



Discussion Guide

For Adults Working with Teens

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Lesson: A “Moment” of Unprotected Sex Leads to HPV

Learning Objectives: By the end of this activity, participants will be able to:

- Describe two myths about the transmission of sexually transmitted infections (STIs).
- Describe how condoms may or may not prevent skin-to-skin transmission of infections, such as the human papilloma virus (HPV).

Preparation:

- Create four signs with the numbers 1, 2, 3, and 4 on them, and hang in the corners of the room.
- Select three or four scenarios from list that your students will relate to best.

Materials:

- Signs with numbers 1, 2, 3, and 4 written on them
- Tape
- Copy of “A ‘Moment’ of Unprotected Sex Leads to HPV” for each participant

Procedure:

1. Distribute the story “A ‘Moment’ of Unprotected Sex Leads to HPV” and read together with your students. Use the following questions to guide discussion:

- How did the author’s overly romantic views about sex influence her sexual decision-making?
- Why did the author not enjoy her first sexual experience?
- What happened to the author’s original vow to “always use condoms”?
- Do you believe that people get carried away in the heat of the moment, or, by doing nothing, do you believe they are also making a decision? Why or why not?
- What are some common stereotypes about a person who has an STI?
- How do those stereotypes impact people’s sexual decisions and behaviors?



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- Since HPV can be present on areas of the skin not covered by a male or female condom, what are some other ways people can protect themselves from infections, if they're planning to have sex?
2. Tell the group that you will be reading scenarios and four choices for each scenario. Their task is to decide which of the four choices best represents what they would do in that situation. Once they have decided, they are to move to the corner of the room that represents their choice. They will then have time to discuss their choice with others in their group. Remind students that there are no right or wrong answers.

Your best friend is dating someone you know is infected with herpes. You know that person has not told your friend about being infected AND they are about to have sex and don't plan to use condoms. Do you:

1. Tell your friend that his/her partner has herpes
2. Try explaining to your friend that he/she should abstain or use condoms
3. Talk to your friend's partner and demand that he/she tell your friend about the herpes infection
4. Do nothing, it's none of your business

Your close friend drinks a lot at parties. You've seen your friend hook up with people that he/she just met. You're at a party now and you are worried that your friend is about to leave with someone he/she barely knows. Do you:

1. Try to create a "buddy" system and agree to leave the party together
2. Talk to your friend when he/she is sober about his/her choice to have multiple partners and the risks for STIs
3. Discuss the issue with some other friends and decide together what to do
4. Do nothing, it's none of your business

You've recently started a new relationship with someone you've liked for a really long time. So far everything is going really well. Your good friend told you this person is not a virgin, but you don't know how many partners he/she had or if the rumor is even true. As things start to get more physical



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between you, you want to talk about his/her previous sexual partners, but don't know how to bring it up. Do you:

1. Start an honest conversation about your previous relationships and hope your partner will start talking about his/her past too
2. Tell your partner that your friend was telling you about how many people have sexually transmitted infections and you were shocked. Then ask your partner what they think?
3. Be upfront and honest and just ask your partner straight up about his/her past
4. Do nothing—this person probably doesn't have an infection

You're in the shower and, while washing your genitals, you feel a bump that you've never felt before. You are really worried, since the bump is red and kind of painful. You're totally embarrassed and freaking out. Do you:

1. Call a clinic and schedule an appointment to get checked out
2. Talk with your closest friend and ask for his/her advice
3. Find a Web site like **SEX, ETC.**, where you can ask experts a sexual question
4. Do nothing and hope the bump goes away

You are having a sports physical and, while alone, the doctor asks if you are sexually active and want to be tested for sexually transmitted infections. You have had oral sex with a couple of partners and consider yourself a virgin.

Do you:

1. Tell the doctor that you're a virgin and don't need to be tested for infections
2. Tell the doctor what you have done and ask if you need to be tested
3. Tell the doctor you haven't had intercourse, but want to be tested just in case
4. Change the subject

For your health class, you did a research report on the rates of unprotected sex and sexually transmitted infections in your community. You were shocked that so many teens get infections. You really want to do something to help educate your peers about prevention. Do you:

1. Try to start a campaign to make condoms available in your school



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2. Get some brochures from the nurse or health teacher and pass them out to your friends
 3. Volunteer at the local clinic to teach teens about abstinence and safer sex
 4. Decide it's not worth the trouble—you can't change people's behavior
3. Choose a scenario to start with. Read it twice, pointing to each of the corners as you read that option. Have students move to the appropriate corner that best represents their choice. Once all students have decided, instruct them to talk with others in their group about why they believe this is the best decision, since people might have made the same choice for different reasons. Give the group a few minutes to discuss. (**Facilitator Note:** *If there is a group with one person, go to that corner and talk with that person about his or her choice.*)
4. Ask for a couple of volunteers from each group to share why they believe that is the best choice. (**Facilitator Note:** *We recommend that you start with the corner with the least number of people, in order to validate all perspectives. If there is a corner with no one in it, ask the group why no one chose that option or why someone might choose that option.*)
5. Repeat procedure choosing three other scenarios.
 6. After the fourth scenario, ask students to return to their seats.
 7. Instruct students to turn to someone sitting next to them and discuss how they would finish the following sentence: *"I believe the best way to prevent sexually transmitted infections is..."* Give pairs one or two minutes to discuss. If time, ask for volunteers to share their ideas with the large group.

This Discussion Guide lesson was written by Nora Gelperin, M.Ed. For additional lessons, go to http://answer.rutgers.edu/page/lesson_plans.

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