

Lesson Title: Reflections
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Time: 60 minutes

Learning Objectives: By the end of this lesson, students will be able to:

1. Describe at least two facts about HIV/AIDS.
2. Explain at least one reason why youth are at risk for HIV infection.
3. Explain at least one reason why it's important for youth to communicate with their partners, peers and parents about HIV/AIDS.
4. Identify at least one Web site and one hotline teens can use for further information about HIV/AIDS.

Materials:

Copy of the Scenarios USA Video "Reflections" (available at www.scenariosusa.org or by calling 866.414.1044)

TV/VCR

Scrap paper (if students won't have)

Pencils (if students won't have)

Copies of "Sex Acts and HIV Facts for Teens" – one per student

Copies of "Guess the Ending" worksheet – one per each small group of three students

Copy of "HIV Infection and AIDS: An Overview" – one copy for facilitator (available at - <http://www.niaid.nih.gov/factsheets/hivinf.htm>)

Newsprint

Markers

Masking Tape

Preparation:

1. Preview the video "Reflections" so you are familiar with the characters and story-line. When viewing, note when it fades to black after the nurse has given each girl an HIV test. This where you will stop the video when you show it to your students.
2. Read and review the Facilitator's Resource "HIV Infection and AIDS: An Overview" to ensure that you are familiar with the basics of HIV/AIDS and can knowledgeably respond to student questions.

Procedure:

1. Introduce the topic by asking students, “Why are youth at risk for becoming infected with HIV?” Ask students to brainstorm reasons and write their responses on a piece of newsprint or the chalkboard. (*Facilitator’s Note:* Make sure their responses include feeling invincible, lack of knowledge about HIV/AIDS, unprotected vaginal, oral or anal sex, multiple partners, use of drugs/alcohol, etc.) [5 minutes]
3. Next, explain that you will be showing a film written by youth about HIV/AIDS. Explain that in the film, there will be a lot of information about HIV/AIDS, how you get contract it, how you can get tested for it and how you can prevent it. Distribute a copy of the worksheet “Reflections: Facts about HIV/AIDS” to each student. Instruct students to write down one fact they learn from the movie in each of the following categories: HIV Transmission – meaning ways one person can infect another person with HIV; HIV Testing – meaning factual information about how or where you can get tested for HIV; and HIV Prevention – meaning specific ways that a person can try to prevent becoming infected with HIV. [3 minutes]
4. Next, explain that you will be stopping the film before the ending, but the students will be able to watch the entire film before the class is over. Ask if there are any questions about the task and if not, play the film Reflections. (*Facilitator’s Note:* Stop the film when it fades to black after the nurse has given each girl an HIV test. This is approximately 16 minutes into the film.) [17 minutes]
5. Once you have stopped the film, instruct students to turn to the person sitting next to them and share their three facts. Give students three minutes to discuss. [4 minutes]
6. Gather the group’s attention and ask for volunteers to share their responses in the Transmission category. As students are sharing, write each fact on a piece of flipchart paper. Repeat the process for both the Testing and Prevention category. [10 minutes]
7. Next, divide students into groups of three. Assign each small group one of the three characters from the film evenly (Summer, Juanita or Kiyah). Distribute a copy of the worksheet “Guess the Ending” to each group and instruct them to complete the worksheet together. Give students five minutes to complete the worksheet. (*Facilitator’s Note:* Circulate among groups to make sure they stay on track with the task.) [5 minutes]

8. Instruct students that you will now play the end of the film and groups can compare their guess to the actual ending. Play remainder of film (approximately three minutes remain).

[3 minutes]

9. Ask students the following questions:

What was your reaction to the ending of the film?

What did you learn that was new about HIV and teens?

Do you think it's important for teens to get tested for HIV? Why or why not?

Do you think it's important for teens to talk with their partners and friends about HIV? Why or why not?

What could someone do differently as a result of this information about HIV?

[12 minutes]

10. Finally, distribute copies of the handout "Sex Acts and HIV Facts for Teens" and encourage your students to get more information to protect themselves and their friends from HIV/AIDS.

[1 minute]

Resources about HIV/AIDS

WEBSITES

www.sexetc.org

www.iwannaknow.org

www.coolnurse.com/hiv_teens.htm

www.hivtest.org

www.bet.com/Site+Management/Packages/New+Rap-it-up.htm

www.kff.org

HOTLINES

CDC National AIDS Hotline: 1-800-342-2437

CDC National AIDS Hotline in Spanish/ Español:
1-800-344-7432

RAP-IT-UP Hotline: 1-866-RAP-IT-UP

Planned Parenthood: 1-800-230-PLAN

REFLECTIONS: FACTS ABOUT HIV/AIDS Your Name: _____

While you are watching the film Reflections, write down one fact for each of the following categories.

TRANSMISSION

TESTING

PREVENTION

-----cut here-----

GUESS THE ENDING? Your Name: _____

Circle Character's Name: SUMMER KIYAH JUANITA
List at least three behaviors that put your character at risk for contracting HIV.

- 1) _____
- 2) _____
- 3) _____

At the end of the film, do you think your character will contract HIV? (Please circle one.)

YES

NO

Please list two reasons to support your guess above.

1) _____ 2) _____

Lastly, please describe one thing your character could do differently to reduce her risk for HIV.
