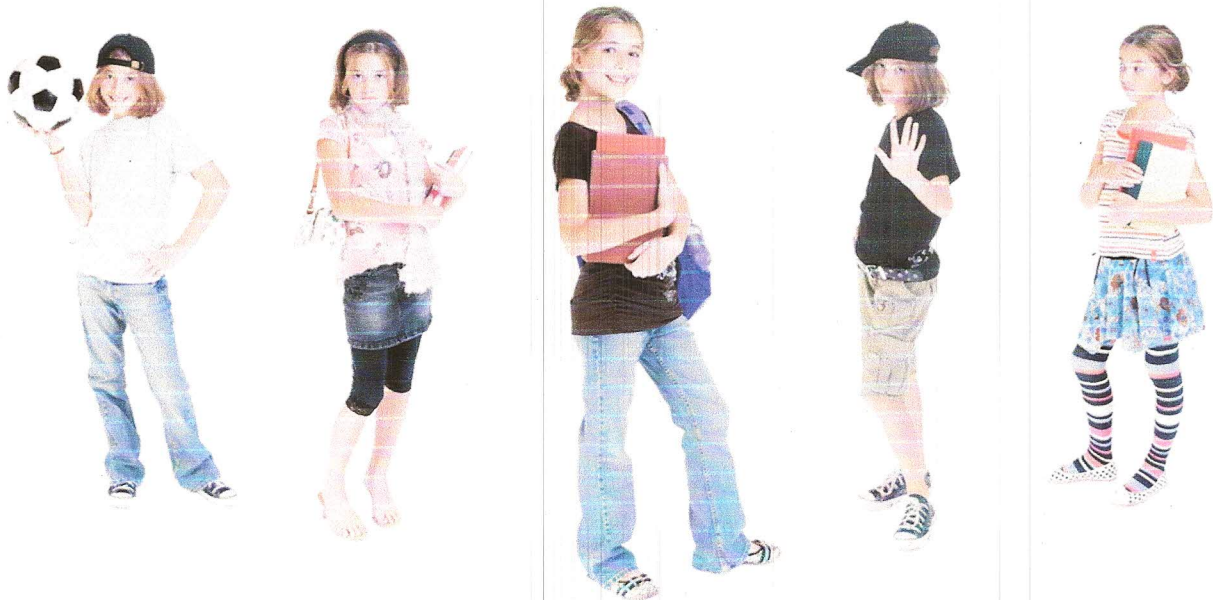


Activities for Teaching Sexuality: Make Them Engaging, Interactive & Fun!!



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**Activities for Teaching Sexuality
Make Them Engaging, Interactive and Fun!**

1. **Getting comfortable:** Copy and cut the handout in half to make it two separate half-page handouts. Using the top handout, have the students get up and walk around the room, having other students initial something they can confirm they have or did. A different person needs to initial each activity on the sheet. They should be talking and asking each other about the activities on the sheet. Then hand out the bottom half of the sheet and instruct them to do the same. They will be uncomfortable. I don't let it last long before I ask "why aren't you as comfortable with these questions as you were with the other questions?" The discussion continues emphasizing the importance of being able to discuss sexual issues if you are going to be sexually active. (Classmate Questioning Worksheet included in packet)
2. **Cultural differences:** We live in a society that adheres to the concept of monogamous relationships as the norm but as humans, are we intended to be monogamous? Show the video clips and discuss the issues related to being monogamous, polygamous or polyamorous. (Assignment included in packet)
3. **Sex in the media:** Use magazine advertisements to show the influence sexuality has in the media. (Lesson plan included in the packet from <http://youthrelationships.org/>)
4. **Gender roles:** Play charades in which the males act out traditional female gender roles/characteristics and the females act out traditional male gender roles/characteristics (ex. Males: muscular, work on cars, use tools; Females: wear lipstick and high heels, clean house, cook, etc.) You can provide the roles/characteristics or let the students come up with them.
5. **Sexual orientation:** Explore the challenge in our society of having a sexual orientation other than heterosexual orientation. (Lesson plan included in packet from <http://www.advocatesforyouth.org/>)
6. **Anatomy:** Do a pre- and post- anatomy quiz to see what they know before you cover the material and what they know afterwards. I require them to answer label every part on the diagram in the pre-test even if they have to "make something up" emphasizing that component. It is fun to see what they come up with on the pre-test! (Diagram quizzes included in packet)
7. **Values:** Explore the values held between one person and another using the chart in the included lesson plan. (Lesson plan included in packet from <http://www.advocatesforyouth.org/>)
8. **Communication:** Play Password. Identify students as "couples". Have one student sit facing the board and one student with his/her back to the board. Write a word on the

board that the student facing the board must describe using one word clues and without saying the word. They cannot use any body language or their hands. Tally the number of clues it takes each couple to guess their word. Have a competition against couples as to who uses the fewest clues to guess the word. The point of the activity is to emphasize good communication and to show that you may think you are clear in your communication but the other person does not see it the same way.

9. **Communication:** Do the Bug activity emphasizing that even though everyone heard the same directions, they all heard it a little differently. What you may say when communicating with someone else is not exactly what they hear. (Bug activity included in packet from http://hostedweb.cfaes.ohio-state.edu/bdg/pdf_docs/g/G06_1.pdf)
10. **Contraception:** Have a debate/discussion about family size (articles included). Use this website quiz link to explore the best birth control methods for individuals.
<http://www.webmd.com/sex/birth-control/birth-control-quiz>
11. **Conception:** Use this website quiz link to explore the students' readiness to become parents. http://www.babyzone.com/preconception/family_planning/quiz/parenthood-readiness?q11=2&quizid=4&QuestionCount=13&CurrentPage=12&ReturnURL=&q1=3&q2=3&q3=3&q4=1&q5=3&q6=2&q7=3&q8=1&q9=2&q10=2&submit.x=91&submit.y=34
12. **STDs:** Use the Dot Game to emphasize how easy STDs are spread. (Directions included in packet from <http://www.health.alberta.ca/documents/STD-Teaching-outline-guide.pdf>)
13. **HIV/AIDS:** Worksheets are included to explore various aspects of HIV/AIDS. (Activities are included in the packet <http://opi.mt.gov/pdf/hived/K-12OPIActivities.pdf>)
14. **Sexual decision making:** Use the worksheet to explore and discuss sexual decision making. (Worksheet included in packet)

In a few minutes, see how many people you can find that can answer yes to the following:

Bungee-jump
Don't have a computer
Don't like chocolate
Played a high school sport
Ridden in a hot air balloon
Had stitches
Haven't ridden a rollercoaster
Been on TV
Haven't ridden a horse
Don't have a tattoo
Served in the military
Never flown in a plane
Wiggle my ears
Ran a marathon
I have five or more siblings
Don't drive

Skydive
More than 10 fingers or toes
Met a celebrity
Double jointed
Been in the water with a shark
Broken a bone
Haven't had a speeding ticket
Don't have a cell phone
Can't ride a bicycle
Don't have any piercings
Served in a war
Roll my tongue
Have an exotic pet
I am an only child
Touch my tongue to my nose
Don't like pizza

In a few minutes, see how many people you can find that can answer yes to the following:

Had a sexually-transmitted disease
Tested for HIV
Use birth control
Use a condom
Prepared for pregnancy
Prepared for parenthood
Checked for sexually-transmitted diseases
Talked to a partner about past sexual history
Have health insurance that covers pregnancy/deliver/childcare

Discussed parenting philosophies with partner
Told a partner to be treated for a sexually-transmitted disease
Discussed my sexual intentions and plans with a partner
Completely understand how my reproductive system works
Discussed appropriate testing/examinations to take care of my reproductive system

Culture/Societal Norms

<http://tlc.discovery.com/videos/sister-wives-kody-tells-all.html>

<http://www.youtube.com/watch?v=LI0Hszcuoc4>

Monogamy, Polyamory, Polygamy

Monogamy: marriage with only one person at a time

Polygamy: marriage with more than one spouse

Polyamory: participation in multiple and simultaneous loving or sexual relationships

Watch the video clips cited above. After watching the video and using the definitions above, put together your thoughts/opinions about these lifestyles in our current society. Be ready to discuss them in relation to your agreement/disagreement in their place in our current culture. Have typed points to support your position to be turned in on Friday after the in-class discussion. They must be typed. I will be dividing students in the class into the lifestyle group that he/she feels makes the most sense so make your decision before class as to which lifestyle you believe is appropriate in our society, culture and based on human nature/biology.

Lesson 2 – Sexuality in the Media

Specific Expectations:

By the end of the course, students will:

- demonstrate an understanding of the pressures on teens to be sexually active
- demonstrate an understanding of the impact of parents, the media and culture on values and goals related to healthy active living

Materials:

- Overhead Projector and Markers
- Post It Notes (Sticky notes)
- Question Box and Sheets for Question Box
- Laminated Advertisements (available through the Fourth R) and/ or Video Clips that demonstrate examples of sexuality in the media
- Sexuality in the Media (2.1 OH/H)
- Sexuality in the Media (2.1 REF)

Teaching/Learning Strategies:

- Some strategies have been adapted from Beyond Monet by Barrie Bennett and Carol Rolheiser, 2001 and Think Literacy Cross Curricular Approaches, 2004
- Answer students' questions that were put in the question box the previous day. Hand out blank pieces of paper for today's questions. These will be collected at the end of class. (10-20 min)

Sexuality in the Media

- Explain that in today's class, you will be discussing media pressure and its effects on teens.
- **Option 1:** Hand out a copy of "Sexuality in the Media" (2.1 H) to each student. Display the overhead, "Sexuality in the Media" (2.1 OH/H). Have students complete the first question and discuss. After having students answer question #1 from the overhead, show students several examples of sexuality in the media. This may be in the form of magazine ads, music videos, song lyrics, etc. Then, have students work in groups to complete the chart in their notebooks. Take up responses using 2.1 REF as a guideline. (20-25 min).
- **Option 2:** Hand out a copy of "Sexuality in the Media" (2.1 H) to each student. Have students complete the first question and discuss. During this discussion, refer to 2.1 REF to assist with the discussion. After having students answer question #1 from the overhead, show students several examples of sexuality in the media. This may be in the form of laminated magazine ads, music videos, song lyrics, etc.
- **Post It, Pile It Strategy.** Divide students into groups of 4. Provide each person in the group with a stack of post it notes. Tell students that they are to work individually on the first column of the "Sexuality in the Media" handout first. When you tell them to begin, they will have 1 minute to record answers on their post it pile it notes. One idea is to be written on each post it note and then placed off to the side. When the teacher says, "stop," students in each group are to "pile" their similar responses together into piles. Teacher should take up responses to the first column using 2.1 REF. Students may then record their responses in column 1. Continue with the next two columns following the same steps of "posting it" followed by "piling it" and taking up responses. (20-25 min)
- Both Option 1 and Option 2 continue from here. After completing the overhead, ask the class the following questions based on their findings of the portrayal of sexuality in the media. (10 - 15 min)

* How realistic are these characteristics?

* How do these characteristics relate to gender stereotypes? (You may need to provide students with a definition of a stereotype, or ask the class to define it so that all students understand the question.)

Stereotype - an oversimplified, distorted view of another group/person that often leads to unfair treatment of that group/person

* What is the danger of believing that these characteristics are normal or the ideal?

* How is the pressure to conform to these characteristics harmful to men and women?

- Collect students' questions for the question box.

2.1 OH/H

Sexuality in the Media

1. Identify different types of media that display sexual images.

2. Think about specific examples of images of sexuality or sexual behaviour from the media. Identify what we learn from the media about sexuality by completing the following chart:

Sexuality in the Media

What does the media teach us about women's sexuality?	What does the media teach us about men's sexuality?	What does the media teach us about sexual relationships?

2.1 REF

Sexuality in the Media

1. Identify different types of media that display sexual images.
 - television
 - movies
 - magazines
 - video/computer games
 - radio
 - books
 - internet

2. Think about specific examples of images of sexuality or sexual behaviour from the media. Identify what we learn from the media about sexuality by completing the following chart:

What does the media teach us about women's sexuality?	What does the media teach us about men's sexuality?	What does the media teach us about sexual relationships?
<ul style="list-style-type: none">• young• beautiful• large breasts• women either love sex aggressively or hate it• girls/women have to have a boyfriend to be valued	<ul style="list-style-type: none">• young• good looking• athletic body• men initiate sex• men always want sex and never say "no"• boys/men should have lots of sexual partners	<ul style="list-style-type: none">• sex is spontaneous• there is little discussion of birth control or safer sex practices• sex is always passionate• couples spend a lot of their time in a relationship having sex• people have sex soon after meeting• sex often leads to love• sex resolves disagreements/ differences in values

Worksheet

Sex on TV: Teens and Parents Talk

Directions:

1. Give your parent(s)/guardian(s) copies of this worksheet and keep one copy for yourself.
2. Choose a popular teen or young adult-oriented TV show to watch together.
3. During or after the show, answer the questions on your individual worksheets. Please note that the worksheets are to guide your discussion only and will not be turned in to your teacher.
4. Discuss your answers.
5. When finished, thank your parent(s)/guardian(s) for sharing and listening. Then ask them to sign the "We Talked!" Form, sign this form yourself, and return it to your teacher.

1. What did you enjoy about the show?
2. Who was your favorite character and why?
3. Relationships:
 - a. Were any of the characters romantically/sexually involved? If so, choose a couple and describe the situation including their approximate ages, quality of their relationship, and their discussion or use of protection against pregnancy and sexually transmitted infections.
 - b. What message(s), positive or negative, does this relationship send young people about sexual involvement?
 - c. Do you agree with the message(s)? Explain.

4. Other Characters:

a. Did any of the other characters make sexual comments or do anything related to sex?
If so, choose a character and describe what happened.

b. What message(s), positive or negative, does this character send young people about sex?

c. Do you agree with the message(s)? Explain

5. Were there any additional messages about sex with which you agreed? Explain.

Optional Challenge Questions:

6. Did any of the commercials send messages about sex? Explain.

7. Do you agree with these messages? Explain.

Heterosexual Questionnaire

A Lesson Plan from *Creating Safe Space for GLBTQ Youth: A Toolkit*

Purpose: To give straight people an opportunity to experience the types of questions that are often asked of gay, lesbian, and/or bisexual people

Time: 40 minutes

Materials: Handout *Heterosexual Questionnaire*

Procedure:

- Explain to the group that, when gay, lesbian, and bisexual youth are beginning to 'come out,' they are often asked questions that are nearly impossible to answer. In order to help participants understand the heterosexist bias* in our culture, you will ask them to grapple with these same questions in regard to *heterosexuality*.
- Say that you will give them each a handout. They will break up into groups of four or five and try to come up with answers. Say that you want them to try to answer each question as well as to react to the questions **as a whole**. Irrespective of each participant's sexual orientation, everyone should attempt to answer as though he/she is heterosexual.
- After about 10 minutes, ask everyone to reassemble in the large group. Ask the participants the Discussion Questions below.

Discussion Questions:

1. Did you find the questions hard to answer? Were some harder than others? Which? What, specifically, was so difficult?
2. How did the questions make you feel?
3. What does it say about our society that gay, lesbian, and bisexual youth are asked similar questions?
4. What can you do in the future if you hear someone asking such questions?

* Heterosexist bias, or heterosexism, is the assumption that everyone is, or ought to be, heterosexual and that heterosexuality is the only 'normal,' right, and moral way to be and that, therefore, anyone with a different sexual orientation is 'abnormal,' wrong, and immoral.

Heterosexual Questionnaire - Handout

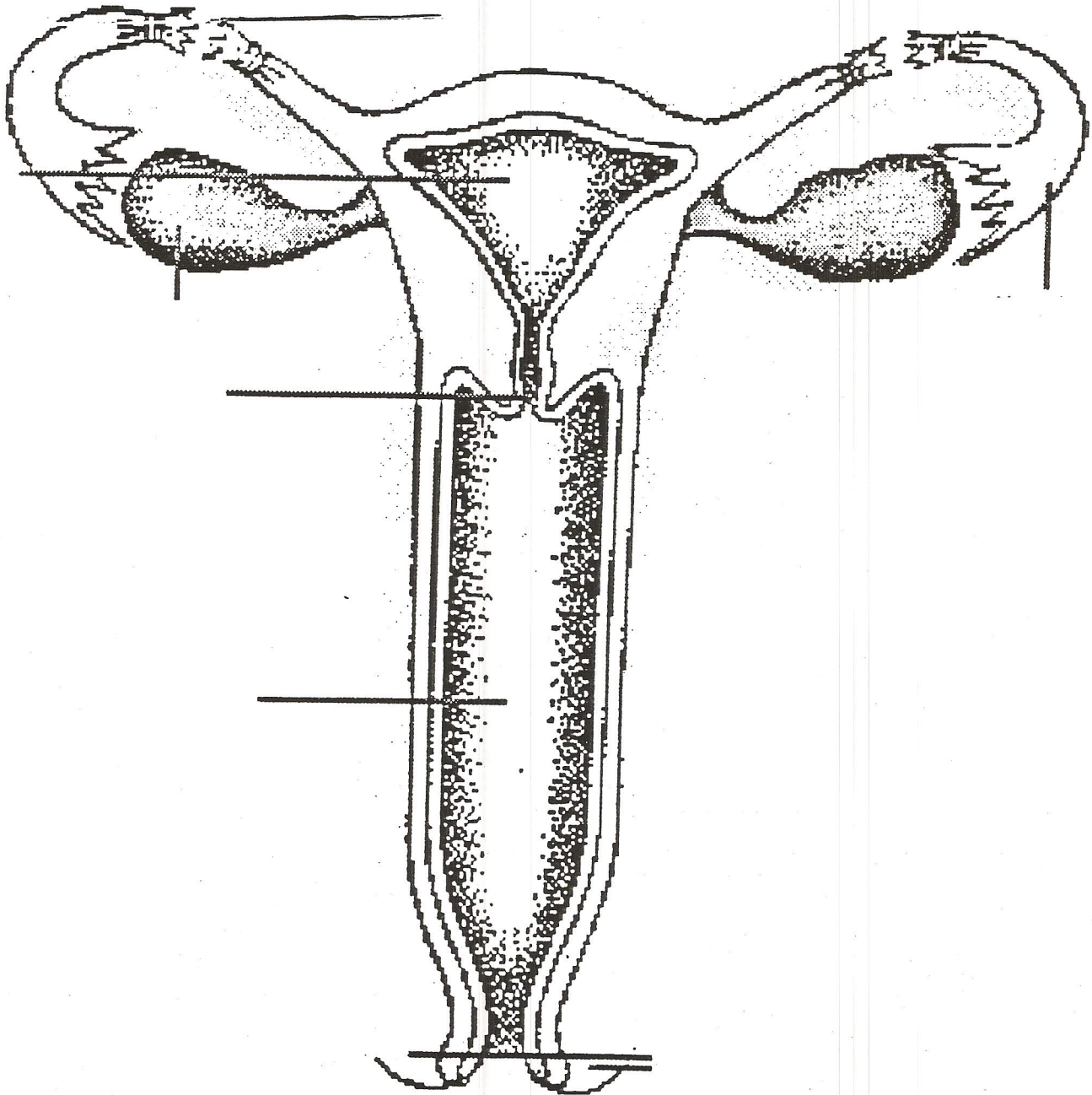
A Lesson Plan from *Creating Safe Space for GLBTQ Youth: A Toolkit*

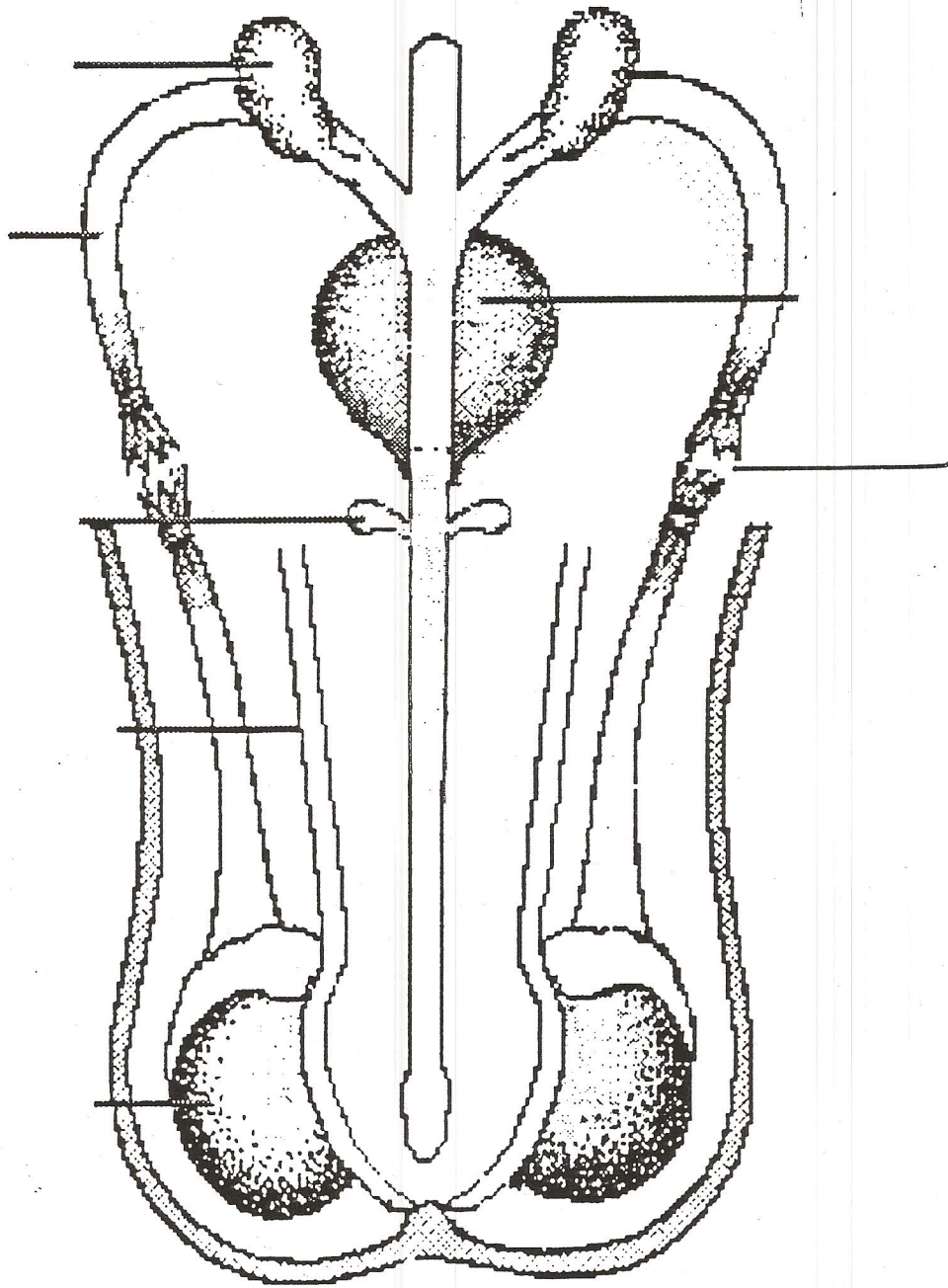
Handout for Heterosexual Questionnaire Lesson Plan

Please answer the following questions as honestly as possible.

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were heterosexual?
3. Is it possible that your heterosexuality is just a phase you may grow out of?
4. Is it possible that your heterosexuality stems from a fear of others of the same sex?
5. If you have never slept with a member of your own sex, is it possible that you might be gay if you tried it?
6. If heterosexuality is normal, why are so many mental patients heterosexual?
7. Why do you heterosexual people try to seduce others into your lifestyle?
8. Why do you flaunt your heterosexuality? Can't you just be who you are and keep it quiet?
9. The great majority of child molesters are heterosexual. Do you consider it safe to expose your children to heterosexual teachers?
10. With all the societal support that marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexual people?
11. Why are heterosexual people so promiscuous?
12. Would you want your children to be heterosexual, knowing the problems they would face, such as heartbreak, disease, and divorce?

*Created by Martin Rochlin, Ph.D., January 1977, and adapted for use here.





Talking about Sexuality and Values Handout

Handout for Talking about Sexuality and Values Lesson Plan

Teens and parents: Before you do this exercise, please read the notes at the bottom of this page.

Teens: Complete this form by writing in the appropriate column the age at which you would feel comfortable engaging in the behavior. Later, ask your parents to fill in the parent column, and discuss the responses.

Parents: Complete this form by writing in the appropriate column the age at which you would feel comfortable if your preteen or teen engaged in the activity. Later, ask your teen/preteen to fill in the ages at which he/she thinks the behavior is appropriate. Discuss the responses.

When is it okay to ...	Preteen/Teen	Parent
Hold hands		
Kiss on the lips		
French kiss		
Participate in petting		
Go out in a group of friends		
Date		
Undress in front of a boyfriend/girlfriend		
Have sexual intercourse		
Live with someone without being in a committed relationship		
Enter a committed relationship with someone		

Notes to Teens and Parents

As you do this exercise and discuss your responses, please listen to each other. Ask the other person to talk about why he/she feels that an age is appropriate or acceptable for the particular behavior. Remember that these are *individual values*, not eternal truths; so, you can be open to different views and avoid being critical or judgmental.

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Parents: it is important that you share your values. However, remember that as your teen moves into young adulthood, he/she will make private decisions about sexuality.

Teens: it is important to listen to your parents and consider their opinions carefully, even as you express your own values. Their experiences and wisdom may help you to make difficult decisions; but in the end, the decisions are **yours** to make.

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Building Dynamic Groups



Drawing Bugs

Materials needed: Paper and pencil for each participant.

I am going to describe a drawing I have made of a bug. (Bug drawing attached) Without seeing the drawing, you are to draw the bug that I describe. You may not ask questions or talk to each other.

Describe the bug.

1. The bug is round.
2. The bug has eight legs, grouped in pairs with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other.
3. The bug has two eyes on top of the body.
4. The bug has two squiggly antenna.
5. The bug has two pea-pod shaped wings.
6. The bug has a spot next to each wing.
7. The bug has a triangular stinger on the bottom of the body
8. The bug has two feelers on each foot - one longer than the other, both coming from the same side of the leg.
9. The bug has a round mouth, placed between the two eyes.
10. The bug laid five square eggs to the left of the stinger.

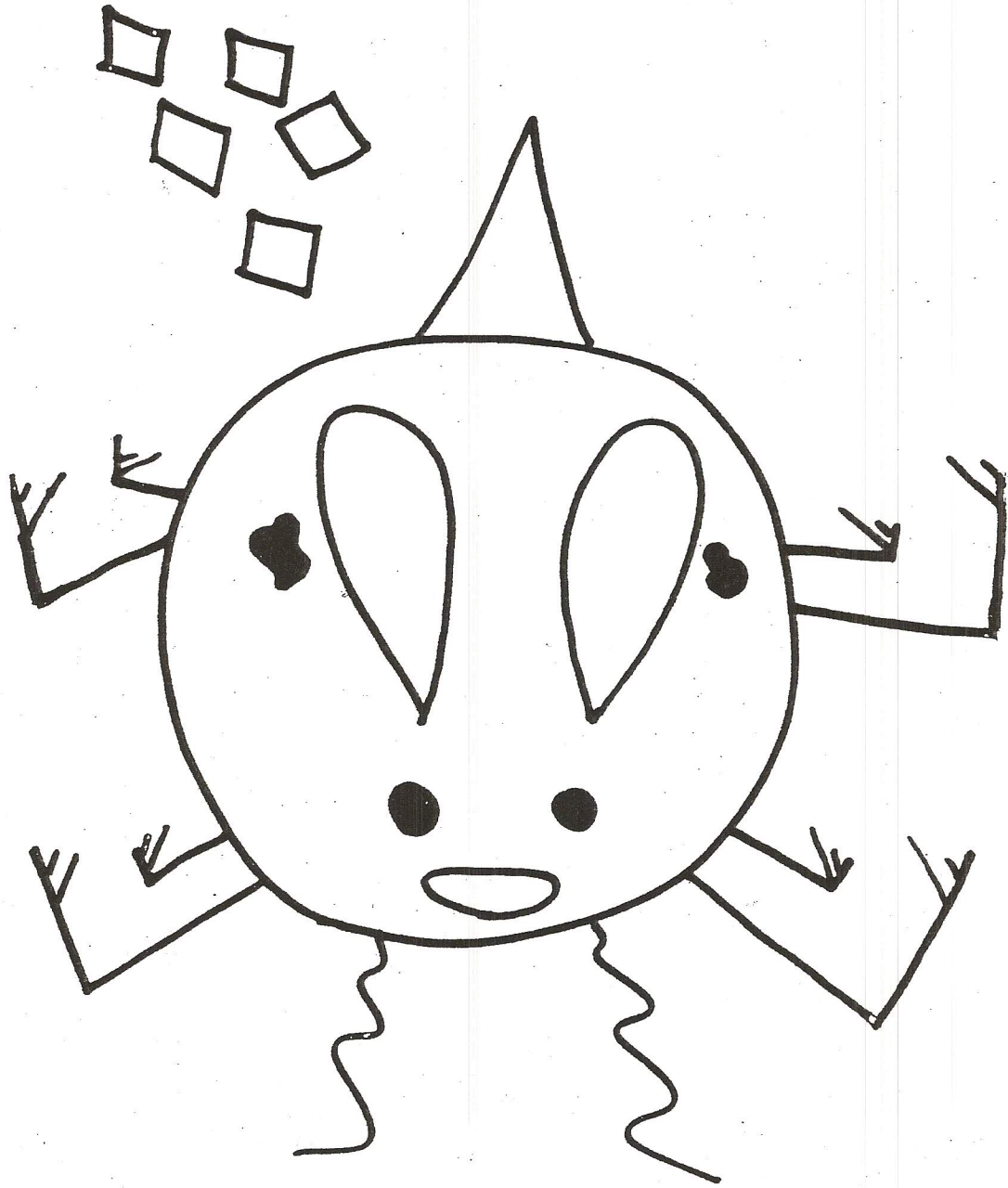
After everyone is finished... Hold up your bug so others in your group can see. Note some of the similarities and differences.

Show the drawing to the entire group.

Discussion questions:

- Why don't all the bugs look like mine? (Interpretation: everyone has a different interpretation, based on his or her experiences.)
- What did you think of first when you were told to draw a bug? What did you see in your mind?
- What could we have done differently so that your drawings and mine would have looked more alike?
- What would have been the advantages of allowing questions to be asked?
- How many of you wanted questions to be asked?

Adapted from A Kaleidoscope of Leadership, Minnesota Extension Service



The New York Times
nytimes.com



February 29, 2008

China to Reconsider One-Child Limit

By JIM YARDLEY

BEIJING — China is studying how to move away from the country's one-child-per-couple restriction, but any changes would come gradually and would not mean an elimination of family planning policies, a senior official said Thursday.

The official, Zhao Baige, vice minister of the National Population and Family Planning Commission, told reporters at a news conference that government officials recognize that China must alter its current population-control policies.

"We want incrementally to have this change," Ms. Zhao said, according to Reuters. "I cannot answer at what time or how, but this has become a big issue among decision makers."

With more than 1.3 billion people, China is the most populous nation and is home to one of the most stringent family planning regimens. Most urban couples are limited to a single child unless they pay hefty fines. Farmers are generally permitted to have a second child if the first is a girl. Minorities are often allowed to have two or more children.

For more than three decades, the restriction on births has been a centerpiece of government economic and social policy. Local officials receive performance ratings based partly on how well residents adhere to the restrictions. In the 1980s, officials routinely forced women to abort fetuses that would have resulted in above-quota births, and both men and women were often forced to undergo sterilization operations.

Enforcement of the policy has softened markedly in recent years, with most areas relying on fines to ensure compliance. But scandals over forced abortions continue to arise periodically. The restrictions also have deepened a severe imbalance in the ratio of boys to girls in the population because many families have used selective abortions to ensure the birth of a son, the traditional preference.

Chinese officials have sought to curb the excesses and abuses and have argued that the one-child restriction has prevented roughly 400 million births and allowed the country to prosper and better live within its resources.

But China's fertility rate is now extremely low, and the population is rapidly aging, especially in urban areas. Experts have warned that China is steadily moving toward a demographic crisis with too many old people in need of expensive services and too few young workers paying taxes to meet those bills. China is often regarded as having a limitless pool of young, cheap labor, but the country's biggest manufacturing centers are already facing labor shortages.

Some of the biggest cities, like Shanghai, have tried to make small tweaks in the policy to spur more births.

Nationally, the policy now allows urban couples to have two children if both spouses are from one-child families. But officials have resisted any major policy changes out of fears that a major population boom might follow. In recent months, Chinese officials have pledged to crack down on rich couples that are using their money or influence to disobey the policy.

Ms. Zhao said surveys indicated that a large majority of younger Chinese would like two children. But she warned that current plans call only for studying potential changes and that any adjustments must not lead to a rapid jump in the birthrate.

Ms. Zhao's comments come less than a week before the annual meeting of the National People's Congress, the Communist Party-controlled legislative body. They also come as China is trying to soften its human rights image as Beijing prepares to play host to the Olympics in August.

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FEBRUARY 15, 2010



**THE DUGGARS
UNDER FIRE**

HOW MANY KIDS ARE TOO MANY?

As their 19th child, Josie, fights for life, Michelle and Jim Bob Duggar say they might have more children—igniting a controversy over their supersize family

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The "Dot Game"

This activity is suitable for groups of all ages, ranging in size from 15 to 300 participants.

Purpose

- to demonstrate the spread of STD
- to allow participants to experience some of the common psychological reactions to STD
- to promote awareness of the asymptomatic nature of STD
- to demonstrate the importance of partner notification

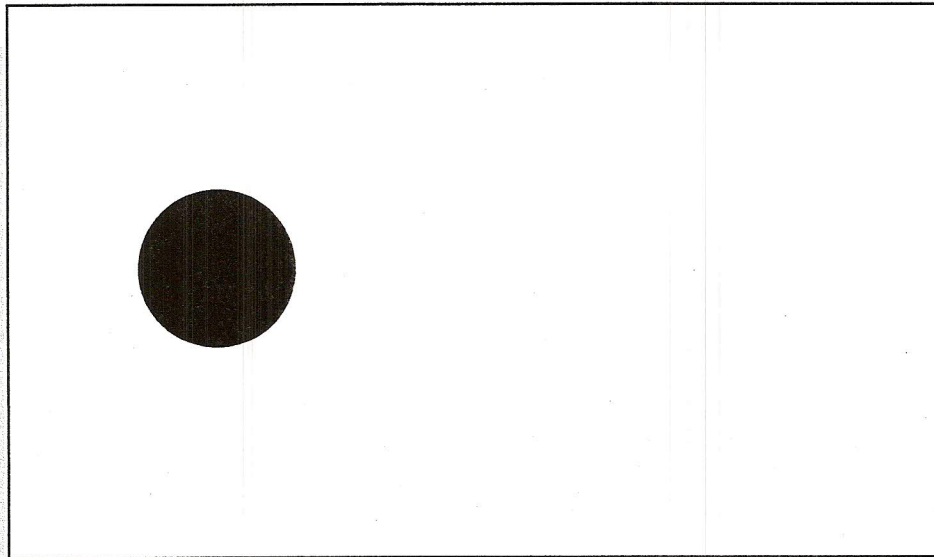
Procedure

1. Prepare enough 3x5-inch pieces of paper so that there is one for each participant.
2. Mark one paper with a small dot and mix randomly, face down with the blank papers. For larger groups add additional papers with dots.
3. Hand out one paper to each participant.
4. Ask participants to move around the room, shaking hands with others, and write the names of the people that they have met on their paper.
5. Ask the participants to look for a dot on their paper. The participant(s) with the dot(s) are asked to stand and give their name.
6. You explain that the person(s) with the dot(s) have a STD. Ask those with the dot(s) to read the names on their papers; they are the sexual contacts and should also stand.
7. The people now standing read the names of people on their papers. Continue the process until all or most people in the group are standing.
8. Explain that this shows how easily STD can be spread through sexual intercourse.
9. Emphasize that STD are not transmitted through handshaking.

The "Dot Game" (continued)

You can follow the game with a discussion about:

- each person's emotional reactions, asking "How did you feel when you were the person with the dot? Or "How did you feel when you were named as a sexual contact?"
- the asymptomatic nature of STD, by asking, "Could you tell that the person you shook hands with had a STD?"
- the difference it would make in preventing disease if participants had used condoms or abstained from sex
- how partner notification can help stop the spread of STD



WORKSHEET 1: SPREAD OF AIDS OPINION

Directions: After reading about the two people, decide which person you are most like. Mark an "X" anywhere along the line between the two names. You may feel exactly like one of the two persons, or you may have feelings in between. *If the teacher asks you,* give the reason why you chose your stance.

1. Continue Cleo _____ Stop Susie

Cleo says that if a friend of his developed AIDS he would continue being friends with that person. He would want to help his friend. Cleo believes that his support and understanding would be very valuable at this time. Susie states that she would stop being friends. She would not talk with or visit the person. Susie feels that she could not be friends with someone from an AIDS major-risk group.

Explain your answer:

2. Helping Henry _____ No-Help Nate

Henry believes that the whole community must work together to combat AIDS. He says that he would serve as an AIDS volunteer, and be an advocate for more AIDS research and health care services. Nate believes that there are already enough people helping to stop the AIDS epidemic. He also feels he doesn't want to be associated with anything dealing with AIDS.

Explain your answer:

3. Include Isaiah _____ Bar Beverly

One of Isaiah and Beverly's classmates has developed AIDS. Isaiah feels that the classmate should be permitted to continue attending school. He believes the medical authorities that say the AIDS virus is not passed by casual contact. Beverly thinks that the classmate with AIDS should be barred from school. She is concerned about getting the AIDS virus by being near the person.

Explain your answer:

4. Private Paul _____ Available Allen

Paul believes that the names of persons who have a positive result on the AIDS antibody test should be kept private. That is, only persons chosen by the individual tested and those involved in the health care of the person should know. Allen believes that positive test results should be available to persons wanting them. Employers, school officials, and tenants, for example, have the right to know who has the AIDS virus.

Explain your answer:

5. Responsible Rick _____ Casual Carmen

Rick believes that young adults who practice AIDS prevention measures are being very responsible. He thinks that it is a sign of maturity to avoid intimate sex or to carefully select partners to prevent getting the AIDS virus. Carmen doubts that young adults who have sex are at risk for AIDS. She also believes that the prevention methods restrict one's sex life too much.

Explain your answer:

6. Careful Carla _____ Sharing Sam

Carla and Sam abuse IV drugs. Carla is very careful not to share needles or syringes to avoid passing the AIDS virus. She also is starting to realize that it would be smart to stop abusing IV drugs to protect her health. Sam shares his needles and syringes with friends. He also doesn't worry much about the effects of drugs on his health.

Explain your answer:

7. Believing Bob _____ Doubting Doris

Bob believes that it is important to learn all the latest facts about AIDS. He feels that the amount of coverage about AIDS by the media is just right. Doris doubts that the AIDS problem is as bad as shown by the media. She says that she gets tired of hearing all the reports about AIDS.

Explain your answer:

WORKSHEET 2: UNFINISHED AIDS SENTENCES

Directions: After reading the first part of the unfinished sentences, write in what you think would complete the sentence.

1. People who get AIDS are . . .
2. Persons with AIDS need . . .
3. Practicing sexual abstinence to avoid the AIDS virus is . . .
4. Using the condom to avoid the AIDS virus is . . .
5. Not sharing IV drug needles and syringes to avoid passing the AIDS virus is . . .
6. Fearing AIDS is . . .
7. Persons having a positive AIDS antibody test should . . .
8. Denying equal opportunities for persons with AIDS is . . .
9. If a friend got AIDS, most young adults would . . .
10. The public's support for persons with AIDS can be increased by . . .
11. To help combat AIDS, young adults could . . .
12. Concerning AIDS, teenagers need to know . . .

WORKSHEET 3: UNCLE BILL'S AIDS ADVICE COLUMN

Pretend that your name is Uncle Bill, and you have an advice column that appears in the newspaper. People send letters to you about personal problems, and you suggest a solution.

Directions: On another piece of paper, give your advice for solving the problem of each letter below.

LETTER 1

Dear Uncle Bill:

I've read that people die from getting AIDS, and that the number of AIDS cases is growing very rapidly. I don't want to take any chances of getting AIDS. What's the surest way I can keep from getting AIDS?

For-Sure Sam

LETTER 2

Dear Uncle Bill:

Because of all the publicity about AIDS, I've become very afraid of getting it. My boyfriend and I have sex with each other only, and we don't abuse IV drugs. What's my chance of getting AIDS?

Afraid Alice

LETTER 3

Dear Uncle Bill:

I have had sex with someone in a high-risk group. Is it possible that I might have been exposed to the AIDS virus? I'd like to take the AIDS antibody test. But, I'm worried that if the results are positive, they might not be kept private.

Worried Wilma

LETTER 4

Dear Uncle Bill:

My husband and I want to have a baby. However, I have been tested as having the AIDS antibody. Is it safe to have a baby? Certainly we don't want our child to get the AIDS virus.

Unsure Ursala

LETTER 5

Dear Uncle Bill:

A friend of mine recently developed AIDS. I know that he needs my support, and I want to remain friends. But, I'm scared to be around him. I heard you could get AIDS from being near a person who has it.

Concerned Carlos

WORKSHEET 4A: AIDS PROBLEM SITUATIONS

Problem Situations

1. Tyra hasn't had sex with anyone, but she shoots intravenous drugs with her friends. Since reading that AIDS can be passed by sharing IV drug needles and syringes, she wonders if she has gotten the AIDS virus.
2. Charley has sex with other people occasionally. He has heard that some people are infected with the AIDS virus. Charley wants to remain sexually active, but isn't sure which people are at high risk for having the AIDS virus.
3. Paul dates Chris, and they often have sex. Paul doesn't have sex with others, but he thinks that Chris does. Paul also believes that Chris may have had sex with someone in a high-risk group. Neither has taken the AIDS antibody test to determine if they have the AIDS virus. Paul wants to continue having sex with Chris, but isn't sure what can be done to prevent exposure to the AIDS virus.
4. Margarita works very hard to maintain good health. She reads about all aspects of health so that she can know the best preventive health practices. Margarita has received a little information in school about AIDS, but doesn't feel it was enough. She wants to learn more about AIDS and keep current in the future.

WORKSHEET 5: TALKING ABOUT AIDS PREVENTION

Most young people do not know how to talk to another person about AIDS prevention. There are few, if any, models for them to follow. Since it is important that any concerns about AIDS be discussed with a partner, the activity is conducted to create some verbal models that can be used for various parts of the discussion.

Situation: John and Fran started dating recently and have begun to feel more close physically. They have done some light petting, but have not had sexual intercourse or oral sex. Neither are sure about the lifestyle of the other before they began dating. Fran believes that they will become more sexually involved and is worried about being exposed to the AIDS virus. She wants to talk about AIDS virus prevention, but does not know how.

Part A: *Directions:* Create one or two different examples of what Fran might say to John concerning AIDS prevention.

1. What could Fran say to get the conversation started? That is, how could she begin to express her concerns about possible exposure to the AIDS virus?
 - a.
 - b.
2. What could Fran say in asking John if he has been exposed to the AIDS virus by high-risk sexual and drug-abusing behavior?
 - a.
 - b.
3. Assuming that John has participated in high-risk behavior, what can Fran say in asking him if he has taken the AIDS antibody test?
 - a.
 - b.
4. One option that Fran could do is to not have sexual intercourse with John. What can Fran say to John if she does not want intercourse even though he does?
 - a.
 - b.

5. Another option for Fran is to insist that John wear a condom if they have intercourse. What could Fran say in stating her decision?

a.

b.

Part B: *Directions:* Describe the best situations (for example, time and place) for a young adult to discuss AIDS virus prevention.

1.

2.

Part C. With one other person in your class, practice talking with someone about AIDS virus prevention using the above situation and the models created. Practice different circumstances involving John. For one conversation one might imagine that John has been exposed to the AIDS virus and has been tested positive. For another conversation, pretend that he has not participated in high-risk behavior, and therefore does not want to wear a condom.

Sexual Decision Making

1. What are your religious, moral, and/or personal values regarding relationships and sex?
2. Have your religious, moral, and/or personal values regarding relationships and sex changed? If so, why?
3. When do you think it is right to start having sexual relationships – under what circumstances and with whom?
4. Where do you think your ideas come from?
5. Do you feel comfortable describing your values to others?