

# *Stop, Caution, Go*

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**Use:**

- To allow group interaction regarding risk behaviors.
- To begin discussion regarding behaviors that might, and might not put a person at risk for HIV/AIDS, STI, or pregnancy.
- To develop student centered learning regarding risk behavior.

**Preparation:**

- Make a Traffic Sign with Green, Yellow and Red
- Using clothes pins and return address labels place situations on clothes pins for groups to discuss: (Lying down kissing, wearing special underwear, parents at home, etc.)
- Provide a variety of situations that could be placed in different categories by groups.

**Implementation:**

- Divide group a provide traffic signal, and bag of clothes pins with situation attached
- Preface the activity with discussion covering the following:
  - People have the right to determine their own sexual choices and behaviors.
  - People's attitudes considering sexuality and related issues will help to determine their behaviors.
  - Attitudes are precursors to behavior change.
  - People who examine their attitudes toward sexual behavior before a potential risk situation have more success is achieving healthy outcomes
  - Acknowledging possible risk behavior will increase the ability to postpone or protect against pregnancy and STI.
  - When an adolescent or adult takes responsibility for their sexual behavior they will abstain, postpone or provide the safest behavior that is in their own and their partners best interest at the time.
  - Ask each group to discuss their group's situations and determine the possibility of potential risk for pregnancy or infection with STI (Sexually Transmitted Infection/Disease).

- Have group choose a Reader who will read the cloths clips to the group.
- Place overhead for group to view and explain:
  - Green = safe from risky behavior
  - Yellow = caution...risky behavior possible
  - Red = danger...risky behavior likely
- When all groups have finished facilitate discussion

### **Teaching Tips:**

1. It is important the students understand that this is a way to examine behaviors before risk, and not the given behavior that causes the risk. For example, a person putting on sensual underwear in anticipation of a date may be indicating they believe, hope or would consider their date would see this underwear. It is not a risky behavior in itself, but it is the potential belief that it may happen that causes the risk. If this is anticipated, being "swept away in the moment" is not possible, because the anticipation was there. If this were acknowledged, they would either avoid the situation ahead of time, or plan for the risk behavior by providing protection.
2. It may be important to discuss the difference between forced contact and chosen contact. No one has the right to force a person to do anything regardless of his or her behavior, dress or demeanor. However, it may be important to discuss that some people may read into their actions something they had not anticipated, therefore, increasing their possible risk.
3. Make large copies of the items of clips for placement on board, wall or felt for easier discussion
4. Ask groups where they placed specific clips and discuss why.
5. Discuss differences and similarities
6. Suggestions for behaviors for tags: (make additional tags)
  - ◇ lying down kissing
  - ◇ wearing special underwear
  - ◇ at a party in the bedroom
  - ◇ knowing how to use a condom
  - ◇ exploring bodies
  - ◇ dressing sexy
  - ◇ lights on
  - ◇ around teens your age