



Tips for Teachers

A Guide for Using *New Youth Connections* in the Classroom

April 2004

FOCUS ON HIV/AIDS PREVENTION

Teens are more likely to listen to their peers when it comes to advice about sex. Unfortunately, many teens don't know much about sex and about HIV/AIDS.

Reading this issue of *New Youth Connections* is like a peer education class in HIV prevention.

A team of teen writers has worked hard to get the facts and write them in a way that will grab the attention of young people in your classroom or program. Here's a brief summary of what students can learn from the stories in this issue.

My Best Friend Has an STD, p. 3. Talking about STDs is hard—even after your friend is hospitalized with one. This cautionary tale stresses the importance of honest communication about a difficult topic.

This Can't Be Happening to Me, p. 4. Most young people think that only "sluts," or gay men, or drug addicts catch HIV as teens. Meet Niko Flowers, who was an innocent young college student of 19 when she caught the virus.

Why Are We Still Getting HIV? and *Avoiding the Issue*, p. 5. As the writer says, every hour, two Americans under 25 years of age get HIV—a disease that is 100% preventable.

Tips for Teachers is written for the bulk subscribers to *New Youth Connections* to help them use the magazine more effectively with teens in their classes and programs.

For more information, contact:
Youth Communication
224 W. 29th St., 2nd fl.,
New York, NY 10001
212-279-0708 ext.100

Shaking Up HIV Education in Our Schools, p. 10. The school system is having a hard time providing good health and HIV education. Fred Kaeser, the head of health education in the Office of School Health, hopes to change that.

YOU Gets Teens Talking About HIV, p. 11. Peer education is an effective way to reach teens. Here's one program that does it well.

Spreading the Word Around the World, p. 13. Your students may be surprised to learn that as bad as HIV is in the United States, it's many times worse in other countries. In South Africa 1 in 10 people ages 15-24 is HIV positive. Without good education and safe practices, that could be our future too.

Centerfold, p. 14-15. What are the facts and myths about HIV? Can you just get drugs to protect yourself if you catch it? Your students can find out some surprising truths here.

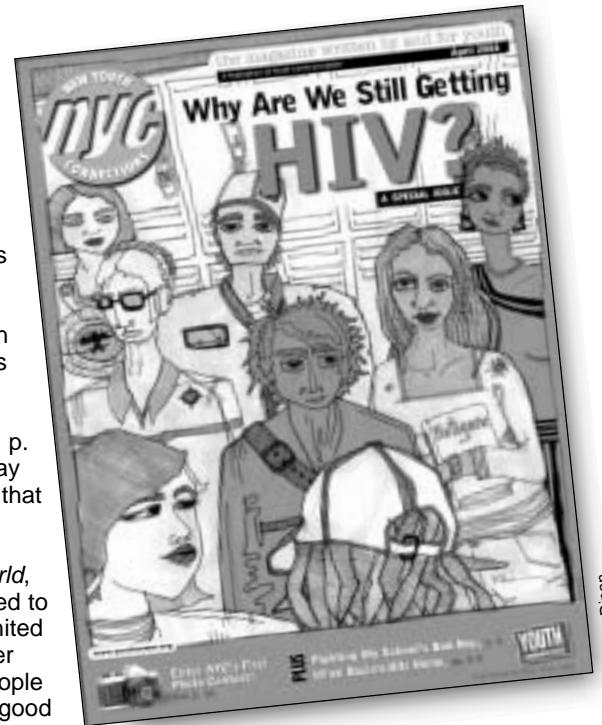
My Dad Has HIV, p. 17. A writer describes her anguish at her father's condition.

Drunk for One Night, Scared for Six Months, p. 19. A writer describes a harrowing six months as she waits to find out if one night of unprotected sex gave her HIV.

Resource Guide, p. 21. Where to get testing and counseling for HIV.

OTHER STORIES IN THIS ISSUE

Fighting My School's Bad Rep, p. 6.



Emily Dinan

Martin Luther King Jr. HS has had a bad reputation for years. But it feels different from the inside. Many of your students will relate to the gap this writer describes between their school's image and what it feels like to them.

Home Away From Home, p. 7. The writer's miserable because of her parents' fighting, but finds refuge with another family.

Thinking About Race, p. 8. The writer is the only Asian in an all Black neighborhood, and at first the experience is hard. She could easily have become embittered and racist, but this story has many surprises. It's a great catalyst for conversations about tolerance.

License to Thrill, p. 25. Any teen who has dreamed about learning how to drive will enjoy this humorous account of getting a driver's license.

Tips for Teachers is also available on our web site at:
www.youthcomm.org

Lesson #1

Purposes of lesson:

- Confronted with a writing assignment, many people go blank and think they can't put anything down on paper. One way of overcoming this paralysis is to make lists about the topic before you start writing.
- Help teens think about how their friends influence them.

Story to use: Writing Contest on page 2
Deadline: May 10, 2004
This issue's contest prompt is

“How do your friends influence your life? Explain.”

a) Have your students make a list of two or three of their closest friends.

b) Ask your students make a list of 2-3 character traits which they think they possess. You can brainstorm and make suggestions: honesty, courage, optimistic, sensitivity to others' needs, and determination on the good side. On the down side you can suggest insecurity, stubbornness, insensitivity, impulsiveness, or close-mindedness.

c) Ask them to list events or situations which have something to do with the traits on their list. Give them some examples: I showed my determination when I studied hard to pass math. I demonstrated my insecurity when I couldn't ask that girl out.

d) The last part of this prewriting exercise is to see if they can connect any of their friends to the events and traits on their lists. Prompt them to write some short sentences which begin with their friends' name and show how the friend affected them. “Mary helped me see I was being a jerk toward my sister.” “John insisted I stop having unprotected sex.” “Jean and her friends introduced me to drugs.”

The lists and sentences should give them a start to responding to the contest question. Remind your group that they are writing for a real audience: the teens who read the essays and pick the winners.

Related stories about friendship

We have two stories about friendships in this issue. See page 3 (“My Best Friend Has an STD”) and page 7 “Home Away from Home.”



Ken Ng

Lesson #2

Purposes of lessons:

- Educate your students about how STDs are spread and what the consequences may be.
- Help teens think about the importance of honest communication and what makes a good friend.

Story to use: “My Best Friend Has an STD” on page 3.

Story synopsis: The anonymous author's friend Shalane contracts an STD which lands her in the hospital with pelvic inflammatory disease. Shalane tells one of her lovers about her condition but doesn't contact her other 2-3 boyfriends.

Discussion prompts:

1) Throughout the story the writer refuses to talk with Shalane about Shalane having unprotected sex (Even though she gets angry about this reluctance). She's worried that

Shalane will think she is judging her and she fears that Shalane's feelings would be hurt if she spoke her mind. Anonymous also refuses to talk with her boyfriend about STDs—even though they don't have sex with each other—because she fears he will think she doesn't trust him. What do your students think about Anonymous' reluctance to talk about STDs? Have they ever talked about this topic with anyone? Do they think Shalane would have gotten angry at Anonymous or would have welcomed an honest discussion about why she wasn't protecting herself?

2) Shalane tells one of her lovers about her STD but doesn't tell her other partners because she wants to protect her reputation. Anonymous doesn't press her to tell the others. What do your students think about this situation? What would they have done in Shalane's or Anonymous' place?

Who to Call, Where to Go For HIV/AIDS Testing and Counseling

Please let your students know about the list of counseling centers and Websites on page 21.

Lesson #3: Practice Lesson For Regents Exam Listening Section

Use story: “Avoiding the Issue” on p. 5

What the teacher needs to know to use this lesson The Regents English exam has a listening section. A proctor reads the students an **Overview** (see below) and **The Situation** (see below). The proctor then reads a passage to the students, twice, during which time the students can take notes. The students then answer some multiple choice questions and write a report based on the **Situation**.

Step One: Read the Overview and the Situations

(Note: During the real test the students have a printed version of the Overview and the Situation in front of them as the proctor reads the story. If you can't make copies of the overview, consider writing the overview on the board, or just read it to them.)

Read this to your students:

Overview: You will listen to an article written by a teenager about HIV/AIDS infection among teens. You will then answer some multiple choice questions and write a report on the situation described below. You will hear the article twice. You may take notes.

The Situation: You are examining HIV infections among teenagers. You must write a position paper with recommendations on solving the problem. Listen to this story and then use information from the story to write your position paper.

Step Two: Tell your students, “Now I will read the passage aloud to you for the first time.”

Read the story

After reading the story once, say:

“You make take a few minutes to look over The Situation and your notes. (Pause) Now I will read the story again.

Step Three: Multiple Choice Questions and Report

After reading the article for the second time give them the questions on the next page. The next page also contains guidelines for writing the report. (Photocopy them at your school.)

Here are the answers to the multiple choice questions:

1) b 2) c 3) b 4) d 5) b 6) d 7) a

NOTE: Below are the written instructions which accompany the test about writing the report. You may want to hand these out or write them on the board.

Writing the Report

Your task: Write a paper for your classmates about the problem of teens getting HIV/AIDS. Use specific and relevant information from the article you heard. Here are the types of guidelines given on the actual Regents exam:

• Tell your audience what they need to know about how

HIV/AIDS is transmitted and some possible ways to stop it.

- Use specific, accurate, and relevant information from the article to support your discussion.
- Organize your ideas in a logical and coherent manner.
- Indicate any words taken directly from the article by using quotation marks or referring to the writer.
- Follow the conventions of standard written English.

3) Anonymous says she thinks differently about STDs since Shalane's experience and has learned “you can never be too careful about protecting yourself.” But she is still reluctant to talk to her boyfriend about them. Does this make sense to your students? How do they think the boyfriend would react?

4) Anonymous says she's glad that Shalane got Chlamydia. Why?

5) Why does Shalane believe Trey when he says he doesn't have an STD? Does Anonymous believe him?

Role play ideas:

1) One student is Shalane and another plays Anonymous. Anonymous decides to be more assertive and tries to persuade Shalane to tell her other sexual partners about her STD. What arguments can she make? How does Shalane respond?

2) Anonymous starts a conversation with Shalane about unsafe sex. What does she say? How can start this discussion in a constructive way that doesn't anger Shalane? What is Shalane's reaction?

3) Anonymous and a male student playing her boyfriend. Anonymous tells her boyfriend about Shalane and says she never wants to get a STD. How does her boyfriend react?

4) Anonymous and someone one playing Trey. Anonymous talks to Trey about having unsafe sex with her best friend.

Writing prompts:

Note: We love to publish letters to the editor or letters written to the characters in the stories.

1) Write a letter to the editor agreeing or disagreeing with Shalane's decision not to tell her other partners about her STD.

2) Write a letter to Trey about having unsafe sex with Shalane.

3) Write a letter to Anonymous agreeing or disagreeing with her choice not to talk with Shalane about having unsafe sex.

Avoiding the issue

Multiple Choice Questions

Directions: Use your notes to answer the questions about the story read to you. Base your answers on what you have heard from the story.

1) What is one result of teens thinking that they will never get HIV/AIDS?

- a) Girls go out with older men.
- b) They don't use condoms.
- c) They have sex with many people.
- d) They don't talk to anyone about sexually transmitted diseases.

2) One reason why African-American women have a higher rate of HIV/AIDS infection than women in other racial groups is that

- a) they can't get their partners to wear condoms.
- b) there are not enough programs to help them.
- c) some of their husbands and boyfriends have sex secretly with men.
- d) they don't know how HIV/AIDS is passed from person to person.

3) What percentage of young people thinks they can't get HIV/AIDS?

- a) about 25%.
- b) almost 90%.
- c) close to 50%.
- d) between 10% and 20%.

4) According to the experts interviewed in the article why do teens ignore adult advice about using condoms and taking other precautions?

- a) Teens don't trust adults.
- b) Adults have a hard time talking to teens about sex.
- c) Teens already know about how HIV/AIDS is spread.
- d) Teens think they will never get HIV/AIDS.

5) Why are young women in poor neighborhoods more likely to get HIV/AIDS?

- a) They don't know about the disease.
- b) They are more likely to date older men.
- c) Poor areas lack sex education programs.
- d) They are more likely to be homeless.

6) In the next 24-hour period about how many Americans between 13 and 24 years old will get HIV/AIDS?

- a) 24
- b) 12
- c) 36
- d) 48

7) What would the author not recommend to improve HIV/AIDS prevention efforts?

- a) More sex education in schools.
- b) Peer counseling.
- c) Counseling about abusive relationships.
- d) Neighborhood counseling centers.

Summer Writing Workshop

Youth Communication's 25th annual Summer Workshop will run from July 6th to August 12nd. Participants will improve their writing, research and computer skills as they write stories for the fall issues of *New Youth Connections* magazines.

To receive an application call 212-279-0708 extension 100. Or you can request an application by contacting info@youthcomm.org.

Applications must be in our office by June 1.