BE PROUD! BE RESPONSIBLE VIRTUAL IMPLEMENTATION SCRIPT

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MODULE 1: INTRODUCTION TO HIV & AIDS

**Be Proud! Be Responsible Virtual Module 1 – Introduction to HIV & AIDS**

**PREPARATION**

1. Choose a platform (Zoom or Google Meet) and check how students will access the session (posting on Google Classroom, email reminder, etc.)
2. Decide how you will handle questions - if you will collect via chat box, and respond during the session, or create a “Question Box” for students to be able to submit questions via Google Forms, and provide responses in future sessions or online (Google Classroom or email). Alternatively, students may submit questions via email, Instagram, or other preferred platforms.
3. Read through virtual module to familiarize yourself with adapted activities inc. required materials (e.g. Google docs), suggested apps to make the content more engaging (e.g. Kahoot) and test out any links to external media (video clips, etc.)
4. In reviewing the updated module, be sure to take into consideration time constraints (e.g., if you are only given 30 min. to present, think about how/where to break up the sessions).
5. Gather needed materials (e.g. paper and pen/pencil; penis model, condoms and lubricant, as well as tissues or wipes; socks, etc.).
6. This material is written to be presented by two facilitators, in approximately 45-50 minutes. Facilitators should decide, in advance, which person will present, and which will advance the slides, record responses and monitor the chat box. This is particularly helpful so that the lead facilitator doesn’t have to worry about sharing their screen and can read from the open script or the notes section on their computer. If you are unable to have another co-facilitator on the session with you, consider asking the teacher to support you in this role.
7. For the last activity in this module (Activity E. What I think about HIV, AIDS and Safer Sex), they will be using the poll function on Zoom or Poll Everywhere.

**NOTE ABOUT ADDITIONS & ACTIVITY ORDER CHANGE:**

Since it a little more challenging to engage participants and build group rapport virtually, there are changes to the virtual version of BPBR. We’ve added an icebreaker and moved the introductions and group agreements to the beginning of the module.

1. **Group Introduction (Getting to Know You) will become Activity A**
2. **Class/Group Agreements will become Activity B**
3. **Program Introduction and Overview will become Activity C**

**PRESENTATION**

Slide 1: Be Proud! Be Responsible Virtual Module 1 Introduction to HIV and AIDS Cover

*Welcome to Be Proud Be Responsible! My name is…*

*In this program, you will learn important tools to protect yourself and others from unplanned pregnancy, and sexually transmitted infections-STIs- Including HIV, the virus that causes AIDS.*

Slide 2: Icebreaker – What’s in the Box (*Read the slide to explain the game, but first read the prep/description first*)

PREP/DESCRIPTION: Prior to the start of the activity, get a shoebox (or any small/medium sized box). Put a random household object in it (example bottle of lotion, bag of candy, screwdriver, a fork). The task if for participants to try to guess what’s in the box by asking close-ended questions (i.e. can be answered with “yes” or “no” like, “can you eat or drink it?”). They can ask about the item’s size, shape, color, texture, material it’s made out of, function etc. Encourage all of them to participate. Try to have them ask about 5 questions before they guess what it is. If they guess the correct answer quickly (before 5 min.), you can play again.

Slide 3/Activity A: “Getting to Know You/Class Introductions” Slide Cover.

Slide 4/Some Facts About Your Facilitator\_\_\_\_\_\_\_\_\_\_ (INSERT NAME OF FACILITATOR(S) PRIOR TO STARTING THE SESSION. Give the participants some info about their facilitators. Describe your interests and work with teens, your background, and why you decided to facilitate this program.

Slide 5: Invite participants to introduce themselves by answering the questions on the slide.

Slide 6/Activity B: Class Agreements – Cover slide.

Slide 7: Invite participants to create agreements by stating them or writing them in the chat.

Slide 8:

1. Have participants brainstorm a list of agreements or guidelines for the group to follow. As the participants offer guidelines, annotate and type them onto the slide.
2. After they have generated some ideas, use the list below to add or revise their suggestions so that their list of agreements includes the item below.
3. Ask them to include any other agreements that would help them feel more comfortable and safe in the group. If they have trouble brainstorming ideas, there is a list of possible group agreements on the next slide.
4. You can suggest commonly-used group agreements such as confidentiality, right to pass, respecting diversity, no put-downs, be supportive of each other, use “I” statements, step up, step back, E.L.M.O, don’t interrupt, listen to others.
5. Ask participants if they have any other suggestions they would like to add.

Slide 9: Share any important group agreements that they may have missed from this slide. Once the list is complete, re-read each agreement and ask all group members to nod and say that they agree to follow that guideline. Summarize this activity by saying:

“*You did a great job of generating a good list of group agreements for us to follow as we work together. This list will stay up on the wall today and throughout the program. I am excited and feel that we can work well together and respect each other by following our group agreements. I look forward to working with this group.”*

Slide 10: Activity C: Program Introduction and Overview Cover

Slide 11/Activity C: Introduction (Read bullets aloud also found on pg. 29, 2nd point)

* The title of this program is, “Be Proud! Be Responsible!” We will talk about HIV and AIDS, and you will learn what you can do to protect yourselves.
* We will discuss knowledge, attitude and prevention skills related to HIV and other sexually transmitted infections or STI’s.
* We will also discuss relationship issues, sexual behavior, decision making and negotiating in difficult situations.
* This program is designed to teach you how to reduce your risks of HIV, the virus that causes AIDS.
* Although HIV and other STD’s can be prevented, many young people don’t take precautions because they don’t believe they are at risk.
* Anyone can get HIV from having unprotected intercourse with a partner who has it, or from sharing needles to inject drugs or for any other reason.
* Each of us must take responsibility for infection prevention.

Slide 12: Brainstorm on being Proud & Responsible. Have participants share responses to the two questions on the slide (they can state their opinion or share in the chat box). Then share the definition from pg. 30, pt. #5:

* *To be proud means to feel happy and pleased about something you’ve done or accomplished, to feel that you have lived up to your expectations or behaved according to your own community values. It means to be secure and confident; having self-worth, integrity, and dignity; and valuing yourself.*
* *To be responsible means being dependable, dedicated, reliable, committed, truthful and trustworthy.*

Slide 13: Brainstorm: What are some examples of proud and responsible behavior. Have students respond in the chat box or white board.

Slide 14: Thank you, those were some great answers. I have some more to add to the list.

Slide 15: Brainstorm/Discussion: What are the benefits of being proud and responsible and making responsible safer sex decisions? Have students respond in the chat box or white board. Make sure participants state the responses from the top of page 31.

Slide 16: Say, “Now, I’d like for you to think of the benefits of being proud and responsible and making responsible safer sex decisions.” Facilitator note: You can either have participants respond in the chat box or you can have them respond on the White Board.

Slide 17: Thank you, those were some great answers. I have some more to add to the list.

Slide 18: Ask participants to respond to the question on the slide, “can teens get HIV” in the chat.

Slide 19: Say, “The Answer is Yes”. Then read 5 bullets from the slide or ask for volunteers to read the bullets. [Summarizing point (pt. 10) at the bottom of page 31].

Slide 20: Brainstorm/Discussion: What can you do in your social group or community to stop the spread of HIV? Have students respond in the chat box or white board. Make sure to state the responses from the bottom of page 32.

Slide 21: Summarize the discussion by reading the slide: “*You need to remember yourself and your people; love yourself and love your people; protect yourself and protect your people. Use this love as a guide to your actions and decisions and as an important strategy for preventing the spread of HIV*”

Slide 22: Ask participants “*what does the phrase, ‘Respect Ourselves, Protect Ourselves’ mean to you*?” Allow the group to generate responses. Reveal the answers and review the statements on the slide.

Slide 23: Resources – Say, “*During this and all discussions of making responsible choices, be sure to keep in mind that not all adolescent sexual activity is voluntary. Young people who have suffered coercion and sexual abuse should never be made to feel they were at fault or responsible for not abstaining or protecting themselves*”.

**\*Please add resources specific to your county/region\***

Slide 24/Activity D: Discussing HIV and AIDS Cover Slide. Say “*You did a great job of generating a good list of group agreements for us to follow as we work together. I will refer to these group agreements throughout the program. I am excited and feel that we can work well together and respect each other by following our group agreements. I look forward to working with* *this group. We are going to discuss some important details about HIV and AIDS.”*

Slide 25: Have participants think about the questions on the Key Words poster and raise their hands/unmute themselves to answer. Allow participants the opportunity to explore the answers and provide them with correct information when necessary. Discuss their answers thoroughly.

Slides 26-29: Go over each of the above keywords by reviewing Slides 26-29. Page 39 in the curriculum has additional info on the HIV test that you may review with participants as well as 3 additional questions on at the bottom of page 39/top of page 40.

Slide 30: Ask participants to give examples of ways a person can contract HIV. They can type them in the chat or unmute themselves and say them aloud. Each click will reveal the next answer.

Slide 31: Ask participants which bodily fluids can transmit HIV. They can type them in the chat or unmute themselves and say them aloud. Each click will reveal next answer.

Slide 32: Ask participants to give examples of ways you can NOT contract HIV. They can type them in the chat or unmute themselves and say them aloud. 2. Each click will reveal the next answer.

Slide 33: Ask participants what puts a person at risk for HIV. They can type them in the chat or unmute themselves and say them aloud. Each click will reveal the next answer.

Slide 34: Ask participants to what can a person do to reduce their risk of HIV. They can type them in the chat or unmute themselves and say them aloud. Each click will reveal the next answer.

Slide 35: Activity E. What I think about HIV, AIDS, and Safer Sex Cover Slide.

**Facilitator Note** **(Preparation**): For this last activity, you will be asking participants whether they agree or disagree with various statements about HIV & AIDS. In preparation you can either have students respond in the chat box or you can make it more creative by creating a Zoom poll for each statement. Refer to page 43 & 44 for more info. Start the activity by saying:

*“For this next activity, we’re going to explore your opinions about HIV & AIDS. I will read some statements and ask if you agree or disagree by answering the poll or responding in the chat box (whichever method you decide for this activity). After each statement, I will ask for a few volunteers to share why they answered the way they did. Any questions?”*

Slide 36: Agree/Disagree Statements. **Facilitator Note: If you will be using poll via Zoom or Poll Everywhere, delete this slide**

Slide 37: Thank the participants for sharing their opinions. Summarize the activity by saying,

*“This activity showed us that different people could have different opinions and beliefs. You may have a different opinion about abstinence, HIV and condoms that your friends or partners. But the facts about HIV remain the same, and there are some things we can agree on. HIV and other STDs are transmitted sexually, usually through blood, semen, and vaginal or rectal fluids. HIV can also be passed by sharing needles to inject drugs or any other reason. To protect yourself, avoid sharing needles and either abstain from having sex, or use a latex or polyurethane/polyisoprene condoms or dental dam every time you have vaginal, anal, or oral sex to reduce the chance of HIV and other STD transmission.*

*We’ll be learning more about HIV and how you can protect yourself from infection. During this time, we will use games, discussion, other activities and videos to start discussion and learn new information and skills.”*

MODULE 2: BUILDING KNOWLEDGE ABOUT HIV

**No separate script for this module. Refer to script in BPBR Curriculum beginning on page 47.**

Link for “What is HIV?” Amaze Video

(Module 2/Activity B): <https://youtu.be/YxfOu_aTzH8>

Alternate video options for virtual programs include:

What is PrEP? (PPFA): <https://youtu.be/nnF_Xko1hFs>

What is PEP? (PPFA): <https://youtu.be/Yu82TFo6j94>

HIV: How to Protect Yourself (Amaze): <https://youtu.be/xK-VPgmn-18>

MODULE 3: UNSTANDING VULNERABILITY TO HIV INFECTION

**Be Proud! Be Responsible!**

**Module 3:**

**Understanding Vulnerability to HIV Infection**

**Synchronous Material**

**PRESENTATION:**

**(Slide 1: Introduction)** *(Camera view on)*

“Hi! Welcome to module 3 of Be Proud Be Responsible. I’m \_\_\_\_\_\_, and this is my co-facilitator, \_\_\_\_\_\_, and today, we will be discussing our vulnerability to HIV & AIDS. When we’re finished, you will be able to:

* Identify which behaviors increase your vulnerability and risk for HIV infection.
* Identify how easily HIV is transmitted, and how it feels to be at risk for HIV infection and other STIs.
* Correctly identify which behaviors are some risk, high risk and no risk for contracting HIV.
* Recall correct information concerning HIV/AIDS.
* Identify your responsibility in making safer sex choices.

To do that, we’re going to watch a video, review some information, do some activities, and have some interesting conversations. But first, we’re going to do a fun poll”

**(Slide 2: Icebreaker – One’s Gotta Go)**

 *(Switch to sharing screen, and slides)*

 “We’re doing the One’s Gotta Go Poll, the candy edition. Out of the four popular candies, you have to get rid of one of them (e.g. never have again). Which one has got to go? Type your answer in the chat box”.

 Provide validation for students’ responses: “Wow! Some great responses here!”

**(Slide 3: Learning Objectives)**

Review the learning objectives by reading from the slide. You can also engage the group by asking for volunteers to read each objective.

**(Slide 4: Activity A - Acknowledging the Threat of HIV and AIDS Cover Slide)**

**Facilitator Instructions (also refer to pages 61 & 62 for full script):**

* Facilitator will utilize the chat or have students unmute their mic to participate throughout lesson.
* Discuss the importance and prevalence of HIV among teens in the U.S. as per the powerpoint.
* Be sure to go over the modes of transmission and bodily fluids that can transmit HIV

**(Slide 5: Statistic on Youth & HIV)**

Read slide

**(Slide 6: How Do People Get HIV)**

 “Let’s talk about HOW people get HIV.

**(Slide 7: Modes of Transmission)**

There are 3 ways to get an HIV: 1. Unprotected sex: oral, vaginal and anal; 2. sharing needles; and 3. Mother-to-child. Read bullet #4 at the top of page 62 of the curriculum.

**(Slide 8: Who is Responsible for…)**

 Read bullet #5 on page 62 of the curriculum, then engage students in a discussion by following the animated slide with 4 questions. Wrap up the discussion by reading bullet #6 on page 62.

**(Slide 9: What Should You Do If You Had Unprotected Sex? – Video & Discussion Cover)**

Read bullet #1 on page 63 of the curriculum

**(Slide 10: Question/Brainstorm: Why do people have sex without condoms)**

Read bullet #2 on page 63 of the curriculum

**(Slide 11: What Should You Do If You Had Unprotected Sex? – Amaze Video with link)**

Introduce video by reading bullet #3 on pg. 64, then play video imbedded in PPT.

**(Slide 12: Feelings and reactions)**

Prior to full debriefing, invite students to share their feelings about the via the reaction button.

**(Slide 13: Post-Video Discussion)**

“So, we know your initial, overall opinion of the video, let’s delve deeper into discussing everything that happened in the video and how it relates to our topic today”. Guide participants through a discussion of the video following the prompts on this slide.

**(Slides 14-19: The Transmission Game) - Three options for how to do this activity**

You should use this script in conjunction with pages 66-70 in the curriculum.

**(Slide 14: The Transmission Game Cover)**

**OPTION 1: Original Version using Breakout Rooms (Instructions below as well as on slide 15 - 19)**

Facilitator Instructions:

1. During this activity, you will need to assign students (via private message in the chat box) one of 5 letters---A, C, O, U or D. Only 1 or 2 students should have the D card. Instruct students to NOT to disclose their letter to their classmates. Start off the activity by asking them to think about, but not answer the following question, “who gets HIV?”.
2. Tell students that we will be playing a game in which they will be divided into pairs and put into different breakout rooms. While in their rooms, they will have to complete an unfinished sentence given by the facilitator.
3. Note: The unfinished sentence can be introduced to the pair in the break out rooms via an announcement OR you can have them take a screenshot of questions on the slide.
4. With each prompt, students should be placed in a different breakout room with a different partner (use the zoom feature to RANDOMLY shuffle participants). By the end of the game, students should have rotated 3 times, then they return to the main room.
5. Once everyone is in the ‘main room’, facilitator will ask how the activity was and remind participants of their secret letter.

POST-ACTIVITY DISCUSSION/DEBRIEF

1. Begin discussing the way STD’s can be easily be transmitted and how they just participated in “verbal intercourse”.
2. Ask students who were assigned the “D” to raise their hand and KEEP their hands raised until they’re told otherwise (this is a zoom feature, the raise hand button)
3. (With the previous students hand still raised) Ask students to raise their hand if someone who’s hand is raised was in their breakout room at ANY point during the activity. Continue doing so until, eventually, everyone raises their hand
4. Read off the meaning of each letter and allow students with the O, C, and A card to lower their hand, explaining why they’re “safe”.
5. Those with the D and U card will be told to metaphorically get tested as they’ve engaged in unprotected verbal intercourse and facilitator will highlight the importance of getting tested and understanding the transmission of HIV and other STDs.
6. *After playing the transmission game, as a group discuss some of the behaviors that may put someone at risk of contracting an STD such as HIV. [prepare to play HIV Risk Continuum]*

*Note: Please remind participants that this is a game. During this activity, no one has contracted a “disease”.*

*Transmission Game Questions/Prompts*

1. The most important thing for teens to know about HIV is…
2. You can make condoms fun by…
3. If I asked whether my partner was having sex with other people, the response might be…

**SUMMARY – READ SLIDE 19 TO SUMMARIZE ACTIVITY**

**OPTION 2: Creative Strategy for breaking up groups & assigning letters**

 “Now that you’ve learned more about vulnerability to STDs, we’re going to do an activity. All you will need is a pen or pencil and a piece of paper.”

*\*IF TIME PERMITS*: Warm up with a brief “discussion” (via chat box or, if students wish to respond verbally, taking them off mute), with the “Unfinished Sentences” (If I had a condom in my pocket or purse, my partner would think…; I could convince my partner to use a condom if I…; You can make using condoms fun by…; If I asked whether my partner was having sex with other people, the response might be…; If I asked my partner to use a condom, the response would be…; People do not like to use condoms because…). With larger groups, utilize the breakout room feature for this exercise.)

*(NOTE: the following is intended for small groups where students will know each others’ names; if working with larger groups, or groups of students who might not know their classmates, use the Large Group Adaptation that follows)*

“If your birthday is between January and March, please write the letter ‘A’ at the top of the paper. If your birthday is between April and June, please write the letter ‘C’ at the top of the paper. If your birthday is between July and September, please write the letter ‘U’ at the top of the paper. If your birthday is between October and December, please write the letter ‘D’ at the top of the paper. When you’re done, give me a thumbs up.”

*(PAUSE for students to write; write an example and display on screen)*

“Great! Now below that, please write the names of one, two or three other people in the group.”

 *(PAUSE, giving students approximately 1 minute to write names; write an example using made-up names, and display on screen)*

“Okay, now I’d like everyone to hold up their pieces of paper so they’re visible on the screen. Super. Now, I’d like the students who have the letter D to keep your papers visible. Everyone else may put their papers down.”

*(PAUSE briefly)*

“For the purposes of this exercise, anyone with the letter D has been diagnosed with an STI. Any of the rest of you with one of the “D Students’” names written on your paper may have been exposed. Please check your papers.”

*(PAUSE to give students a chance to look at their papers. If students seem unsure, walk them through the process, using students’ names if known.)*

“Okay, thank you D Students - you may put your papers down. Any of the students who had one of the D Students’ names written on their paper, please hold your papers up.”

*(PAUSE to give students time to follow the direction)*

“Anyone with their paper up, if you have the letter A at the top of your paper, in this exercise, you chose abstinence, so your exposure did not result in contracting an STI. A Students, you may put your papers down. Other students, please keep your papers up.”

*(PAUSE to give students time to follow the direction)*

“Anyone with their paper still up, if you have the letter C at the top of your paper, in this exercise, you chose to use condoms, so your exposure did not result in contracting an STI. C Students, you may put your papers down. Other students, please keep your papers up.”

*(PAUSE to give students time to follow the direction)*

“Okay, anyone with their paper still up, you should have the letter U at the top of your paper. In this exercise, you chose to to have unprotected sex - oral, anal or vaginal sex without a condom - so your exposure to the STI has resulted in an infection.”

*(PAUSE to give students time to process)*

“You all did a great job with that! I want to make it clear that this was just an exercise - your letters came from your birth month, not your sexual activity or history. Let’s take a quick stretch break, and then we’ll talk more about the exercise.”

*(PAUSE to give students time to stretch; model stretching your arms or moving your head).*

“Let’s start with the D and U students: How did it feel to imagine you had been infected with an STD?

*(PAUSE to give students time to respond, preferably by speaking/coming off of mute. You may offer the option of responding in the chat box if they feel more comfortable. Some may mention shame, anger or embarrassment; validate all feelings they express. If they seem hesitant to share, you can prompt them by asking if they felt embarrassed, even though it wasn’t real life.)*

“Thank you for sharing those responses. A and C students, how did you feel about possibly being infected? How did you feel when you got the news that you had ‘protected’ yourself?”

*(PAUSE to give students time to respond, preferably by speaking/coming off of mute. You may offer the option of responding in the chat box if they feel more comfortable. Some may mention happiness, relief, feeling proud or responsible; validate all feelings they express. If they seem hesitant to share, you can prompt them by asking if they felt relieved, even though it wasn’t real life.)*

 “For all of the students, I want to ask: what did you learn from this activity?”

*(PAUSE to give students time to respond, preferably by speaking/coming off of mute. You may offer the option of responding in the chat box if they feel more comfortable. Some may mention that they learned how easily transmitted STIs are, or how you don’t know if someone has an STI. Offer supportive, encouraging responses to all of their comments. If they seem hesitant to share, you can prompt them by asking if they felt this was realistic. Make sure the importance of using protection - condoms or dental dams - for every sex act, every time is discussed. Reiterate that birth control does NOT protect against STIs.)*

“Thank you all for sharing - you have some really great thoughts on how this might feel for someone. I want to repeat that this was only a game, and only to give you an example of how STIs can be easily transmitted. No one chose their letter, and having the letter D does not mean anything in real life. Great job, everyone!”

*(Switch back to sharing the screen)*

*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**

*Large Group Adaptation: Have each student write down a number between 1 and 6; and a letter (A, if birthday between Jan-Mar; C, if birthday between Apr-Jun; U, if birthday between Jul-Sept; or D, if birthday between Oct-Dec). Circle that number/letter combination. Then have them choose two other numbers (not their original number) and write those below the circled number. Ask students to look at their circled number/letter combination. Ask for one student who had the letter D to identify themselves, and share their number. Inform the class that anyone with a D has been diagnosed with an STI, and anyone with that number has been exposed. Ask if any students with that number have the letter A, and explain that because they chose abstinence, their exposure did not result in contracting an STI. Ask if any students have the letter C, and explain that because those students chose to use condoms, their exposure did not result in contracting an STI. Ask if any students have the letter U, and explain that because they chose to have unprotected sex (oral, anal or vaginal sex without a condom), their exposure to the STI has resulted in infection.*

*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\**

*(ALTERNATIVE, if working with younger students, or students who might feel stigmatized, use the “Health Care Provider Exercise” (see asynchronous materials): assign each student (or group of students) a patient and each patient a letter - writing it out ahead of time, posting the list on the shared screen - then follow the process of the game as above.)*

**(Slide 20-26: HIV Risk Continuum)**

Explain the rules of **HIV Risk Continuum as per Module 3 guide (Pg. 71-73).** Highlight that red is associated with high risk behavior, yellow is low risk behavior, and green is no risk. **Risk meaning “sexual behavior”**. Students should know that some behaviors have more than one color/level of risk.

Three options:

**OPTION 1:** In Google classroom, assign the “HIV Risk Continuum” activity to groups of students to complete. In Zoom, create the same groups and allow students to complete the activity together in break out rooms.

**OPTION 2: Interactive Game Using E-Tool (Kahoot)**

HIV Risk Continuum Kahoot: <https://create.kahoot.it/v2/details/7496853e-36b1-45be-a810-73d5d5bce9a9>

Note: This is an interactive on-line version of the HIV Risk Continuum. Just like the original version from the curriculum, the game reveals the correct answers, but it does not offer additional information about why the specific behaviors fall in the green, yellow or red categories. You will need to do this on your own.

**OPTION 3:**  As a class - Facilitator shares their screen which will have various sexual/intimate behaviors (20 behaviors between 3 slides). The behaviors are numbered on each slide. You can either:

1. Go over behaviors one at a time and have students post the level of risk in the chat box. Then, you (facilitator) move the appropriate colored dot on the line next to the behavior.

OR

1. Put students in small groups in break-out rooms, assign them specific behaviors using the number/slide & have them decide how risky the behaviors are (e.g. Group A is assigned Behaviors 1-4 on slide 22). Then, you (facilitator) move the appropriate colored dot on the line next to the behavior.

OR

1. Create a poll for each behavior and have students respond. Then, you (facilitator) move the appropriate colored dot on the line next to the behavior.

After each behavior is reviewed, be sure to give the correct answer(s) & clarify any misinformation.

**(Slide 25: Take-aways/Summary)** – Summarize the lesson by reading the slide. Close by asking if there are any questions about the content discussed.

MODULE 4:

ATTITUDES AND BELIEFS ABOUT HIV, AIDS AND SAFER SEX

**BPBR Module 4: Attitudes and Beliefs about HIV, AIDS and Safer Sex Script**

Pre-session Prep:

During the 2nd activity, Calling Koko, participants will be put into break out rooms and given a scenario to discuss with their peers. Please make sure that you are familiar with how to utilize the break out room function. Also, youth will need to have access to the scenarios. You can either email it to them prior to the session or post the document in the chat box, although not all zoom accounts have this capability.

Another option is to pre-assign the participants to a group, show each scenario on one of the slides at the end of the Powerpoint and have 1-2 people from each group take a picture or screenshot of their scenario on their phone or computer.

A third option (for smaller groups or if time is limited) is to review all of the scenarios as a large group (by either reading the slides aloud or playing the audio clip imbedded in the slides), have them offer responses for each scenario, then give them the suggested responses (from pages 82-87 in the curriculum or by playing the audio responses imbedded in the slides).

Slide 1: Greet the participants by saying, “Hi everyone! Welcome to the 4th module of the series called, ‘Attitudes and Beliefs about HIV, AIDS and Safer Sex’. Let’s get into our first activity.”

Slide 2: Activity 4A -The Hard Way / Living with the Stigma of HIV

Introduce the activity by saying: “Sexually active young people are at risk for HIV infection. For this activity, we will watch a short video, entitled "Living with the Stigma of HIV". In this video, you will hear from a handful of people diagnosed with HIV telling their stories and explaining what they wish people knew about HIV, AIDS, and testing. Let’s watch the video and then discuss our thoughts.”

Slide 3: Play the embedded video. If it does not play, the link is on hyperlink is on the previous slide.

Slide 4: Video Processing

Facilitate a video debrief discussion by asking the following questions, one at a time.

1. What is stigma? What do you think it feels like to be stigmatized?
2. What stood out to you about the stories that were shared?
3. How did this challenge or change your perception of people living with HIV?
4. What did you learn about HIV testing? Why is it important to get tested?
5. What could you do to help reduce the stigma of living with HIV?

Slide 5: Wrap up the discussion by reviewing the following key points:

Say, “Here are a few things that we hope you learned from watching and discussing this video”:

1. It is important to get tested for HIV if there is any chance that you could have been exposed to the virus. Knowing your status is the first step to protecting yourself and your partner(s).
2. HIV can be a manageable illness if it is detected early and treated with appropriate medication.
3. Negative perceptions about people living with HIV are extremely hurtful and often unfounded.
4. You can protect yourself against STDs, like HIV, by choosing abstinence or by practicing saver sex, like using condoms correctly and consistently every time.

Slide 6: Introduce the activity by saying: “Based on what you have learned so far, you will now have the chance to give advice to other teens who have questions or concerns about HIV, AIDS, and/or safer sex. For this activity, you will be taking on the role of Koko, a HIV Information Hotline responder and an expert on all things related to HIV, condoms, and safer sex. As you respond to the callers below, try and give them the same level of attention and detail you would give a close friend or family member. They are counting on you!”

Slide 7: Paste in the chat the provided document of all the Calling Koko scenarios. If you are not able to paste a document into the chat box, you can follow one of the other suggestions in the pre-session prep box.

Explain the activity by reviewing the following directions:

* Look in the chat box for the file I just shared with you and open it. These are our 6 hotline callers.
* In a minute, I will split you into 6 groups. But first, let me explain what I would like you to do.
* Your break out room number is the caller number you will be responding to. For example, if you are in break out room number 3, you will only be responding to caller number 3 – Anxious Alex.
* In your group you will discuss, decide on, and then jot down on a piece of scrap paper the advice you would give to your specific caller. I will give you around 5 minutes to do this.
* After we come back to the main room, we will listen to the caller’s concern and then I will ask for a volunteer from each group to share their advice.

Slides 8-19: For each slide/caller you will do the following:

* Listen to the caller
* Ask for a volunteer from group 1 to share advice
* Ask if any other group has anything to add
* Using the suggested responses, discuss any points that the participants do not come up with themselves (the audio clips are on slides 9, 11, 13, 15, 17 & 19 as well as on page 22-23 of this script).

Slide 20

* Wrap up the activity by saying: “Awesome job! This activity allowed you to be the experts. You got to problem solve and show off what you have learned so far. It also gave you a chance to help others make proud and responsible decisions. Thank you!”

Slides 21-26: Typed up versions of the scenarios in case you wish to read them aloud instead of listen to the audio clips.

**Calling Koko Scenarios**

**Scenario #1 (No-Chance Charlie)**

I’ve heard that young people are at risk for HIV and the number of HIV cases among young people is growing. What’s the surest way I can protect myself?

**Scenario #2 (Monogamous Monique)**

Because of all the publicity about HIV, I’ve become very afraid of getting infected. My partner and I have only had sex with each other and we don’t use drugs. Do we have to worry about HIV?

**Scenario #3 (Anxious Alex)**

Five months ago, I had sex with someone for the first time. We didn’t use condoms. I didn’t really enjoy it, and he never even called me again. Now I have a new boyfriend and he wants me to have sex, too. Is it possible that I might have been exposed to HIV when I did it before? Now, I’m anxious that I might be infected with HIV. What do I tell my boyfriend? What should I do?

**Scenario #4 (Careful Carlos)**

I am 16 years old, and my girlfriend and I have never had vaginal sex. We do other things, though, including oral sex. Before, we just wanted to make sure that she didn’t get pregnant. We had never really thought about infections like HIV. But, now I hear that teens my age are getting sexually transmitted diseases. Is oral sex safe? How do we protect ourselves from STDs?

**Scenario #5 (Distraught Dana)**

I recently found out that a friend of mine is HIV positive and that she’s had the virus for years. She’s smart, fun to be around and has only had sex with two guys her whole life. Now I’m afraid to be with anyone because if someone like her can get HIV, how can I know who’s safe and who isn’t? If she has HIV, then anyone could get it! I’m scared to date! What should I do?

**Scenario #6 (Regretful Rihanna)**

I’m a senior this year and plan to go to college, but I did something the other night that was really stupid. I had a couple of beers and then somebody handed me a joint. Everyone else was smoking, too. It was powerful stuff! I had never used drugs before. The next thing I knew I was in the bedroom with this basketball player I kind of had a thing for. We ended up having sex, and I don’t even know if we used protection, because I was so high that I forgot to ask. I heard he does this type of thing a lot. Now he barely even speaks to me. I’m afraid that I could have gotten pregnant or infected with an STI like HIV. What should I do?

**Calling Koko Suggested Responses**

**Caller #1: No Chance Charlie**

Every time you engage in a behavior that involves an exchange of body fluids you take a chance of getting HIV. The surest way NOT to get HIV is to not have sex – this includes vaginal, oral, or anal sex – and not to share needles or works. If you do decide to have sex, use a latex barrier such as a condom or a dental dam (a flat, square piece of latex) every time you engage in a sexual behavior that involves an exchange of body fluids. Protecting yourself and your partner is the proud and responsible thing to do.

**Caller #2: Monogamous Monique**

If you and your partner have never had vaginal, oral, or anal sex with anyone else, and never used injection drugs or shared needles of any kind, the chances are that neither of you has HIV. However, even in a trusting relationship, you should practice safer sex to prevent future possibility of infection. Using condoms reduces your risk of getting an STD, including HIV. Talk it over with your partner, and use a latex (or polyurethane/polyisoprene) condom if you have vaginal, oral, or anal sex.

**Caller #3: Anxious Alex**

Yes, it is possible that you could have been exposed to HIV. There is no way of knowing for sure without being tested. The most common type of HIV test looks for HIV antibodies, which may take up to 6 months to show up on the test. You should get tested soon, and then again 6 months later. If both of those tests are negative, then you can feel safe that you did not get infected with HIV from having unprotected sex that time. If you are HIV positive, seek medical help right away and alert all the sexual partners you've had who might have been exposed.

It also sounds like you wish you had made a different choice 5 months ago. It's OK if you want to choose not to have sex right now. Abstinence is the surest way to protect yourself from HIV and other STDs. If you do decide to have sex, be proud and responsible, and talk to your boyfriend about condoms. Tell him it is important that you use condoms if you have sex. Let him know that you're really afraid of getting HIV, and what would happen if either of you got infected. If he cares about the relationship, he will understand that being abstinent or using condoms if the right thing to do.

**Caller #4: Careful Carlos**

All STDs, including HIV, can be transmitted during oral sex, whether it's performed on someone with a penis or someone with a vagina. Anyone who performs oral sex on someone with a penis should have them wear a nonlubricated latex condom every time. When performing oral sex on someone with a vagina, you can protect yourself and your partner by placing a dental dam or latex barrier, such as a nonlubricated condom cut to make a square, over the vulva (the entire outer region of the vagina, including the clitoris and the vaginal opening.) In addition, if you choose to have vaginal or anal sexing the future, be sure to wear a latex condom.

**Caller #5: Distraught Dana**

You are right to feel cautious about having sex. You can't look at people and tell whether or not they have an STD. Take time to get to know a person as a friend before you decide to have sex. You can always decide to wait to have sex. If you decide to have sex, your best combination strategy is safer sex and time. Take the time to really get to know your potential partner. Then, use a latex (or polyurethane/polyisoprene) condom correctly and consistently every time if you decide to have vaginal, oral, or anal sex.

**Caller #6: Regretful Rihanna**

You sound like a smart person who made a serious mistake. Alcohol and drugs can lower your inhibitions and cause you to make unhealthy choices, especially when it comes to sex. Peer pressure doesn't help either. It's never a good idea, under any circumstances, to have sex with someone you don't know very well. In the future, stay away from alcohol (at least until you are of legal age) and other drugs.

Go right away to your local reproductive health clinic and get emergency contraception (EC) to prevent a possible pregnancy. They can also test you for STDs. Make sure you go to the clinic right away. You have up to 5 days after unprotected sex to use EC, but the sooner, the better. If you may have been exposed to HIV, immediately contact a doctor about post-exposure prophylaxis (PEP). These medications may be able to prevent the virus from infecting the body if taken immediately after exposure (within 72 hours).

Build a trusting and respectful relationship with someone before you have sex again. Always use condoms to prevent STDs and birth control to prevent pregnancy. And stay away from people like that basketball player. They aren't worth it.

BPBR Module 4, Activity B: Calling Koko

**Educator / Instructor Cheat Sheet**

|  |  |
| --- | --- |
| Scenario | Main Points for Answers to Cover |
| Caller 1 | * The surest protection is abstinence (not have sex of any kind).
* If you choose to have sex, using a latex condom each and every time can protect against STDs, including HIV.
* Don’t share needles for any reason (drug use, tattoos, piercings).
 |
| Caller 2 | * Commitment in a relationship (monogamy) is not always an effective form of protection.
* Safer sex will reduce your risk of contracting HIV and others STDs, so talk to your partner about condoms.
* Use a latex condom each and every time you have sex, if you choose to have sex of any kind (vaginal, anal, or oral).
 |
| Caller 3 | * Get tested for HIV as soon as possible, and again in 6 months.
* If the test comes back positive, seek medical attention immediately.
* Open and honest communication is this new relationship is important.
* Avoid future risk of infection by using a latex condom each and every time you have sex, if you choose to have sex of any kind (vaginal, anal, or oral).
 |
| Caller 4 | * Oral sex can transmit STDs, including HIV.
* Practicing safer sex (like using latex condom and/or dental dams) can protect you against pregnancy, HIV, and other STDs.
* The surest protection is abstinence.
 |
| Caller 5 | * You can’t tell if a person has HIV or another STD just by looking at them.
* It’s not who someone is (smart, fun to be around) but what they do that puts them at risk for HIV/STDs.
* Look for a relationship, not a sexual partner.
* Use a latex condom each and every time you have sex, if you choose to have sex of any kind (vaginal, anal, or oral).
 |
| Caller 6 | * People cannot give consent when they are drunk or high – what happened to you is not your fault.
* Get tested for pregnancy and STDs, including HIV.
* Try to resist peer pressure to drink alcohol or do drugs in the future.
* In the future, use a latex condom each and every time you have sex, if you choose to have sex of any kind (vaginal, anal, or oral).
 |

MODULE 5: BUILDING CONDOM USE SKILLS

**Module 5 (Building Condom Use Skills) Script**

**Overview**

**Goals**

The goals of this module are to:

* Increase participants’ understanding of barriers to condom use and increase their strategies for reducing those barriers.
* Increase participants’ skills and knowledge on how to use condoms effectively and correctly and how to make their use safe and pleasurable.

**Module Preview**

The fifth module: (1) reinforces pride and responsibility in avoiding HIV-risk associated behaviors; (2) assess barriers to condom use while providing strategies to reduce these barriers; (3) examines the relationship of attitudes and condom use behaviors; (4) reinforces knowledge, comfort, and skills on how to use condoms correctly and how to make them safe and pleasurable; and (5) reinforces participants’ understanding of the consequences of unprotected sex.

**Learning Objectives**

After completing this module, participants will be able to:

* Explain the importance of proud and responsible sexual decision making.
* Identify barriers to using condoms and other safer sex behaviors.
* Identify strategies for practicing safer sex behaviors.
* Identify ways to make condoms a more pleasurable part of the sexual experience.
* Explain how condoms can prevent HIV, STDs, and unplanned pregnancy.
* List the correct steps to using a condom and demonstrate those steps.

**Procedure**

**Activity A (Introductions and Overview)**

1. **Slide 1**

Open the module by saying,

* 1. We’ve discussed some of the knowledge and skills that go into protecting yourself and others against HIV infection. Today we are going to focus on how to use condoms correctly and how to talk to a partner about condoms or abstaining from sex. Before we start, are there any thoughts, feelings, reactions or questions?
1. **Slide 2:** Review how people can become infected with HIV.

People can get HIV by:

* + Having unprotected sex (vaginal, anal, oral) with an infected partner
	+ Sharing needles for injecting drugs, or any other reason
	+ Mother passing it to the fetus during pregnancy or to newborn through breastfeeding

**Activity B (Discussing Condoms and Condom Use Skills)**

**Procedure**

1. Clarify the purpose of the activity by saying,
	* This activity is designed to show you how to use condoms correctly and to have you practice condom use skills. However, I’m not assuming that any of you are having sexual intercourse and I’m not encouraging you to do so. Having this knowledge and these skills will prepare you to make proud and responsible decisions if and when the need arises.
	* Some people don’t believe in using condoms because it may be against their religion; other people have no beliefs against it. I’m giving you this information because we want you to be able to make informed decisions about protecting yourselves.
2. **Slide 3:** Ask participants
	1. What is a condom?
	2. Write the group definition using the whiteboard function or annotate function on zoom
		* Sample definition:
			+ A thin latex (ruber) sheath that slips snugly over an erect penis and keeps sperm from entering the vagina, mouth, or anus during ejaculation. Latex or polyurethane/ polyisoprene condoms help prevent pregnancy, HIV, and other STIs.
3. **Slide 4:** Ask participants to brainstorm all the types (brands/names) of condoms that they can think of, including slang terms for condoms. **Write their answers using the whiteboard or annotate function on zoom.**
4. When the list is complete, highlight any of the more unusual or colorful names, as well as those that may have been around for a long time. Participants may mention rubber, jimmy hat, raincoat, glove, sock, Trojan, Lifestyle, flavored, etc.
5. Summarize by saying,
	1. We are going to be learning a great deal about condoms. No matter what name you call them or which type you prefer, I hope you make sure that you have them with you when you need them. And make sure they are made of latex (or polyurethane/ polyisoprene).
6. **Slide 5:** Introduce the Amaze video, “How to Use Condoms Effectively” by saying, “So now that we’re all up to speed re: the different types of condoms, we’re going to go over how to use them effectively. If we were doing this session in-person, we would pass condoms around to everyone, show you step-by-step how to use them, then have you practice putting them on an apparatus. Since we’re not in person, we’re going to watch a condom demo video and discuss it afterwards. Following the video, reiterate this essential information:
	1. Condoms can stretch to fit different-sized penises comfortably.
	2. Condoms may break if you use Vaseline, lotion, or grease. Use only non-oil-based or water-based lubricants (eg. K-Y Jelly or Astroglide)
	3. Don’t expose condoms to heat, including body heat. You can keep a condom in your pocket, but ONLY for short periods of time.
	4. Throw away unused condoms once the expiration date passes
7. Summarize by reviewing and emphasizing the following:
	1. To protect yourself and your partner from sexually transmitted diseases, including HIV infection you should:
		* Use a latex (or polyurethane/ polyisoprene) condom every time you have sex.
		* Keep supply of condoms on hand.
		* Get used to condoms, so they are natural and safe.
		* Talk to your partner about using condoms.
		* Refrain from using alcohol or drugs because they affect your judgement
	2. Condoms make sense. Condoms help protect both partners from pregnancy and STIs, including HIV during vaginal, oral, or anal intercourse. However, you must use them correctly every time you have vaginal, oral, or anal intercourse.

**Slide 6: Activity C (How to Make Condoms Safe and Comfortable) – NOTE:** The original wording for this activity was “How to Make Condoms Fun and Pleasurable”, but some educators replace it with “safe and comfortable” to avoid push back from schools or parents. Either wording is fine.

**Procedure**

1. Introduce this activity by saying,
	1. People often say that sex doesn’t feel as good with a condom, but we’re going to talk about ways to make the experience more comfortable.
	2. Remember I’m not assuming that you’re having sex and I’m not encouraging you to have sex. This is information some of you will use right away and others can tuck it away for future reference.
2. Ask participants to suggest ways to make condom use safe and comfortable by finishing these sentences.
	1. I will read two statements and ask you to say whatever comes to mind. I will type your responses. We will discuss the responses at the end.
		* Condoms could make sex more fun and comfortbale by …
		* Condoms would not ruin the mood if …..
3. Type response on whiteboard or using annotate function on zoom.
4. Review responses. Emphasize positive feelings about condoms.
5. Add the following ideas to the brainstorm lists, if they weren’t mentioned by participants.
	1. Additional Ideas
		* Use extra lubrication
		* Use condoms as a method of foreplay
		* Use different colors and types/textures (some have ribs on them)
		* Think up a sexual fantasy using condoms
		* Tell your partner how using a condom can make a person with a penis last longer
		* Have the partner put the condom on
		* Act sexy/ sensual when putting condoms on
		* Have a sense of humor-be silly- make jokes
		* Hide the packaged condom on your body and ask your partner to find it
		* Wrap them as a present and give them to your partner before romantic dinner
		* Tease each other manually putting on the condom
		* Put lubricant on the tip of penis to increase sensitivity or use pre-lubricated condoms
		* Have fun putting them on your partner- pretend you are different people or in different situations
		* Use flavored condoms for oral play
6. Ask participants:
	1. Do you feel prepared to use a condom if you have sex? Will you use one?
7. Summarize by saying:
	1. Once you and a partner agree to use condoms, do something positive and comfortable. Go to the clinic or store together. Get lots of different brands and colors. Plan a special day when you can experiment. Just talking about how you’ll use all of those condoms can be a turn on.
	2. Remember, the proud and responsible thing to do is to always use latex or polyurethane/polyisoprene condoms if you have sex.

**Slide 7: D (What Gets in the Way of Proud and Responsible Sexual Behavior?)**

**Procedure**

1. Brainstorm responses to the following questions.
	1. What are some of the barriers to using condoms or other forms of latex protection?
		* Examples:
			+ Expense
			+ Social issues, such as embarrassment, dependent on a partner to get condoms, social stigma, lack of trust, guilt
			+ Lack of availability
			+ Lack of privacy in a store
	2. What if your partner says no to using condoms? (Postpone having sex until you both agree to use them.)
	3. Do you need to use condoms even if you are involved with only one person?
		* Yes, even if you believe that neither you nor your partner has ever had sex with anyone else, injected drugs, shared needles or works, or had any other possible exposure to HIV
	4. How do alcohol and drugs affect your decisions?
		* Alcohol and drugs affect people’s ability to think about what they are doing. Drugs cloud judgment, and people may make decisions and do things that they would not normally do. Emphasize that young people should avoid using alcohol and other drugs that keep them from making wise sexual decisions.
2. In summary, explain the following:
	1. To protect yourself and your partner against HIV infection:
		* Don’t have sexual intercourse (vaginal, anal, or oral) and never share needles for any reason
	2. If you choose to have sex:
		* Practice safer sex and use condoms and other protection every time.
		* Talk to a partner about HIV.
		* Never share needles.
		* Choose sexual activities other than intercourse.
		* Keep a supply of condoms on hand
		* Get used to condoms, so they are natural and fun.
		* Don’t use alcohol or other drugs that affect judgment.

**Slide 8-11: Activity E (Barriers to Condom Use)**

**Procedure**

Begin by saying,

* 1. We are focusing on condoms, because condoms help prevent STIs, especially HIV infection. This activity will help you use condoms if you choose to have sex. There are many reasons people do or do not use condoms. The reasons people do use condoms are pros and the reasons people don’t use condoms are cons or barriers to condom use
1. Go to the slide that is labeled *Pros of Condom Use*
2. Ask participants to brainstorm all of the positive reasons for using condoms- Pros- and list their answers on the whiteboard or annotate on slides
	1. Make sure list includes:
		* Condoms can help prevent HIV, other STIs and pregnancy
		* Condoms can help you feel safer and worry less
		* Condoms show you care about your partner
		* Condoms are easy to get
		* Condoms can make an erection last longer
3. Ask participants to brainstorm all of the reasons people don’t use condoms- Cons or barriers to condom use- and list their answers.
	1. Make sure the list includes:
		* Condoms are not available
		* Think condoms ruin the mood and pleasure
		* Using another form of birth control
		* Think condoms don’t feel natural
		* Condoms cost too much
		* Don;t know where to get free condoms
		* Partner doesn;t want to use condoms
		* Embarrassed to bring up the subject
		* Parents might find them
		* Embarrassed to go to the store to buy them
		* Want to show they trust a partner
4. Explain the following,
	1. Since you are proud and responsible young people who respect yourselves and want to protect yourselves, let’s now change these cons into pros
5. Demonstrate by reading one of their cons/ barriers and turning it into a pro.
	1. Example:
		* **Con:** Condoms don’t feel natural.
		* **Pros:** Having an STI won’t feel natural either.
6. Give each participant a chance to change a con into a pro
7. Cross each con off the list as a it is changed into a pro
8. Summarize as follows,
	1. Good job. As you can see, we’ve changed all the Cons to Pros. There are really no cons to using condoms. Remember, no matter what excuse a partner gives you for noting using a condom, you need to be prepared to give a response that helps you make the proud choice of using a new condom every time you have sex.

**Slides 12-24: Activity F (Condom Line-Up)**

**Procedure**

1. Tell participants that the group is going to review condom use by putting in the correct order all the steps involved in putting on a condom.
2. Depending on the group size choose one of the following ways to use the cards

 Option 1

1. Shuffle the Condom line-up cards Pass out cards to participants and ask them to stand. The rest of the group acts as an audience.
2. Explain to the standing audience,
3. When the task is completed, ask the group members if they are satisfied with the order. If not give them a moment to make adjustments.
4. Now ask the audience if they have any further adjustments to make. If so, make those adjustments.

Option 2

1. Shuffle the Condom Line-Up cards and then place them on the ledge of the board or tack/tape them to the wall.
2. Explain to the whole group,
3. Ask for volunteers to help put the cards in the proper order, Allow as many participants as possible to join in.
4. Ask if there are any final adjustments and allow them to be made.

3. When the group has decided how to place the cards, verify the correct order or ask questions to prompt movement to the correct order. When the order is correct, review the steps.

**ORDER OF CONDOM LINE-UP CARDS**

1. **Get condom and check expiration date**
2. **Sexual arousal (hug, cuddle, kiss, massage)**
3. **Erection**
4. **Carefully remove condom from package**
5. **Dab water-based lubricant on penis or inside condom**
6. **Squeeze out any air from tip of condom and leave room for ejaculation**
7. **Roll condom on**
8. **Intercourse**
9. **Orgasm (ejaculation)**
10. **Hold onto the rim of condom and withdraw the penis**
11. **Remove and discard condom**
12. **Loss of erection**
13. **Relaxation**

4. Use the following discussion to stimulate discussion and positive attitudes towards condom use. Say,

1. Which steps on this process can involve a partner?
* Sexual arousal, rolling condom on, intercourse, orgasm, holding onto rim, removing condom, and relaxation. A partner(of any gender) can also fet or buy condoms and have them ready.
1. If a male loses his erection after putting on a condom and before intercourse, what could the couple do?
* This will happen to most males at some point in their lives. Have the partner take off the condom, continue playing and stimulating one another, relax , and enjoy the fun. After a while, put a new condom on as part of the play.
1. Which part of this process feels the same whether or not a condom is used?
* Sexual arousal, erection, withdrawal, orgasm/ejaculation and relaxation
1. Sometimes people don't know that condoms can be a pleasant part of the sexual experience because using them is so new. How can people make condoms feel good and be fun?
* Have your partner play with you and/or roll a condom on, put lubricant inside the tip and on the outside to increase wetness, try different brands and kinds to find the ones that feel best.

5. Summarize by saying

* You did a great job lining up the condom cards and discussing the correct steps of condom use. Remember and practice these steps so that you can make the proud choice and use condom correclty every time you’ve decided to have sex.

6. **Optional:** Introduce the condom use animation video by saying

* The video shows a brief animation of how to correctly put on a condom. It will remind you of the steps you just reviewed.

7. Show the video, which is 2 minutes long.

MODULE 5A: BIRTH CONTROL METHODS DEMONSTRATION

No separate script for this module. Refer to script in BPBR Curriculum (page 209-218). Be sure that you wrap up the session by reading the summary on page 218.

Video Options:

Birth Control: The Final Frontier (Amaze) - <https://amaze.org/video/birth-control-the-final-frontier/>

Birth Control Basics: Condoms, The Pill & Patch (Amaze) - <https://amaze.org/video/birth-control-basics/>

Debrief questions:

* What did you learn about birth control methods?
* What are long acting reversible contraceptive methods (LARCs)?
* Why might different people choose different birth control methods?
* What factors do you think impact someone’s birth control choice?

Time permitting, a Kahoot on Birth Control (along with the answer key) has been added to the end of the lesson (slide #19) to review content.

MODULE 6: BUILDING NEGOTIATION & REFUSAL SKILLS

# Module 6: Building Condom Negotiation and Refusal Skills Script/Facilitator Guide

### Module 6 Learning Objectives:

1. Explain the importance of proud and responsible sexual decision-making
2. Identify barriers to using condoms and other safe behaviors
3. Negotiate condom use or abstinence in sexual relationships
4. Describe strategies for reducing barriers to safer sex behaviors

### Module 6 Content Areas:

1. Increases motivation to practice safer sex, including abstinence
2. Builds skills to negotiate safe sex, including abstinence
3. Rehearses skills and receive performance feedback
4. Builds skills and self-efficacy regarding safer sex practices
5. Gives opportunities to review factual information
6. Reinforces sense of pride in making safer sex decisions

## Activity Breakdown

**Slide 2**

**Begin this final session with a fun ice breaker/energizer to engage participants. “Some examples: “would you rather…” questions are provided below, but you can use other energizers instead. If you do play, “Would You Rather”, you can use Zoom Polls, the chat box, or simply allow participants to “voice by choice” by unmuting their lines.**

* Would you rather give up your phone or your friends?
* Would you rather be dressed up or dressed down all the time?
* Would you rather have only Instagram or TikTok?
* Would you rather wear your clothes backwards or inside out?
* Would you rather get one free international trip or unlimited flights within the U.S.?

#### Activity A: Introduction and Overview

Facilitator Notes

* We suggest starting the session with a virtual energizer to prompt engagement before the learning begins.
	+ “Would you rather…” is a great easy ice breaker. You can post the questions directly in your slides or create Zoom polls.
* Activity A provides a quick roadmap of the final module. The facilitator will briefly describe the content/learning goals for Module 6. Make sure to keep it brief!
* After introducing the material, give youth a chance to ask questions and share thoughts. Provide various ways for youth to engage.
	+ Encourage them to use the chat feature (privately or to the whole group)
	+ Allow them to use their voices to respond out loud (if the group is small enough)
	+ Use a Zoom poll to gauge feelings about condom use.

**Slide 3**

**Say:** Welcome to the last session of Be Proud! Be Responsible! Today we are going to practice HIV prevention skills. We will learn how to negotiate with a partner to use condoms or to abstain from having sex.

**Slide 4**

**Say:** Before we get started, I want to take a moment to reflect. <Insert Zoom poll if desired> Are there any thoughts, feelings, reactions, or questions about how to use condoms or make condoms fun? Please feel free to share using the class chat, private chat, or unmute your line to comment.

**Provide time for participants to think and respond. Answer any questions.**

**Then say:** Thank you so much for your thoughtful questions/comments. You’ve learned so much! Now let’s apply our skills!

#### Activity B: “What to say if my partner says…” (problem-solving strategies)

Facilitator Notes

* This activity prepares participants to negotiate condom use by exploring common excuses for not using condoms.
* This activity works best when participants are interactive. Use the chat box for the brainstorm, then use a live Google Doc **or** the chat for each scenario. If your students like to talk, give them the opportunity to respond verbally! Saying the responses out loud helps reinforce the skill.
* This activity provides lots of excuses, but we don’t recommend doing them all. Based on how much time you have in your Zoom meeting, choose 5-10 excuses to work on.

**Slide 5**

**Say:** Let’s brainstorm excuses sexual partners might give for not wanting to use a condom. Share your ideas in the chat box/Google Doc/out loud by unmuting yourself.

**Slide 6**

**After brainstorming, say:** Let’s see if we can change each excuse into a good reason to use condoms. For example if a partner says...<example excuse here> then you could respond by saying <positive response here>. Then, let participants respond to the other excuses from the brainstorm in the chat box or Google Doc and begin having participants.

\*IF the group is able to successfully come up with excuses & responses, THEN skip down past slides 7 & 8 and read the SEGUE

\*IF the group has difficulty coming up with excuses, on the next 2 slides, THEN go over the next two slides (7 & 8) where you’ll find excuses & possible responses taken from the curriculum on pages 118-120.

**Slide 7-8**

**If the group has difficulty coming up with excuses, you can also use these excuses listed in the curriculum on pages 118-120. Remember, it’s okay if there is awkward silence. Participants might be thinking or typing their response. Give them time to process.**

**SEGUE: After going through selected excuses, SAY:** Those are great responses! Keep this activity in your mind. We will use this information later to practice the SWAT technique. No matter what excuse your partner gives, be prepared to respond in a way that helps you make the responsible choice to use condoms or dental dams every time you have sex.

#### Activity C: The SWAT Technique and (optional) *Wrap It Up video and discussion*

Facilitator Notes

 This activity introduces participants to strategies for negotiating safer sex with their partner. The SWAT technique teaches participants to advocate for condom use, abstinence, or another safe alternative.

You can explain the SWAT technique

* + in your own words by using a powerpoint slide/whiteboard
	+ \*or\* you may show the SWAT Stop Motion video ([linked](https://drive.google.com/file/d/17oVyGdf1sVpOqjgETg58nk-aKVQWn0ki/view)).

**Slide 9**

**Say:** Knowing what’s best for your health and doing something about it are two different things. Even though condom use prevents the transmission of STDs like HIV, bringing up the subject with a partner can be difficult. But, it’s still important to talk with your sexual partner(s) about condoms and safer sex. Being open and honest can both protect you and clear up misunderstandings!

**Say:** In the last activity, we responded to possible excuses for not using condoms. In the next activity, we are going to practice negotiating safer sex with friends and partners. You will get the chance to practice handling a variety of situations through role plays.

**Say:** During the role plays, you will use the SWAT Technique. It is a 4-step strategy for any peer pressure situation, but especially for negotiating safer sex without fighting or blaming your partner. Let’s watch a quick video that explains the steps.

**Play “SWAT Stop Motion” Video (2 mins):** [click here to access video](https://drive.google.com/file/d/1GDePCPM_d4I55edhat9vY7cBUIOaxzVP/view?usp=sharing)

**Slide 10**

**After playing the video, say:** The SWAT technique can be used in many different ways. Sometimes you will work through the steps in order (say “no” first, then explain why, offer an alternative, and lastly talk out your feelings). But sometimes it might go back and forth in a different order. A person might say “no”, give alternatives, talk it out, and then explain why. The order of the steps doesn’t matter as long as you use all 4 strategies during the conversation. Does anyone have questions about how to use SWAT?

**Optional:** Once you explain SWAT, you can show the 6 minute **“Wrap It Up: Condom Negotiation” video** that features a realistic situation between two teens. If you show the negotiation video, be sure to debrief with the provided processing questions. Give participants ample time to think and type their responses. They can use the chat feature or unmute their audio.

**Slide 11**

**Say:** Now we’re going to watch a short video about a couple who are negotiating condom use. In this role play, Amani wants to use condoms and her partner Justin does not. Watch what happens and take note of how each partner handles the situation. How do they express their feelings? What strategies does Amani use to convince her partner to use condoms?

**Play “Wrap It Up: Condom Negotiation” Video (6 mins)**

**Slide 12**

**After playing the video, ask the following processing questions. If you don’t have time to ask every question, focus on how Amani used the SWAT technique. Participants can use the chat to respond or can “voice by choice”**

* Did Amani use the SWAT technique we talked about?
* Did she say no? (What body language did she use to express herself?)
* Did she offer an explanation? (why does she want to use condoms now?)
* Did she provide an alternative? (what are some other good alternatives?)
* Did they talk it out? (How did the talk go? Was it easy to convince Justin? What did he say to try to change her mind?)
* What were Justin’s concerns about condoms and how did she respond to his concerns?
* Was Amani ready to walk away from the relationship if necessary? Is it okay to leave a partner if they refuse to use condoms?
* Do you think you could have handled this situation?
* How could this situation be handled differently?

**Say:** Great job everyone! It looks like you’re ready to practice SWAT with some role plays4

#### Activity D Role Plays (skill practice):

Facilitator Notes

* This activity reinforces the SWAT technique and gives participants the opportunity to use their own words to negotiate condom use in peer pressure situations.
* There are several ways to facilitate the role plays virtually, depending on participant maturity and ability to work together. Option 1 utilizes Zoom breakout rooms. If participants are able to see and talk to each other on Zoom, option 1 gives them the best opportunity to practice SWAT in real time. If your group is not mature enough or unable to work together, then use Option 2 or 3, which uses fill-in-the-blank format. Pre-plan which option you will use, so that you can prepare the Google documents and test the Zoom breakout rooms beforehand.

**Slide 13**

**Say:** Now we’re going to try out role plays to practice handling situations of sexual pressure (like the one you saw in the video clip). Try to incorporate things you remember from this course and use it in your role play. Be supportive and avoid blaming in your language. As you write your role play, incorporate things you value, like protecting yourself and your partner, having goals and plans for your future, and wanting to make proud and responsible decisions about sex.

**Then define role playing:** Role playing is a way to learn what it feels like to be in a situation that’s new for you. You can practice handling a stressful or difficult situation by putting yourself in someone else’s shoes. Try to feel, sound, and behave like the person in the role play. This will help you and everyone else learn.

**Slide 14**

**Review role play guidelines (in Google slideshow). Answer any questions or concerns from participants before proceeding to the activity.**

* Do your best to stay “in character” when you write the conversation
	+ Read the roles carefully and think about how that person would really behave
	+ Really try to feel and act like the person in the role play
	+ Try saying things you might not normally say, just to see how it feels.
* Don’t forget the SWAT technique!
	+ **Say no** (remember that a person can also use body language to say “no”)
	+ **Explain why** you don’t want to engage in unsafe behavior
	+ Provide **alternatives** that are safe and fun
	+ **Talk it out** respectfully

**Slide 15-18**

##### Option 1: Role Play in breakout rooms

* Based on the number of participants, divide your group into teams with 2-3 members. Assign each group a different role play (<https://drive.google.com/drive/folders/1xb7RnN4RJIdAcW5NTKXq_lM6bOWwrCVO?usp=sharing> ) and explain that they will discuss the situation, write out a dialogue using the SWAT technique, and then read/act out the conversation for the rest of the group. Answer any questions before splitting participants into separate Zoom breakout rooms. Post the directions for the activity in the chat box, so they are easy to find. Give participants 5-10 minutes to work on their role plays. As they work, circulate between breakout rooms to gauge progress and provide support.

##### Option 2: Fill-in-the-blank in breakout rooms

* Based on the number of participants, divide your group into teams with 2-3 members. Assign each group a different fill-in-the-blank role play (via Google Drive: <https://drive.google.com/drive/u/0/folders/14MCRAB8_rQnl5m4p_x0nABY5Zm42oOq_> ) and explain that they will discuss the situation, and work together to fill in each blank in the conversation using the SWAT technique. Answer any questions before splitting participants into separate Zoom breakout rooms. Post the directions for the activity in the chat box, so they are easy to find. Give participants 5-10 minutes to work on their fill-in-the-blank. As they work, circulate between breakout rooms to gauge progress and provide support.

##### Option 3: Large group option

* If the participants can’t be left on their own in breakout rooms, you can conduct the role play activity as a large group. Select a fill-in-the-blank role play (<https://drive.google.com/drive/u/0/folders/14MCRAB8_rQnl5m4p_x0nABY5Zm42oOq_> ) and share the Google document on your screen so that all participants can view it. Explain the situation, and ask participants to help fill in the blanks in the conversation. If participants get stuck, display the SWAT slide and remind them to think about how they can apply it.

**When the groups are finished working (or time is running short), bring all participants back to the main Zoom meeting room. Ask for volunteers to share their role play out loud. Summarize the role plays using the notes below.**

|  |
| --- |
| **Role Play B (Lamont and Reggie):** If you or a friend are out of control when drinking, smoking, or using any other drug, get help. Alcohol is a drug. Just like other drugs,it decreases your inhibitions and can make you do risky things like have sex without condoms. This can put you at risk of contracting HIV or another STD. Also remember that people who are drunk or high cannot provide consent to sexual activity. Reggie and his partner have both been drinking or smoking, so they should wait until they are sober before they engage in sex. **Role Play C (Loretta and Mo):** If you value and care about your friend, you should try to help Mo make safer decisions. You could even teach your friend how to make condoms more fun and pleasurable. Remember, ultimately the decision is up to them, but encouraging them and providing safer alternatives can help them make good choices. **Role Play E (Clayton and Robin):** Some people get offended when a partner wants them to use a condom. However, most of the time, their partner isn’t being offensive but caring. Remember, the pill is effective for preventing pregnancy when used correctly, but it doesn’t help protect you from HIV or other STDs. The proud and responsible thing is to use latex/polyurethane/polyisoprene condom if you have sex, even if you are on the pill.**Role Play G (Alex and Marta):** The decision to abstain from sex until you feel ready shows that you are responsible. It doesn’t matter how long you’ve been seeing someone. If you don’t feel ready to have sex (oral, anal, or vaginal sex), you don’t have to. It’s okay to discuss your decision with your partner and explain why you’ve made that decision. Remember, if someone wants to remain abstinent, negotiating using condoms and having sex anyway is *not a good alternative*. Alternatives should be respectful of your partner’s boundaries. |

**After reviewing role plays, say:** Wow! You have learned so much during this program. Your role plays show that you have picked up so many skills! You’ve been able to practice using proud and responsible decision making in real life. Knowing and practicing these skills will empower you to respect and protect yourself.

 No matter what kind of relationship you’re in, all partners have to communicate with each other. When you care about your partner and want a healthy relationship, it’s usually easier to talk about safer sex. That’s why it’s important to choose relationships where both people care about each other’s goals, health, and values.

Remember to be proud and responsible, because the choices you make now will help shape your future!

#### Activity E: Talking with Partners about Condom Use or Abstinence (mini-lecture)

Facilitator Notes

1. This activity gives participants tips and encouragement for applying the communication and negotiation skills they have been learning. If participants feel confident, their knowledge and skills will translate to positive behavior change.
2. For this activity, the facilitator may use the short video provided (<https://drive.google.com/file/d/1oKKQ6fpJunUSLm2hjHzfoPZ7zv0IgsKE/view?usp=sharing> ) , or they may prefer to explain the mini-lecture on their own. The script for the mini-lecture is provided below.

**Slide 19 (show video) Talking with Partners About Condom Use and Abstinence**

**Script of the video**

**Say:** There’s no doubt that using condoms is a good idea because it makes sex safer. Condoms help protect both partners from sexually transmitted diseases, like HIV. To obtain these benefits, you must choose a good quality condom (made from latex, polyurethane, or polyisoprene) and use it correctly every time you engage in any kind of sexual activity. Sometimes, you may have to overcome your partner’s reluctance to use condoms. However, if you choose to have vaginal, anal, or oral sex, using condoms and dentals dams is the most important step in protecting yourself and your partner.

**Say:** Knowing what is best for your health and doing something about it can be two different things. Even bringing up the subject can be awkward.. But, it’s important to talk with a potential partner about condoms and safer sex. Open, honest conversation can help clear up any misunderstandings.

**Say:**

* When talking to your partner about condoms, think about what you want to say ahead of time. Sort out your own feelings about condoms before you talk with a partner.
	+ Choose a time to talk before that first intimate moment. Getting things straight before you have sex means you both will be prepared and relaxed in the moment.
* Decide how you want to start the conversation. You might say…
	+ “I need to talk to you about something that’s important for both of us.”
	+ Or, “I’ve been hearing a lot about safe sex Have ou tried condoms or dental damns?”
	+ Or, “I feel kind of embarrassed bringing this up, but I care too much about you to not talk about it.”
* The best time to discuss condoms is before you begin a sexual relationship. You should discuss it before you engage in genital stimulation or touching.
	+ Talking about condoms is an important part of asking for someone’s consent and giving your own consent.
	+ Even if you have been in a sexual relationship for a while, it’s still okay to decide you want to start using condoms.
* Remember to talk about how condoms are fun and pleasurable too!
	+ Once you both agree to use condoms, do something fun and positive like going to the store together to get them. Try different types and colors. Plan a special day when you can experiment.

**Say:** Remember, in order to avoid becoming infected with HIV, a person should…

* Abstain from sex
* Use latex, polyurethane, or polyisoprene condoms condoms, internal condoms, or dental dams for every time they have vaginal, anal, or oral sex
* Talk with their partners about HIV, STDs, and pregnancy before having sex
* Ask their potential sexual partner about their sexual and drug use history

**Say:** Be proud and responsible - protect yourself and your partner by…

* Using a condoms or choosing activities that do not have risk of passing HIV
* Keeping a supply of condoms on hand
* Getting used to condoms so they feel natural and fun
* Not using drugs or alcohol to get in the mood for sex. Being drunk or high makes it harder to make clear headed choices. When someone is under the influence of drugs or alcohol, they can’t give their consent for sexual activity.

**Then summarize the program and say:** We’ve covered a lot of information in this program. We started by acknowledging that HIV, STDs, and unplanned pregnancy can all have an impact on many people, including youth. We also discussed ways to prevent HIV from affecting us, our partners, our families, and our communities. If we choose to be proud and responsible, we won’t use alcohol or mind-altering drugs; we will abstain from behaviors that can pass HIV, like sharing needles; and we will abstain from sexual activity or use condoms (dental dams) every time we have sex.

#### **Program Wrap Up**

**Slide 20**

**Finally, remind them of your agency’s resources and services. Adjust the information below to fit your program and resources.**

**Say:** It has been a pleasure spending time with you all over the past few weeks. Even if our time together is finished, we are always here for you! Don’t forget that you can visit <insert name of clinic> for confidential no cost sexual health services like birth control and STD testing. We are located at <insert address> and our hours are <insert hours>. If you have general questions about sexual health or about our services, health educators are available by email/phone. You can reach us at <insert information here>.

#### Activity F: HIV/AIDS Jeopardy or Kahoot (game)

Facilitator Notes

1. This final activity is a way to review information about HIV prevention that is covered in this curriculum. The game allows you to end the module with a high-energy activity.
2. There are two options for this game, depending on your group abilities.
	1. If they can work together on Zoom, divide them into two teams and play Jeopardy.
	2. If they work better individually, you can use the Kahoot game instead.

**Slide 21—Kahoot (if playing Jeopardy, skip to slide 22)**

**Say:** We’re going to play a game to review your HIV knowledge. Once I open the Kahoot game, you can use your cell phone to join our game. Once we start playing, use your phone to select an answer to each trivia question. The faster you submit your answer, the more points you win!

If you don’t have access to a smartphone, you can still play along without voting!

<https://create.kahoot.it/v2/details/eed8c51e-f4b4-405a-a34f-057b0feb0cff>

**Play game for as long as time allows.**

**After the game:** Great job everyone! You’ve learned so much and gained so many skills for your future! Thank you for your time. I wish you all a healthy and safe year!

**Slides 22-51**

**Say:** We’re going to play a game to review your HIV knowledge. I will divide the class into two teams. You will take turns answering questions. Then explain the Jeopardy game directions for two teams as described on the powerpoint slides. Play the game for as long as time allows

**After the game:** Great job everyone! You’ve learned so much and gained so many skills for your future! Thank you for your time. I wish you all a healthy and safe year!