**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.*

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*(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.