Teaching Strategies To Address HIV/STDs/Teen Pregnancy

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**The Dice Game… # 1**

Objective: At the completion of this teaching technique, students will recognize the

 pregnancy and STD risks of sexual activity and understand the positive

 and negative effects that peer pressure can have on decision making.

Supplies: dice, one for each student

 small plastic or paper cups, one for each student

 paper/pencil for each student

Procedure: (1) Put one dice in each cup and give one cup to every student. Also

 give each student a piece of paper. Instruct the students to mark

 1-6 on their piece of paper. Tell them they will mark down the

 number that appears on the dice each time they roll the dice. Instruct

 the students to shake the cup with the dice in it and roll the dice from

 the cup onto their desk. Do this six times and record their score on

 their piece of paper for each roll of the dice. When they are done with

 rolling the dice six times, have them put their dice in the cup and set

 it aside on their desk.

1. Ask students what are the consequences of the choices they make

about sexual activity. What are the consequences of choosing to have sex? What are the consequences of choosing to abstain?

1. Have the students review the six numbers they rolled and

recorded. Explain that each roll of the dice represents an incidence of

sexual activity. Each time a person has unprotected sex, that person

faces a 1:6 chance of pregnancy.

1. Have the students who rolled at least one 6 stand up. Tell them

they either got pregnant or got someone pregnant with unprotected sex. How would they feel being a teenage parent?

1. Have everyone sit down and ask the class to stand up if they rolled

a 6 the very first time. This means the very first time they had

unprotected sex they either got pregnant or they got someone pregnant.

1. Continue the process and have anyone stand who rolled 2 – 6’s, 3 – 6’s, etc. This means that if they rolled 2 - 6’s, they either got pregnant or got someone pregnant 2 out 6 times that they had unprotected sex.
2. Remind the students that every time that a person has unprotected sex

they run the risk of contracting a STD/STI. If they rolled a 5, please

stand up. Based upon today’s statistics, you have a 1 in 5 chance of

contracting a STD/STI. Have a person who rolled more than one 5

stand up. This means you contracted more than one STD/STI. How does

that make you feel?

1. Ask if anyone did not roll a 5 or 6. Have them stand. How does this make you

feel? Ask them if they would like to take another roll. Give them 2 dollars

if they don’t roll another 5 or 6. Ask them if they want to continue and take a chance. Discuss peer pressure…pressure to think that you won’t get caught.

**Bowl of Milk… #2**

Objective: At the completion of this teaching technique, students will be able to know

 how many factors influence an adolescent’s life.

Supplies: large bowl

 1 gallon of whole milk

 latex gloves

 food coloring

 Dawn dishwashing soap

Procedure: (1) Pour the gallon of whole milk into the bowl.

1. Have the students gather around you and the bowl
2. Ask the students to tell you what messages in the media do they hear about sexuality. When a student tells you one of the messages that adolescents are told about sexuality, place a different color of food coloring drop into the milk. Continue using different colors of milk until the students can’t come up with any more messages. When this is completed….explain to the students that these messages are what everyone hears/understands while going through adolescents. These messages just sit in the brain and are constantly affecting one as you grow up. Now take the dish detergent and have it labeled as hormones. Pour some dish detergent into the milk/food coloring mixture and notice how all the colors mix together. This is how hormones affect messages that we hear…both positive and negative and how this can impact upon healthy decisions. The purpose of this teaching technique is to help adolescents sort out the messages they hear and which ones might help them to make healthy decisions.

**Who is Who ?...#3**

**Objective:** By the completion of this teaching technique, students will be able to

 know which terms go with which gender.

**Supplies**: Male and female reproductive terms for each pair

 Envelopes to put terms into

**Procedure:** (1) Place class into pairs

1. Have student pairs sit side by side and give each pair an envelope

with terms in the envelope. Take the terms out of the envelope.

1. Have the student pairs work together to sort the cards into three

groups: terms associated with the male reproductive system;

terms associated with the female reproductive system; terms

associated with both the female and male reproductive system.

1. Reward pair that completes the task the quickest. Once every

pair is completed, share the correct answers for each group of

terms and let the pairs correct their work if necessary.

1. Ask students in each pair to organize the cards to show the

relative positions of the organs in the female reproductive

system. Then do the same for the male system. Have students

list the terms in order that the reproductive cell (ovary and sperm) travels through the system from start to the end.

**REPRODUCTIVE SYSTEMS CARD**

|  |  |  |
| --- | --- | --- |
| **CERVIX** | **COWPER’S GLAND** | **EJACULATION** |
| **ENDOMETRIUM** | **EPIDIDYMUS** | **ESTROGEN** |
| **FALLOPIAN TUBES** | **LABIA MAJORA** | **LABIA MINOR** |
| **MENSTRUATION** | **OVA** | **OVARIES** |
| **OVULATION** | **PENIS** | **PROGESTERONE** |
| **PROSTRATE GLAND** |  **SCROTUM** | **SEMINAL VESICLES** |
| **SPERM** | **TESTES** | **TESTOSTERONE** |
| **URETHRA** | **URINARY BLADDER** | **UTERUS** |
| **VAGINA** | **VAS DEFERENS** | **STERILITY** |

**Sexy Scrabble…#4**

**Objective:** At the completion of this sexuality teaching technique, students will be

 able to improve spelling and word recognition of human sexuality terms.

**Supplies:** Large poster board in crossword form

 Bags of letters

**Procedures:** (1) Divide the class into groups of 5-6 students.

1. Place the crossword board on the table and spread out all the letters.
2. The teacher DEFINES A WORD that the students need to know for the unit.

Example: These two tubes connect the ovary to the uterus in the woman.

1. Students in their group quickly find the letters for FALLOPIAN

TUBE and place it in the middle of the crossword puzzle. The first person in that group to stand up and SAY AND SPELL the work correctly, gets to ask the next question based upon one of the letters in the first word.

 (5) Continue words as you go through the crossword.

**Risky Behavior…#5**

**Objective:** At the completion of this sexuality teaching technique, students will be

able to identify the knowledge in HIV/AIDS transmission education and to encourage peer education discussion in the process.

**Supplies:** Enough envelopes for the size of the class so that each pair of students

receives an envelope with the eighteen risk behaviors on eighteen sheets of paper.

**Procedure:** (1) This activity is good to use at the beginning or the end of the HIV/AIDS unit.

1. Students are put into pairs with a flat surface to work on.
2. Each pair is given an envelope with eighteen sheets of paper. Each sheet of paper has one risky or unrisky behavior for the transmission of the HIV virus.
3. The pair is given approximately 10 minutes to arrange the eighteen cards from highest risk of HIV transmission to lowest risk of HIV transmission.
4. After the 10 minute period….have students compare their sequence with one or two of the other pairs.
5. Give the sequence answers and begin a discussion with the class as to why one behavior may or may not be riskier than another.

**Risky Behaviors List For**

**The Transmission of HIV**

**LOWEST RISK**

* 1. Abstinence
	2. Donating blood
	3. Self-masturbation
	4. Massage
	5. Hugging
	6. Dry kissing
	7. Deep wet kissing
	8. Mutual masturbation
	9. Cleaning blood spill w/o gloves
	10. Unprotected ORAL sex
	11. Breastfeeding HIV positive mother to her infant
	12. Tattooing w/shared needle
	13. Ear piercing w/shared needle
	14. VAGINAL intercourse WITH CONDOM using spermicide with internal ejaculation
	15. ANAL intercourse with internal ejaculation WITH condom using spermicide
	16. VAGINAL intercourse with internal ejaculation WITHOUT condom and spermicide
	17. Sharing hypodermic needles with someone
	18. ANAL intercourse with internal ejaculation WITHOUT condom or spermicide

**HIGHEST RISK**

**Sexy Label…#6**

**Objective:** At the completion of this sexuality teaching technique, students will be

 familiar with human sexuality terms and comfortable using the vocabulary with peers.

**Supplies:** 5 X 8 index cards

 Red, blue, purple, green and black markers

 Masking tape

**Procedure:** (1) Before class begins, prepare index cards. Write two vocabulary terms on each card. The first word should be a male anatomy term (written in blue), a female anatomy term (written in red), a pregnancy term (written in purple) or the name of a STD/STI (written in green)

The second vocabulary term on each card should name a contraceptive method (written in black).

1. Write the key/color coding on the board in front of the class.

Blue: male anatomy term

Red: female anatomy term

Purple: pregnancy term

Green: name of STD/STI

1. Go around the class and with masking tape, place a card on each

student’s back without them knowing what is written on their card.

1. Explain to the class that each of them have two vocabulary terms

on their cards. The first term is color-coded: explain the color code on the board in the front of the class. Students are to go around and ask one yes/no question with only one person. Go around the classroom and keep asking questions until you can guess the first term. Once you get the first term, start on the second term. Continue until you get the second term. Once you have both terms identified, place the card on your chest and continue helping other students to identify their terms.

1. You can only ask One PERSON…..ONE QUESTION and then you

MUST move to another student for your next question. You can only ask 10 QUESTIONS…so “think” before you ask. You can answer the question in one of three ways….”yes”, “no”, “I have no idea!”

**Sharing Liquids…#7**

**Objective:** At the completion of this sexuality teaching technique, students will be

 able to explain how HIV/AIDS cannot be transmitted through the sharing

 of drinking glasses.

**Supplies:** 4 clear plastic glasses

 Pitcher of cold water

**Procedure:** (1) ask for 4 volunteers

 (2) give each of the volunteers an empty plastic glass

 (3) position the volunteers in front of the class

 (4) pour each glass full of fresh water

 (5) ask each person to take a small sip of water, swish it

 around in their mouth and then swallow.

1. again ask each person to take a small sip of water, swish it

around in their mouth, but this time, don’t swallow, but spit

it back into the glass.

1. now take the glasses of water and mix the fluid from one glass

to another, mixing up all the water.

1. now ask each person if they would take a drink out of the glass
2. most people won’t take a drink out of the glasses because the water was mixed up and they find it “gross”.

(10) ask the question, “Did any of you ever take a drink out of someone

 else’s soda pop bottle? Most will say yes, so why is it so difficult

 to drink out of these glasses.

(11) this allows you to discuss that HIV cannot be spread by drinking out

 of someone’s glass, unless significant bleeding is in the glass

(12) review how HIV is spread

**Once Over…#8**

**Objective:** At the completion of this teaching technique, students will be able to explain

 how someone assesses body shape to determine one’s worth.

**Supplies:** Nothing

**Procedure:** (1) ask for 3 males and 3 females to volunteer to go to the front of the

 classroom.

 (2) place 3 males on one side of the front of the classroom and 3 females

 on the other side of the front of the classroom

(3) have the females put their arms down to the side of their

 bodies

(4) the males now take turns giving each of the females the once over..

looking them up and down…go from one female to the other…once

they get to the third female, they then go behind and give them the

once over from top to bottom. No one can say anything during this

process. Once one male is complete, the other male follows the

same procedure and then the third male.

1. now the males stand with their hands to their sides and the females

repeat the same process that the males conducted.

1. once the once over is completed, pose the question to the females,

“what was it like to have the males give you the once over”.

1. ask the males what it was like giving the “once over”?
2. repeat the same statements with the females
3. discuss how the “once over” is used as it relates to sexuality

**Fishing Lures…#9**

**Objective:** By the end of this teaching technique, students will have an understanding

 of how the media “hooks” us in on sexuality.

**Supplies:** Nine different fishing lures

 Pictures taken from advertising

**Procedure:** (1) place 9 different fishing lures in the front of the class

 (2) have the class go up to the fishing lures and select a

 fishing lure that they would find attractive if they

 were a fish.

 (3) write down 3 reasons why they chose that fishing lure or why they

 were attracted to it.

(4)show the class pictures from advertisements and ask what it is about the

 pictures that “hooked” them in.

 (5) discuss advertisement and sexuality

**Rat Trap…#10**

**Objective:** At the completion of this teaching technique, students will

 be able to explain how some students take risks, while

 others don’t take risks and how peer pressure can cause

 some to take risks.

**Supplies:** 4 large grocery bags

 1 rat trap

 4 mouse traps

 A supply of money, i.e., $10, $20, $50, $100 dollar bills

**Procedure:** (1) place the four grocery bags at the front of the class

 before the class begins and do not let students

 look into the bags.

1. Place the rat trap set in one bag, 1 mouse trap set

in another bag, 2 mouse traps set in another bag,

1 mouse trap unset in another bag.

 (3) Ask for 3 volunteers…two who aren’t risk takers.

 (4) Have one of the volunteers step forward and have

 them look into the four bags and determine the

 risk that it would be if one of the other

 volunteers had their hand placed into the

 bags. They could do this on a 1-10 basis with 10

 being the highest. They cannot tell anyone what

 is in one of the bags.

 (5) Have that person sit down.

 (6) Now the instructor takes the hand of one of the

 other volunteers and asks them if you can

 put their hand in each of the bags…try to

 get them to let you put their hand in the bag

 get the class involved to see if they would

 convince the person to let you put their hand in

 in the bag. Do not allow any person to put their

 hand in a bag.

 (7) Have that person sit down.

 (8) Have the other volunteer turn their back to the

 grocery bags and mix the bags up.

 (9) Have the person turn around and have them

 face the grocery bags. Continue the same

 process as you did with the first volunteer

 only try to convince that person to put their

 hand in the bag by using money placed into

 the bags…with more money in the bags with

 the most risk (two mouse traps and rat trap).

 (10) Have that person sit down and then start talking

 about risk taking and how money can can

 be used to convince someone to take a

 risk.

**AIDS EGG…#11**

**Objective:** At the completion of this teaching technique, students will be able

 determine how the HIV virus invades and infects the immune

 system.

**Supplies:** one large plastic egg

 15-20 miniature marshmallows

**Procedure:** (1) prior to class beginning, take 15-20 miniature marshmallows

 and mark them with different color markers. Make

 sure each marshmallow is different.

 (2) put the different color marshmallows into the egg.

 (3) begin the class with explanation of the cell and how

 various objects can alter or effect the cell and

 it’s growth.

 (4) the instructor then takes a small marshmallow that has

 not been colored. Bite a small amount of the

 marshmallow away, so part of the marshmallow

 is sticky.

 (5) take the egg in one hand and place the small piece

of the marshmallow onto the egg. This represents

the virus attacking a cell. Now turn the egg, so that

the attached marshmallow cannot be seen. This then

represents that the virus has attacked the cell and

entered into the cell. Now open the egg and the

marshmallows will fly out of the egg and fly out

all over the room. Then explain how the virus

enters a cell and replicates, but changes, so it is

difficult to identify each of the viruses…they

mutate.

(6) discuss how this mutation causes difficulty in developing

 a vaccine.

**Sex-O…#12**

**Objective:** At the completion of this sexuality teaching technique,

 students will review and reinforce understanding

 of previously learned terms relating to human sexuality.

**Supplies:** Sex-O game cards…one per student

 Student’s health texts and notebooks

 List of vocabulary terms that students should know

 for the exam on human sexuality education.

**Procedure:** (1) Give each students a Sex-O game card. Have

students select 24 important vocabulary terms from their study of human sexuality education. Write each term in one of the empty boxes of the game card. They may write these words in any order they choose. Use their textbooks/notebooks if necessary.

1. When all students have filled in their Game Card, the game begins. One at a time, read aloud the definition from your prepared list. (Do not read the terms aloud). Have students look at their own game cards for the terms you defined. If the term is there, have the students draw and X through the entire box. Check off the term on your own list to keep a record of the words already used.

(3) The players’ goal is to get five X’s in a row:

 vertically; horizontally; or diagonally. Check

 a players card when they have Sex-O. Played

 just like bingo.

(4)Good way to review vocabulary terms.

**Sex - O**

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|  |  | FreeSpace |  |  |
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**Who’s Been Sleeping In My Bed?...#13**

**Objective:** At the completion of this sexuality teaching technique,

 students will be able to analyze how behavior can

 impact health maintenance and disease prevention.

**Supplies:** large blanket or quilt…you could use a large square in

 the middle of the room. A3 x 5 card with the name of

 individuals on the cards:

 Debbie, Darrel, Dominick, Rocky, Laurie, Bill, Rachel,

 Victor, Allison, Chris, Monica, Pat, Chad

 Story of Bill and Monica

**Procedure:** (1) hand out the cards to 3 individuals.

1. Read the story about Bill and Monica. As the names

are read during the story, the students with the name card should stand “on the bed”.

1. At the end of the story, the students should sit down

in their seats and discussion on disease prevention

should occur.

**The Story of Bill and Monica**

Bill was a freshman in college. He had been going out with Monica since their junior year of high school. They began having sex a few months after meeting each other. Both of them were virgins. They were in love and wanted to be responsible, so Monica went to the clinic and went on the “Pill”. In the two years that they have been going out, they have been faithful to each other……until the other night.

Bill went to a fraternity party and got pretty drunk. He met this girl Allison who was visiting from another state. One thing led to another and they wound up having unprotected sex. Unknowingly, Bill also became infected with HIV that night.

When Bill went home for the weekend, he felt guilty, but didn’t say anything to Monica. Since Monica had been on the Pill, they had unprotected sex that night and HIV was passed on to her. Although they are both infected, they look and feel perfectly healthy.

Several months later, Bill’s conscience got the best of him and he told Monica about his one-night stand. She was devastated and broke up with him. Two years have gone by since then. During that time…..

Bill has had sex with two girlfriends, Debbie and Rachel. He also had sex with a one night stand named Chris.

Since then, Chris has had sex with Pat.

Debbie has had sex with her new boyfriend Darrel.

Darrel is a body builder and has recently started injecting steroids. He has been sharing his needles with his workout buddy Dominick.

Dominick then had sex with his girlfriend, Laurie

Rachel has had sex with a guy named Rocky and another guy Victor.

Monica has only had sex with one other person, her fiancee’ Chad

**Finding Reproductive Health Care…..#14**

**Objective:** At the completion of this sexuality education technique, students will be able

 to explain where to find reproductive health care.

**Supplies:**  Worksheets on reproductive health care

**Procedure:** Pass out the Finding Reproductive Health Care worksheets and have

 students complete the worksheets.

 When students have completed worksheets, discuss answers.

Reproductive Health Concern:

**Tyrone’s girlfriend just told him her period is 3 weeks late, she thinks it will come any day now.**

1. Where could this person go to get help?
2. What categories could a person look under the yellow pages in the phone book to get help for “your” teen’s problem?
3. Look under these categories in the yellow pages. Write three names, addresses, and phone numbers of health clinics, doctors, etc., that a person could call for help with “your” problem.

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| --- | --- | --- |
| Reproductive Health Provider | Phone number | Address |
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1. What are two questions that “your” teen might want to ask a health care provider when calling for help?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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Reproductive Health Concern:

**When Keisha had sexual intercourse with her partner Diante last night, he said he would pull out in time, but didn’t.**

1. Where could this person go to get help?
2. What categories could a person look under the yellow pages in the phone book to get help for “your” teen’s problem?
3. Look under these categories in the yellow pages. Write three names, addresses, and phone numbers of health clinics, doctors, etc., that a person could call for help with “your” problem.

|  |  |  |
| --- | --- | --- |
| Reproductive Health Provider | Phone number | Address |
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1. What are two questions that “your” teen might want to ask a health care provider when calling for help?

a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reproductive Health Concern:

**One day while taking a shower, Josh notices a lump or thickening of skin behind his left testicle.**

1. Where could this person go to get help?
2. What categories could a person look under the yellow pages in the phone book to get help for “your” teen’s problem?
3. Look under these categories in the yellow pages. Write three names, addresses, and phone numbers of health clinics, doctors, etc., that a person could call for help with “your” problem.

|  |  |  |
| --- | --- | --- |
| Reproductive Health Provider | Phone number | Address |
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1. What are two questions that “your” teen might want to ask a health care provider when calling for help?

a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Spreading of a Disease…#15**

**Objective:** By the end of this sexuality teaching technique, students will understand

 how easily a disease can spread from one person to another.

**Supplies:** 3 x 5 index cards

**Procedure:** (1) pass out a 3 x 5 card to each student

1. have the students turn the 3 x 5 card vertically and draw a line

dividing the card into two halfs.

1. write their name on each half of the card.
2. tear the card in half and have their name in each hand.
3. you as the teacher, hand one of your cards to one student and share

one intimate thing about yourself with the student and have them share one intimate thing about themselves with you.

1. choose another student and do the same with your other card.

(7) now have them go around the class and exchange cards with other

 students….always making sure that they have one card in each hand.

1. after about 2 minutes, have the students sit down with the cards

they have in their hands.

1. call up the 2 students that you started with and have them read the

names that they have in their hands. Those students join everyone at

the front of the class. Those students read the names on their cards, etc. This continues until most students or all students are at the front of the class.

1. This is an example of how quickly a disease can be spread from one

person to another.