

# HIV, STIS/STDs, STIGMA, AND USING CONDOMS



## LESSON INTRODUCTION:

The purpose of this lesson is to explore the role of stigma associated with getting tested for HIV and STIs/STDs. A condom demonstration is included with this lesson to highlight an important means of preventing HIV transmission.



## OBJECTIVES:

*Students will be able to...*

- Describe the role of stigma in relationship to getting tested and treated for HIV and STIs/STDs
- Demonstrate healthy self-management by understanding the importance of condom use as a health enhancing behavior
- Demonstrate the steps of using a condom



## VOCABULARY:

- AIDS (Acquired Immunodeficiency Syndrome)
- Stigma



## STANDARDS:

### *Wisconsin Standard for Health Education*

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family and community health.

### *National Sexuality Education Standards*

- **SH.12.CC.2** Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV.
- **SH.12.ADV.1** Advocate for sexually active youth to get STD/HIV testing and treatment.

**GRADE:** High School

**LENGTH OF LESSON:** 45-60 min

**SEQUENCE:** 6



## ACTIVITIES:

- 6.1** Revisit classroom ground rules and the Anonymous Question Box
- 6.2** STD Role Plays
- 6.3** HIV Video
- 6.4** Healthy Self-Management and Using a Condom
- 6.5** Anytown: Stigma, STDs and HIV



## MATERIALS/TECHNOLOGY:

- HIV Video: <http://bit.ly/2CLG9QO>
- How to Use a Condom Video: <http://bit.ly/2P1mVN1>
- Anytown Cards (cut into individual cards)
- Assessment Rubric
- Homework Videos: (1) <http://bit.ly/2EkSNYE> (2) <http://bit.ly/2EkdnIY>
- Condom(s)
- Scissors
- Penis model or banana (if applicable, provide enough condoms and bananas for students to work in small groups/pairs)
- Seven Steps to Using a Condom Handout - one for each student



## Activity 6.1: Revisit classroom ground rules and the Anonymous Question Box (5 minutes)

Take a moment to check in on the ground rules for the class. Do a quick review of the homework from lesson five and ask if there are any outstanding questions or observations. Remind students of the anonymous question box. Refer to the **Answering Difficult Questions Protocol** referenced in the introduction of this Human Growth and Development Unit. Remind students that the box will continue to be available throughout the Human Growth and Development unit.



## Activity 6.2: STD Role Plays (15 minutes)

Begin teaching by asking students why it is important that sexually active people get tested for HIV/STDs. Remind students of the key ideas associated with the importance of getting yourself tested for STIs/STDs that were presented in **Lesson 5**. Post the **I CARE** acronym<sup>1</sup> on the board to remind students of the skill of advocacy.

**I - Identify** and research a relevant and meaningful health issue.

**C - Create** a health-enhancing position or message that is supported by facts and evidence and is geared toward the audience.

**A - Act** passionately and with conviction

**R - Relay** your health-enhancing message to your audience

**E - Evaluate** the effectiveness of your advocacy effort

Ask a few groups to present their “get yourself tested” role plays from **Lesson 5**. After all the groups present, ask the following:

1. What strategies can be used to convince someone to get tested for HIV/STDs (showing concern, using facts, peer pressure, etc.)?
2. Do you think these strategies would be effective (maybe, definitely not, depends on how it is said or who says it)?
3. How easy or difficult is it to come up with a convincing argument to get tested given the reasons people do not get tested (easier if they just don't know the facts, harder if emotional, etc.)?
4. What are reasons to tell a partner you are getting tested (encourage them to get tested, build trust, get support)? What are advantages and disadvantages to telling a partner your HIV or STI/STD status (advantages: relief, honesty, building trust; disadvantages: fear of loss of relationship, fear of violence)?
5. Given what you know about the places in your community where people can get tested, what might make those places more welcoming for all students? (encourage students to think about race, sex, gender identity, sexual orientation, age, ability, etc.)

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<sup>1</sup> Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.



## Activity 6.3: HIV Video (10 minutes)

Tell students the purpose of this lesson is to learn about two important factors related to HIV:

1. Practicing healthy self-management to prevent HIV transmission with accurate and consistent condom use when one becomes sexually active.
2. The effects of stigma on the HIV epidemic.

Play the short video from CDC (HIV/AIDS 101) using the link (<https://www.cdc.gov/cdctv/diseaseandconditions/hiv/hiv-aids-101.html>).

Check for student understanding after the video. Specifically cover:

1. How is HIV transmitted? (*Answer: blood, semen, vaginal fluid, rectal fluid, mother to child*)
2. Why is it important to get tested? (*Answer: prevent the spread to others, initiate treatment to be able to live with HIV*)
3. Who is at greatest risk of contracting HIV? (*Answer: those who engage in anal intercourse, IV drug users-sharing needles, unprotected sex within populations where HIV is more prevalent*)



## Activity 6.4: Healthy Self-Management and Using a Condom (20 minutes)

Reiterate the message from the video that abstinence is the best method of protection against HIV and STDs. However, when people do choose to be sexually active, they need to practice healthy self-management by embracing safe practices such as consistently and accurately using condoms. Using a latex barrier can protect against many STIs/STDs, including HIV. Choosing to use a condom if sexually active is a choice that can protect both partners.

To teach the skill of self-management utilize the acronym **I APPEAR**<sup>2</sup>:

**I - Identify** health behaviors, wants and needs within your context.

**A - Access** information, products, and services necessary to support health-enhancing behaviors or behavior changes.

**P - Practice** health-enhancing behaviors.

**P - Practice** avoiding health risk behaviors.

**E - Explain** your role in your health.

**A - Assess** the outcomes of the behavior changes or of current health policies.

**R - Reflect** on current health practices or changes made.

As a demonstration of how to use **I APPEAR**, walk students through how to apply the acronym to using condoms to prevent HIV transmission.

Now let students know you will demonstrate (and if school policy permits the students will practice) putting on a condom using a banana or a penis model.

*For the demonstration (sample script and steps):*

Did you know that there are many steps to using a condom properly? These seven steps will ensure correct condom usage. However, always remember to talk with a partner about safer sex and gain consent before engaging in sexual activity. (Remind students of the key ideas regarding consent that were presented in **Lesson 3**).

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<sup>2</sup> Ibid.

# My Sexual Health: My Future

1. Check the condom type and expiration date.
2. Check for air bubble in package to ensure that the condom is not dried out or punctured.
3. Once the penis is erect, open the condom package carefully with your hands and remove rolled condom from the package (no teeth, sharp nails, or scissors).
4. Be sure the condom is upside right and will unroll easily. Squeeze the tip of the condom with your fingers and place the rolled condom on the head of the penis.
5. Leave a half inch space at the tip of the condom to collect semen. Semen is released at about 28mph! Hold the tip of the condom and roll the condom down the entire length of the penis pushing all the air out as it is rolled down.
6. After ejaculation, hold the rim of the condom and withdraw from partner while the penis is still erect.
7. Dispose of used condom properly by tying it in a knot, wrapping it in a tissue, and throwing it in the trash. Do not ever flush a condom down a toilet.

**Remember:** Use a NEW condom for every act of vaginal, oral, or anal intercourse!

If time permits, illustrate “How to Use a Condom” at <https://www.youtube.com/watch?v=cRUloelzIPs>

If students can practice using condoms, students can work in pairs or small groups, but each student should have the opportunity to put a condom on a banana. When students have their bananas and condoms, model each step and have students complete the steps with you. Scaffold the demonstration by leading the entire demonstration the first time. The second time through have the students volunteer to give you the steps, assisting them if necessary. The third time, have them complete the task independently.

If school policy does not permit students to practice putting condoms on bananas, pass around a few wrapped condoms so students are able to locate the date stamp and feel the air bubble in the sealed packets.

Follow up this activity by asking students which steps were challenging (possible answers include tearing open the package without damaging the condom, knowing which way to place the condom, rolling the condom down the banana, etc.). Provide feedback to students on areas where you saw them struggling and where you saw them problem solve to learn this skill.

# My Sexual Health: My Future

Ask students where they can get condoms and what stands in the way of them accessing condoms. Ask students to generate some simple solutions to access issues.

Ask students to take a few seconds to reflect on their personal practices and behaviors related to STD/HIV prevention and how this new skill might increase safety in the future or how the information could be shared with a sexually active friend.



## Activity 6.5: Anytown: Stigma, STDs and HIV (15 minutes)

Let students know that they are now going to explore assumptions we make about people as they relate to sexual risk taking. Assumptions about people are often related to stigma. Stigma is extreme disapproval of a person or group based on the perception of what makes them different from others.

Review for students that having unprotected vaginal oral or anal sex with an HIV+ partner puts them at risk of contracting HIV. People should get tested regularly to ensure they know their sexual health status.

Ask for eight volunteers to read Set A of the **Anytown Cards** in the front of the room. After students read their cards, have the class rank them from “Most at Risk” to “Least at Risk” for getting HIV. After the class puts the cards in order of actual/perceived risk, ask the students the following questions:

- What do you know about the risk of contracting HIV?
- What cues were you hearing that caused you to rank each person the way that you did?
- Which of the town residents do you feel positive about? Which ones do you feel you may judge more harshly? Why?

Now pass out Set B of the **Anytown Cards**. Have students read the cards and have the class re-order based on the new information. Discuss the following with the class as a large group:

- Did any of the residents move position? Why?
- What surprised you as you learned a bit more about each person?
- Had you made incorrect assumptions or judgments based on the cards in set A?
- How can making assumptions about sexual health status affect a person’s sexual health?
- Who among the town residents is most at risk for a negative health outcome based on your assumptions?

Thank students that came to the front of the room to read the cards. Ask if someone can define stigma. Which of the town residents experienced stigma? Ask for examples of how the stigma is illustrated in that person’s story. What impact is it having, or could it potentially have, on their health? Based on the role plays in advocating for testing, how does stigma influence getting tested for HIV/STDs? Ask students if they can think of ways to combat stigma.







## Homework

Explain that the Centers for Disease Control (a U.S. health agency) has recognized the impact of stigma in HIV status and the role it plays in people getting tested and then treated. Tell students that for homework, they are going to watch two CDC videos and look for stigma.

<http://www.cdc.gov/cdctv/diseaseandconditions/hiv/stop-hiv-together-jamar-rogers.html>

<http://www.cdc.gov/actagainstaids/campaigns/hivtreatmentworks/resources/videos.html>

In a brief essay, students should identify which biases or stigma the videos are trying to address based on who is highlighted in the story. Possible biases about people include assumptions based on sex, race, sexual orientation, age, drug use, and gender identity. In their essays, students can address what biases/assumptions are on display in the videos including ones based on sex, race, sexual orientation, age, drug use, gender identity, or other factors they may notice. What messages were they giving? Are they effective messages? Why or why not? Also, have students address in their essays why using condoms or other latex barriers is an effective form of self-management for overall health, and describe the steps involved in using a condom.

Use the **Assessment Rubric** to assess student learning based on their essays.

# My Sexual Health: My Future



## Assessment Rubric

Use the following assessment rubric to assess student learning based on their essays.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Describe the role of stigma in relationship to getting tested and treated for HIV and STIs/STDs	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Demonstrate healthy self-management by understanding the importance of condom use as a health enhancing behavior	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Demonstrate the steps of using a condom	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			