





LESSON PROCEDURE

Introduction: Connect this lesson on adopting a plan for staying within safe behavioral boundaries or limits with the previous lesson on accessing reliable information and assistance related to HIV and STIs.


10 minutes

Instructional Steps	Script and Detailed Directions
Review resources for HIV and STI information and assistance.	<p><i>If you or a friend wanted some information about HIV or STIs or needed help, which resource do you think you would access first?</i></p> <p>Call on a few students to share their ideas.</p>
<p>Survey the class about their experience interviewing a parent about family expectations regarding sexual behavior using the family worksheet, "What Do You Think?" from Lesson 2.</p> 	<p><i>Please get out your worksheet that was assigned as homework. How was your experience interviewing a parent or other trusted adult about their expectations regarding your sexual behavior?</i></p> <p>Call on a few students to share their ideas.</p>  <p>If you think your students would respond to the following question, we encourage you to ask it. Students are more likely to follow rules and feel more confident about standing up for themselves if they know other students have similar rules. To begin the discussion, consider sharing a rule you had as a middle school student.</p> <p><i>Who would like to share an example of a rule your family has for your sexual behavior?</i></p> <p>Call on a few students to share their ideas.</p> <p><i>Why do you think they have rules for your sexual behavior?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • to protect me from getting hurt • to keep me safe and healthy • to avoid pregnancy and infection <p>Have students place their worksheets in their folders.</p>
<p>Form small groups and discuss fences as an analogy for having boundaries or limits using the slide, "Fences."</p> 	<p>Divide the class into small groups of four to six students. Assign the group roles: recorder and spokesperson.</p> <p>Have each recorder get out paper and a pen or pencil.</p> <p><i>We are going to digress for a few minutes to talk about fences. In a moment, you will understand what fences have to do with HIV and other STIs. In your groups, list all the places you have seen fences. You will have one minute to brainstorm a list; then, I will ask each spokesperson to share the group's ideas.</i></p> <p>After one minute, call on each group's spokesperson to read one of the places where fences have been seen.</p>

	<p>Keeping in mind all the places we have seen fences, what do you think fences are used for? Discuss your ideas in your group. Then, record three purposes for fences. You will have two minutes.</p> <p>After two minutes, call on several spokespersons to read the list of purposes for fences.</p> <p>Display the slide, “Fences.” Summarize the three main purposes for fences:</p> <ul style="list-style-type: none"> • Fences provide privacy. • Fences keep harmful things outside. • Fences protect what is inside by providing safe boundaries or limits.
<p>Compare fences to boundaries and limits by describing how they protect using the slide, “Boundaries.”</p> 	<p><i>Fences do many things. One of the main purposes for a fence is to protect whatever or whoever is inside by providing safe boundaries or limits. Many of you have younger siblings or you babysit for young children. You know that a fenced yard is much safer for youngsters because it keeps them from wandering away or going into the street. A fence also keeps harmful things, such as stray animals or strangers, away from children.</i></p> <p><i>Some of you have dogs. You know that a fence keeps your pet safe by keeping it close to home and out of the path of cars. Maybe you have seen the invisible fence that helps to protect dogs. It is an electrical wire that is buried underground around the boundary of the yard. The dog wears a collar that beeps a warning if the dog gets close to the boundary of its yard. If the dog ignores the beeping and goes over the boundary, it gets a mild electrical shock. The dog quickly learns that it should listen to the warning beep and stay inside the boundaries or limits.</i></p> <p>Display the slide, “Boundaries.”</p> <p><i>We need fences to protect us, too. We know the boundaries or limits that will keep us safe from HIV and other STIs. In other words, we know what behaviors we must avoid. If we go over the boundaries, the pain of a serious, possibly life-threatening, infection may follow. If we listen to the warnings, we can avoid that pain. During this next activity, you will determine what action steps you need to take to help you stay within the boundaries and keep you safe.</i></p>
<p>Introduce this lesson.</p>	<p><i>Today we will create plans for staying within healthy behavioral boundaries to protect ourselves from infection with HIV and other STIs.</i></p>

Input: Discuss the advantages of having a plan to stay within the boundaries for safe, healthy behavior. Describe the steps in goal setting. Identify living free of infection with HIV and STIs as a long-term goal.

10 minutes

Instructional Steps	Script and Detailed Directions
<p>Discuss the advantages of having a plan to stay within the boundaries for safe, healthy behavior prior to being in a potentially risky situation using the set of slides, “Reasons to Plan How to Stay Within Boundaries.”</p> 	<p><i>Each of you can strengthen the safety fence around yourself. Of course it will be an invisible fence, and it will allow people in without letting go of the safe boundaries you have around yourself. You can strengthen the boundaries by adopting a set of action steps, or a plan, for your behavior that will help you stay within the boundaries and will help protect you from infection with HIV or another STI. This plan will state what you will do and what you won’t do.</i></p> <p><i>What are some reasons it might be good to have a plan in place in case you find yourself in a risky situation?</i></p> <p>Call on students to share their ideas.</p>