

YOUTH LEADERSHIP ACADEMY



STD/AIDS AWARENESS



Students learn how they can make healthy choices through abstinence and other ways to prevent the spread of HIV and other sexually transmitted diseases.

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Introduction to Urban Tech and the Youth Leadership Academy

Who We Are

The National Urban Technology Center, Inc. (Urban Tech), a 501(c)(3) education not-for-profit, was founded in 1995 to provide access to technology and training to address the widening computer literacy and achievement gap in inner-city communities. Urban Tech's primary focus is to transfer educational tools to schools and community-based organizations nationwide for promoting life skills, academic performance, and workforce preparation among young people, ages 10 to 19. Urban Tech accomplishes its mission through its two flagship programs, SeedTech® and the Youth Leadership Academy (YLA).

What We Do

The Youth Leadership Academy (YLA) was developed by the National Urban Technology Center (Urban Tech) to equip youth with the practical skills necessary to become productive, self-fulfilled and achievement-oriented adults. The life skills taught in YLA are the tools needed to make healthy lifestyle choices, to effectively present oneself in the workplace, to manage one's income resourcefully, and to make positive life goals and decisions. YLA was also designed to teach computer skills, and to address a range of important issues including school dropout, drug awareness and teen pregnancy. YLA empowers young people by opening the doors to education and career options, and by raising the self-esteem of young people so they are comfortable pursuing new opportunities. It encourages participants to become self-sufficient and instills behaviors such as punctuality, the spirit of teamwork and cooperation, and the ability to accept constructive criticism.

15-Year Track Record

- ✓ **460,000 people served**
- ✓ **500 Computer Training Centers**
- ✓ **200 Youth Development Programs**
- ✓ Recognized by the Verizon Foundation for "improving academic performance and workforce preparedness among at-risk youth." *Success Award: Partnership for Developing America's Future Leaders given by the Verizon Foundation, 2005*
- ✓ Recognized by the Ford Foundation and Harvard University, Urban Tech's SeedTech program with the U.S. Department of Justice is considered an "...exemplary program in American Government." *Innovation Award given by Harvard University and Ford Foundation, 2000*
- ✓ Recognized as a "...model for bringing technology to people in inner-cities and remote rural areas." *International Journal of the W.K. Kellogg Foundation, 1997*

Outcomes

- ✓ **Engaging Students** – "Students in Urban Tech programs respond with sheer enthusiasm to learning and exemplify the higher order thinking skills necessary to master classroom material and extend learning into their daily lives." *Youth Leadership Academy 2-Year Evaluation in Newark, NJ, Martin Finkelstein, Ph.D., 2007*
- ✓ **Increased Reading and Math Skills** – YLA participants' reading scores improved by 46% and math scores increased by 40% over 3 years, accompanied by a 26% increase in attendance, and a 100% graduation rate after the introduction of YLA into the curriculum. *Evaluation of YLA in Montclair High School, Elaine M. Walker, Ph.D., 2003*

Overview of “STD and AIDS Awareness”

This module teaches teens how to avoid the serious health risks of STDs and AIDS that come with irresponsible or premature sexual relations, and guides teens to take action to protect themselves and their communities against these public health threats. Misinformation, shame, fear, and embarrassment make it difficult to address the issue of STDs. Through activities, discussions, and games, these feelings are confronted, allowing for a frank, open discussion of the problem. Participants survey the life-threatening consequences of irresponsible sexual activity, examine their own behavior and health risks, and learn to make healthy decisions grounded in personal and social responsibility.

The key to helping teens live healthy and emotionally fulfilling lives is to support critical thinking and informed decision making. In this module, participants become aware of the long-term and often incurable health risks associated with sexually transmitted diseases, different modes of transmission, and the physical symptoms that STDs and AIDS

manifest. They learn the important benefits of testing in helping to get early treatment and avoiding the spread of STDs to others. By becoming more knowledgeable about STDs, they will start to overcome their fears and misconceptions about these diseases and tap into their instinct to stay alive and healthy. Abstinence is introduced as the only effective method to guarantee protection from STDs. For participants who refuse to abstain from sexual activity, protected sex is urged with the warning that even with protection, they are still at risk.

This module helps teens build self-confidence in their ability to confront the pressures that they face when making choices about their sexual behavior and become personally responsible for protecting themselves in order to lead healthy and productive lives. Through participatory and experiential exercises, participants also learn that they have a responsibility to protect their partners and to become leaders in the effort to stop the spread of HIV and other STDs in their community.



Goals for Learning

- ✓ Learn how to identify the different types of STDs;
- ✓ Introduce abstinence as the only 100% effective method to avoid the sexual transmission of STDs;
- ✓ Discuss the difference between HIV and AIDS;
- ✓ Learn to make healthy and positive choices to be abstinent and prevent contracting STDs;
- ✓ Emphasize the absolute necessity of condom use for those who choose not to abstain from sexual activity;
- ✓ Emphasize the need to get tested for people who are (or have been) sexually active or an IV drug user;
- ✓ Learn treatment for the different types of STDs;
- ✓ Understand how the fears, misconceptions, and stigma associated with STDs are a barrier to prevention and treatment;
- ✓ Learn about each person’s responsibility in controlling the spread of STDs.

Instructor Preparation Guide

YLA's *STD and AIDS Awareness Curriculum Guide* is divided into ten sections. The first half of the module is intended to support participants in learning about STD symptoms, determining whether they are at risk for infection, and learning if and how often they should be tested for STDs. In the second half of the module, participants dispel myths about STD and AIDS, learn how infections spread, and how best to protect themselves and others. The following is a list of suggestions that will make the implementation of this curriculum enjoyable and feasible for the instructor. Use this guide, as well as the Session Plan on pages 9–10, to plan your lessons.

Prepare before class

- **Make sure that you have obtained a signed Parent Consent Form for public health education on file for all participants who will be enrolled in this module.**
- Watch *On the Reel: Prom Night* and use the note-taking worksheets on pages 7–8 to record your thoughts.
- Become familiar with all the activities in the Session Plan, the content of the Interface and the procedures in the Instructor's Notes in the curriculum guide, so that you are comfortable teaching this material.
- Collect related news articles to bring the topics covered in this module into context.

During class

- Have participants bring in, or provide, a “STD and AIDS Awareness” journal. The journal can be a place where they reflect at any time on the information being presented to them and record the changes they are electing to make in their own lives based on the topics of the curriculum.
- Vocabulary found in the curriculum will often be new to participants. Provide participants with a photocopied glossary of these words to use as a reference. The participants can then highlight the glossary words on the list as they are used in each activity. The instructor should also use the glossary words at all times to model and reinforce the correct usage of the words, helping to make them part of the participants' everyday vocabulary.

Editor's Note: There are subtle differences in terminology with respect to this topic. The term “STI” (Sexually Transmitted Infection) is used to describe what precedes the diagnosable occurrence of the disease itself. STIs can be transmitted between persons who have not exhibited any symptoms. “STD” (Sexually Transmitted Disease) is an infection that has produced symptoms. Some organizations prefer the term “STD”; others use “STI.” YLA uses “STD” as we explore this topic, as it is the more common, generally recognizable term used within the youth culture.

Review Worksheet: Arm Yourself with Knowledge

▶ Describe what happens in the animation in your own words.

▶ Summarize in your own words the key ideas in the following Break it Down activities:

Become an Expert

Get Tested if at Risk

Face Your Fears

Instructor Preparation Guide (continued)

Review Worksheet: Cover Your Bases

- ▶ Summarize in your own words the key ideas in the following Break it Down activities:







Practice 100% Safety

Use Condom Sense

Give a Holla

STD and AIDS Awareness Session Plan: Sessions 1–6

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<p>Final Answer: First Answer  Participants complete a pre-program survey of their attitudes, behavior, and knowledge about STDs and AIDS. CG pg. 11 • 10 Minutes</p>	<p>Break It Down: Become an Expert  Participants gain a greater awareness of STDs, modes of transmission, symptoms, treatment options and long-term consequences. CG pg. 20 • 30 Minutes</p>	<p>Hot Link Library: The Missing Link  Participants review the website directory and then write suggestions for additional sites to help enrich the listing. CG pg. 31 • 30 Minutes</p>	<p>Break It Down: Get Tested if at Risk  Participants learn the importance of getting tested, why they must inform past partners if they are infected with an STD, and why it is important to remain abstinent. CG pg. 36 • 30 Minutes</p>	<p>Final Answer: Who is at Risk? Questionnaire  Participants fill out this self-assessment form to gauge their risk levels of contracting an STD. CG pg. 49 • 30 Minutes</p>	<p>We Got Game: Fear Factor  In this simulation, Shawna tries to convince Anthony he's afraid. Participants choose how Shawna responds to Anthony's excuses so that he will agree to go to the clinic. CG pg. 57 • 30 Minutes</p>
<p>Break the Ice: Arm Yourself with Knowledge  This exercise previews becoming an expert about STDs, the importance of testing, and facing fears about STDs. CG pg. 14 • 20 Minutes</p>	<p>We Got Game: By the Numbers  Participants learn the specifics about the most rampant STDs among their age group. CG pg. 24 • 30 Minutes</p>	<p>Write to the Point: Become an Expert  Participants tell a story about how they learned about STDs. CG pg. 33 • 30 Minutes</p>	<p>We Got Game: Shawna's Visit: Part 1  In this simulation, participants accompany Shawna to the community health clinic for the first stage of STD testing: intake and assessment. CG pg. 40 • 30 Minutes</p>	<p>Break It Down: Face Your Fears  Participants learn to deflect and channel negative energy by utilizing positive outlets: exercise, writing, meditation, etc. CG pg. 53 • 20 Minutes</p>	<p>Write to the Point: Face Your Fears  Participants tell a story about their biggest fear about STDs. CG pg. 67 • 30 Minutes</p>
<p>On the Reel: Prom Night  Anthony's all excited about taking Shawna to the Junior Prom, but his past is about to catch up with him. CG pg. 16 • 10 Minutes</p>					

STD and AIDS Awareness Session Plan: Sessions 7–12

This is a suggested session plan to integrate YLA's components. It offers an order, time frame, and page number for activities that are in this Curriculum Guide.

Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
<p>Break the Ice: Cover Your Bases This exercise previews the importance of protecting oneself from STDs and urges participants to get involved and help others. CG pg. 70 • 30 Minutes</p>	<p>Break It Down: Practice 100% Safety Participants are informed that abstinence is the only 100% effective form of protection from STDs. CG pg. 77 • 30 Minutes</p>	<p>Break It Down: Use Condom Sense Participants who choose not to abstain from sexual activity are urged to use condoms. CG pg. 88 • 30 Minutes</p>	<p>Break It Down: Give a Holla Participants learn to speak out against ignorance and stereotypes, share what they have learned with the community, and support friends with information about testing and treatment. CG pg. 103 • 30 Minutes</p>	<p>We Got Game: AIDS Rally Participants attend a virtual AIDS rally and examine misconceptions and facts regarding HIV and AIDS. CG pg. 111 • 30 Minutes</p>	<p>Final Answer: Pays to Play Multiple-choice quiz tests retention of STD terminology and statistics as well as safeguards against HIV and AIDS. CG pg. 117 • 45 Minutes</p>
<p>We Got Game: Science Experiment Participants conduct a scientific demonstration showing how STDs are spread throughout a small population. CG pg. 73 • 30 Minutes</p>	<p>We Got Game: Shawna's Visit: Part 2 In this simulation, participants accompany Shawna to the community health clinic for the second stage of STD testing: getting your results. CG pg. 82 • 30 Minutes</p>	<p>We Got Game: Perpetrating Rhymes Participants compete in teams to identify popular music artists. They also analyze the artists' song lyrics to better understand messages about STDs, HIV and AIDS. CG pg. 93 • 30 Minutes</p>	<p>Write to the Point: Give a Holla Participants tell a story about what they would do if they thought their friend was in danger of getting an STD. CG pg. 108 • 30 Minutes</p>	<p>We Got Game: Community Participants attend a virtual AIDS rally and examine misconceptions and facts regarding HIV and AIDS. CG pg. 111 • 30 Minutes</p>	<p>Final Answer: Final Answer Participants complete a post-program survey of their attitudes, behavior, and knowledge about STDs and AIDS. CG pg. 120 • 15 Minutes</p>

Instructor Notes

Final Answer: First Answer

Pages 12–13

SECTION 1
PRE-ASSESSMENT

Background Note

Administer *Final Answer: First Answer*, YLA’s pre-assessment survey, to participants **before** *STD and AIDS Awareness* is introduced. This is recommended because it allows you to assess the participants’ background knowledge and tailor activities according to their needs.

Objectives

- Demonstrate an understanding and awareness of factual information regarding STDs, HIV and AIDS and the personal responsibility associated with sexually activity.

Instructor Preparation

First Answer requires access to computers with internet connection. Review the survey’s questions prior to implementation to address any barriers that may arise due to reading comprehension.

Materials

Computers; internet access; and the *STD and AIDS Awareness Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Follow the instructions on page 12 to guide you through *First Answer*.
- Tell participants to read the “Set Up” directions as you read them aloud.
- Tell participants that they will only be able to answer the *First Answer* survey once.
- Participants can view their progress in meeting the module’s goals for learning by accessing their portfolios. If this is the first time participants have completed a *First Answer* survey, you will need to direct them to their portfolio section.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Ask participants to write a question about a topic on the survey they would like to know more about. Post the questions on a bulletin board in your room. Tell participants they will find out the answer to their questions by the end of the unit.


Assessment

The results of the survey become part of the participant’s portfolio in APOLLO. View the surveys’ results in APOLLO by accessing your “Instructor Menu’s Assessment and Status Viewer.” If time constraints prevent you from viewing each participant’s survey individually, take a sampling of surveys to gauge participants’ prior knowledge.


After reviewing results, tailor the module’s activities to the needs of participants, taking full advantage of the extension and enrichment activities found in this guide.

Go to www.urbantech.org and click **YLA Login**.

Notes:

2. Enter  then click **Enter**.
3. Click on YLA Interactive!
4. Once the interface has appeared on your computer screen, click **MODULES**.
5. Select **7. PROM NIGHT**.
6. Roll mouse over fifth icon from left on the “Choose an Activity” screen:



7. Click .
8. After reading the instructions on screen, click **start**.
9. Select **1. FIRST ANSWER**.



FIRST ANSWER

SET UP:

This survey helps your instructor understand what you know and how you feel about topics covered in this module. Be honest when indicating your answers and don't worry about what you think the answer should be. You will have the opportunity to take the survey again at the end of the module to see how much you have learned.

DIRECTIONS:

Click the link below and take the questionnaire.

FIRST ANSWER QUIZ

10. After reviewing the First Answer directions, click **FIRST ANSWER QUIZ**.

continued on next page ▶

The best responses are indicated on the following page, in blue. Participants will only be able to answer the Final Answer quiz once.

First Answer Quiz

- 1. Ninety-nine per cent (99%) of people who are HIV positive are either gay or drug addicts.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 2. Nothing can be done to stop the spread of STDs.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 3. Getting tested for STDs is a waste of time.**
 - a. Strongly agree (1 point)
 - b. Agree (2 points)
 - c. Disagree (3 points)
 - d. Strongly disagree (4 points)
- 4. Abstinence is the only guaranteed safeguard against the transmission of STDs.**
 - a. Strongly agree (4 points)
 - b. Agree (3 points)
 - c. Disagree (2 points)
 - d. Strongly disagree (1 point)
- 5. I would tell a potential love interest if I had an STD.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 6. I would use protection if I were going to have sex.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 7. I would contact a testing facility if I never got the results from an STD test.**
 - a. Definitely (4 points)
 - b. Probably (3 points)
 - c. Maybe (2 points)
 - d. No (1 point)
- 8. I would make fun of someone who is infected with an STD.**
 - a. Definitely (1 point)
 - b. Probably (2 points)
 - c. Maybe (3 points)
 - d. No (4 points)
- 9. The relationship between AIDS and HIV is as follows:**
 - a. You can't have HIV without having AIDS
 - b. You have to be HIV positive in order to have AIDS (4 points)
 - c. You have to be HIV negative in order to have AIDS
 - d. You can't have HIV and AIDS at the same time
- 10. If you already have an STD, then you are at _____ risk of contracting another one.**
 - a. no
 - b. a decreased
 - c. an increased (4 points)
 - d. an equal
- 11. The most widespread STD in the United States is _____.**
 - a. HPV (4 points)
 - b. Chlamydia
 - c. Herpes
 - d. HIV/AIDSs
- 12. If you are at risk for STDs, you should be tested at least _____.**
 - a. every time you have sex with a new person
 - b. every two years
 - c. once a year (4 points)
 - d. every four months

Instructor Notes

Break the Ice: Arm Yourself with Knowledge

SECTION 2 SET THE STAGE

Background Note

STD and AIDS Awareness is divided into two parts. The first half of this module is intended to support participants in learning about STD symptoms, determining whether they are at risk for infection, and learning if and how often they should be tested for STDs.

Objectives

- Discuss the goals of Sections 2–5 of the *STD and AIDS Awareness* module:
 - Learn about STD symptoms and treatments;
 - Learn if and how often they should be tested for STDs;
 - Discuss the fears people have about testing and about STDs.

Instructor Preparation

Collect related news articles and internet resources to bring the topics covered in Sections 2-5 into context. Good examples are articles with statistics about STDs relating to youth, personal stories of young people dealing with STDs, and medical advancements in the treatment of the AIDS virus.

(optional) Ask participants to bring in journals that will be used throughout the unit. You should also prepare a modeling activity to demonstrate what is expected of the participants during journaling activities.

Materials

News articles (optional); internet resources (optional); journals (optional); and the *STD and AIDS Awareness Curriculum Guide*.

Instructional Procedures

- In order to introduce and demystify the sensitive and potentially embarrassing subject matter of this module, conduct a brief “Break the Ice” to introduce the topic of STDs without judgment and to create a non-threatening environment for the participants to openly discuss this pressing public health issue.
- Get the participants excited about the activities in *STD and AIDS Awareness* with a glimpse of *We Got Game: Perpetrating Rhymes*.
- Announce the seriousness of the topic with a statistic like, “Every year 3 million teens become infected with a sexually transmitted disease or infection. Sexually transmitted diseases can have serious consequences such as cancer, damage to the heart or brain, losing the ability to have children, or even death.”
- Explain that it’s very normal to feel uncomfortable talking about sex and STDs in a group, but it is important to educate and make teens aware of how they can be impacted by these rapidly spreading diseases. Ask questions like:
 - Did you know the statistics were so high?
 - Why do you think they are so high?
 - Why do you think that people are uncomfortable talking about STDs?
 - How does the lack of communication and education help to increase the number of teens who are infected each year?
 - Which STDs do you know about?
- Review the objectives of the unit with participants.
- Read selected articles or internet resources with participants to bring these issues into context.

continued on next page ▶

Instructor Notes (continued)

Break the Ice: Arm Yourself with Knowledge

SECTION 2 SET THE STAGE

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Journal writing affords participants with time to reflect and speculate on paper, confident that their thoughts will be accepted without criticism. Ask participants to begin their journals by writing down a goal they would like to achieve during the *STD and AIDS Awareness* module.

Ask participants to reflect on the discussion questions by writing in their journals. Model the desired journaling techniques and format requirements by providing a sample journal entry.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Create a bulletin board for the *STD and AIDS Awareness* module. The purpose of the board is to chart participants' progress towards reaching their goals. Participants can post work, submit work for their individual portfolios, or generate a "Wall of Ideas." A "Wall of Ideas" is place where participants add questions and comments as the unit progresses. Encourage participants to seek out the answers to these questions independently. Acknowledge those who actively submit answers by creating a rewards system, an example would be to record their names on an area of the bulletin board entitled "Wall of Ideas: Leaders."

Assessment

Use this discussion as an opportunity to assess the level of understanding the participants have of the topics in this module. This will help you to develop an approach to teaching the curriculum that targets the specific needs of the participants.

Instructor Notes

On the Reel: Prom Night

Pages 16–19

SECTION 2
SET THE STAGE

Background Note

Eric Wright, who became known as Eazy-E, was one of the founding members of the gangsta rap group N.W.A. which rose to prominence in 1988 with their album “Straight Outta Compton.” Along with Dr. Dre, Ice Cube and MC Ren, Eazy-E rapped about the violence, drugs, and casual sex he saw as part of the thug lifestyle that N.W.A embodied. His death from AIDS in 1995 was a wake up call to the hip-hop community.

Objectives

- Identify healthy and positive choices to be abstinent and prevent contracting STDS.
- Identify the need to get tested for people who are, or have been, sexually active.
- Understand the absolute necessity of condom use for those who choose not to abstain from sexual activity.
- Identify misconceptions associated with STDs that are a barrier to prevention.
- Identify Anthony’s responsibility in controlling the spread of STDs.

Instructor Preparation

Review the objectives for the activities found in Sections 2–5 of the *STD and AIDS Awareness Curriculum Guide*. On page 7 you will find a note-taking page to record your observations and thoughts while watching *On the Reel: Prom Night*. After reviewing the results of participants’ pre-assessment surveys, tailor your notes to address your participants’ needs.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *STD and AIDS Awareness Curriculum Guide*.

Instructional Procedures

- Before every exercise, you should present an overview of what the participants are about to do.
- Recap the material from *Break the Ice: Arm Yourself With Knowledge*. Participants need constant reinforcement as they absorb the material.
- Review any difficult vocabulary before you begin the video, such as “prophylactics.”
- The quote that appears on-screen sets the tone for the module. Have a participant read it aloud.
- Follow the instructions on page 18 of the curriculum guide to watch the animation.
- For younger participants, provide a second viewing, this gives them additional time to think clearly about the content matter.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

- After viewing *Prom Night*, write the quotes used at the beginning of the animation on an overhead projector or chalkboard. Have participants interpret the quote in their own words using examples from the animation to support their ideas. For additional ideas on how to integrate quotation analysis into your curriculum, visit www.thinkfinity.org and enter the keyword “quotations.”
- Journal: Ask participants to analyze what they’ve seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

continued on next page ▶

Instructor Notes (continued)

On the Reel: Prom Night

Pages 16–19

SECTION 2
SET THE STAGE

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Organize participants into small groups to analyze what they've seen. You may also suggest that they summarize, illustrate, or write down their thoughts.

Assessment (optional)

Use the Journal Scoring Guide on page 19 to assess the level of understanding participants have, as well as their levels of journal keeping skills. Print multiple copies of the Journal Scoring Guide for participants to review so they understand how they will be assessed. Make sure participants understand that they will not be judged on the value of their ideas, but will be evaluated based on the criteria outlined in the Journal Scoring Guide.

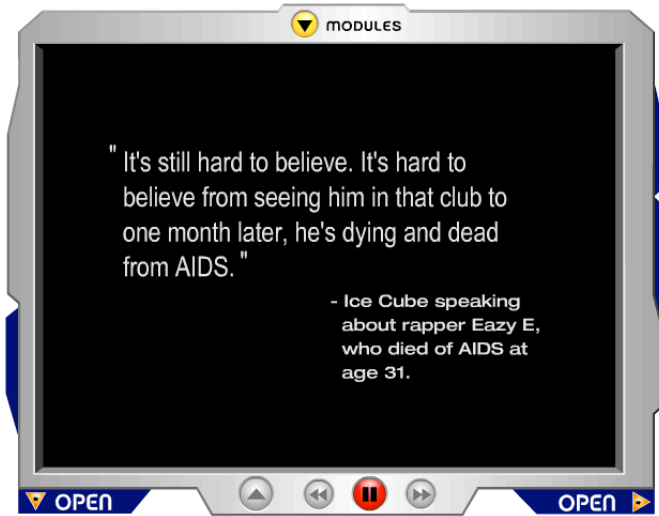




On the Reel: Prom Night

1. Roll mouse over first icon from left on the “Choose an Activity” screen: **Notes:**



2. Click .



The epigram that appears on-screen sets the tone for the module. Have a participant read it aloud. Click  on the interface to pause the screen for more time. Click  to resume play.

Journal Scoring Guide

On the Reel: Prom Night

SECTION 2 SET THE STAGE

Name _____ Teacher _____ Date _____

Directions: Periodically review YLA participants' journals. Use this scoring guide to determine their need for specific instruction in good journal keeping habits. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Primary Traits	Performance Criteria			
Mechanics				
Format: All entries clearly list <i>in the margin</i> :	1	2	3	4
Date of entry				
Title of entry (e.g., <i>My Daily Routine</i>)				
Organization: Entries appear in chronological sequence or as otherwise assigned	1	2	3	4
Effort				
Includes all assigned work	1	2	3	4
Is legible, presentable, coherent	1	2	3	4
Writing				
Fluent: Write with ease about a range of subjects	1	2	3	4
Developed: Includes examples, details, quotes when appropriate	1	2	3	4
Understanding				
Thorough: You write for the full time; your entries show you trying to fully understand or communicate an idea in writing	1	2	3	4
Insightful: The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character	1	2	3	4

Performance Evaluation Rubric	
Level	Control of trait or skill
1	Little or no evidence of use of target trait or skill.
2	Performance is characterized by many errors. Minimal evidence of use of target trait or skill. Does not meet performance standard.
3	Performance is characterized by few errors. Adequate evidence of use of target trait or skill. Beginning to meet performance standard.
4	Performance is characterized by minimal errors and compares favorably with same age peers' performance. Consistent evidence of appropriate use of target trait or skill. Meets performance standard.

Instructor Notes

Break It Down: Become an Expert

Pages 21–23

SECTION 3
AWARENESS

Background Note

Participants that feel uncomfortable or embarrassed about the topic of this module may become passive or disengaged. Work to foster interactivity and discussion by creating an open, non-judgmental environment where the participants feel safe to express themselves and communicate freely.

Objectives

- Identify ways STDs are transmitted.
- Discuss the consequences of contracting an STD.
- Identify which body fluids can transmit HIV from an infected person to an uninfected person.

Instructor Preparation

Review *Break It Down: Become an Expert* to become familiar with the content in the activity, as well as how to review the different diseases' modes of transmission, symptoms, and consequences from refusing treatment.

Materials

Computer(s); internet access or YLA CD-ROM; projector and/or speakers (optional); journals (optional); and the *STD and AIDS Awareness Curriculum Guide*.

Instructional Procedures

- Review any difficult vocabulary before you begin the activity.
- Follow the instructions on pages 21–22 of the curriculum guide to navigate *Break It Down: Become an Expert*.
- It is important to communicate to participants that STDs can be transmitted by or through oral sex as well as through vaginal or anal intercourse. Many teens believe that STDs can only be transmitted through vaginal or anal intercourse.

Learning Extensions (optional)

If you need to provide additional support for students with little prior knowledge of the objectives in this activity, here are some suggested activities:

Direct participants to the *Hot Link Library* to *The Most Common STDs*. This website will inform them about the health effects of STDs.

Enrichment (optional)

Here are some suggested activities to extend participants' knowledge:

Have participants do independent research to find out more about sexually transmitted diseases. Facts about STDs and treatment options are available on the Internet, from a community health clinic, or from a doctor or qualified health educator.

Assessment

Use the Discussion Scoring Guide on page 23 to assess participants' levels of discussion skills. Give copies to the participants to review the characteristics of a good discussion and how to self-evaluate their own discussion skills.

Use the discussion as an opportunity to assess the level of understanding the participants have of the objectives of *Become an Expert*. This will help you to plan and facilitate instruction based on the specific needs of the participants.

Vocabulary

herpes, STD, transmit, symptom, consequence, infected



Break It Down: Become an Expert

1. Roll mouse over second icon from left on the “Choose an Activity” screen:



2. Click

3. After reading the instructions on screen, click **start**.

4. Select **1. BECOME AN EXPERT**.



Become an Expert

What you don't know CAN hurt you. Become an expert for your own protection. Knowledge is the best line of defense.

- ✓ Learn to name the **STDs**
- ✓ Know how they are **transmitted**
- ✓ Recognize the **symptoms**
- ✓ Find out about treatment options
- ✓ Understand the **consequences**

5. After reviewing the text on screen, click **next**.

continued on next page ▶

Notes:

Herpes

(noun) A sexually transmitted disease, Genital Herpes is caused by a virus that stays in an infected person's body. *Outbreaks of skin blisters can appear around the infected area. Once someone is infected with Herpes, they carry it in their body for life.*

STD

(noun) Abbreviation for 'sexually transmitted disease.' *STDs are spread by the exchange of bodily fluids like blood and semen.*



Roll over Shawna's image to see what she is thinking.

transmit

(verb) To send from one person, thing, or place to another; to cause to spread. *Manny heard from people at school that Anthony transmitted Herpes to Melinda.*

symptom

(noun) A sign or an indication of disorder or disease. *The yellowing of the skin is a symptom of hepatitis B.*

consequence

(noun) Something that logically or naturally follows from an action or condition. *The consequence of Anthony's lies was losing Shawna's trust.*

Break It Down: Become an Expert *(continued)*


1. How is it possible that Shawna does NOT know that Anthony has Herpes if they have already had sex? It is not always possible to know if a partner is infected, especially since some cases of Herpes, like many other STDs, may show no symptoms. Outbreaks of Herpes blisters usually occur only a few times a year.

2. Do you think Shawna understands how Herpes is transmitted? ___ Yes ___ No


Yes, she appears to know that Herpes can be transmitted through oral sex as well as vaginal sex, but she may not know that Herpes is spread by skin-to-skin contact. This means that it is possible to spread the virus just by touching the infected area.

3. Do you think Shawna understands the seriousness of becoming **infected with an STD?** Judging from the fact that Shawna has engaged in risky behavior with Anthony, it seems that she doesn't fully understand the possible deadly consequences of contracting an STD. She could get cancer, become sterile, get brain or heart damage, have complications during pregnancy, or she could die. If she really cares about herself, she will take steps to protect her health in the future.

4. Tell a story about how you first learned about STDs. When and where did it happen? What did you learn? Was it a source you trusted? What kind of impact did it have on you?




The sentences after the boldfaced questions are possible answers.




Have participants vote on question #2 by a show of hands.

infected


(verb) To have a disease-producing germ or substance passed to. *There are support groups for those who learn they have been infected with HIV.*



Participants will be asked to address #4 in writing during another exercise called Write to the Point.



See the Hot Link:
STD Hotline
Call the National STD Hotline 1-800-227-8922 or Planned Parenthood 1-800-230-PLAN to get more information about specific STDs.



See the Hot Link:
The Most Common STDs
To identify health effects of STDs.

Discussion Scoring Guide

Break It Down: Become an Expert

Name _____ Teacher _____ Date _____

Directions: Periodically observe a few students during a discussion. Use this scoring guide to diagnose their need for specific instruction in individual discussion characteristics. Or, use the scoring guide to evaluate the quality of control of discussion characteristics for grading purposes. If at all possible, meet with the students after you have used the Scoring Guide and discuss the results and plans for improving his or her performance.

Listener Demonstrates Behavior:	Always	Sometimes	Never
Body is turned towards speaker			
Makes eye contact with speaker			
Nods or smiles if appropriate			
Does not interrupt speaker			
Jots a brief note while listening with the intent of questioning or extending speaker's point			
Waits for speaker to finish before responding			
Quality of Discussion:	Above Average	Average	Below Average/ Needs Work
Asks relevant questions to clarify and show interest			
Asks the speaker to express him/herself in another way when unsure of what the speaker is saying			
Paraphrases/ summarizes speaker's main ideas to show understanding			
Reflects the speaker's feelings			
Shares ideas, thoughts and facts about the topic			
Sticks to the discussion topic by not including unrelated ideas or facts			
Comments express appreciation and respect towards speaker even when disagreeing			
Speaks clearly			