" to floss, or because you don't really believe the advice, or because you don't think it will really happen to you, etc.

This same principle applies to any health behavior, including behaviors that put people at risk for HIV/AIDS and other STIs. The facts aren't enough.

3. Video: "**Blood Lines**"

- a. Explain that the video they're about to watch focuses on people's attitudes: their feelings and beliefs. The video, entitled "Blood Lines," is about how it feels to be a young person growing up infected with HIV. The people in the video are real, they are not actors.
- b. Show "Blood Lines." (22 minutes)

4. "**Blood Lines**" Debrief

- a. Ask for four volunteers and pass out the **Discussion Cards: "*Blood Lines*" 1-4** to those four volunteers. They will be asked to read out loud their card when prompted.
- b. Facilitate discussion by asking the following questions for the corresponding **Discussion Card: "*Blood Lines*"**:

Jennifer:

"This disease is real, it's not going away. If you have it, you can live powerfully, but if you don't have it, you don't want it."

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

Question: What is Jennifer saying? Does HIV/AIDS seem very real to you when you read about it or hear about it on the news? In what ways?

Lisa:

“Young adults think they’re...we’re invincible. And that’s what does it. The fact that you think you’re invincible; it’s not going to happen to you. It happens to other people.”

Question: How can you tell whether someone your age really take HIV/AIDS seriously? Do they think they’re invincible, as Lisa says, or do they really believe that they and their friends could catch the virus?

Rebecca:

“Just like that...my whole life was different.”

Question: What is Rebecca saying? In what ways do you think a young person’s life changes when they test positive for HIV? Do you think it’s harder or easier for these folks who got infected as teens than it would be if they were older when they got infected? Why?

Joe:

“I had all the information, had all the knowledge, maybe slipped up once or twice, and ended up with an HIV status.”

Question: What did Joe mean when he said “slipped up” once or twice? How can that be avoided?

NOTE TO TEACHER: An additional resource that is available in the Northwest is the HIV/AIDS Speaker’s Bureau, an organization dedicated to putting a face to HIV and AIDS. For more information call Jim Breedlove at 509-455-8495 or e-mail him at jbilove@earthlink.net

5. Barriers to Using Protection

- a.** Explain that the best way to protect yourself against contracting HIV or any other STI if you decide to have sex is to use condoms and dental dams. However, some people may have or express barriers to using condoms and dental dams.
- b.** Write on a newsprint or whiteboard:

What people who do not want to use a protection might say:

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

- c. Brainstorm answers. Some answers may include:
- “Condoms are too small for me.”
 - “I can’t feel anything.”
 - “They don’t work.”
 - “I don’t have any right now.”
 - “I don’t have anything (meaning STIs or HIV).”
 - “We don’t need one.”
- d. On the same newsprint or newsprint put right next to it, “Responses.” Ask the participants to come up with *responses* to “What people who do not want to use protection might say” and write down what they come up with in the “Responses” column. Remind the class to think of assertive responses, not passive or aggressive ones.
- e. If time allows, ask for volunteers to come to the front of the room. Have one person act out the excuse and the other the assertive response.

NOTE TO TEACHER: While it may seem repetitive, the more opportunities students have to verbalize responses, the more self-efficacy they will have in using a condom or dental dam when they become sexually active.

6. Closure

- a. Ask the group what they learned with this lesson.
- b. Remind students of the **Handout: *Local Health Resource List*** (if available).
- c. Pass anonymous question bag or box around.
- d. Answer anonymous questions

7. Homework

- a. Hand out the **Homework: *Peer Advice***.
- b. Explain that they are going to pretend that their friend has come to them for advice because they know you have just finished a class about healthy sexuality. Their task is to give the best advice they can to their friend based on what you learned in the healthy sexuality class (i.e., healthy relationships, assertive communication, pregnancy prevention, and STI protection). Students will report back on the homework in the next lesson.

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

Worksheets and Printouts

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

Discussion Card: “Blood Lines” 1

**“This disease is real,
it’s not going away. If
you have it, you can
live powerfully, but if
you don’t have it, you
don’t want it.”**

—Jennifer

Discussion Card: “Blood Lines” 2

“Young adults think they’re...we’re invincible. And that’s what does it. The fact that you think you’re invincible; it’s not going to happen to you. It happens to other people.”

—Lisa

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

Discussion Card: “Blood Lines” 3

**“Just like that...my
whole life was
different.”**

—Rebecca

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH,
and Making Proud Choices, Module 7, Activity D.)

Discussion Card: “Blood Lines” 4

“I had all the information, had all the knowledge, maybe slipped up once or twice, and ended up with an HIV status.”

—Joe

(Adapted from 9/10 F.L.A.S.H., Lessons 25-26, www.kingcounty.gov/health/FLASH, and Making Proud Choices, Module 7, Activity D.)

Homework: Peer Advice

Directions: Your friend has come to you for advice because they know you have been learning about healthy sexuality. Thinking about what you have learned about healthy relationships, assertive communication, pregnancy prevention, and STI prevention, look at each scenario and give your friend the best advice.

1. Your friend Tyler is 16 and mature for his age, but a little shy. Emma is his first serious girlfriend. She's 19, has her own apartment, and is a student at the community college. Her friends are all older college students. She is beautiful and adores Tyler, and lately has been hinting that she'd like them to have sex. Tyler isn't sure that he is ready to have sex. Yesterday, he saw birth control pills in her purse. What advice do you have for Tyler?

2. Casey is 16 and has been dating Alex for over a year now. They have not had sex but recently have been talking about whether they were ready to. Casey has never had sex before, but Alex has. Before they get too serious about the idea, Casey thinks that Alex should get tested but doesn't know how to bring up the idea without insulting Alex. What advice do you have for Casey?

3. Your friend Ashley is 17. She's been sexually active for 2 years and has had several sex partners. She is not in a steady relationship now. Last year when her mom found out she was having sex, she took Ashley to the doctor and got her a prescription for birth control pills. Ashley spends weekends at her dad's house, and often stays overnight at her best friend's house. When she goes to her dad's or her friend's house, she often forgets to take her pills with her. What advice to have for Ashley?

Homework: Peer Advice continued...

4. Your friends Karlee and Sam are 16 and they know each other from school. Recently Karlee and some friends came to a party at Sam's house and they ended up having a really good time together. They flirted and teased and kissed each other. There was alcohol and they were both drinking. When people finally started leaving, they ended up on the couch. One thing led to another and they had sex although they hadn't really planned to. What advice do you have for Karlee? What advice do you have for Sam?

5. Your friend Stephanie is 15 and doesn't get along well with her family. She says that they don't understand her and that they don't let her make decisions for herself. Recently she became acquainted with Ron on the internet. He seems really nice. Stephanie and Ron have talked on the phone. When he asked her how old she is, she told "a little white lie" and said she was 17. Ron said it would be fun for them to go out sometime and that Stephanie looks really hot in her photo. Ron is 22 and lives with his mom. He doesn't have a job, but that hasn't stopped him from meeting lots of girls. He isn't interested in a long-term relationship, but he likes having sex. What advice do you have for Stephanie?

6. Your friend Sophie is 17 and spends most of her time with her boyfriend Rick who is 18 and just graduated from high school. Rick told her she should quit taking birth control pills because they make her fat and emotional. He said having a baby would mellow her out and they would be great parents. Sophie wouldn't mind having a kid. At least she knows she'd be a better parent than hers were. What advice do you have for Sophie?

7. Doug, your friend Melanie's boyfriend, always picks her up after school and brings her home. Melanie's mom does not get home until later and the two have time in the house by themselves. Sometimes they fool around but they limit what they do because Melanie does not want to have sex. This afternoon, they were fooling around and Doug wouldn't stop. Melanie said "No," but he kept going and ended up coming inside her. What advice do you have for Melanie?
