

Overview

The purpose of this lesson is to give students the opportunity to practice identifying risky behaviors and protective behaviors for HIV and other STDs. It also reinforces positive attitudes and positive peer norms for protective behaviors, which research shows is a critical aspect of HIV and STD prevention.

Laws & Standards

The 7/8 KNOW Curriculum, 2014 edition, complies with the AIDS Omnibus Act and partially fulfills the Healthy Youth Act (2008). It aligns with the WA State Health and Fitness Standards (2008), the WA State Guidelines for Sexual Health Information and Disease Prevention (2005), the National Sexuality Education Standards (2011), and current research on the prevention of HIV and other STDs. Please see the introduction for more details, including information on how to fully comply with the Healthy Youth Act.

Objectives

The students will:

- * Identify behaviors that put a person at risk for getting HIV and other STDs
- * Identify behaviors that provide protection against getting HIV and other STDs
- * Identify positive attributes of behaviors that provide protection against HIV and other STDs

Activities

Time: 50 minutes

1. True/False Risk Worksheet (35 min)
2. Protection Brainstorm (15 min)

Materials:

- * True/False Worksheet for each student

Activity 1

True/False Risk Worksheet

Time: 35 minutes (10 minutes to complete, 25 minutes to discuss)

Materials: True/False Worksheet for each student

1. Introduce the topic.

“Today we are focusing on risk. We’re going to talk about which behaviors put a person at risk for getting HIV and other STDs. And even more importantly, we’ll talk about which behaviors give the most protection.”

2. Hand out True/False Risk Worksheet. Allow students to answer worksheet in pairs.
3. After pairs complete the worksheet, review answers as a class.
4. With each question, clarify misinformation and reinforce key concepts, using the Answer Key.

Activity 1

True/False Risk Worksheet Answer Key

Using the Answer Key:

It is important to help the class stay focused on the primary ways that people are at risk of getting HIV and other STDs: sex without a condom, and sharing injection drugs. Spending time on theoretical transmission routes for which there have been no documented cases, such as blood brother/sister, helping an injured classmate, piercing friends' ears, etc., distract students from the ways that teens and adults get infected. Instead, redirect them to key concepts.

	Question	Answer	Teacher Talking Points
1.	It is risky to hug someone who has HIV.	False	People cannot get HIV from the skin, sweat or saliva of someone who has HIV.
2.	It is risky to kiss someone who has HIV.	False	People cannot get HIV from skin, sweat or saliva of someone who has HIV. (There have been a few cases of HIV from deep-mouth kissing when one person has HIV and is bleeding heavily from their gums.)
3.	It is risky to play sports with someone who has HIV or other STDs.	False	No one has ever caught HIV or another STD from sports, even if someone was injured.
4.	The best ways to protect yourself against HIV and other STDs is to not have sex and not inject drugs.	True	People can prevent getting HIV and other STDs by not having sex and by not sharing needles.
5.	It is risky to donate blood.	False	Giving blood is safe.
6.	It is risky to receive donated blood.	False	The blood supply is very safe. It is tested for HIV.
7.	It is risky for a person to put a needle in their body after it has been in someone else's body.	True	Some STDs, including HIV, are spread by sharing needles. After one person uses a needle, some of their blood is left in the needle, even though you can't see it.

Grade 7
Lesson 3

Risk Recognition

Activity 1

True/False Risk Worksheet Answer Key cont.

	Question	Answer	Teacher Talking Points
8.	It is risky to have sex without using a condom.	True	The most common way to get an STD, including HIV, is by having sex without a condom with someone who already has an STD.
9.	It is risky to have sex without using a condom, even if the person has no symptoms of an STD.	True	Most people who have an STD, including HIV, do not have any symptoms.
10.	Using a condom makes sex much safer.	True	Condoms are the best way for a person who has sex to protect themselves from HIV and other STDs.
11.	Using a condom makes sex much safer, even if the other person has HIV.	True	Condoms provide a huge amount of protection, as an important research study shows. All of the couples in the study had one partner with HIV and used condoms every time they had sex. Nobody got HIV from their partner.
12.	If a young teen dates an older teen, they are more at risk of getting an STD.	True	Teens who date someone much older are more likely to have sex (in general) and to have sex without a condom. The older boyfriend or girlfriend has more influence in the relationship and is also more likely to have an STD already. Depending on how much older they are, it might also be against the law for them to have sexual contact.
13.	A person can choose abstinence at any point in their life.	True	There are times in everyone's life when abstaining from sex is the healthiest choice. Both gay and straight people choose abstinence at different points in their lives, as teens and as adults.
14.	Choosing abstinence means a person does not have to worry about getting HIV or other STDs from sex.	True	Abstinence is a 100% effective way to not get an STD from sex.
15.	A person who abstains from sex can still get HIV.	True	HIV is also spread by sharing needles with someone who has HIV.

7/8 KNOW

HIV/STD Prevention Curriculum, rev. 2014
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Activity 2

Protection Brainstorm

Time: 15 minutes

The purpose of this activity is to develop positive attitudes about the behaviors that protect against HIV (abstinence and condoms) by doing a brainstorm about the benefits of each. The focus is not skill-building.

1. Introduce the activity.

“One of the ideas that we saw on the worksheet - that keeps coming up in this unit - is that you can prevent getting HIV and other STDs. We’re going to spend a little time focusing on two of the very best ways to prevent getting HIV and other STDs: abstaining from sex and using condoms.”

2. Do a brief classroom brainstorm of all the good things your students have ever heard, or could imagine, about abstaining from sex. It is okay if they use humor or come up with far-fetched benefits.
3. During the brainstorm, write the list on the board. Title it “Benefits of Abstinence”. If students come up with drawbacks, acknowledge them but do not add them to the list.
4. Add benefits of abstinence that students miss. Keep the list posted for the rest of the class.

Benefits:

- No risk of HIV and other STDs
- No risk of pregnancy
- Free
- Effective for a person of any age
- Effective for a person of any sexual orientation
- Effective whether or not a person has had sex before
- Helps protect a person’s health and future goals
- Enhances responsibility and mutual respect between partners

Activity 2

Protection Brainstorm cont.

5. Do a second brief classroom brainstorm, this time of all the good things your students have ever heard, or could imagine, about using condoms. Like before, it is okay if they use humor or come up with far-fetched benefits.
6. During the brainstorm, write the list on the board. Title it "Benefits of Condoms." If students come up with drawbacks, acknowledge them but do not add them to the list.
7. Ask the class if they see anything on the "benefits of abstinence" list that would also work for the "benefits of condoms" list? Add them. (There will be a lot in common.)
8. Add any benefits of condoms that students miss.

Benefits:

- Prevents HIV and other STDs
 - Prevents pregnancy
 - Lots of choices
 - Easy to use
 - Easy to get
 - No prescription needed
 - Cheap (Free at some clinics)
 - Helps protect a person's health and future goals
 - Enhances responsibility and mutual respect between partners
9. Conclude the lesson by discussing why people are so successful with abstinence and condoms, based on the lists of benefits.

"These lists have a lot of great benefits of abstinence and condoms! When you look at the lists, do you see any benefits that might explain why so many people choose abstinence and use condoms at different times in their lives? (Any benefit they give is fine.) What do you see that might explain why teens, in particular, are so successful being abstinent and using condoms? (Again, any benefit is fine.) Your lists give a lot of insight into why people have so much success protecting themselves from HIV and other STDs."

Grade 7
Lesson 3

Risk Recognition

True/False Risk Worksheet

Read each of the following statements about the risk of getting HIV and other STDs. Decide whether it is true or false.

- 1. It is risky to hug someone who has HIV.
- 2. It is risky to kiss someone who has HIV.
- 3. It is risky to play sports with someone who has HIV.
- 4. The best ways to protect yourself against HIV and other STDs is to not have sex and not inject drugs.
- 5. It is risky to donate blood.
- 6. It is risky to receive donated blood.
- 7. It is risky for a person to put a needle in their body after it has been in someone else's body.
- 8. It is risky to have sex without using a condom.
- 9. It is risky to have sex without using a condom, even if the person has no STD symptoms.
- 10. Using a condom makes sex much safer.
- 11. Using a condom makes sex much safer, even if the other person has HIV.
- 12. If a young teen dates an older teen, they are more at risk of getting an STD.
- 13. A person can choose abstinence at any point in their life.
- 14. Choosing abstinence means a person does not have to worry about getting HIV or other STDs from sex.
- 15. A person who abstains from sex can still get HIV.