

Rate your comfort level for talking about HIV/AIDS.

1 2 3 4 5

Uncomfortable ----- Very Comfortable

A question you have about HIV/AIDS:

Do you have a relative, friend, or acquaintance living with HIV/AIDS?

What should teenagers know about HIV/AIDS?

Crumple - Toss - Read

Use:

- Needs assessment for HIV/AIDS
- Comfort level indicator for participants

Preparation:

- Duplicate copies of grid-sheet for individuals in the class

Implementation:

Instruct students to:

- Fill out the four squares - do not put your name of paper
- Crumple up into a ball
- Toss the ball once
- Pick up a ball and read to yourself, and share with a person sitting next to you.
- Crumple - Toss - Read & Share second time.
- Crumple - Toss - Read & share a third time



Teaching Tips:

- Give guidelines for tossing: Not at another person, toss up into the air or toward a certain spot in the room or try to land on a table, do not toss powerfully or to harm another person.
- When processing have students answer questions using the sheet they end up with at the end of the tossing. This way they are processing using another student's paper. Questions to ask:
- Use the phrase: "Using the paper you have in your hand right now" when prefacing the questions.
- Questions to ask included:
 1. How many people have a paper indicating a comfort level of 3?
 2. How many people have a paper indicating a comfort level of 1 or 2?
 3. How many people have a paper indicating a comfort level of 4 or 5?
 4. What are some of the topics listed that teenagers should experience?
 5. What questions are listed? (May be answered now, within the unit, or at the end of the unit)
 6. With the paper you have in your hand right now, how many have an indication they know someone living with HIV/AIDS?

Crumple - Toss - Read

- Collect all the papers, and list those questions students have...at the end of the unit, determine if the class can answer the questions, or answer those that have not been covered (use as a needs assessment)
- Use the activity to discuss the seriousness of this topic and how people who know someone living with HIV may view the unit differently than someone who does not know a person living with HIV/AIDS.
- When discussing the number of people who indicate of their sheet who know someone with HIV/AIDS, remind the class that disclosure is up to the individual. The person living with HIV/AIDS might be a parent, relative, neighbor, acquaintance, or even the person in the class who is infected, and why it is not important we know who it is. Discuss when one would need to know the HIV status of another person, and why the classroom isn't one of those times.
- When assessing comfort level, help students to see that for some people this is a difficult topic, and we must respect each individual within the class.
- Having student share what is on the papers they received, not their own paper helps with beginning a discussion of this topic, as with other sensitive topics.