Chapter 6
MAKING CHOICES

Note: Similar to chapter 5, it may be appropriate to divide the group (by gender or maturity level) and present the group activities in separate sessions. Also, you may want to ask a health educator to present some of the content.

OBJECTIVES
Participants will:
1. Learn more about protecting themselves from HIV.
2. Demonstrate how to overcome peer pressure.

OVERVIEW OF ONLINE MATERIAL

The chapter presents statistics on rates of HIV among Native Americans along with the statement that there are many people who have the disease but do not know it because they have not been tested. People who have the disease and do not know it can transmit it to others. Therefore it is important to always practice protection. Following Native practices and culture can help protect against getting HIV. Specific ways to protect against AIDS include: don’t use drugs and wait to have sex.

The chapter also discusses outcomes from different decisions (examples used are: getting a tattoo, homework, responding to others who do not treat you well). There is a discussion about sexual attraction and sexual orientation. It states that AIDS is not just a gay disease but can be transmitted to anyone who has sex with an infected person. The best way to make sure you do not get AIDS or other STIs is to abstain from sex. For those who chose to have sex, ways to reduce the chance of getting the disease are given: know your partner, have a single partner, use a condom, don’t use drugs or alcohol. The chapter ends with a video showing a teen mother talking to her younger sister.
**LESSON OVERVIEW**

**ACTIVITIES**

1. QUESTION BOX (5-10 min.)
2. TEEN PREGNANCY ROLE PLAY (15 min.)
3. TEEN RISK FOR HIV (10 min.)
4. CONDOM DISCUSSION (15-20 min.)

**MATERIALS NEEDED**

1. For Activity 4, Condom Discussion, materials will vary

**PREPARATION**

1. Review questions from question box and prepare responses.
2. Plan for how to cover the condom discussion. Review options. Arrange for an outside speaker if one will be used.
CHAPTER 6
LESSON PLANS

ACTIVITY 1: QUESTION BOX (5 min.)
Purpose of activity: Allows youth to ask questions anonymously.
Materials needed: The question box.
Preparation: Review questions before class and prepare responses.

Instructions:
Before class, check the question box. If necessary, remind youth to add questions.

ACTIVITY 2: TEEN PREGNANCY ROLE PLAY (15 min)
Purpose: to help youth realize that becoming a parent would seriously affect their everyday lives.

Instructions:
Ask: What are some of your favorite things to do? (e.g., play basketball, go to the movies, skateboard, go to a pow wow etc.). Write responses on the board. (Have each person give an answer “a favorite thing to do.”)

1. Have youth divide into groups of 3. Have each group discuss what it would be like if they were a family of three: father, mother and baby. Next, have the group come up with a role play that shows what it might look like if the people in the family each wanted to do the favorite activity they mentioned earlier.

Ask: If members of each family have different favorites, how would they work it out? What about their baby — what do they do with him/her? Who will babysit if they can’t take the baby with them?

After each team has had a chance to role play.

Ask: If you had a baby, do you think that you could still do all the things you like to do? How would it feel to have to always consider what to do with the baby?

End the Activity by asking group members, “What is the one sure way to be certain you don’t become a parent?” The answer is abstinence from sex!

ACTIVITY 3: TEENS AT RISK FOR HIV (10 min.)
Purpose: To help youth realize that doing risky behaviors puts them at risk for HIV.
**Instructions**

**Explain:** There are many people who have HIV but do not know it. This is also true for the other diseases such as Hepatitis B and C and some of the other STIs.

**Ask:** What are the ways that someone can know if they are infected with HIV? 

**Answers:**

1) They can wait until they have symptoms. The problem with this approach is that it can take many years before they have symptoms. In the meantime, they can still spread the infection to others. Also, the longer someone waits to start treatment the more harm the disease can do to their body.

2) They can get tested by a doctor or clinic. Anyone who has had unprotected sex or has shared needles with others should get tested.

**Ask:** Do you think that teens are at risk for HIV?

Have youth get up and go to one side of the room if they answer “Yes” or to the other side if they answer “No”. Have the youth in each group talk among themselves about why they answered as they did. Have one person from each group share the group’s view.

**Explain** that both answers can be correct depending on how you were thinking about the question. If you are only thinking about one person then you could say that someone who engages in risky behavior puts themselves at risk but someone who does not engage in risky behavior is not at risk. However, if you think about teens as a group, then you probably would answer yes. One reason is that teens may not know that there are risks to having sex or how to protect themselves if they do have sex. If teens are having sex and not using protection they are at risk. And if they do not use protection they can get infected. They can be infected and not know it and then pass the infection to others.

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**Activity 4: Discussion about Condoms (15-20 min.)**

**Purpose:** To give youth practical information about STD/HIV protection.

**Materials:** Will vary depending on how the session is taught.

**Preparation:** Review options and decide which ones to use for class. Arrange for an outside health educator or health provider if desired.

**Background information for facilitators:**
The following videos are short and can be used to refresh your knowledge about condoms prior to teaching the class:

-   [http://www.youtube.com/watch?v=tcpiKvOvZ4](http://www.youtube.com/watch?v=tcpiKvOvZ4) (Cartoon)
-   [http://www.youtube.com/watch?v=gXlcEJhYVuc](http://www.youtube.com/watch?v=gXlcEJhYVuc) (Americorp video)
**Instructions:**
Maturity levels vary considerably over this age range. It may not be appropriate to go into detail about condoms for some youth while for others this information may be very helpful. The following options for covering this topic are listed in order starting with information for less mature audiences.

**For younger audiences: (can be taught by staff or a health educator)**

a) **Reinforce what was said in the on-line chapter:** Abstinence is the best way to prevent diseases and prevent pregnancy. However, if someone chooses to have sex, condoms are the best way to prevent the spread of diseases like HIV and STDs and for preventing pregnancy. A condom provides a cover for the penis so that fluids and diseases cannot pass from one person to another.

b) **Provide additional information about condoms.**
   - List other names that are used for condoms
   - Where a person can get a condom.

**For more mature audiences:**

a) **Have youth watch one of the online videos about how to use a condom**
   - [http://www.youtube.com/watch?v=tcpfZKvOFZ4](http://www.youtube.com/watch?v=tcpfZKvOFZ4) (Cartoon)
   - [http://www.youtube.com/watch?v=gXlCEJhYVuc](http://www.youtube.com/watch?v=gXlCEJhYVuc) (americorp video)

b) **Have a healthcare provider or health educator teach and demonstrate condom use.**

   Points to reinforce:
   1) Use only latex or polyurethane condoms
   2) Check the expiration date, prevent tears, store correctly
   3) Use the condom correctly
   4) Use a condom every time

c) **Provide a handout on condom use:**