

## **Session 1: HIV Transmission**

### **INTRODUCTION**

We are going to spend 8 class periods talking with you about AIDS prevention. Your class just finished a unit on AIDS and STD's, which gave you a lot of the basic information. Now we're here to bring the message home. At the end of this project, we want you to not only know what AIDS is, but how AIDS risk affects you, and how you can deal with it.

We will be talking about values, communication, stereotypes, drug use, STD's, and using condoms. A lot of people are talking about AIDS these days, and you may think you've heard it all. Or you may not know what to think. We think that AIDS is serious, and having the facts could save your life. That's why we're here."

### **• OBJECTIVES •**

- 1• Introduce yourselves and point out the ground rules.

**[Introduction - 5 min.]**

- 2• Find out how people can get HIV (Human Immunodeficiency Virus) and how it is passed from person to person.
- 3• Understand that one infected person who has unprotected sex or shares needles can
  - infect a lot of people
  - in a short time
  - without anyone knowing it.

**[Activity A: Card Swap - 20 min.]**

- 4• Understand how HIV destroys the immune system so that diseases are easier to get and more serious.
- 5• Find out more about how HIV is transmitted.
- 6• Be able to explain the difference between having HIV and having AIDS.

**[Activity B: HIV vs. Immune Defenses - 20 min. ]**

**Materials:**

|            |                         |  |
|------------|-------------------------|--|
| ☆☆☆        | Introduction            | Ground Rules Poster<br>(will be posted in classroom)                                 |
| Activity A | Card Swap               | blue, yellow, green & pink cards   |
| Activity B | HIV vs. Immune Defenses | Script for narrator<br>5 Signs: "Person"<br>"HIV"<br>"Disease"<br>"Immune System"(2) |

**??? Question Box ???**

You can download the rest of Peer-Led [Session 1](#).

## Introduction

**The introduction is your opportunity to tell the class who you are and what your peer helping team is going to be doing over the next few weeks. It's also a good time to say a couple of words about why this project is important to you personally.**

**Going over ground rules at the beginning of a class lets everyone know what is appropriate to do and say. It helps people feel more comfortable if they know what to expect from the class. In your classes the ground rules will have been already established by the teachers, so you merely need to remind the students that the same rules will apply when you are visiting their class.**

### • OBJECTIVES •

- 1• Introduce yourselves and point out the ground rules.

### **Materials:**

Ground Rules poster (will be posted in classroom)

### **In-Class PREPARATIONS:**

1. Make a **Ground Rules Poster** for your team. There is a list of ground rules on page 4. You can add rules that you feel are important.

### **INSTRUCTIONS for Class Presentation:**

1. Start by telling the class the name you chose for this project in your peer helping class. Then, go around and introduce yourselves to the class. After you say your name, tell the class something about yourself, such as one thing you like to do for fun, or why you wanted to be a peer helper.
2. Introduce the project by reading the introduction on the first page of this session, or say something similar in your own words.
3. Go over your Ground Rules Poster. It should stay on display somewhere in the room where everyone can see it. Ask if there are any questions about the ground rules.

**"Now let's get started!"**

## GROUND RULES

1. All points of view are worthy of being discussed. No putting down someone else's values or ideas. Insults are not allowed.
2. Respect the person speaking by giving your full attention. If you want to say something, raise your hand and wait to be called upon.
3. Questions are encouraged and may be asked at any time. There is no such thing as a dumb question. Questions only indicate a desire for knowledge; they do not tell you anything about the person asking the question.
4. Everyone has the right to "pass" on answering questions or participating in activities that make them feel uncomfortable. You may be asked to give a reason why you are passing.
5. Teachers and peer leaders may also choose not to answer a question in front of the entire class.
6. It is okay for teachers, peer leaders and students to blush, feel embarrassed, or not know the answers to all the questions.
7. This classroom is a safe place to be yourself and talk about things that are personal to you. Things you share with the class will be kept strictly confidential. **What you say in class will not be discussed outside the classroom.**
8. Teachers will also respect the confidentiality ground rule, except when they are required by law to disclose information. In cases of sexual or physical abuse, the teacher will talk with the student in private about what kind of action the law requires before telling anyone.

## A. Card Swap

### • OBJECTIVES •

- 2• Find out how people get HIV (the Human Immunodeficiency Virus) and spread it to other people.
- 3• See how one infected person who has unprotected sex or shares needles can
  - infect a lot of people
  - in a short time
  - without anyone knowing it.

**Materials:** Blue, yellow, green, and pink cards

### **INSTRUCTIONS for Class Presentation:**

1. Start off every activity by reading the OBJECTIVES for that activity. These are goals for you and for the class. They are numbered like this: •2•, •3•. You can say them in your own words.

**"Today we are going to... find out how people get HIV (Human Immunodeficiency Virus) and spread it to other people. (Objective •2•)**

**We are also going to... see how one infected person who has unprotected sex can infect ....." (Objective •3•)**

2. Pass out 4 cards to each person. Each person can receive any combination of colors.
3. Give these instructions:

**Write your name on all 4 of your cards.**

**When I say "SWAP", find a partner and trade one of your cards for one of your partner's cards.**

**When I say "SWAP" again, find a different partner and trade another one of your cards.**

**We will SWAP until you don't have any of your own cards left.**

4. Have everyone stand up. Do 4 rounds of SWAPS. Make it clear to the students that they should only give away cards that have their own names on them.

5. After all swapping, have the students sit down. Explain to them that each card color represents something you've chosen to do:

| <u>Color</u>  | <u>Behavior</u>              |
|---------------|------------------------------|
| <b>Blue</b>   | Sharing dirty needles        |
| <b>Green</b>  | Safer sex                    |
| <b>Pink</b>   | Unsafe sex                   |
| <b>Yellow</b> | Touching, kissing or talking |

6. Pick 1 student to stand up. Tell the class:

**“For the purposes of this game, let’s say that this person was HIV positive at the beginning of the swap.”**

7. Have the standing student read the names on any blue or pink cards he or she is holding. Ask all the people whose names were called to stand. The first person should remain standing. Tell the class:

**“These people who just stood up were also infected with the AIDS virus because they shared dirty needles (blue cards) or had unsafe sex (pink cards) with people who carry HIV.”**

8. Once again, have all the standing students read the names from their blue and pink cards. Repeat the explanation you gave in #7.

9. Ask standing people to read their blue and pink names a third time. By now, most of the room will probably be standing. Ask the students **what is their reaction** to the number of their classmates that have now been infected with HIV.

10. If anyone is left sitting, ask them to look at their cards. Here’s what they mean:

- a. **If you have blue or pink cards, they should only be from people who are also sitting. This means that you had unsafe sex or shared needles with someone who wasn’t HIV-infected, so it was a gamble, but you were not infected.**

**Continued on the next page !!**



b. "If you have green cards from any of the standing students, that means you had SAFER sex with an HIV-infected person. It is most likely that you weren't infected with HIV, as long as you were careful not to exchange any semen, blood or vaginal fluids. This means using a condom correctly from start to finish of vaginal, oral or anal intercourse with men, and using latex barriers (dental dams) for oral sex with women.

"Green cards from other sitting students mean safer sex with a person who was never exposed to HIV. Both of you are safe from AIDS this time.

c. Yellow cards mean that you didn't have sex or share needles at all with your partner. You talked, hugged, kissed, played soccer, held hands, ate lunch, rode the bus, or whatever. Either partner could be infected with HIV, but you would not infect the other person by exchanging a yellow card."

11. Lead students in a discussion of the activity by asking for their responses to the following questions and taking their answers one at a time.

**Questions for Discussion:**

- What are the ways you can be infected with HIV?
- Were there any ways you could tell that the person you swapped with was HIV-infected?
- How did you feel when you found out that you were infected?
- How did you feel about your partner?
- Now that you know what the different colors of cards represent, what could you have done differently to avoid being exposed to HIV?
- In what ways is this game true to life? In what ways is it different from real life?

12. Finish each activity by reading over the OBJECTIVES again.

## **B. HIV vs. Immune Defenses**

### **• OBJECTIVES •**

- 4• Learn how HIV destroys the immune system so that diseases are easier to get and more serious.
- 5• Find out more about how HIV is transmitted.
- 6• Be able to explain the difference between having HIV and having AIDS.

### **Materials:**

Script for NARRATOR

Signs: 1 "PERSON"

2 "IMMUNE SYSTEM"

1 "DISEASE"

1 "HIV"

### **INSTRUCTIONS for Class Presentation:**

1. Read your OBJECTIVES.
2. Choose 3 student volunteers to play the Person and the 2 T-helpers. Peer helpers will play the Disease, HIV, and the Narrator. Decide ahead of time who will play each part.

### **Characters:**

- 1 Narrator** (peer helper)
  - 1 Person** (student)
  - 2 Immune Defenses** (students)
  - 1 Disease** (peer helper)
  - 1 HIV virus** (peer helper)
3. Hand out the signs and instruct all players to hold them up so the class can see them at all times. Tell the student volunteers about their parts with these instructions:
    - a. **The Person will just stand there.**
    - b. **The Immune Defenses will stand in front of the person, blocking the Disease until HIV pushes them aside.**



4. Follow these guidelines to perform the skit:

\* PERSON stands in the front of the room.

**Narrator:** Introduce PERSON. Does this person look healthy? We are going to demonstrate what happens when this person gets infected by HIV. HIV stands for Human Immunodeficiency Virus.

□

□ \* Have 2 IMMUNE DEFENSES stand in front of person as blockers.

**Narrator:** Everybody has an IMMUNE SYSTEM. The IMMUNE SYSTEM helps protect people from infections and helps people get well when they're sick. Introduce DISEASE: it could be a cold, flu, pneumonia, a brain infection, cancer, or many other things

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DISEASE tries to touch PERSON, only to be blocked by

□ \* IMMUNE SYSTEM. After being blocked, DISEASE stands aside.

**Narrator:** Many DISEASES normally can't get to the PERSON because the IMMUNE SYSTEM protects the PERSON.

□

□ X \*

PERSON turns around 3 times (this represents risky behavior, like unsafe sex) as HIV comes in to stand between the IMMUNE SYSTEM and the PERSON.

**Narrator:** If the PERSON has unsafe sex with an infected person or shares dirty needles, HIV can get into the PERSON'S blood.

X \*

■

HIV pushes the IMMUNE SYSTEM aside. 2 IMMUNE SYSTEM cells "die".

**Narrator:** HIV is a virus that destroys the IMMUNE SYSTEM, leaving the PERSON open to infections and DISEASES that most people with healthy immune systems would be protected from.

•◊ \*

DISEASE walks past disabled IMMUNE SYSTEM and takes hold of the PERSON.

**Narrator:** With a weakened IMMUNE SYSTEM, DISEASES like pneumonia can infect a PERSON more easily. The PERSON will have a harder time getting well again.

It is one of these diseases, sometimes called an opportunistic infection, that eventually kills a person with HIV. When a person with HIV gets an opportunistic infection, we say that the person then has AIDS, which stands for Acquired Immune Deficiency Syndrome.

5. You may want to repeat that last part, since it explains the difference between having HIV and having AIDS. This is hard for a lot of people to understand. Then ask the students for their responses to the following questions. Give them the right answers if they don't know.

**Questions for Discussion:**

- What does the immune system do for a healthy person?

*It fights off germs and diseases that enter the body.*

- What happens to the immune system when a person is infected with HIV?
- Does this happen right away?
- Does a person with HIV know it's happening?

*HIV can be in your body and can slowly destroy your immune system without your knowing it. Magic Johnson was a healthy athlete who didn't know he was infected with HIV until he was tested for it. When you "catch" a cold, you actually have the cold virus in your body for a couple of days before you get a runny nose and start to feel sick. Similarly, you can have HIV in your body and not feel sick. But you can only get HIV by doing certain things with a person who already has it.*

- How does HIV get into a person's blood?

*Through the exchange of blood, semen, or vaginal fluids during sex, sharing needles for drugs or piercing, blood transfusions before 1985, or pregnancy.*

- **How long can people carry HIV before showing signs of being sick?**

*This actually depends on a combination of factors, and can take up to 10 years, or even longer.*

- **How can a person know if he or she is infected with HIV if there aren't any symptoms yet?**

*The person would have to be tested for HIV to know.*

- **Why might a person with HIV catch pneumonia more easily than a person who is HIV negative?**

*The immune system of the person with HIV can't fight off the pneumonia as well as the immune system of the HIV negative person.*

- **What 2 things have to be true before we say that a person has AIDS?**

*They must (1) be HIV positive and (2) have a disease, or an opportunistic infection.*

*Now, as of January, 1993, we also say that a person with HIV whose immune system is very severely damaged has HIV, even if the person doesn't have a disease yet. You may have heard about T-cells, which are immune cells. A healthy person usually has over 1,000 T-cells. If an HIV-infected person has only 200 T-cells or less, we say they also have AIDS.*

6. Review your OBJECTIVES and take questions.
7. Now is the time to remind everyone about your **!!! Question Box ???**. If there is any extra time, you can pass out pieces of paper for people to write their questions.

**If you ever have any questions you want us to answer, just write them down and put them in the Question Box. You don't need to put your name on it, but be sure to write the class period, so we know which class you're in.**

8. After class, make sure to write down the questions from the **!!! Question Box ???** in your notebook so that you can answer them next time.

## **Session 2: Drugs & Risk**

### **REVIEW OF SESSION 1**

In our last session, we talked about HIV and how it spreads from one person to another. We learned that HIV is passed through blood, semen and vaginal fluids. This can happen when people share needles or have sex without a condom. You can't tell from looking at someone if they are infected with HIV, so it's important to be careful **ALL THE TIME**.

We also talked about how HIV affects the immune system once a person is infected. Over a period of time, HIV knocks out the immune system so that other diseases, like pneumonia, TB, and certain cancers, can get to the person more easily. You can have HIV for years without getting a disease. Only when a person with HIV actually gets sick with a disease or when their immune system becomes damaged very seriously do we say that person has AIDS.

Any questions?

Okay, today we are going to:

#### **• OBJECTIVES •**

- 1• Find out how using a drug can make it hard to control what you do and say.
- 2• Understand the connection between alcohol and drug use and AIDS: HIV is transmitted through sharing needles, and you're more likely to have unsafe sex if you're drunk or high.

[Activity A: **Along for the Ride** - 40 min.]

You can download the rest of Peer-Led [Session 2](#).

#### **Materials:**

Activity A Along for the Ride Drug effects handouts



**EXTRA ACTIVITY**

**Many people have misconceptions about AIDS risks. In this activity, you will find out how well the students understand certain risks. You will try to correct some of the rumors they may have heard.**

- 3• Correct false ideas about how a person can get AIDS.
- 4• Understand that any unsafe contact can lead to AIDS, no matter how old you are or how safe you may feel.

[Activity B: **Inside talk** - 15 min.]

## A. Along for the Ride

- 1• Find out how using a drug can make it hard to control what you do and say.
- 2• Understand the connection between alcohol and drug use and AIDS: HIV is transmitted through sharing needles, and you're more likely to have unsafe sex if you're drunk or high.

### Materials:

Drug effects handouts

### In-class PREPARATIONS:

1. You will do 3 different situations with 3 different drugs. **The main thing you want to show with these skits is that drugs and alcohol get in the way of making good decisions.** You will also be showing how different drugs affect people.
2. Brainstorm additional ideas for skits with your Peer Helping class.
3. Talk with your team and decide which 3 situations you want to use. Every team should have a least one skit in which being drunk or high causes someone to take an AIDS risk.
4. Decide which part each team member will play. Fill out the Peer Helper Worksheet on the next page. Write how your skit will end where it says "CONCLUSION." You will have the worksheet to help you when you give your presentation.
5. Once you have the basic ideas for a skit, think of ways you could bring in a student volunteer to be part of it.
6. Rehearse your skits in class. Make notes about what you are going to do.

**SITUATIONS (choose 3, or make one of your own):**

- \*1\* You are at a party at a friend's house and you want to leave. Someone you don't know very well offers to give you a ride. The person is drunk or high.
- \*2\* A friend asks you to ditch school with him or her to go to the mall and get high.
- \*3\* Your mom leaves you alone to babysit and you get drunk.
- \*4\* You and some friends are walking downtown and get into an argument with someone who is high on cocaine and wants to start a fight.
- \*5\* You are nervous about a report you have to give in class, so you drink or get high on the way to school.
- \*6\* You get drunk or high at a party and someone pressures you to inject drugs OR pierce your ear with a needle that someone already used OR have sex without a condom. You go along with it because your judgment is impaired.

PEER-HELPER WORKSHEET  
DRUG SKITS

**SKIT #1**

SITUATION:

CHARACTERS:

PEER HELPER

ROLE

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CONCLUSION:

**SKIT #2**

SITUATION:

CHARACTERS:

PEER HELPER

ROLE

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CONCLUSION:

**SKIT #3**

SITUATION:

CHARACTERS:

PEER HELPER

ROLE

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CONCLUSION:

## **INSTRUCTIONS for Class Presentation**

1.    a.    Read the **Review of Session 1** on the first page of this session.  
      b.    Answer any questions from the *!!! Question Box ???* .
2.    Read the OBJECTIVES for this session.
3.    Hand out the **Drug Effects Sheets**. Ask for students to read each description aloud. Ask if there are any questions.
4.    Introduce your first skit by setting the scene and explaining what is going to happen. If you are using student volunteers, call them forward at this time and tell them what to do.
5.    Clear out a space where everyone can see you. Perform your skit for the class.
6.    When you finish, ask someone in the class to tell you what just happened.
7.    Do the rest of your skits as time allows.

There's more on the next page!! ④④④

8. Use the following questions to lead a discussion of this activity.

**Questions for Discussion:**

- ☛ **Why do you think people take drugs or drink?**
- ☛ **What happens to decisions you've made about using condoms or sharing needles when you are using alcohol, marijuana or cocaine?**
- ☛ **What is something that you really like to do that you wouldn't be able to do as well if you took drugs or drank?**
- ☛ **Now I want you to tell me about things YOU have seen or heard about, but please don't use names of any real people. I want to hear your stories about how drugs affect people. These could also be things that you've heard about from friends, things you've seen in movies or on T.V., or things you see living in Oakland.**
- ☛ **Can you think of ways to keep your friends and classmates from getting involved with drugs & alcohol?**

10. Review your OBJECTIVES and take questions.

•• DRUG EFFECTS SHEET ••

**Cocaine or Crack**

Effects:

Cocaine and crack, which is another form of cocaine, speed up your brain and your body functions. These effects put a lot of stress on the body. In large doses, cocaine disturbs your heart and your breathing, and it can cause **shaking** and **convulsions**. A large dose can kill you. Cocaine goes through your body very quickly. A person may feel an **intense high**, then crash into **depression** and **intense craving** for the drug, all within a ten-minute cycle. Users go from feeling very good to feeling very bad. They become **irritated** and **anxious**. Long-term use can produce **hallucinations**, **confusion**, and an **itchy feeling** that may feel like ants are crawling under your skin.

**Cocaine affects your judgment, so that risking your life by sharing needles or having unsafe sex may not seem important to you at all, as long as you can get more of the drug.**

**Alcohol**

Effects:

Alcohol slows down your body functions, leading to **slower thinking and slower reacting**. After having one drink, things like your **talking, hearing, and speaking** become slower and foggier. As a person becomes more intoxicated, standing up or doing anything physical becomes difficult. Heavy intoxication can lead to **shallow breathing** and **loss of consciousness**. The heart might stop and **death** can occur. Alcohol also **lowers inhibitions**, so that it becomes easy to say and do things that may be inappropriate, embarrassing or show **poor judgment**.

**People are more likely to get in car accidents and do things that put them at risk for AIDS when they are drunk.**

**Marijuana**

Effects:

Marijuana slows down the brain and the body, causing you to **think and act more slowly** than usual. Using marijuana can give you problems in school, because it makes it **hard to concentrate** and **hard to remember information**. You become **less coordinated** and it takes you longer to react to things. You may feel **confusion**, **loss of control**, **anxiety**, or **panic**. You will feel a general **lack of energy**. Smoking marijuana can also hurt your **lungs**.



**Marijuana affects your judgment so that it becomes harder to protect yourself from AIDS risks.**

**EXTRA ACTIVITY!!**

**B. Inside talk**

- 3• Correct false ideas about how a person can get AIDS.
- 4• Understand that any unsafe contact can lead to AIDS, no matter how old you are or how safe you may feel.

**In-class PREPARATIONS:**

1. **In your Peer Helping Class:** Of the 4 scripts on page 21, decide which script each person on your team is going to read.

- ☛ Try reading the part as you would say it. Practice saying it in your own words. This will make your performance more realistic.

**INSTRUCTIONS for Class Presentation:**

1. Read the following introduction, or put it in your own words:

**"By now you should know something about how HIV (remember, that's the AIDS virus) is transmitted from one person to another. You know that it is connected to certain behaviors, or things that people do. For this activity, we are going to read the stories of four junior high school students. The stories aren't about real students, but these things have happened to real people. After the first half of each story has been read, we would like you to tell us which of the four characters is most likely to get AIDS, and why. Then we'll read the second halves of the the stories, and find out if you were right."**

3. Introduce yourself as the person in the script and tell the first part of your story.

4. After all peer helpers have read their first parts, take a vote on which character might have been infected with HIV:

**Now I want you to think for a moment: which of these people is most likely to be infected with HIV?**

**Raise your hand if you think \_\_\_\_\_ is most likely to be infected.**

Ask for a show of hands for each script. While people have their hands up, call on a couple of students to say why they picked that script. Ask people to talk about what each character did that was risky.

5. Read the second half of your script.

6. Finally, discuss each character again:

**What were some false ideas each of these people had about AIDS?**

**Why did Shaun think he/she couldn't get HIV?**

- ☛ He/she thought that you could only get it from sharing needles with "real addicts".
- ☛ He thought that teenagers are too young to get AIDS.

**Why did Lakisha think she couldn't get HIV?**

- ☛ She was afraid she could get it, but she wasn't sure if she should believe the rumors.

**Why were Anthony's friends worried?**

- ☛ They thought you could get HIV by touching someone or eating dinner at their house.
- ☛ They thought that because someone is gay that means they have AIDS.

**Why did Nicole think she didn't have to worry about AIDS?**

- ☛ She thought that if she was on the pill, she would be protected from HIV.

**Why did Nicole start having sex before she was ready?**

- ☛ She thought that her boyfriends would leave her or say bad things about her to their friends if she didn't have sex.

**In the future, what else could Shaun, Lakisha, Anthony and Nicole do to protect themselves and others from the AIDS virus? Be specific.**

- ☛ If students only say "use condoms," ask them **What else?**
  - Wait until they're ready to have sex.
  - Learn more about how HIV is passed.
  - Talk about these things with their friends and boyfriends or girlfriends.
  - Avoid situations where drugs and alcohol can hurt their judgment.

7. Review the goals from this session and take questions.

**Scripts**

**Part one**

**Shaun:** Hi, I'm Shaun, and I'm going into 9th grade next year. I like to go to parties, and sometimes I get pretty drunk. Once, I was at a party with some high school students who were shooting up. I tried it that one time with them, but I didn't really like the high so I'm not going to try it again. I heard in school that HIV can be transmitted by needles, but I'm not worried since none of the other people there were real addicts and teenagers are too young to get AIDS.

**Lakisha:** My name is Lakisha. I've been dating this one guy for two months - he's a few years older than me - and we just started sleeping together. Just a while ago, I heard some rumors that his old girlfriend did coke and that she used to shoot up a few times a week. I don't know if this is true - my boyfriend swears he would never touch drugs, especially cocaine or crack, and I believe him. I'm scared about this whole thing and I need to find out if the rumors are true.

**Anthony:** My name is Anthony. I have an older brother, Robert, who is gay. Lately, I've been hearing a lot about AIDS and sometimes I get worried about my brother. My friends tell me that a lot of gay men have AIDS, and some of them tell me I'm going to get it, too, because I live with him. He seems fine to me, and I don't think you get AIDS just by living in the same house with somebody, but now some people are saying they don't want to eat dinner at my house anymore, and things like that. What should I tell them?

**Nicole:** Hi, my name is Nicole. I'll be going into 9th grade in the fall. I've had boyfriends most of the time since the 6th grade, and now I'm going out with Daniel, a guy who's in high school. I've had sex before, but it never really meant anything until I met Daniel. I was only doing it because I thought they would dump me and tell their friends I was a prude if I didn't. I knew I could get pregnant, so I asked my older sister to get me birth control pills. Most of the guys I've had sex with don't like condoms and we almost never used them since I was on the pill. But Daniel says he cares about me a lot and wants to be sure we're both safe, so he wants to use condoms.

## Part two

Shaun: I found out in school that many of the people with AIDS in their 20's and 30's were infected when they were teenagers. Any of the people at that party could have been infected and not known it. So I went to the city clinic to get tested. So far, I'm negative, but I don't want to take any more chances shooting up with people. I also realized that drinking so much at parties makes it hard for me to make good decisions, so I'm is going to cut down on the drinking.

Lakisha: I asked my boyfriend if it was true that his last girlfriend was shooting coke. He said it was true. He broke up with her because he'd watched people get messed up in that stuff before and he didn't want to get into it. But when I asked him if they had ever had sex without using condoms, he said yes, they had. I told him that if she ever shared needles, she could have been infected with AIDS that way and given it to him. Or she could have been getting high and having unsafe sex because she didn't think about using condoms when she was high. I finally convinced him to get tested, and I have a feeling he might be positive for HIV. We've always used condoms, but I got tested to be sure. My results were negative. I don't know how I'll feel about having sex with him if he's HIV positive, but I know I'll insist that we use condoms every time. I don't want to play with fire.

Anthony: I talked to my older brother about the things my friends have been saying. He said there are a lot of things my friends don't understand, and that someone should talk to them, because the attitudes they have are harmful to gay people and to people with HIV. He told me that being gay doesn't mean you have AIDS, or that you will have it. There are things that ALL people, male and female, gay and straight, can do to protect themselves from infection, like using condoms and not using needles to shoot drugs. You can't get AIDS from casual contact, like sharing utensils, shaking hands, hugging, and kissing.

Nicole: I just heard that one of the guys I was with last summer tested HIV positive. I was so scared - I almost didn't want to know if I was infected. I finally decided it was better to know, so I went to get tested. The test showed that I'm HIV positive too. It just doesn't seem fair. What really scares me is not knowing if my friends will stand by me, and I don't know how to tell my family. At the clinic where I got tested, they told me about counselors and support groups who I can talk to about being HIV positive. Daniel said he would go with me to set up an appointment.



## **Session 3: Values**

### **REVIEW OF SESSION 2**

We're going to start with a quick review of what we did last time. As you may remember, we did some skits about what happens to people when they drink or use drugs. People do these things for a lot of reasons - to relax, to escape reality, to be like their friends - but whatever the reason, it's important to know that drugs and alcohol affect your judgment. They make it hard for you to make clear decisions and handle tough situations. Especially when it comes to AIDS. The safest thing to do is stay away from drugs and alcohol altogether. But if you do use them, remember this: don't ever shoot up with a needle someone else has used, and don't have sex when you're drunk or high.

#### **• OBJECTIVES •**

- 1• Think about your values and decide which ones are most important to you.

[Activity A: **Values Stack** - 15 min.]

- 2• Make sure your decisions are based on correct information and your own values.
- 3• Agree upon some health-related values which are important to you as a class.

[Activity B: **Forced Choice** - 30 min]

#### **Materials :**

Activity A Values Stack "Values Stack" sheets  
Values cards (envelope of 24/student)

Activity B Forced Choice Abstinence pamphlets  
Posterboard for **HEALTH VALUES**

#### **POSTER**

You can download the rest of [Session 3](#).



## A. Values Stack

- 1• Think about your values and decide which ones are most important to you.

### Materials:

"Values Stack" sheets  
Values cards (envelope of 24/student)

### INSTRUCTIONS for Class Presentation:

1. a. Read the **Review of Session 2** on the first page of this session.  
b. Answer last week's **Question Box** questions.  
e. Read the **OBJECTIVES** for this activity.
2. Start the activity by asking the students to break into as many groups as you have Peer Helpers on your team. Each peer helper will lead a group. You can divide the class by having people number off, or whatever works for you. Take your teams to different parts of the room, and sit in a circle so everyone can SEE and HEAR each other.
3. Once you are situated in your groups, pass out one envelope of "Values Stack" cards and one "Values Stack" worksheet to each student.
4. Give the following **DIRECTIONS**:

**"Look over your cards one at a time and place each card under the column you feel shows your own personal values. Try to go with your first instinct, and don't take too much time on this first part. How important is this thing to me? Is it very important to me, or not important at all, or somewhere in the middles? Divide all the cards into three stacks - they don't have to be equal. You can have more than one card in the 'most important' stack. All the ones that are somewhere in the middle go in the "NEITHER" stack for extra cards.**

Continued on the next page!! ④④④

**When you have completed your piles, look through the cards in the 'MOST IMPORTANT' pile and decide which three of these are the most important. One way to do this is to ask yourself which values are so important to you that you would be willing to give up all the others in order to keep them. For example, would you give up being able to go out with your friends to have a job that makes a lot of money? Write your three most important values in the top box. Then do the same thing with the 'LEAST IMPORTANT' box, and write down your three least important values. If you have any important values of your own that aren't on the cards, you can write those down, too."**

5. Help anyone who is having trouble. Try not to influence their decisions with your own values. If someone is struggling, use your active listening skills to help them figure out what is important to them. (For example, "It sounds like playing soccer is pretty important to you. If you had to choose between playing soccer and getting good grades, which would you pick?")
6. After everyone has finished, go around the circle and ask everyone to read off their 3 most important values and their 3 least important ones. Ask if anyone had important values which were not on the cards.
7. Ask everybody to put the cards back in the envelopes and pass them back to you. They can keep the worksheets.
8. Quickly review your OBJECTIVES, then onward!

**VALUES STACK**

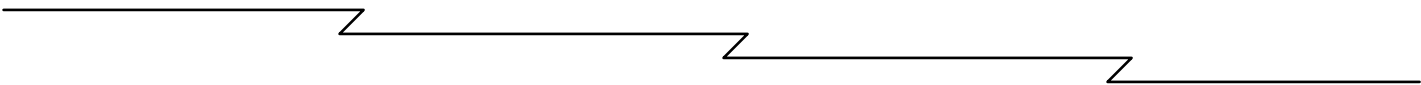
NAME \_\_\_\_\_

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_

**MOST  
IMPORTANT**

#1 \_\_\_\_\_  
#2 \_\_\_\_\_  
#3 \_\_\_\_\_

**NOT IMPORTANT**



*EXTRA CARDS*

**NEITHER**

### IDEAS for VALUES STACK Cards

- Being healthy & physically active
- Having a lot of money
- Having a close friend
- Practicing my religion
- Being famous
- Having fun

- Taking care of the environment
- Standing up for myself
- Being honest with myself
- Being considered good looking
- Getting high (using drugs)
- Doing well in school

- Being responsible and honest
- Having a boyfriend or girlfriend
- Having a baby while I'm still in school
- Being like my friends
- Staying a virgin
- Playing my favorite sport

- Wearing nice clothes
- Standing out from a crowd
- Having my parents approval
- Being the best at what I do
- Being smart
- Being loyal to my friends

|  |                                      |
|--|--------------------------------------|
| <b>Being healthy &amp; physically active</b> | <b>Having a lot of money</b>         |
| <b>Practicing my religion</b>                | <b>Being famous</b>                  |
| <b>Having fun</b>                            | <b>Having a close friend</b>         |
| <b>Taking care of the environment</b>        | <b>Getting high (using drugs)</b>    |
| <b>Being honest with myself</b>              | <b>Being considered good looking</b> |

|  |                                     |
|--|-------------------------------------|
| <b>Doing well in school</b>                    | <b>Staying a virgin</b>             |
| <b>Standing up for myself</b>                  | <b>Being responsible and honest</b> |
| <b>Having a boyfriend or a girlfriend</b>      | <b>Being loyal to my friends</b>    |
| <b>Having a baby while I'm still in school</b> | <b>Playing my favorite sport</b>    |
| <b>Wearing nice clothes</b>                    | <b>Standing out from the crowd</b>  |

|                                    |                                   |
|------------------------------------|-----------------------------------|
| <b>Being like my friends</b>       | <b>Having my parents approval</b> |
| <b>Being the best at what I do</b> | <b>Being smart</b>                |

## **B. Forced Choice**

- 2• Practice making decisions based on correct information and your own values.
- 3• Come up with some health values which are important to you as a class.

**Materials:** Abstinence pamphlets  
Posterboard for **HEALTH VALUES POSTER**

### **In-Class PREPARATIONS:**

1. Create a **HEALTH VALUES POSTER** for your team using the following basic ideas:
  1. *It's important to choose not to have sex until you're sure you are ready.*
  2. *Deciding not to use drugs and alcohol is a healthy choice.*
  3. *It's important to talk to your boyfriend or girlfriend about AIDS and condoms before you get sexually involved.*
  4. *It's important to use condoms every time you have sex.*
  5. *It's important for everyone to be responsible for their own actions and their own health.*

**Talk about these values in your peer helping class. We want you to have a poster of some important health values that you will present to the 7th graders. You can add to the list, or put things in your own words, but talk about it with your Peer Helping Teacher first.**



## **INSTRUCTIONS for Class Presentation:**

1. **READ YOUR OBJECTIVES!**
2. **Explain to the class how "Forced Choice" works:**


**A statement will be read to the class.**

**For 30 seconds, everyone will decide for themselves whether they agree or disagree. There is no "right" choice for this - it's just your own opinion.**

**When we say "GO," all the people who agree will stand on one side of the room.**

**All the people who disagree will stand on the other side.  
DON'T JUST GO WHERE YOUR FRIENDS GO!**

**We will pick a few people from each side to talk about their choice.**

 **All participants must show respect for the person who is speaking. Please listen without making any comments until it is your turn to speak. The purpose of this discussion is for you to express your opinions, not for us to argue about right and wrong. If you insult someone or make a rude remark about their personal opinion, you will be asked to sit down.**

2. **Choose an issue from the list of statements on page 28.**
3. **Read the statement. Read it a few times, so that everyone hears it. You can also write it on the chalkboard while people are thinking. After a 30 second pause, say "GO!" Make sure nobody goes to a side before the 30 seconds is up.**
4. **After all the students have decided, a Peer Helper should go to each side. You will be responsible for calling on students to talk about why they picked that side. Use active listening skills to make their ideas clearer. Give your own opinions only if none of the 7th graders will talk about their choices. If all the students go to one side, go to the other to play "devil's advocate." Offer points of view that haven't been considered and ideas that will round out the discussion.**

5. After a few people on each side have talked, write on the board whether most of the class agreed or disagreed with the statement. This will tell you about the values of the class.

6. Choose another question to read and repeat #3 through #5.

7. About 15 minutes before the end of class, stop the debates and break into a brief discussion. **The purpose of the discussion will be for the class to reach a consensus on some basic health issues.**

8. Tell the class: Now we'd like to see if we can decide on some values that represent us as a class. These are values that we as Peer Helpers think are important, and we want to see if you agree.

9. Read each of the values on your **HEALTH VALUES POSTER**. Ask the class to raise their hands if they agree or disagree. If most of the class agrees, put a star next to that statement:

1. *It's important to choose not to have sex until you're sure you are ready.*
2. *Deciding not to use drugs and alcohol is a healthy choice.*
3. *It's important to talk to your boyfriend or girlfriend about AIDS and condoms before you get sexually involved.*
4. *It's important to use condoms every time you have sex.*
5. *It's important for everyone to be responsible for their own actions and their own health.*

9. Review your OBJECTIVES. Repeat that knowing your values is important because it gives you a foundation for making decisions.

FORCED CHOICES

*Do you agree or disagree?*

- \* It is okay not to use condoms if you're having sex for the first time.
- \* 12 years of age is old enough to make your own decisions about sex.
- \* Condoms should be available at school.
- \* If a person has AIDS it's his or her own fault.
- \* You should use condoms even if you only have sex with a steady partner.
- \* It's okay to try drugs as long as you don't get addicted.
- \* Teachers who are HIV+ should be allowed to work in schools.
- \* It is the boy's responsibility to get a condom.
- \* I would date someone my parents don't like.
- \* Anyone who has ever had unsafe sex should be tested for HIV and STD's.
- \* Boys are more sexually active than girls.
- \* HIV+ people from other countries should not be allowed to move to the United States.

## **Session 4: Stereotypes**

### **REVIEW OF SESSIONS 1-3**

This is what we have covered in the Peer-led classes up to this point:

1. How the Immune System works
2. How HIV infects and spreads
3. How drugs and alcohol increase HIV risk
4. Knowing your own values so you can make good decisions

### **• OBJECTIVES •**

- 1• **Stereotypes: What they are** - Talk about what stereotypes are and how they affect the way you look at yourself and others.
- 2• **Stereotypes: What they do** - Talk about specific stereotypes, why they're not true, and how they can pressure people into doing things they don't really want to do.
- 3• **Breaking the Hype** - Look at how stereotypes make people feel trapped, pressured and misunderstood, and come up with ways to break them down and treat each other with greater respect.

[Activity A: **Breaking the Hype** - 1 class session]

### **Materials:**

Activity A: Breaking the Hype “Stereotypes Supplement” Sheet  
Posterboards  
Markers

You can download the rest of Session 4.

## A. Breaking the Hype

### • OBJECTIVES •

- 1• **Stereotypes: What they are** - Talk about what stereotypes are and how they affect the way you look at yourself and others.
- 2• **Stereotypes: What they do** - Talk about specific stereotypes, why they're not true, and how they can pressure people into doing things they don't really want to do.
- 3• **Breaking the Hype** - Look at how stereotypes make people feel trapped, pressured and misunderstood, and come up with ways to break them down and treat each other with greater respect.

### Materials:

Activity A: Breaking the Hype "Stereotypes Supplement" Sheet  
Posterboards  
Markers

### Overview:

**Why is it important to talk about stereotypes when you teach AIDS and STD prevention?**

**Stereotypes can come between you and your true self. They can make you think that boys have to have sex in order to be "real men" or that it's wrong for a girl to have strong opinions. Peer pressure uses stereotypes to make people think they have to do certain things to be accepted.**

**Stereotypes can make you feel bad about who you are. Caring about yourself and feeling good about yourself help you stay healthy.**

**Stereotypes also come between people and build walls. We all need to work together to confront AIDS as well other challenges in our lives. In breaking down stereotypes, you learn that you can trust your own values and people can start to see each other as they really are.**

**For the first part of today's discussion, you will explain what stereotypes are. Then you will discuss specific stereotypes, show why they're not true, and share your ideas for "breaking the hype".**

### **In-Class PREPARATIONS:**

1. **In your Peer Helping class**, come up with at least 10-15 stereotypes that you have heard in your school, in your town, on T.V. or anywhere. Your list should include gender and ethnic stereotypes and stereotypes about HIV and AIDS. Write them down on the left side of the “Stereotypes Supplement” sheet.
2. Then think of at least one example for each of the stereotypes on your list that proves that the stereotype is not true. Write these down on the right side of the “Stereotypes Supplement”.
3. Write your stereotypes down on a posterboard, if you want.
4. During your presentation, write down the class’ examples that make the stereotypes false on the right side of your poster if you want. Refer to your ideas in the right hand column of your “Stereotype Supplement” sheet if the class is having trouble thinking of responses.
5. Here is a list of stereotypes that one Peer Helping class came up with. (You don’t have to use these!)

Girls can’t work in certain jobs.  
Mixed girls are conceited.  
All boys are better at sports than girls.  
Italians only eat spaghetti.  
Boys don’t know how to cook or clean.  
The only thing Blacks can do is play sports.  
White girls are easy/sluts.  
Only gay people get AIDS.  
All girls want to do is talk on the phone and shop.  
Boys who have sex are “macs” or cool.  
All Asian people are Chinese.  
Only white people can be gay.  
If girls carry condoms they are sluts.  
All Mexican Americans are in gangs.  
Only white kids smoke pot/chronic.  
It is ok for girls to cry but not ok for boys to cry.  
Latina/Chicana girls should stay virgins until marriage.  
Only white men get AIDS.  
All Asians are good at math.  
All blondes are dumb.

Violence is caused by African Americans.  
If boys don't have sex they are losers.  
Black girls are always pregnant and on welfare.  
Girls who have sex are sluts.  
All Asian Americans are in gangs.



**STEREOTYPES SUPPLEMENT**

**STEREOTYPE**

**EXAMPLE THAT MAKES IT FALSE**



\*



\*



\*



\*



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**INSTRUCTIONS for Class Presentation:**

1.
  - a. Read the **Review of Sessions 1-3** on the first page of this session.
  - b. Answer any questions from last week's **Question Box???**
  - c. Read the **OBJECTIVES** for this activity.
  
2. Start by finding out if the class knows what stereotypes are.
  - + Can anyone tell me what a **stereotype** is? What is it?
  - + Can anyone give me an example of a **stereotype**?
  
3. Give a definition of **stereotypes**. You can take turns reading these paragraphs in your own words:
  - + Stereotypes are something you think is true about how people look, act, think, talk or feel because they belong to a group. Many times, the person you stereotype doesn't even think of herself or himself as belonging to that group or crowd. But if you think they are part of that group, you may automatically make *assumptions* about them, or stereotype them.
  - + Stereotypes are **assumptions** because they come from something you think is true about a person, not something you *know* because the person tells you or shows you it is true. Usually, it doesn't feel good to be stereotyped, because you aren't being seen the way you truly are. Instead, you are being seen the way someone thinks you are, or thinks you should be.
  
4. Give an **EXAMPLE** of a stereotype:
 

For example, if I walk down the hall and say, "Oh, that girl is stuck up because she's an honor student," that's a **stereotype**.

5. Now that you've talked about stereotypes in general, explain what **gender stereotypes** and **racial and ethnic stereotypes** are.
- + What are **gender stereotypes**?
  - + The word gender refers to being male or female. We live in a society that has a lot of ideas about how males and females should be. Many people assume that because you are a boy or a girl you should look, dress, act, talk, and even think and feel certain ways. These are gender stereotypes. They divide people into two groups: male and female. They might not have anything to do with how you really feel, or what you want for yourself.
  - + For example, if I say, "A real man doesn't cry when he gets hurt," or "All girls ever do is gossip," those are **gender stereotypes**.
  - + Can anyone give me another example of a **gender stereotype**?
  - + What are **racial and ethnic stereotypes**?
  - + People also make assumptions about others based on their race or ethnic background. The idea of race is connected with inherited physical characteristics (like eye color and shape, skin color, hair color and texture, height) and the parts of the world in which your ancestors lived. Ethnic refers to the culture that you and/or your ancestors come from, and it includes many things. The language you speak, your religion, the kinds of foods you eat and the kinds of clothes you wear can all be part of your ethnic background.
  - + Stereotypes about your race or ethnicity assume that you act, think, talk, dress and feel certain ways because of your genetic or cultural background. They might not have anything to do with how you really are.

- + For example, if I say, "All Asians are quiet and polite," or "All Black people steal," or "All Mexicans eat tacos," those are racial or ethnic stereotypes.
- + Can anyone give me another example of a **racial or ethnic stereotype**?

6. Now explain why you want to talk about stereotypes:

- + **We've been talking about knowing your own values, or knowing what is important to you personally. Stereotyping is one way that people and cultures can try to set up your values for you. For example, one stereotype of males says that you should lose your virginity while you are a teenager. Another stereotype is that it isn't "macho" to use a condom.**
- + **It can be very hard to sort out these messages from how you really feel or what you want for yourself. We want to break down stereotypes to help you be true to yourself, and to have respect for each other. When we talk about specific stereotypes, try to think about the kinds of pressure stereotypes put on people, especially when it comes to sex, drugs, and things that put you at risk for STD's, pregnancy or AIDS.**

7. Give the instructions for the Breaking the Hype activity.

+ We are going to talk about different kinds of stereotypes to see if they're really true. Here is an example. If someone says that all boys are better at math than all girls, can you think of a person you know who breaks that stereotype?

8. Give your own example if the class is having trouble thinking of one.

These examples prove that this stereotype is not true.

Let's take the next example. (READ IT OUT LOUD FROM THE LIST).  
Who can give me an example or a story that shows that this stereotype isn't true?

9. Continue on through your list of examples. Try to get several examples from the class for each stereotype that make it false. Write the class' responses on your posterboard if you have one.
9. Specifically ask students to talk about how these different stereotypes make them feel. Ask them what they would like to say to people who make assumptions about them. Make it very clear that you want the other students to respect the person speaking by listening quietly. If people laugh, remind them that it's not easy to talk about how stereotypes make you feel, and ask them to show support for each other. **No remarks about someone else's feelings.** Everyone will have a chance to talk about their own feelings.
10. Ask the class to discuss the following questions.
- ☛ How can you tell someone that you don't want to be stereotyped?
  - ☛ What can you say to someone who tries to stereotype you, your friends, or even someone you don't know, like someone of a different ethnic or racial or religious group?
  - ☛ What are ways we all can "break the hype?"
11. Review the objectives for the session and ask for questions.

## **Session 5: Decision Making**

### **REVIEW OF SESSION 4**

You probably remember that last week we discussed stereotypes.

When people use stereotypes to talk about other people, it is usually because they are insecure about themselves, or because they don't understand a different culture or gender. Stereotypes hurt people's feelings. They make assumptions about the way people are. These assumptions are usually wrong.

We discussed stereotypes because we feel it is important for everyone to begin to accept others and to accept differences. Stereotypes keep us all apart. Now is the time for people of different genders, races and cultures to work together to "Break the Hype!"

Now let's do Lesson 5: Decision Making!

#### **• OBJECTIVES •**

- 1• Practice looking at your options and using your values to make decisions.
- 2• Learn to recognize peer pressure and practice dealing with it assertively.

[Activity A: **Person in the Middle Skit** - 20 min.]

- 3• Learn a step-by-step approach to making decisions.

[Activity B: **STAR** - approx. 20 min.]

#### **Materials:**

Activity A Person in the Middle 1 chair

Activity B STAR "STAR" Worksheets

You can download the rest of Session 5.

## A. Person In The Middle

### • OBJECTIVES •

- 1• Practice looking at your options and using your values to make decisions.
- 2• Learn to recognize peer pressure and practice dealing with it assertively.

### Materials:

chair

### Overview:

Person-In-The-Middle is a kind of skit where one person is trying to make a choice about what to do, and two other people are trying to convince him or her which option to choose.

First, the person will be given a situation that requires a choice.

Then, the 2 "Options" will take turns persuading the Person-In-The-Middle.

The Person-In-The-Middle will listen to each side, and say what the consequences of that choice would be.

Finally, the Person-In-The-Middle will make a decision.

## **In-Class PREPARATIONS:**

1. Read through the "Sticky Situations" on pages 46 & 47.
2. As a class, decide which situation you want to use first. All the teams need to start with the same situation. After that, different teams can have different situations.
3. As a team, choose 3 more situations you would like to use. Plan to do the first two, and keep the third as a back-up situation in case you have extra time. You can use situations from the sheet, or think of your own as a team and discuss them with your peer helping teacher before using them.
4. Fill out your Person-In-The-Middle Worksheets for all four situations your team will be using. These will be something you can refer back to when you're giving your presentations.
  - a. Write a few words to remind you what the situation is about.
  - b. Decide which role each person on the team will play and circle your own role on your worksheet.
  - c. Talk with your team about different options for that situation, and choose 2.
  - d. Then write down 3 things you could say to the **Person-In-The-Middle** to convince him or her to choose that option. This is especially important for the people playing the **Options**.
  - e. Finally, write down a consequence of each option. This is especially important for the **Mediator**, since this person will be helping the **Person-In-The-Middle** to think about consequences.



STICKY SITUATIONS



Are you waffling?

☛ Choose 3-4 situations for your team. Every team will start with the same situation.

**Situation A:** A bunch of friends have come over to your house. Your best friend has to go home, but your friend's boyfriend/girlfriend stays with a few others. As people begin to go home you realize that it is only the two of you in the house. You have always had a secret crush on the person, but you're not sure what your best friend would do if anything happened. What do you do?

**Situation B:** You have been going out with someone for two weeks, but you never talk when you are together. It seems as though you only make out, and each time it gets more and more serious. You do not even know the person very well, and everything is moving very quickly. You are thinking that you want to stop seeing him/her. What do you do?

**Situation C:** You have been spending a lot of time with a new friend. You are starting to worry about your friendship, because she/he likes you in a romantic way and you do not feel the same way. You really like the person, and do not want to hurt her/his feelings, but you don't want to give her/him the wrong idea. What do you do?

**Situation D:** Your best friend has been cutting classes a lot and acting differently than usual. You know your friend's parents are splitting up and it has your friend pretty upset, but he/she hasn't been willing to talk to you about it, and seems really distant. One day, you notice needle marks on your friend's arm. What do you do?

**Situation E:** You are at a party that is winding down. You have been flirting with someone and he/she seems to like you. Your parents are out of town, and he/she wants to go to your house after the party. However, you

have a feeling that things could start to move too quickly for you once the two of you are alone. What do you do?

**Situation F:** You go over to a friend's house for dinner. His/her parents leave, and before you know it your friend's older brother has brought out a bottle of Vodka. You have never gotten drunk before and you are not really sure you want to. Your friend is encouraging you to have some. What do you do?

**Situation G:** You are going to the hospital to visit a sick relative. Your relative has made friends with the neighboring patient who is in treatment for AIDS. The person looks very sick and weak, and coughs occasionally. Your relative introduces you and the patient reaches to shake your hand. What do you do?

**Situation H:** Your boy/girlfriend of 6 months asks you how you feel about sex. He/she really wants to have sex with you. You feel pretty sure that you're not ready, but you are afraid that he/she will want to break up if you say no. What do you do?

**Situation I:** You are kissing your boy/girlfriend of two months who has said that he/she did not want to have sex, but at that moment decided it would be O.K. Neither one of you has any condoms. What do you do?

**Situation J:** You are out with a group of friends to see a movie. After the show, three of them say they want to go to a party they heard about from some other friends. You know about the party, and you know your friends want to go there to get high (smoke marijuana). You are the only one who isn't sure about going, and they want you to come with them. What do you do?

**Situation K:** You just went out to a movie with someone and you are saying goodnight. You have the feeling that he/she wants to kiss, but you have noticed that he/she has a sore on his/her lip. You know that herpes gives a person mouth sores, and that once you have it, you have it for the rest of your life. All the same, you feel like kissing this person. What do you do?

Person-In-The-Middle Worksheet  
*For Peer Helpers*

Situation #1

(All the teams will start with this situation)

**Situation** \_\_\_\_\_ : \_\_\_\_\_  
(Describe briefly) \_\_\_\_\_  
\_\_\_\_\_

**Circle your role:** Person-In-The-Middle   Option 1   Option 2   Mediator



Write down 2 different options for a person in this situation:

|                   |                   |
|-------------------|-------------------|
| <b>Option #1:</b> | <b>Option #2:</b> |
| _____             | _____             |
| _____             | _____             |

Write 3 things you will say to try to convince the Person-In-The-Middle:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Write a consequence of each option:

|   |   |
|---|---|
|  |  |
| _____   | _____   |
| _____   | _____   |

Situation #2

**Situation** \_\_\_\_\_ : \_\_\_\_\_  
(Describe briefly) \_\_\_\_\_  
\_\_\_\_\_

**Circle your role:** Option 1    Option 2    Mediator

Write down 2 different options for a person in this situation:

|                   |                   |
|-------------------|-------------------|
| <b>Option #1:</b> | <b>Option #2:</b> |
| _____             | _____             |
| _____             | _____             |

Write 3 things you will say to try to convince the Person-In-The-Middle:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Write a consequence of each option:

|   |   |
|---|---|
|  _____ |  _____ |
| _____   | _____   |

Situation #3

**Situation** \_\_\_\_\_ : \_\_\_\_\_  
(Describe briefly) \_\_\_\_\_  
\_\_\_\_\_

**Circle your role:** Option 1    Option 2    Mediator

Write down 2 different options for a person in this situation:

|                   |                   |
|-------------------|-------------------|
| <b>Option #1:</b> | <b>Option #2:</b> |
| _____             | _____             |
| _____             | _____             |

Write 3 things you will say to try to convince the Person-In-The-Middle:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Write a consequence of each option:

|   |   |
|---|---|
|  |  |
| _____   | _____   |
| _____   | _____   |

Situation #4 (If you have extra time)

**Situation** \_\_\_\_\_ : \_\_\_\_\_  
(Describe briefly) \_\_\_\_\_  
\_\_\_\_\_

**Circle your role:** Option 1    Option 2    Mediator

Write down 2 different options for a person in this situation:

|                   |                   |
|-------------------|-------------------|
| <b>Option #1:</b> | <b>Option #2:</b> |
| _____             | _____             |
| _____             | _____             |

Write 3 things you will say to try to convince the Person-In-The-Middle:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Write a consequence of each option:

|   |   |
|---|---|
|  _____ |  _____ |
| _____   | _____   |

5. Once you have filled out your worksheets, practice this activity in class. Here is an **EXAMPLE** of how it might go. This example uses Situation H:

**Mediator:** Start by telling the class what the situation is:

Just for a moment, I want you all to imagine yourself in the following situation:

**Your boyfriend or girlfriend of 6 months asks you how you feel about sex. He or she really wants to have sex with you. You feel pretty sure that you're not ready, but you are afraid that he or she will want to break up if you say no. What do you do?**

Ask the class what they think some of the options are:

What are your choices in this situation? What are the different things you could do?

Then tell them which 2 options you are going to use for the activity:

Here are 2 of the options you could choose.

- 1) Have sex with your boyfriend or girlfriend even though you're not ready, in order to avoid talking about it, or having a fight, or breaking up.
- 2) Tell your boyfriend or girlfriend that you're not ready to have sex yet, but that you care about him or her and want to continue the relationship.



**Mediator (continued)**

Now explain the activity:

In this activity, it's up to the **Person-in-the-Middle** to decide whether to choose the first option or the second option. LaShaun is our **Person-in-the-Middle**. Dion is **Option 1** and Tabitha is **Option 2**. They are going to try to influence LaShaun's decision. Dion will try to convince her to go ahead and have sex. Tabitha will argue that she should talk about how she feels and wait to have sex. Once we've started, you can also offer arguments for Dion and Tabitha by raising your hand and waiting for me to call on you. LaShaun, when you've made up your mind, stand up on the chair and tell us what you're going to do.

**Options 1 & 2:**

Take turns stating your point and trying to persuade the **Person-in-the-Middle** to do it your way.

**Option 1 :** Hey LaShaun, that boyfriend of yours is really fine, and he 's saying he wants to have sex with you. It's now or never - he could break up with you if you say no. Go ahead, do it!

**Option 2:** LaShaun, you know you aren't ready for this. You don't even know for sure that he'll want to break up if you say "no." Tell him how you feel, and if he doesn't understand, he's not worth it!

**Person-in-the-Middle:** After the **Options** tell you what to do, say out loud what the consequences would be.

If I go ahead, it might make my boyfriend want to stay with me. Or he might just want to talk about me to his friends so he can look all macho. I might not feel good about myself afterward, since I know I'm just doing it for him. I would have to think about protecting myself from pregnancy and AIDS.

If I tell him I don't want to have sex now, he might break up with me. He might talk to his friends about me. Or he might want to wait too. He might respect me more for being honest about how I feel.

**Mediator:** Help the **Person-in-the-Middle** think about the consequences. Ask him or her what the consequences of each side would be, and repeat what the person says out loud so that the whole class can hear. This is especially important when you are using student volunteers.

**Person-in-the-Middle:** Once both sides have been stated, stand on the chair and announce your decision!

I've decided to tell him how I feel. Whatever happens, I'll know that I was true to myself.

## **INSTRUCTIONS for Class Presentation:**

1.
  - a. Read the **Review of Session 4** on the first page of this session.
  - b. Answer questions and read any of the students' stereotypes that you didn't get to last week.
  - c. Read the **OBJECTIVES** for this activity.

2. Ask the students to gather around you in a circle. Explain the following:

This activity is about looking at the different sides of a situation and making decisions. First our team of Peer Helpers is going to demonstrate the activity. Then we will do a few more rounds with new situations and a student volunteer as the **Person-in-the-Middle**.

3. Do your demonstration as you practiced in class. Have the **Person-in-the-Middle** sit in the chair in the center, with the **director** standing behind the chair, and "**Option 1**" and "**Option 2**" standing on either side. Use suggestions from the students for things that **Option 1 & 2** can say.

4. When the demonstration is finished, give students a chance to comment on the situation and the decision that was reached:

Do you think the person in the middle thought about all the consequences?

What are some other consequences? What could happen in the future?

Would you make the same choice this person did? Why?

5. Ask for a student volunteer to be the **Person-in-the-Middle** for the next situations. When you are finished with each situation, ask the same questions above.

**Questions for Discussion:**

6. When you are done, ask these questions:

- What kinds of things do people need to think about before they make a decision?

Consequences, how you feel, your values, how your decision will affect other people...

- Give an example of what could happen if you didn't think about the consequences before you made a decision.

For example, you decide to buy some jeans you really like, but later on you find out you don't have enough money to buy your mom a birthday present.



3. Start the role play. When Mark & Carla get to the point where it's time to make a decision, the **narrator** will step in and yell, "**CUT!**"

Carla: They'll be coming back soon. Come to Sara's room with me while we still have time.

Mark: I want to, but I don't know if we should.

Carla: Do you have a condom?

Mark: No, do you?

Carla: No, but I'm on the pill, and it's not like we have AIDS or something.

Mark: Carla, I don't know . . .

4. Introduce the **STAR**:

**Narrator:**

**CUT!!! Mark and Carla have to make a decision. What does the STAR say they need to do? The first thing to do is STOP:**

**STOP means get out of the situation for a moment if you can, and give yourself some time to make your decision. Step back from the pressure you may be feeling from other people, and take a second to remember yourself and what's important to you.**

5. Mark: I need to get a drink of water. I'm going to go to the kitchen for a minute, okay?

Carla: Okay.

*Mark leaves to get a drink of water in the kitchen.*

**Narrator:**

**CUT!!!** What does the STAR say to do next?

Use this time to **THINK** about what you want to do.

These are some things you can ask yourself.

**What is happening? Do I like what is happening?**

**What do I want to happen?**

**What are my options?**

**What will happen if I do X? What will happen if I do Y?**

**Think through the possible consequences of your actions.**

**What are consequences?**

☛ *Consequences are the things that follow as a result of your action. They can be good or bad, sometimes they're both, sometimes they're neither.*

**After you've thought it out, then make your decision.**

6. *Mark and Carla think about the situation, their options and the consequences. Narrator comes in again when they have each made their own decision.*

Mark: I really want to get busy with Carla, but we don't have any condoms.

If we go to Sara's room, we will probably end up having sex. She's on the pill, so she won't get pregnant. It could be that everything would be fine. But either one of us could have the AIDS virus, or some other STD like herpes or syphilis, and not even KNOW it, so then the other would get infected too. There's no cure for AIDS and some STD's. My whole life could be changed by this one night. Or maybe the other kids or Sara's parents will come back and find us.

Session 5  
Activity B.4

If we don't go to Sara's room, Carla might think I don't like her. She might tell her friends I wouldn't do it with her, and the guys at school would be looking at me like there was something wrong with me. She might never talk to me again. Or it might be cool with her, and we can just wait until we have protection.

Sleeping with Carla would be great, but not if it messes up my health for the rest of my life. I've always thought that feeling good and being true to myself is more important than what other people say or think about me. I'll tell Carla that I want to wait, because I want us both to feel good, not only now, but after tonight.

**Narrator:**

**Now that Mark has made a decision, what comes next? The next step is to ACT.**

**This means also telling the other person what you've decided. Talking about your decisions can take more courage than just doing what you've made up your mind to do. But it also means that the other person will understand why you're doing this. It shows that you care about how the other person feels. Communication shows that you respect each other.**

7. *Mark & Carla come back together and talk about what they've decided. They talk until they each understand what the other person is saying.*

Mark: I've thought about it, and I've decided I don't want to go upstairs with you tonight.

Carla: How come?



Session 5  
Activity B.5

Mark: I don't want you to think I don't like you, because it's not that at all. I just don't want take the risk that one of us will get an STD or get AIDS. I care about my health, and yours, too. I want us both to feel good, not just for now, but after we've made our decisions. Besides, we can still have fun until the other kids get back. We don't need to have sex for that.

Carla: It's funny that you decided that, because I was just thinking that maybe this isn't the best time for me either. There's always plenty of time later. I don't think either of us has AIDS, but with something like this it's not worth taking chances. Yesterday at dinner my mom was talking about this girl in the paper who got AIDS from the first guy she slept with, in the 9th grade. She's in the hospital now. It's not worth it.

Mark: You're right. I'm glad you understand.

**Narrator:**

**What is the last step? The final step is to REVIEW your decision when it's over.**

**These are some things Mark can ask himself:**

Mark:

- How do I feel about what happened?
- How does Carla feel about what happened?
- What could I do differently next time?
- What else could I have done to give myself some time?
- Did I think of all my options?
- How well did I communicate my decision to Carla?
- Did I stand by my decision?
- How could I avoid getting into this dilemma next time?

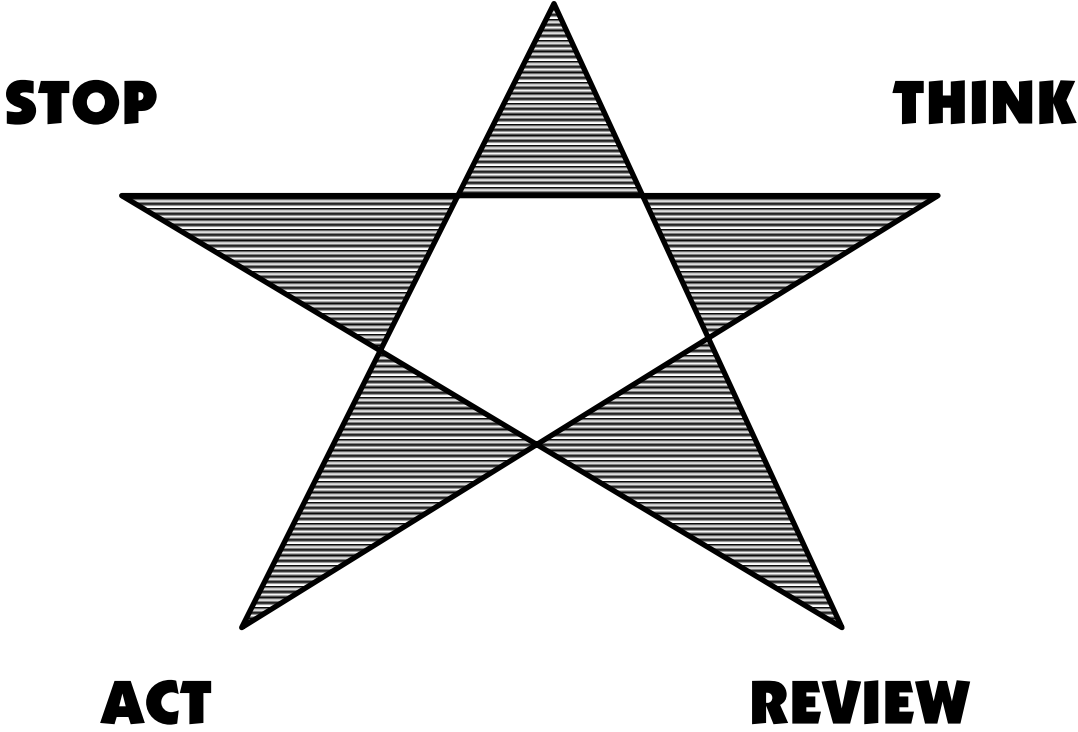
**Narrator:**

**Look over the consequences of your decision. Are they consequences you can live with? This is the best way to tell if you made a good decision.**

**Another important part of your REVIEW is checking in with the other person afterwards. The next time Mark sees Carla, he will ask her how she feels about what happened.**

8. Ask the students to fill in their own STAR's. First, give them a situation which you have not used yet from the sheet or from your ideas . Then, ask them to name what they would do for each step in the STAR to help them handle the situation. Finally, have them draw or write something from their values that is important to them in the center of the STAR.
9. If there is any time remaining, do more role plays on the STAR model, using suggestions from the Sticky Situations sheet. Have the narrator call on people raising their hands to say what the people in the situation should do next.
10. Review the session objectives and take questions.

# STAR Guide to Decisions....



**Stop:** Step back from the situation. Give yourself some time to think.

**Think:** What are my options? What are the consequences? What's my decision?

**Act:** Do what you decided to do. And tell the other person about it.

**Review:** What happened? How else could I have handled it? Can I live with the consequences?

Write a few words describing the situation read by the peer helpers:

---

Write down what **YOU** would do for each STAR step in that situation:

STOP: \_\_\_\_\_  
THINK: \_\_\_\_\_  
ACT: \_\_\_\_\_  
REVIEW: \_\_\_\_\_

In the center of the STAR above, draw or write something that is important to you from your personal values.

## **Session 6: Communication**

### **REVIEW OF SESSION 5**

Last week we talked about making decisions. We learned that it's good to think about your choices and what the consequences will be before you make a decision. We also learned the "STAR" model, remember? Stop, Think, Act, Review. When you need to make a decision, it helps if you can stop for a minute and step back from the situation so you can think.

#### **• OBJECTIVES •**

- 1• Learn ways to communicate your feelings directly.
- 2• Practice using "I" messages in different situations.

[Activity A: **Next Step** - 30 min.]

- 3• Practice dealing with peer pressure.
- 4• Practice refusing offers that could lead to STD's, AIDS or unwanted pregnancy.

[Activity B: **Round Robin Refusal** - Approx. 15 min.]

#### **Materials:**

Activity A Next Step

"I Messages" **Handouts**

Activity B Round Robin Refusal

"Ways to say No" **Handouts**  
"Refusal Supplement" **Handouts**

You can download the rest of [Session 6](#).

## A. Next Step

### • OBJECTIVES •

- 1• Learn ways to communicate your feelings directly.
- 2• Practice using "I" messages in different situations.

#### Materials:

"I" Messages Worksheets

#### Peer Helper INSTRUCTIONS:

1. a. Read the **Review of Session 5** on the first page of this session.  
b. Answer any questions from last week's **Question Box???**  
c. Read the OBJECTIVES for this activity.

Remember to speak LOUDLY AND CLEARLY and look at your audience.

2. Write the following on the board:

#### "I" MESSAGE

**I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
**and I want** \_\_\_\_\_ .

3. Take turns explaining what "**I**" messages are.

Statements that begin with "**I**" help communication because when you say "**I** feel this way..." you take responsibility for your own feelings and thoughts. The "**I**" message states your feelings and your ideas for change.

#### HERE ARE THE PARTS OF THE "I" MESSAGE:

**I feel** \_\_\_\_\_ **when** \_\_\_\_\_  
**and I want** \_\_\_\_\_ .

**HERE IS AN EXAMPLE OF AN "I" MESSAGE:**

**SITUATION:**

**My brother is making fun of the way I'm talking.**

**"I" MESSAGE:**

**"I feel upset when I'm made fun of and I want you to stop."**

**Beginning a sentence with "you" (especially with "you always" or "you never") blames someone else for what you are feeling and thinking.**

**THIS IS AN EXAMPLE OF A "YOU STATEMENT":**

**"You always make fun of me. You make me so mad!"**

**HOW DO YOU REACT WHEN SOMEONE BLAMES YOU?**

**Blaming makes people feel bad or angry. It usually leads to an argument.  
Blaming shuts down communication.**

Break into small groups now!!

4. Pass out the **"I" messages Worksheet** to your group.
5. Give instructions for filling out the worksheet. Ask the students to write an "I" statement in response to each situation using the model on the board and filling in the blanks. Help the students if they have trouble understanding.
6. When everyone is finished, go around the circle and ask people to read their responses. As the group leader, your job will be to read each situation out loud then ask someone to read their response, and repeat the person's response if you thought the group couldn't hear it.
7. Now ask everyone in your group to get with a partner. You can be someone's partner if your group has an odd number.
8. Pick 3 or 4 situations from the **Worksheet** you would like to role-play in your group. Read the situation, and instruct your group to spend a minute or two rehearsing. Then ask one pair to do their role-play for the rest of the group. If your group wants to, they can think of more situations of their own to role-play.

## "I" Messages Worksheet

1. **Your friend has been sulking and acting sad all day.**  
\_\_\_\_\_  
\_\_\_\_\_
2. **Your brother or sister is playing the stereo so loud it is interfering with your finishing your homework.**  
\_\_\_\_\_  
\_\_\_\_\_
3. **Your brother or sister borrows something and does not return it.**  
\_\_\_\_\_  
\_\_\_\_\_
4. **You are yelled at by a parent or teacher.**  
\_\_\_\_\_  
\_\_\_\_\_
5. **Your mom or dad spends an entire day with you doing things you want to do.**  
\_\_\_\_\_  
\_\_\_\_\_
6. **A friend keeps asking to copy your school work.**  
\_\_\_\_\_  
\_\_\_\_\_
7. **You have to do a speech in front of the class and someone is giggling.**  
\_\_\_\_\_  
\_\_\_\_\_
8. **Your friend has started smoking marijuana with a bunch of kids every day after school.**  
\_\_\_\_\_  
\_\_\_\_\_
9. **You have a fight with a friend over something she said about you.**  
\_\_\_\_\_



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**10. Your boyfriend or girlfriend is pressuring you to have sex before you're ready.**

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## **B. Round Robin Refusal**

### **• OBJECTIVES •**

- 3• Practice dealing with peer pressure.
- 4• Practice refusing offers that could lead to STD's, AIDS or unwanted pregnancy.

### **Materials:**

Completed "Refusal Supplement" from your Peer Helping Class  
"Ways to say 'NO'" Handouts  
"Refusal Supplement" Handouts

### **In-Class PREPARATIONS:**

1. **In your Peer Helping class**, brainstorm all together to think of 10-15 situations or lines that a person could refuse. You will have the 7th graders fill in the "REFUSAL" side in class.
2. Decide as a class which lines you will use. Write down the best 10 on your "Refusal Supplement."
3. Write your 10 lines on a posterboard, if you want.
4. Put your ideas for refusals in the right hand column to use in the presentation if the students have trouble thinking of responses.

### **INSTRUCTIONS for Class Presentation:**

1. Write your 10 lines on the board or display your poster board. Take students' ideas for how to refuse to each line and write them across from the lines. If you feel a response is not appropriate or doesn't work, ask the other students if they think it is a good response.
2. Hand out the "Ways to say NO" sheet to the class. Explain that you are going to go around the room and say lines that you want them to refuse.
3. Have the students clear a space and stand in a circle, with all peer helpers in the center.

4. Take turns saying the lines to different students in the circle. Use the lines from the "Ways to say No" handout, the "Refusal Supplement," and your own ideas.

Session 6  
Activity B.2

5. Once a student has responded to your pressure, say, "Okay," and she or he can sit down, remaining in the circle. Then, move on quickly to another student. Try to talk to each student at least once.
6. After the whole class is sitting down, ask them to talk about how the different refusals felt and if they think they would work in real life situations.
7. Review the class objectives and take questions.

**Ways to say "NO"**

**You've heard it a thousand times: "Just say no." It sounds easy, but in fact there are many times when it's hard to say "no" to someone. If people are pressuring you into something you don't want to do, they may try to make you feel like there is something wrong with you if you say "no." When the pressure is on, you may get confused about what you really want. It's important to remember that if they are pushing you, then they have a problem, not you. By telling them how you feel, you are remaining true to yourself. Here are some ways you can say "no" when that is what you want to say:**

• **Polite Refusal** •

"Can I get you a drink?"

"No, thanks."

• **Give a Reason** •

"How about a beer?"

"No, thanks. I don't like the way it tastes."

• **Broken Record** •

"Here, smoke this joint with me."

"No, thanks."

"Come on!"

"No, thanks."

"Just try it, chicken!"

"No, thanks."

• **Walk Away** •

"Hey, do you wanna buy some pot?"

Say "no" and walk away while you say it.

• **Cold Shoulder** •

"Do you want some crack?"

Keep going as if you didn't hear the person.  
(Perhaps not the best to use with friends.)

• **Give an Alternative** •

"Let's go upstairs to my room."

"I'd rather stay here and watch TV."

• **Reverse the Pressure** •

"C'mon, just come upstairs with me." "What did I just tell you? Were you listening?"

• **Avoid the Situation** •

If you know of places or situations where people will pressure you to do things you don't want to, stay away from those situations.

• **Strength in Numbers** •

Hang around with people who support your decision not to drink, use drugs, etc.

**REFUSAL SUPPLEMENT**

LINE

REFUSAL

✍

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## **Session 7: Condoms**

### **REVIEW OF SESSION 6**

Here's a quick review of what we did last week. In Session 6, we worked on improving communication. We talked about using "I" messages to state how you feel about something and what you would like to change. We also worked on different ways of saying "no" to someone who is putting pressure on you.

#### **• OBJECTIVES •**

- 1• Get comfortable talking about condoms.

[Activity A: **Issues** - 10 min.]

- 2• Learn the steps for using condoms correctly.

[Activity B: **Condom Line-Up** - 10 min.]

- 3• Explain and demonstrate the steps for using condoms.

- 4• Find out where you can go for counseling, health care, and condoms.

[Activity C: **Condom Demo & Resources** - 20 min.]

#### **Materials:**

|            |                |   |
|------------|----------------|---|
| Activity A | Issues         | "Discussing Condoms" sheets   |
| Activity B | Condom Line-up | "Condom Line-up" cards  |
| Activity C | Condom Demo    | Condom Display Board<br>Condoms<br>Plastic models<br>Small tubes of Vaseline<br>Tissues<br>Small garbage bags<br>"Resources" sheets |

You can download the rest of [Session 7](#).



## **A. Issues**

### **• OBJECTIVES •**

- 1• Get comfortable talking about condoms.

#### **Materials:**

"Discussing Condoms" sheet for each student

#### **In-Class PREPARATIONS:**

During your Peer Helping class, think about how you felt when you first learned about condoms. Think of something that you might feel comfortable saying to your 7th grade class. For example, you could talk about how you first found out what a condom was, some misconception you had about condoms, how you felt when you had to learn correct condom use in Peer Helping class, or why you may or may not have felt comfortable talking about condoms at first. This will help the 7th graders to know that it's okay if they feel a little strange about this session.

#### **INSTRUCTIONS for Class Presentation:**

1. Introduce your sessions on condoms. The following is an example of one way you could introduce the session. As part of your introduction, try to include some of your personal feelings about learning correct condom use.

#### **INTRODUCTION**

"In today's session, we are going to talk about condoms and how to use them correctly.

**If there is one thing we want you to know when you've finished working with us, it's how to protect yourself and your friends from AIDS.**

**Not having sex and not injecting drugs is the only way to be 100% safe from HIV. You also don't have to worry about sexually transmitted diseases or pregnancy as long as you remain abstinent. It's a good idea to wait to have sex until you're absolutely sure you're ready. We strongly encourage you to protect yourself this way.**



**Most people do have sex sometime in their lives, though, and today we want to make sure you know how to protect yourself when that time comes for you. There are many different kinds of contraception for people who don't want to have baby, but only one of them can protect you from the AIDS virus: condoms. And they will only help you if you use them correctly, which is what we will work on today.**

**Different cultures and religions have very different views about condoms and whether it's okay to talk about them or use them. We feel that knowing about condoms doesn't say anything bad about you personally -- it means you care about your health and about protecting yourself and others.**

**When I first learned about condoms, I ... [Talk about your own feelings about condoms here.]"**

2. Ask the students the following questions. If they are hesitant to answer, have other peer helpers give some responses for starters.

- ☛ What are some of the words for condoms?
- ☛ Do most teens use condoms?
- ☛ Why or why not? Who can give me a reason?

3. Pass out "Discussing Condoms" handout. Select students to read the lines and responses out loud. Take questions. Encourage the students to keep the handout and add in their own lines and responses later.

# DISCUSSING CONDOMS

## TYPICAL LINE

## RESPONSE

### "YOU DON'T NEED IT"

"I'm on the pill; you don't need a condom."

"The pill doesn't protect us both from infections we may not even know we have."

"I know I don't have a disease. I haven't had sex with anyone for a long time."

"Thanks for telling me. As far as I know, I don't have anything either, but people can carry an infection and not even know it."

"I'm a virgin."

"This will protect both of us, and we could still get pregnant."

### "IT'S A TURN OFF"

"I don't like the way it feels."

"We would both feel a lot worse if we got AIDS or another STD."

"It takes too long, and I'll be out of the mood."

"Isn't what we feel for each other strong enough to keep us both in the mood? Besides, we can make it fun."

"It'll destroy the romantic mood."

"Not using condoms will destroy the mood for me, because I will worry about the consequences."

"Condoms are unnatural."

You get used to it. Protecting my health is natural, and very important to me.

**MANIPULATION**

"Are you saying that I'm a ho'/that I sleep around?"

"No, I care about both of us, and I want to protect you, too."

"None of my other partners use condoms. A real man/woman isn't afraid."

"Real men/women care about themselves and the people they're with."

"Did you make your last girlfriend/boyfriend use a condom?"

"I'm concerned about what we do. If I didn't use condoms before, it was a mistake, and I want to start being safe now."

"I wouldn't hurt you. I love you."

"I know, but it will hurt me if we don't use a condom."

"Just this once."

"It only takes once to get pregnant, get infected with HIV, or get another STD."

"I don't have a condom with me."

"We can go buy some now, or just wait until we have one to have sex."

"How come you always carry one with you? Are you a slut?"

"I made sure I had one tonight because I care about myself and you."

## **B. Condom Line-up**

### **• OBJECTIVES •**

- 2• Learn the steps for using condoms correctly.

### **Materials:**

"Condom Line-up" cards

### **Peer Helper INSTRUCTIONS:**

1. Start this activity with an introduction like the following:

**"When using condoms, there are some steps to remember, and it's important to get them in the right order.**

**It's helpful if you know beforehand when to bring up condoms with your partner, when to put the condom on, and when to use lubricant or spermicide.**

**Here we have a stack of cards with the steps for using condoms, and we want you to try to put them in order. For the purposes of our discussion today, 'sex' or 'intercourse' means any sexual contact where semen or vaginal fluids could be exchanged. This means any contact between penis and mouth, vagina or anus."**

2. Ask for 11 student volunteers or pick them out of the classroom. Give each volunteer a card.

Ask the students with cards to line up **in order** at the front of the room. Tell them to line up so that the first step is at the front of the line and the last step is at the end, and tell them where the front of the line should be.

**Please hold your cards up so everyone can see them!**

Don't give any answers yet; just ask the students to do their best.

You will explain the steps in detail in the next activity.

3. If the cards are not in the correct order at this point, rearrange the volunteers in the following order. Then talk about why it's important to do some things before others. (Buying the condoms and talking to the partner can happen in either order):

**1 (or 2)..** Talk to partner.

**2 (or 1)..** Buy condoms.

**3.....** Open condom package carefully.

**4.....** Pinch tip of condom to remove air.

**5.....** Unroll condom down to base of penis.

**6.....** Gently smooth out air bubbles.

**7.....** Sexual contact (any contact between penis and mouth, anus or vagina.)

**8.....** Hold the base of the condom to keep it from slipping off the penis while pulling out.

**9.....** Male loses erection.

**10.....** Remove condom carefully to keep contents from spilling.

**11.....** Throw used condom away. (Never use a rubber twice.)

Now explain the steps (in your own words):

**People may try to tell you that condoms don't work, or that they aren't 100% safe. Condoms don't break easily. If a condom breaks or slips off, it is almost always because someone isn't using it the right way.**

**Some of these steps are important to keep condoms from breaking or tearing.**

**Which steps do you think keep condoms from breaking?**

**Step 3:**

**Condoms can break or tear when you're opening the package, or if you use your fingernails.**

**Step 4, Step 6**

**If any air bubbles get trapped underneath the condom, it can break during sex.**

**Condoms can also break if you don't use enough lubricant, or if you use the wrong kind of lubricant. We'll talk more about that in a few minutes.**

**Does anyone know why it's important to hold the base of the condom when pulling out?**

**Take care so that it doesn't slip off and the contents don't spill. Semen spilling out of a used condom onto the other person's genitals can transmit STD's and HIV and can also cause pregnancy.**

**Does anyone know why is it important not to touch the penis to the mouth, vagina, or anus at all unless there is a condom on it?**

**Well, how many of you have ever heard a story about someone who didn't "really" have sex or didn't "go all the way," but then got pregnant anyway? Some people think that as long as the male doesn't ejaculate and the semen doesn't come out, it's okay to touch the penis to the vaginal area or put it inside the vagina, mouth or anus. This is sometimes called the "withdrawal" method. This method doesn't work because a little bit of semen usually starts leaking out of the penis soon after it gets hard. The person may not notice it. This little bit of liquid has enough sperm in it to cause pregnancy, AND it can contain HIV. That is why we say that you should put the condom on before there is ANY contact between penis & mouth, anus or vagina.**



## C. Condom Demo and Resources

### • OBJECTIVES •

- 3• Explain and demonstrate the steps for using condoms.
- 4• Find out where you can go for counseling, health care, and condoms.

### **Materials:**

Condom Display Board  
Condoms  
Plastic models  
Small tubes of Vaseline  
Tissues  
Small garbage bags  
"Resources" sheets

1. Now you can use the condom demonstration as a way of explaining the steps in detail. Encourage the students to ask questions as you explain -- tell them that "other people are probably wondering the same thing you are." Remember, anything that looks like this you will say to the class, in your own words.

### **-1- TALKING WITH YOUR PARTNER**

**In the last two sessions we talked about communicating with your partner. It's important to talk about whether or not you both want to have sex, and to be clear about using condoms if you do decide to have sex. Never assume that the other person knows what you're thinking!**

**-2- BUYING CONDOMS**

- Display your board showing condom samples and ask the students to gather around so that everyone can see. Talk about the different kinds and what to look for on the package. Show the difference between lubricated and non-lube, reservoir tip and plain tip.

All condoms are not the same, and it can be confusing to know which kind to get.

Only condoms made of latex keep HIV from going through them. 'Natural skin' condoms are made of animal skin and will not protect you from AIDS and other STD's. This is because most viruses are much smaller than sperm and they can pass through the porous skin of these condoms. Buy only latex condoms.

Some condoms are lubricated, some are not. Some are lubricated with spermicide, which is like an extra layer of protection against pregnancy. Condoms that say "Nonoxynol-9" on the package are lubricated with a spermicide which also protects against the AIDS virus.

However, it's important to first make sure that you're not allergic to Nonoxynol-9. Test some on the underside of your arm: if it irritates your skin, you probably should not use it.

They come in different sizes. Condoms labelled 'snugger fit' or 'contour shape' are a little smaller than most condoms. Bigger condoms just say 'large,' 'maxx' or 'extra.'

Most condoms have what is called a 'reservoir tip' to collect the semen at the end. If you get condoms without a tip, it is important to leave a space for the semen by pinching the tip of the condom when you unroll it onto the penis. Otherwise, it might break.

- Open some Gold Circle Coin condoms to show the class what they look like. Show that you can determine which is the outside of the condom by rolling the edge between your fingers to make sure it's rolling down the outside. You can also blow into the reservoir tip, which should pop up if the condom is right-side out. Stretch and blow up the condoms to show how strong they are.

As long as they are kept in a cool dry place, condoms are usually good until the date stamped on the package. If you carry condoms in your wallet, backpack or purse for very long, they might get damaged by heat or moisture.

## **BREAK INTO SINGLE-SEX GROUPS NOW**

### **-3- OPENING THE PACKAGE**

- At this point, break into single-sex groups and arrange your desks in a circle. Make sure that everyone in the group can see what you're doing.

First, open packages of condoms and remove them carefully.

As I said before, open the package carefully so you don't tear the condom. Don't use your fingernails.

**-4- USING SPERMICIDE**

- Demonstrate unrolling a condom a little bit to be sure it's rolling down the outside.
- As you begin to discuss spermicides, do the following demonstration to show what happens when you use oil-based lubricants. You will probably want to use an unlubricated condom (like the Gold Circle Coins) for this. But remember, oil will break lubricated condoms also. Practice in Peer Helping class beforehand so you have a good idea of how long it takes:
  - ④ Blow up a condom (pretty big).
  - ④ While you're talking, start rubbing some Vaseline onto one spot. Keep rubbing the spot as you are explaining.
  - ④ After about 3 minutes, the condom will pop.

If you're using condoms that are not lubricated you can add some of your own. There are many different kinds of lubricant, with and without spermicides. Always use a water based lubricant, like K-Y jelly. Oil-based lubricants, like Vaseline, Crisco, sunscreen, baby oil, and most hand creams will weaken the latex and cause the condom to break.

**-5- UNROLLING THE CONDOM**

- Using a plastic model, demonstrate the steps as they are presented. Lubricated condoms work best for the demonstration.

Now I'm going to pinch the tip of the condom. This leaves enough space for the semen to go. If your condom has a little tip built in, it is easier to leave a space. While still pinching the tip, unroll the condom all the way down to the base of the penis. Smooth out any air bubbles that might be trapped inside. This also keeps the condom from breaking. Now is the time when you would add more lubricant, on the outside of the condom if necessary. Don't put lubricant on the shaft of the penis before putting a condom on, because it will slip right off.

**-6- REMOVING THE CONDOM**

- Again, demonstrate as you go.

Soon after the male has ejaculated, pull away gently while holding onto the base of the condom, so that it doesn't slip off. It's important to do this BEFORE the penis has lost its hardness, because the condom can accidentally slip off when the penis is soft. Be careful not to spill the contents when taking the condom off. Throw the used condom away. It may help to tie a knot in the condom. Never use the same condom twice.

2. After you have finished your demonstration, ask the students in your group if anyone would like to try putting a condom on the plastic model the way you have just shown. If anyone volunteers, give them the model and one condom to use for the demonstration. Make sure none of the students leave the room with extra condoms or models. Allow other volunteers to try if they want.

3. About 10 minutes before the end of class, bring everyone back together. To demonstrate the effects of drugs and alcohol on condom use, spin one peer helper around until he or she is very dizzy, then have him or her try to put a condom on correctly.

4. Ask everyone to talk about the day's activities and how they felt about class today. Give them a chance to say if they felt uncomfortable, and why. Recognize that different cultures have very different ideas about what is too personal to talk about with the opposite sex. Welcome students to talk about what is expected in their home, their culture, or their religion, and how this type of class might be unusual for them. Encourage the class to be open to accepting differences. Finally, give them a chance to say whether they feel differently about using condoms than they did before.

5. Ask students if they know any places where people can get condoms. Give them information about condoms in their area: local drugstores, the health clinic, etc.

6. Pass out the "Resources" sheet. Explain that the sheet shows them where they can go for counseling, where they can go if they need health care, or if they want to be tested for HIV or other STD's, and where they can get condoms in their area. Ask everyone to look it over and bring any questions about it to class next time.

7. Ask the class if they have any questions for the **!!! Question Box ???**

**Session 8: The End and the Beginning**

**Congratulations Peer Helpers!  
You made it!**

**REVIEW OF SESSIONS 1-7**

**This is our last session together. We hope this has been fun for you, and most of all we hope you have learned some things you didn't know before. This has all been about learning skills that will help you to take care of yourself.**

**We want to make sure you know about AIDS and STD's and how they are transmitted.**

**We talked about how using drugs or alcohol makes it harder to protect yourself from AIDS and STD's.**

**We talked about knowing your values so that you can stand up for what is important to you.**

**We talked about making wise decisions by giving yourself time to think about your values and the consequences .**

**We talked about communicating what you feel to others and standing up to peer pressure.**

**Finally, we talked about using condoms correctly if and when you decide to have sex.**



## A. Media Message

### • OBJECTIVES •

- 1• Develop and perform a TV or musical spot that will spread the message about ways of reducing the risk of AIDS.
- 2• Create support in your school for practicing AIDS prevention.

### Materials:

Newsprint and marking pens  
Props: funny glasses, hats, safer sex materials  
Videotaping equipment (optional)

### INSTRUCTIONS for Class Presentation:

1. Before you get started, read the **Review of Session 7** and make sure that everyone got the **Resources** sheet. Answer questions from the **Question Box**???. Then go over your objectives for today's activity.
2. Split the class into small groups by having everyone number off . Explain that each group is going to come up with a short MTV video or TV commercial to spread the message about AIDS prevention to young people.
3. Each group will choose a **different** one of the following messages to use as a theme. The main purpose of skits is to share something the students have learned in the Peer-Led classes. Write these themes on the board or decide beforehand which one you will work on with your group.
  1. **Give information about preventing STD's, AIDS and unwanted pregnancy.**
  2. **IT'S NOT WHO YOU ARE, BUT WHAT YOU DO THAT PUTS YOU AT RISK FOR AIDS AND STD'S.**
  3. **NOT EVERYBODY'S "DOIN' IT": It's okay to wait until you're ready to have sex.**
  4. **"THE MOMENT OF TRUTH": Choosing between using drugs or alcohol and something that is important to you.**



- 5. GET THE WORD OUT: Use your knowledge to stop myths and stereotypes when you hear them. Tell your friends what they need to know to protect their health and their lives.**

4. Your group can use whatever format they want to present the message -- talking, pictures, a skit, a rap, a dance, or whatever. They have 15 minutes to work on it, then each group will present their message to the class.
5. Help your group make sure they have the props they need.
6. Work with your group to answer questions and help out if they get stuck. You may need to give them examples of skits they could do. Use your active listening skills to help the students develop their ideas. Often, students will have ideas, but they will be shy about suggesting them. Respond to ideas with enthusiasm and help "sell" them to the rest of the group. Encourage everyone in the group to get involved in some way. Tell the groups when they have 10 minutes left, 5 minutes left, and when their time is up.
7. Give each group a few minutes to present their skit to the class. Videotape the performances if possible for later viewing.
8. Clap and give lots of positive feedback for each performance. Ask the class for feedback:
  - **Say something that you liked about the performance.**
9. Make sure that all the information presented by the students was correct. Go over any last things that the students still don't understand.
10. Review objectives and take questions.

## **B. Personal Pledge**

### **• OBJECTIVES •**

- 3• Make a commitment to do something to protect yourself from AIDS, STD's and unwanted pregnancy.

### **Materials:**

Pledge sheets

### **In-Class PREPARATIONS:**

- ☛ Spend some time in class talking about your experiences being a peer helper and what it has meant to you personally. Think about what you would like to say to the 7th graders during your last session together.

### **INSTRUCTIONS for Class Presentation:**

1. Read the objective for the activity, then introduce the activity:

**I want you to think for a moment about what you've learned in our sessions together. We've been talking about knowing how to prevent AIDS and STD's, and making decisions that will protect you and others.**

**Now you will have a chance to make a promise to yourself to do any of the things we've been talking about. It could be talking to one of your friends about AIDS. It could be waiting to have sex, and when you do, practicing safer sex. It could be buying some condoms and carrying one with you when you go out. It could be not having sex when you're drunk or high. It could be going to a clinic to be checked for STD's, if you're sexually active.**

**Think of something that would move you one step closer to being protected from AIDS and STD's. We're going to collect the sheets you write, and give them back to you at the end of the semester, so that you'll remember what you wrote.**

2. Pass out the pledge sheet. Ask the students to put their names at the top and fill out all three sections.
3. When everyone is finished go around the room and ask if anyone wants to share their pledge with the class.
4. **Peer Helping Team:** Talk to the students about your experience teaching this class and what it has meant to you. Give each peer helper a chance to say something to the class.
5. Collect the pledge sheets.
6. Give students one last chance to ask questions.



# PERSONAL PLEDGE



Name \_\_\_\_\_

Period \_\_\_\_ Teacher \_\_\_\_\_

*The most important thing I learned with the Peer Helpers was:*

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*In order to protect myself from AIDS and STD's, I am going to:*

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*In order to share what I've learned, this is what I will tell someone I know:*

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# Question Box ???



Session # \_\_\_\_\_ Per. \_\_\_\_\_

**☛ Question:**

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**☛ Answer:**

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**☛ Question:**

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**☛ Answer:**

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**☛ Question:**

---

**☛ Answer:**

---

**☛ Question:**

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**☛ Answer:**

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## Teaching Tips

1. **Whenever you see writing that looks like this**, it means this is something you are going to say to the class. It's best if you don't just read it straight out of the book. Try to say it in your own words, if you can.
2. If you do read something to the class, hold the book in front of you (not too far down, not in front of your face) and look up often as you read. Eye contact helps people to understand what you are saying.
3. If your class isn't listening to you, say **Time Out!!** Explain to your class what "Time Out" means: it means that you should stop whatever you're doing and listen to the Peer Helpers.
4. When you are asked to do something in small groups, break into as many groups as you have Peer Helpers on your team. Go to different parts of the room, and have the students arrange their desks in a small circle so everyone can SEE and HEAR each other. Help students move into the circle if they get left on the outside - it's important to have everyone participating.
5. You can ask students to move at other times if you feel they are not taking part in the activity. Ask them to move to the front of the room.
6. Sometimes you have to say things more than once for people to hear and understand you. Ask often: **Do you understand? Can someone tell me what I just said?** It's helpful to ask questions when you are talking. It gets the class involved.

**Put your own Teaching Tips here. →**

7.

8.

9.