

# SKILLS FOR HEALTHY RELATIONSHIPS

*A Program about Sexuality, AIDS and other STD*

PARENT/GUARDIAN GUIDE 1991



Social Program Evaluation Group  
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## PARENT/GUARDIAN GUIDE

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## PARENT/GUARDIAN GUIDE

### A. Introduction

AIDS\* has been evident in Canada since the early 1980s. At this time, there is no vaccine for HIV\*\* nor cure for AIDS even though it is a major health problem throughout the world. We must recognize that an effective education program to prevent health risk behaviours is essential to combat this deadly disease. Such a program in the schools needs the support of students' families as well as public health nurses and doctors.

A recent research study shows that a substantial proportion of Canadian youth would prefer to receive their information about sex from a parent or guardian (King et al, 1988). That same research study found that young people prefer to learn about AIDS in school or from a doctor or nurse.

This Parent/Guardian Guide will help you help your son or daughter effectively complete a program designed to teach Grade 9 students more about AIDS, other sexually transmitted disease (STD) and sexuality. As well as providing you with additional information about the program, it gives you opportunities to help your son or daughter get the most out of the program.

The program gives accurate, up-to-date information about HIV/AIDS and other STD, and it will assist students to develop and refine the skills and attitudes needed to maintain a healthy lifestyle. Together, parents and the school can help build a sense of confidence and self-worth in young people so that they will be motivated to use these skills and maintain these attitudes consistently in their everyday lives.

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\* Acquired Immune Deficiency Syndrome

\*\* Human Immunodeficiency Virus, causes AIDS



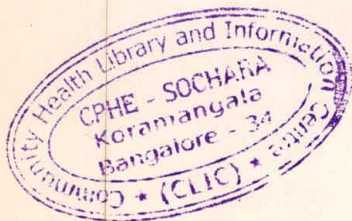
**B. Rationale for Parent Involvement**

Canadian students are in school less than 13 percent of the total year. If a school is to make a difference, it must receive support from the home. The success of a program is increased when it is supported at home while it is studied in the classroom. The student is more likely to be influenced by those parts of the program that support the principles and beliefs learned and reinforced in the home. Parents or guardians play an important role in helping build their son or daughter's social skills, decision-making strategies and self-esteem.

This program is intended to complement the education process going on at home. Your involvement and support are especially important for your son or daughter.

**C. Program Goals**

- 1) To give your son or daughter accurate information about HIV/AIDS and other sexually transmitted disease.
- 2) To help young people delay starting to have sexual intercourse by providing them with opportunities to develop social skills that help them maintain their standards and beliefs.
- 3) To ensure that when young people begin to have sexual intercourse they know how to protect themselves from HIV/AIDS and other sexually transmitted disease.
- 4) To discourage young people from experimenting with alcohol and drugs.
- 5) To provide names and telephone numbers of places to contact for more information or help regarding AIDS and other sexually transmitted disease.
- 6) To develop compassion and non-discriminatory attitudes.
- 7) To provide support for responsible behaviours.



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## D. Why Young People Need Information and Help

### 1. They can contract HIV and STD

Most young Canadians are very healthy. However, several factors put them at risk for HIV infection and AIDS. Their sense of being invulnerable is one of these factors. About one fifth of the persons living with AIDS are 20 to 30 years of age. It can take 10 years or longer for the symptoms of AIDS to appear. This means that some of these people were infected while in their teens; nevertheless, perhaps because very few of the Canadians living with AIDS are teenagers, adolescents often believe they are immune.

Adolescence is a time of declaring independence and experiencing greater freedom. For many it is a time to experiment. It is also a time for some to question and even resist traditional values. Some adolescents adopt health-risking behaviours some of which can result in HIV/AIDS and other STD.

### 2. They lack accurate, up-to-date information

Young people are often at risk for contracting HIV/AIDS because they do not have enough up-to-date accurate information. They need this information to make decisions that will affect their health. Many young people report that friends are a frequent source of health-related information. If even some of this information about AIDS and other STD is wrong or based on myth, it puts the young people who rely mainly on their peers for information at further risk.

### 3. They need to develop skills

Most young people have personal standards that would reduce their risk for HIV/AIDS, and they have made the decision not to participate in risky behaviours. They require communication and assertiveness skills to maintain those standards and resist peer pressure. It is necessary for them to practise and refine these



skills if they are to use them effectively in real life situations.

**E. Helping to Protect your Son or Daughter**

Here are a number of ways you can help your son or daughter remain free of HIV/AIDS and other sexually transmitted infections.

**1. Provide information; help develop positive attitudes and skills**

You can provide information to your son or daughter about HIV/AIDS and other STD. If necessary, you can refer your son or daughter to other sources of information/help. (Addresses of some of these sources are listed in the Resources section of this Guide.)

You can also help your son or daughter develop positive attitudes such as being compassionate and non-discriminatory and skills including keeping informed and not engaging in health-risk behaviours.

**2. Be willing to discuss sexuality, AIDS and other STD**

**a. Set the atmosphere for discussion**

The first step in setting a positive atmosphere for discussing sexuality, sex, HIV/AIDS and other STD with your son or daughter is to be certain that you know enough about HIV, AIDS and other STD to be comfortable and confident.

Assure your son or daughter that it is okay to ask questions about any topic. Accept that you may not know the answers to all of the questions. Take advantage of such an opportunity to learn with your son or daughter.

**b. Guidelines for a successful discussion**

- Set the scene; select a quiet time when you and your son or daughter have time to talk.



- Take advantage of the opportunities presented by television, newspapers and magazines to begin a discussion.
- It is often easier to talk when each of you is doing something together, such as travelling in a car, washing dishes or some other small chore.
- Consider having a number of "little" discussions rather than one "big" talk. Avoid trying to cover all the issues or topics in a single discussion.
- When you ask questions, be sure they are impersonal and non-threatening.
- Listen carefully and calmly. Ask for and listen to opinions.
- Try to avoid pressing points or "preaching" to your son or daughter.
- Let it be known that it is acceptable to take a "time out" to leave a topic.
- Try to answer questions honestly. When discussing AIDS and other STD, difficult topics such as homosexuality, drugs, sexual intimacy and death may also arise. Some questions may mean that you have to take "time out" to find the proper answer. Ask for time so that you can both think about the question. Bring up new information or the answer in your next discussion. Recognize that it is okay to change an earlier answer if necessary. Suggest looking for the correct information together.
- Be patient in your discussion. You can come back to a topic later.
- Sometimes the discussion may not go in the direction you expected. Teenagers, like adults, have mood swings: today they may be uncomfortable with a topic they discussed openly with you yesterday. In such a case, continue the discussion at a different time. When a topic cannot be discussed, make certain that your son or daughter knows of other reliable information sources.
- Look for a discussion opportunity now. Don't put it off.
- Be available, interested and supportive.



**c. Discuss sensitive sexuality issues**

Discussion about sexual matters gives parents the opportunity to talk about sensitive issues with adolescents and help a son or daughter learn and appreciate the facts. Open discussion of principles, beliefs and attitudes will enable parents to provide information, guidance, and support in these matters.

Well-informed young people are usually comfortable talking about sexuality and are the ones who tend to delay their sexual experiences. Often, the young people who are not informed are the ones who experiment to find out about their sexuality.

Parents can discuss with young people some of the many ways of expressing affection, caring and love that do not involve sexual intercourse. Emphasize that they must protect themselves against sexually transmissible infections when they decide to have sex. The proper use of a condom and spermicide is the surest protection against AIDS and other STD during sexual intercourse. Young people deserve the opportunity to develop positive, health-enhancing attitudes about sexuality and love.

**3. Participate in the Program Activities**

Show an interest in the Program your son or daughter is studying at school. Ask about today's or a recent lesson. He/she can tell you about the communication and social skills included in the Program.

The Program, **Skills for Healthy Relationships**, which your son or daughter will be experiencing in class, is a 20-hour program with a total of 31 activities. Your son or daughter has received a student manual which contains those activities (see the list on page 10). Twenty-five of these activities will be completed in class. Six activities will be homework assignments for your son or daughter to complete with you. At the end of this



Guide you will find two copies of each of the six activities--one for you (labelled Activities 1 to 6) and one for your son or daughter (labelled Activities 4, 13, 14, 24, 30 and 31, according to the sequence the students follow in class). The names of the activities are as follows:

1. Knowing the Facts
2. Assessing Assertiveness
3. Practising Assertiveness
4. Comparing Viewpoints
5. When Someone Has HIV/AIDS
6. Actions Against AIDS

Simply cut out your son or daughter's activities to remove them so that he or she can complete them while you are doing yours. Try to complete the activities as soon as possible after the time the teacher assigns them for homework or at your earliest convenience.

Your involvement in these activities with your son or daughter is completely voluntary. However, we strongly recommend that you do the activities together since it will give you a chance to express your values and beliefs, reinforce responsible behaviours and interact closely with your son or daughter. The results of your activities are confidential. They will not be handed in or discussed in class. If you and your son or daughter are not able to complete the activities together, he or she will not be penalized in any way.

Both you and your son or daughter should benefit from the open communication that results from your quality one-to-one time together during these activities.

#### **F. Resources**

We have included brochures with this Guide to give you accurate, up-to-date information about HIV/AIDS and other STD. Below is a list of resources for additional information.

## PARENT/GUARDIAN GUIDE

Sources of accurate AIDS-related information include:

- Federal Centre for AIDS  
Health and Protection Branch  
Health and Welfare Canada  
301 Elgin Street  
Ottawa, Ontario  
K1A 0L2
- Provincial Ministry/Department of Health
- Local Health Department/Public Health Nurse
- Health Professionals (e.g., doctors, nurses)
- Local AIDS Organizations
- AIDS Information Phone-In Line
- Local Clergy
- Local Library

The resources listed below are available from the:

National AIDS Clearinghouse  
Canadian Public Health Association  
1565 Carling Avenue, Suite #400  
Ottawa, Ontario K1Z 8R1  
Phone: (613) 725-3769  
Fax: (613) 725-9826

- AIDS and Youth, A Document for Parents. A video accompanied by a parent guide entitled We Need to Know About AIDS: A Guide for Parents on Talking with Their Children about AIDS.
- AIDS in the '90's--The New Facts of Life (see pocket)
- Facts about AIDS and Adolescents  
A five page fact sheet published by Health and Welfare Canada. It includes a list of references.
- AIDS and Hemophilia: Questions and Answers for the Adolescent Hemophiliac  
Presents general information about HIV and AIDS, testing, transmission and precautions.
- STD--Sexually Transmitted Disease (see pocket)
- Women and AIDS (see pocket)



- AIDS: Everyone's Concern: AIDS and the HIV Antibody Test  
A 1989 brochure published by Health and Welfare Canada.

**G. Program Evaluation**

As part of the evaluation of the Program, you may be asked to participate in an interview in order to obtain your reaction to this part of the Program. If your name is drawn in the random sample, the evaluators on our team would greatly appreciate your involvement in the interview so that the Program can be improved or refined for other students.

**Reference**

King, A.J.C., Beazley, R.P., Warren, W.K., Hankins, C.A., Robertson, A.S., & Radford, J.L. (1988). **Canada Youth and AIDS Study**. Kingston, Ontario: Social Program Evaluation Group, Queen's University.

**Thank you for your cooperation.**

## SKILLS FOR HEALTHY RELATIONSHIPS PROGRAM ACTIVITIES

<u>ACTIVITY</u>	<u>ACTIVITY NAME</u>
#	UNIT 1 - TRANSMISSION (3.5 hours)
1	Program Video and Questions
2	Estimating Risk
3	Evaluating Responsibility
4	Talking to Your Parent/Guardian - Knowing the Facts
	UNIT 2 - RESPONSIBLE BEHAVIOUR: ABSTINENCE (5.5 hours)
5	Considering Abstinence
6	Affection Is In
7	Personal Rights
8	Assertiveness Defined
9	Practising Assertiveness
10	Enhancing Your Assertive Message
11	Responding to Persuasion
12	Assertive Behaviour Day-to-Day (Action Plan)
13	Talking to Your Parent/Guardian - Assessing Assertiveness
14	Talking to Your Parent/Guardian - Practising Assertiveness II
	EVALUATION (.5 hour)
	UNIT 3 - RESPONSIBLE BEHAVIOUR: SAFER SEX (6.0 hours)
15	Getting to Know Yourself (Action Plan)
16	Condom Sense (A Test About Condoms)
17	Attitudes About Condoms I
18	Attitudes About Condoms II
19	Getting a Condom
20	The Line-up
21	Condom Practice
22	Communicating About Condoms
23	Considering Responsible Sex
24	Talking to Your Parent/Guardian - Comparing Viewpoints
	UNIT 4 - HEALTH-ENHANCING SUPPORTS (4.0 hours)
25	Equality for All I
26	Equality for All II
27	Compassion
28	Support for Responsible Behaviour
29	Action Plan: Compassion, Tolerance and Support
30	Talk to Your Parent/Guardian - When Someone You Know has AIDS
31	Talk to Your Parent/Guardian - Action Against AIDS
	EVALUATION (.5 hour)



## KNOWING THE FACTS

## READY

Fortunately, HIV infection can be prevented. HIV is not something that one can pick up casually. Knowing what behaviours are not safe and acting on this information can reduce the risk of getting HIV to practically zero. That means that learning as much as one can about HIV/AIDS helps one separate fact from rumour and myth.

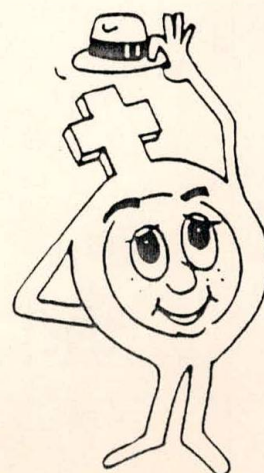
In this activity, you and your son/daughter will complete a fact or fiction quiz to rate your present knowledge about HIV/AIDS.

## SET

1. On your own, complete the *Fact or Fiction Quiz* by responding to each statement and circling either T (true) or F (false). In the space below each statement, write a brief explanation for your answer.
2. Your son/daughter has a copy of the *Fact or Fiction Quiz* in their guide and will complete it on their own. Check with your son/daughter to make sure they have completed their quiz. When they have, compare your answers. If there is a difference of opinion on an answer, discuss your explanation for the answer and decide on a common response.
3. Compare your final answers with the answer sheet provided. Total your number of correct answers and determine your knowledge score using the key below.

- |     |   |  |
|-----|---|--|
| 10  | = | You have accurate information.                 |
| 7-9 | = | Your information is fair but could improve.    |
| 4-6 | = | Check the accuracy of your information source. |
| 0-3 | = | You need to get more accurate information.     |

4. Complete the Follow-up with your son/daughter.



**GO**

## Fact or Fiction Quiz

T	F	1. AIDS and HIV are the same thing.
T	F	2. AIDS cannot be cured.
T	F	3. Sexual intercourse is the only way HIV can be transmitted from one person to another.
T	F	4. You can get AIDS by giving blood.
T	F	5. A person must have symptoms before he or she can give AIDS to someone else.
T	F	6. The condom is not very effective for preventing transmission of HIV.
T	F	7. AIDS is a "gay" disease.
T	F	8. Going to school with a classmate who has HIV/AIDS puts you at risk for HIV/AIDS.
T	F	9. There is a test for AIDS.
T	F	10. Sexually transmitted diseases (STD) are a serious health problem among young people.

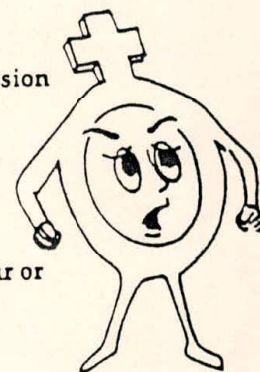
### **FOLLOW-UP**

1. Name 3 sources of accurate and up-to-date information about AIDS and other STD.
2. Write down any unanswered questions that you and your son/daughter discussed and be prepared to share these questions in class tomorrow.



## Fact or Fiction Quiz Solutions

1. FALSE      AIDS is caused by a virus called HIV. HIV infects and causes damage to the immune system which may progress to a serious life threatening illness such as certain kinds of cancer or pneumonia. A person has AIDS when he/she develops illnesses or opportunistic infections as a result of a damaged immune system.
2. TRUE      There is no cure or vaccine for AIDS.
3. FALSE      Although most cases of HIV have been sexually transmitted, HIV can also be transmitted through sharing needles, from mother to newborn and by injection of infected blood or blood products.
4. FALSE      There is no risk involved in donating blood in Canada. All equipment is sterilized, used only one time, and then destroyed.
5. FALSE      A person may have no symptoms and yet be infected with HIV and be able to transmit the virus to others. Since the time from HIV infection to developing AIDS may be as short as a few months or as long as 11 years or more, this is a very serious reason for concern.
6. FALSE      The condom is one of the best ways to prevent sexual transmission of HIV, although it is not 100% effective. Condom failure may occur if the condom is used improperly or the condom breaks.
7. FALSE      AIDS is not a "gay" or male homosexual disease. It is a viral disease. Anyone who engages in unsafe sexual behaviour or shares needles for any reason can become infected with HIV. Behaviours, not membership in a group, transmit HIV.
8. FALSE      HIV is not transmitted by casual contact. Casual contact includes such behaviours as shaking hands, hugging, social kissing, crying, coughing, sneezing, or contact with such items as doorknobs, toilet seats, telephones, towels, dishes, glasses, etc.
9. FALSE      There is a test to detect HIV antibodies, not AIDS. A positive HIV antibody blood test does not mean you have AIDS, but means you have been exposed to HIV, have developed HIV antibodies and are capable of transmitting HIV to others. HIV antibodies can take anywhere from two weeks to six months (or longer) to develop. Therefore during this period someone could have acquired HIV, be capable of transmitting HIV, but not test positive as they have not yet developed HIV antibodies.
10. TRUE      Sexually transmitted diseases (STD) are common among young people. The highest rate of infection occurs in females 15 to 19 years of age.



## ASSESSING ASSERTIVENESS

**READY**

In class, your son/daughter has been learning assertive behaviour to help him/her communicate directly, honestly and appropriately. Characteristics of assertive behaviour include expressing your feelings, needs and ideas; and standing up for your personal rights in ways that do not violate the rights of others.

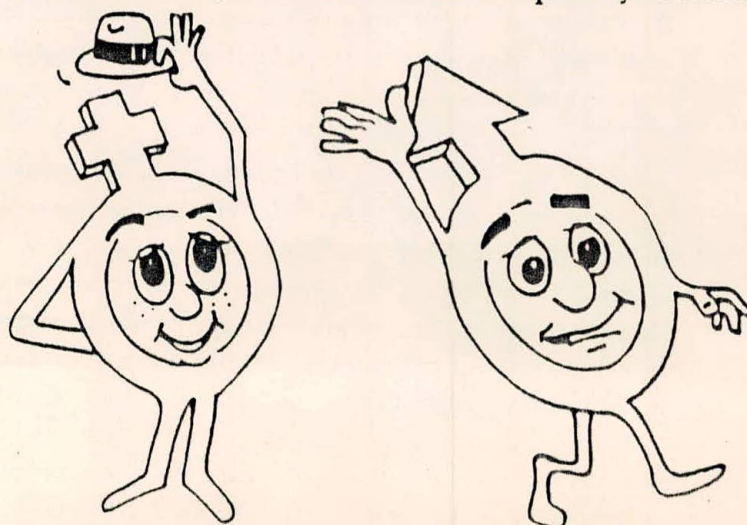
Acting assertively should reinforce good feelings about yourself and, therefore, improve your self-confidence.

Assertive behaviour should not be confused with aggressive behaviour, the aim of which is usually to dominate and achieve a goal at the expense of others. On the other hand, when you act passively you avoid conflict by ignoring your wishes and going along with what others want.

In this activity you and your son/daughter will assess how assertive each of you is now and consider ways you can improve your assertive behaviour.

**SET**

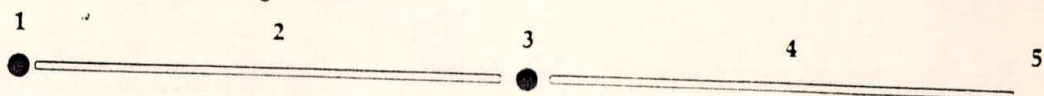
1. On your own, complete the *Assess Your Assertiveness Questionnaire* and rate your total score according to the key. Complete question 1 of the Follow-up with your son/daughter.





# Assess Your Assertiveness Questionnaire

How assertive are you? Circle the number beside each statement that corresponds to where you feel you belong on the following continuum.



NOT ME

SOMEWHAT ME

ME

NOT ME

ME

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I let people know when they are acting unfairly.   | 1 | 2 | 3 | 4 | 5 |
| 2. I make decisions without difficulty.   | 1 | 2 | 3 | 4 | 5 |
| 3. I find it easy to say "no" to a salesperson.   | 1 | 2 | 3 | 4 | 5 |
| 4. I tell people who are always late that I do not like to be kept waiting.                                 | 1 | 2 | 3 | 4 | 5 |
| 5. I say what I think during a discussion.  | 1 | 2 | 3 | 4 | 5 |
| 6. I remind people who have borrowed something from me to return it after a reasonable time.                | 1 | 2 | 3 | 4 | 5 |
| 7. If someone continually irritates me in some way, I ask the person to stop the behaviour that bothers me. | 1 | 2 | 3 | 4 | 5 |
| 8. I look directly at the person I am talking to.   | 1 | 2 | 3 | 4 | 5 |
| 9. I do not let my friends talk me into things I do not want to do.   | 1 | 2 | 3 | 4 | 5 |
| 10. I do not feel hurt when someone disagrees with what I say or do.  | 1 | 2 | 3 | 4 | 5 |
| 11. I speak assertively to a person who cuts into a line-up.  | 1 | 2 | 3 | 4 | 5 |
| 12. When I am speaking, I object if someone interrupts me.  | 1 | 2 | 3 | 4 | 5 |

+  +  +  +

TOTAL SCORE (Parent/Guardian) =

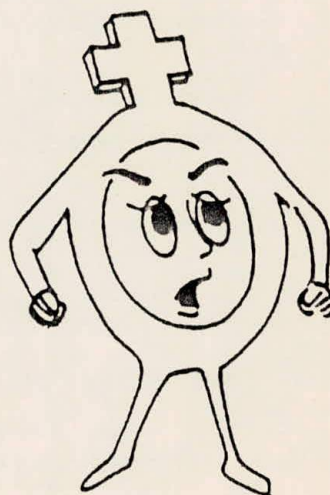
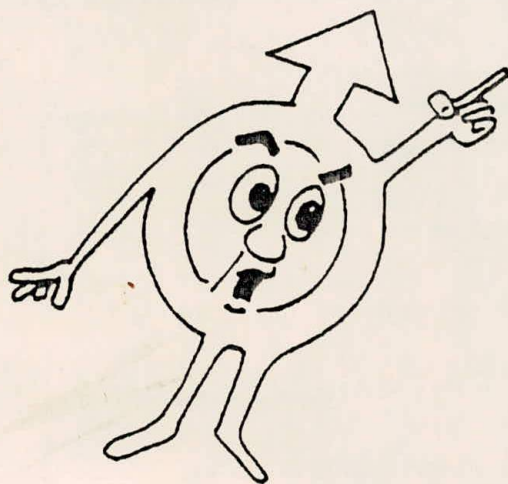
Total your score and rate it according to the key provided.

ACTIVITY  
**2**

12 - 29	You need to work on your assertive skills.
30 - 39	Good start - keep at it.
40 - 49	Getting close.
50 - 60	Well done - you are assertive!

**FOLLOW-UP**

1. Decide on three changes in your behaviours you can make to become more assertive in everyday situations.
2. Compare your total score with your son/daughter's. Explain why you placed each statement where you did on the continuum. Ask your son/daughter to explain his/her answers. Discuss ways that both of you can become more assertive.





## PRACTISING ASSERTIVENESS II

**READY**

Your son/daughter has been role playing assertive behaviour in class to help reduce anxiety and give him/her the confidence and courage to try assertiveness in everyday situations.

The sequence of steps to deliver an assertive message are listed below with an example of a script used in class.

### Action Scenario:

Jon and Jim are good friends. Jon has a part-time job after school and has lent money to Jim on previous occasions. Lately Jon has noticed that Jim is becoming slower to pay money back. Jon decides to discuss this matter with Jim after school.

Sequence of Steps	Sample Script
1. EXPLAIN YOUR FEELINGS.	<i>I feel as if I am taken advantage of ...</i>
2. DESCRIBE THE BEHAVIOUR/ PROBLEM.	<i>when I lend you money and don't get it back right away.</i>
3. RECOGNIZE THE OTHER PERSON'S FEELINGS.	<i>I understand that you may be short of money at times, but...</i>
4. MAKE A SPECIFIC REQUEST.	<i>I would like it better if when you borrow money I get it back as soon as possible.</i>
5. ASK FOR FEEDBACK.	<i>What do you think about what I just said?</i>
6. LISTEN AND SUMMARIZE.	<i>What you're saying is you can understand why I want the money returned more quickly.</i>

### If agreement is reached

7. ACCEPT	<i>Thanks, I appreciate your understanding.</i>
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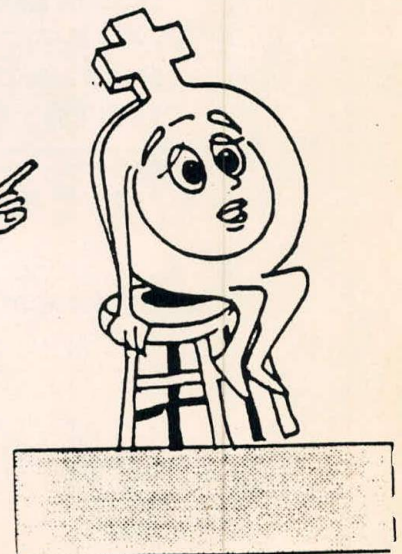
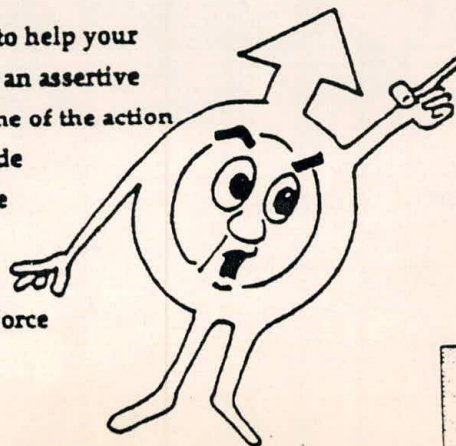
Body language and voice quality can be used to enhance the assertive message.

These include such things as maintaining eye contact; minimizing gestures; assuming an open body position; using normal voice level, projection and tone.

In this activity your son/daughter is asked to practise the skills he/she has learned for delivering an assertive message with you.

**SET**

1. Make sure that both you and your son/daughter understand the purpose of each step in the sequence of steps to deliver a message. You may find it useful to ask your son/daughter to read the scripts to you which he/she developed in class.
2. With your son/daughter read the *Action Scenarios* and help your son/daughter select two situations that he/she would like to respond to by delivering an assertive message. You are to listen and agree with your son's/daughter's assertive message. You may not always reach agreement when you are assertive; however, in the early stages of learning this skill, it is best to start with agreement.
3. Use the *Assertive Message Task Card* to check off each step your child follows correctly while delivering the assertive message. After he/she delivers the first assertive message, provide feedback on the steps that were done well and make suggestions for improvement. After the second assertive message similar feedback should be provided.
4. When he/she has practised delivering two assertive messages, provide feedback on his/her ability to enhance the assertive message using nonverbal qualities of communications. Use the *Enhancing an Assertive Message Task Card* to rate each nonverbal quality.
5. Complete the Follow-up together.
6. Optional: You may want to help your son/daughter to role play an assertive message in response to one of the action scenarios. You can provide feedback on how well the sequence of steps are followed and how the nonverbal qualities reinforce the message.





## Action Scenarios

1. A friend wants to borrow your homework for the third time this week and you don't want to lend it. You decide to tell him/her that you will not lend your homework.
2. Someone you do not want to go out with is the first person to ask you to a dance. You decide to decline the invitation.
3. Your teacher has made a mistake in grading your exam. You decide to ask him/her to reevaluate the section of the exam.
4. Your two best friends are smoking cigarettes and are trying hard to persuade you to join them. You really hate smoking. You decide to tell them that you want them to stop pressuring you to join in with them.
5. Your boyfriend/girlfriend is trying to convince you to come over to his/her place as his/her parents aren't at home. You really don't think it is a good idea. You decide to tell your friend that you do not want to visit when his/her parents are away.
6. Your boyfriend/girlfriend is using a number of lines (e.g. "if you loved me you would") to get you to have sex. You're not really ready for sex, but you really don't want to lose your boyfriend/girlfriend. You decide to tell him/her that you are not ready to have sex and plan to wait.

### FOLLOW-UP

1. How successful did you feel your son/daughter's assertiveness was?
2. What did he/she find most difficult? What skills does he/she say need practise.
3. What does he/she say about:
  - a. being assertive with his/her peers?
  - b. difficulties he/she anticipates when being assertive with peers?
  - c. the skills he/she feels are most important in being assertive with peers?



## Assertive Message Task Card

STEPS	SOUNDS LIKE	YES	NO
1. EXPLAIN YOUR FEELINGS	I feel...	<input type="checkbox"/>	<input type="checkbox"/>
2. DESCRIBE THE BEHAVIOUR/ PROBLEM	When I...	<input type="checkbox"/>	<input type="checkbox"/>
3. RECOGNIZE THE OTHER PERSON'S FEELINGS	I understand/appreciate...	<input type="checkbox"/>	<input type="checkbox"/>
4. MAKE A SPECIFIC REQUEST	I would like...	<input type="checkbox"/>	<input type="checkbox"/>
5. ASK FOR FEEDBACK	What do you think about...	<input type="checkbox"/>	<input type="checkbox"/>
6. LISTEN AND SUMMARIZE	What you're saying is...	<input type="checkbox"/>	<input type="checkbox"/>

*If agreement is reached*

7. ACCEPT	Thanks. I appreciate ...	<input type="checkbox"/>	<input type="checkbox"/>
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WHAT WENT WELL:

SUGGESTIONS FOR IMPROVEMENT:



# Enhancing an Assertive Message Task Card

## BODY LANGUAGE

(CIRCLE YOUR RATING)

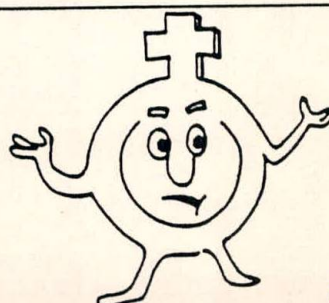
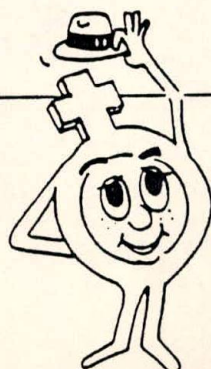
seldom      some of the time      most of the time

• maintains eye contact	1	2	3
• uses appropriate gestures for emphasis	1	2	3
• sits or stands tall	1	2	3
• maintains open body posture	1	2	3
• respects personal space	1	2	3

## VOICE QUALITY

seldom      some of the time      most of the time

• speaks in a calm, even voice	1	2	3
• projects voice clearly	1	2	3
• varies voice tone	1	2	3
• uses pauses for emphasis	1	2	3



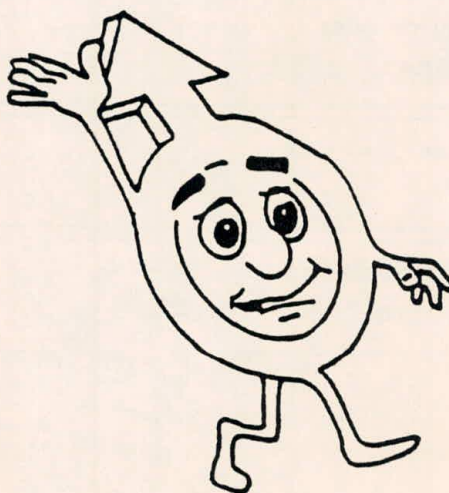
## COMPARING VIEWPOINTS

### READY

The topic of sex is often difficult for parent(s)/guardian(s) to discuss with their children. However, it is important for young people and parent(s)/guardian(s) to discuss critical issues such as sexuality with each other. The following activity provides an opportunity for you and your son/daughter to explore thoughts and feelings about sexual behaviours.

### SET

1. On your own, respond to the questions in the Go section, first, with your own ideas and, second, as you think your son/daughter would answer.
2. Your son/daughter will interview you and write their responses to the questions.
3. If you feel comfortable doing so, discuss with your son/daughter any responses to those questions you answered differently.
4. Complete the Follow-up together.





**GO**

## Fact or Fiction Quiz

T	F	1. AIDS and HIV are the same thing.
T	F	2. AIDS cannot be cured.
T	F	3. Sexual intercourse is the only way HIV can be transmitted from one person to another.
T	F	4. You can get AIDS by giving blood.
T	F	5. A person must have symptoms before he or she can give AIDS to someone else.
T	F	6. The condom is not very effective for preventing transmission of HIV.
T	F	7. AIDS is a "gay" disease.
T	F	8. Going to school with a classmate who has HIV/AIDS puts you at risk for HIV/AIDS.
T	F	9. There is a test for AIDS.
T	F	10. Sexually transmitted diseases (STD) are a serious health problem among young people.

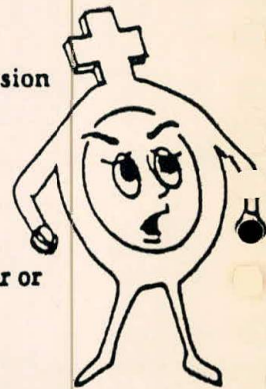
### **FOLLOW-UP**

1. Name 3 sources of accurate and up-to-date information about AIDS and other STD.
2. Write down any unanswered questions that you and your parent(s)/guardian(s) discussed and be prepared to share these questions in class tomorrow.



## Fact or Fiction Quiz Solutions

1. FALSE      AIDS is caused by a virus called HIV. HIV infects and causes damage to the immune system which may progress to a serious life threatening illness such as certain kinds of cancer or pneumonia. A person has AIDS when he/she develops illnesses or opportunistic infections as a result of a damaged immune system.
2. TRUE      There is no cure or vaccine for AIDS.
3. FALSE      Although most cases of HIV have been sexually transmitted, HIV can also be transmitted through sharing needles, from mother to newborn and by injection of infected blood or blood products.
4. FALSE      There is no risk involved in donating blood in Canada. All equipment is sterilized, used only one time, and then destroyed.
5. FALSE      A person may have no symptoms and yet be infected with HIV and be able to transmit the virus to others. Since the time from HIV infection to developing AIDS may be as short as a few months or as long as 11 years or more, this is a very serious reason for concern.
6. FALSE      The condom is one of the best ways to prevent sexual transmission of HIV, although it is not 100% effective. Condom failure may occur if the condom is used improperly or the condom breaks.
7. FALSE      AIDS is not a "gay" or male homosexual disease. It is a viral disease. Anyone who engages in unsafe sexual behaviour or shares needles for any reason can become infected with HIV. Behaviours, not membership in a group, transmit HIV.
8. FALSE      HIV is not transmitted by casual contact. Casual contact includes such behaviours as shaking hands, hugging, social kissing, crying, coughing, sneezing, or contact with such items as doorknobs, toilet seats, telephones, towels, dishes, glasses, etc.
9. FALSE      There is a test to detect HIV antibodies, not AIDS. A positive HIV antibody blood test does not mean you have AIDS, but means you have been exposed to HIV, have developed HIV antibodies and are capable of transmitting HIV to others. HIV antibodies can take anywhere from two weeks to six months (or longer) to develop. Therefore during this period someone could have acquired HIV, be capable of transmitting HIV, but not test positive as they have not yet developed HIV antibodies.
10. TRUE      Sexually transmitted diseases (STD) are common among young people. The highest rate of infection occurs in females 15 to 19 years of age.





## KNOWING THE FACTS

## READY

Fortunately, HIV infection can be prevented. HIV is not something you can pick up casually. You have to do certain things to get it. Knowing what behaviours are not safe and acting on this information can reduce the risk of getting HIV to practically zero. That means that learning as much as you can about HIV/AIDS will help you separate fact from rumour and myth.

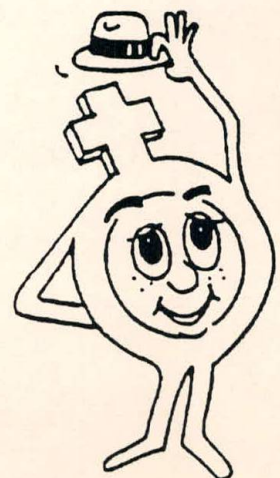
In this activity, you and your parent(s)/guardian(s) will complete a fact or fiction quiz to rate your present knowledge about HIV/AIDS.

## SET

1. On your own, complete the *Fact or Fiction Quiz* by responding to each statement and circling either T (true) or F (false). In the space below each statement, write a brief explanation for your answer.
2. Your parent(s)/guardian(s) have a copy of the *Fact or Fiction Quiz* in their guide and will complete it on their own. Check with your parent(s)/guardian(s) to make sure they have completed their quiz. When they have, compare your answers. If there is a difference of opinion on an answer, discuss your explanation for the answer and decide on a common response.
3. Compare your final answers with the answer sheet provided. Total your number of correct answers and determine your knowledge score using the key below.

- |     |  |
|-----|--|
| 10  | = You have accurate information.                 |
| 7-9 | = Your information is fair but could improve.    |
| 4-6 | = Check the accuracy of your information source. |
| 0-3 | = You need to get more accurate information.     |

4. Complete the Follow-up with your parent(s)/guardian(s).



**FOLLOW-UP**

1. List personal benefits you might gain by volunteering to help with a community "Action against AIDS" project.
2. If you feel strongly about any of these actions, you might wish to work on a plan to carry out a way to contribute your support.



**VOLUNTEER**



## WHEN SOMEONE HAS HIV/AIDS

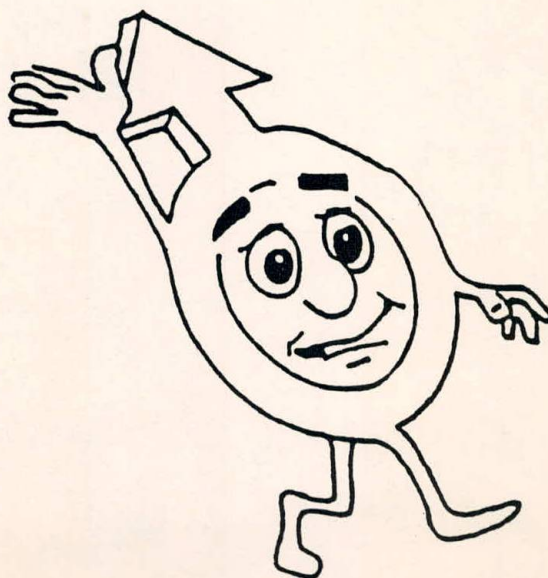
### READY

The best protection against HIV/AIDS is to avoid behaviours that put you at risk. However, this should not translate into avoiding people living with HIV/AIDS. The disease will not be stopped if we shun people living with AIDS. People living with AIDS may experience fear and anxiety about their fatal disease. We need to understand and show compassion to help those infected.

In this activity, you and your son/daughter will learn about some of your beliefs as well as things to say or do when someone you know has HIV/AIDS.

### SET

1. On your own, read *In My Opinion...* and respond to each statement by circling D (disagree) or A (agree). Compare your results with the scoring key provided and with your son/daughter responses to the same statements.
2. Complete the Follow-up together.



## WHEN SOMEONE HAS HIV/AIDS

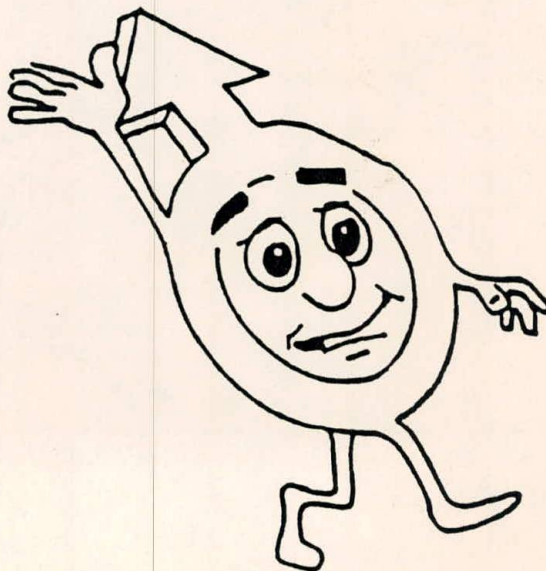
### READY

The best protection against HIV/AIDS is to avoid behaviours that put you at risk. However, this should not translate into avoiding people living with HIV/AIDS. The disease will not be stopped if we shun people living with AIDS. People living with AIDS may experience fear and anxiety about their fatal disease. We need to understand and show compassion to help those infected.

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### SET

1. On your own, read *In My Opinion...* and respond to each statement by circling D (disagree) or A (agree). Compare your results with the scoring key provided and with your son/daughter responses to the same statements.
2. Complete the Follow-up together.





**FOLLOW-UP**

Answer the questions related to the following scenario:

Jim is a popular high school junior who has been diagnosed with AIDS. He became ill in October and was absent from school for several weeks. When he returned to school, he was tired, but ready to continue his classes. Because he was well known at school, his absence was noticed by other students. He has told people that he has AIDS.

1. List words to describe how you think someone who learns he/she is HIV positive or has AIDS would feel.
2. Do you think Jim should be allowed to continue to attend school? Explain your answer.
3. If Jim stays at school, are any special arrangements needed? What do you think about his using the same cafeteria, gym, locker room and bathroom as other students?
4. State three things you could do to support Jim. The following list may provide some ideas, but feel free to add your own.

- call and ask to come for a visit
- go for a walk together
- touch each other
- ask him/her questions
- listen to music together
- talk about current events and the news
- talk about the future, tomorrow, next week, next year
- encourage him/her to make decisions
- offer to help
- cry and laugh together
- talk about the illness
- sit quietly together
- accept anger



5. Let's change the story a bit. Imagine that Jim became sick in the summer, and people were not aware of his illness. He returned to school in the fall, looking perfectly healthy. He did not tell anyone he had AIDS. Do you think this would be okay? Explain your answer.

## *In My Opinion...*

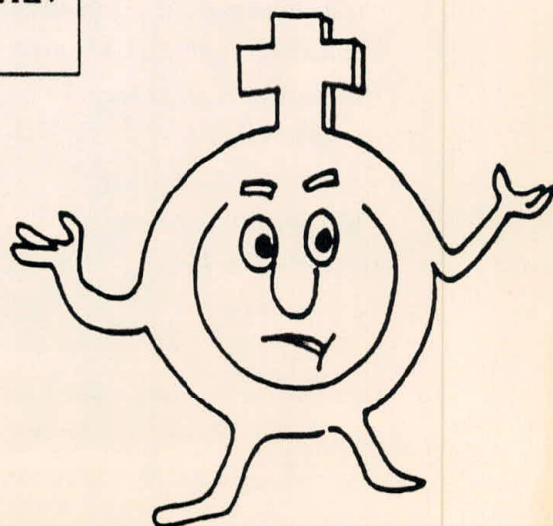
Circle the symbol (D, A) for each statement below that is most like what you think.

	Disagree	Agree
1. People get infected with HIV because they are being punished for their wrong actions.	D	A
2. Students living with HIV infection should not be permitted in school.	D	A
3. People living with AIDS do not deserve our help and support.	D	A
4. It is best to stop being friends with someone who is living with HIV/AIDS.	D	A
5. Good people cannot get AIDS.	D	A

If you circled:

D (disagree) - your beliefs show understanding.

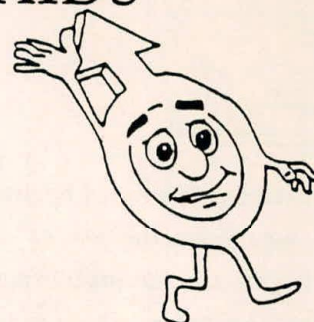
A (agree) - you lack an understanding about HIV and AIDS.





**GO**

## Action Against AIDS



Amount of money allotted	
\$	• sponsor a series of TV advertisements.
\$	• sponsor a series of radio advertisements.
\$	• write letters to your elected representatives to legislate an HIV/AIDS prevention program; (you'll require letterhead and postage).
\$	• provide honorariums and travel expenses for guest speakers to visit area schools.
\$	• make a donation to AIDS research.
\$	• make a donation to a community library for new resource books on AIDS.
\$	• sponsor an AIDS awareness week with posters and prizes.
\$	• start up an AIDS hotline.
\$	• hire a part-time worker to analyze the accuracy of media coverage about AIDS.
\$	• hire a part-time worker to work at a local AIDS centre.

other ideas:

\$	•
\$	•
\$	•
\$	•
\$	•

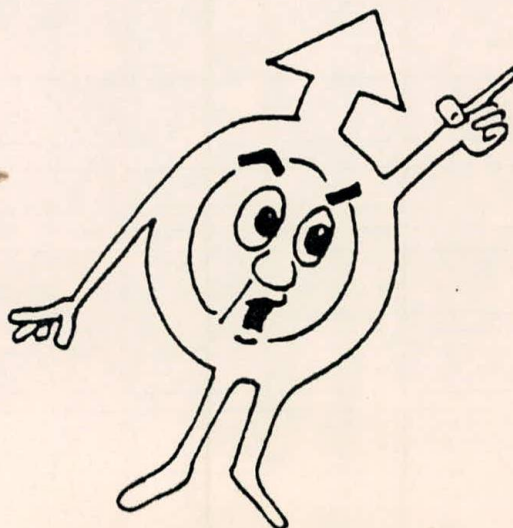
## ACTION AGAINST AIDS

### READY

Everyone is affected by the AIDS crisis. There is the pain and suffering of those infected, the cost of human lives, the costs of health care and lost productivity. Some people feel that the problem is so big there is nothing one person can do that will make a difference, or that someone else will take care of the problem. Other people may feel they must do something or would like to do something but aren't sure what is needed. In this activity you and your son/daughter will consider a variety of actions you could take to contribute to the fight against AIDS.

### SET

1. With your son/daughter, read *Action Against AIDS*, a list of actions that promote an AIDS-free lifestyle. Add any additional ideas you may have.
2. Imagine that you are a member of a committee that has just received \$10,000 to spend on HIV/AIDS prevention projects in your community. You and your son/daughter are asked to select five items from the list of *Action Against AIDS* and designate a portion of money from your \$10,000 grant for each. When you have finished be sure that all \$10,000 is spent.
3. Complete the Follow-up together.





## ASSESSING ASSERTIVENESS

**READY**

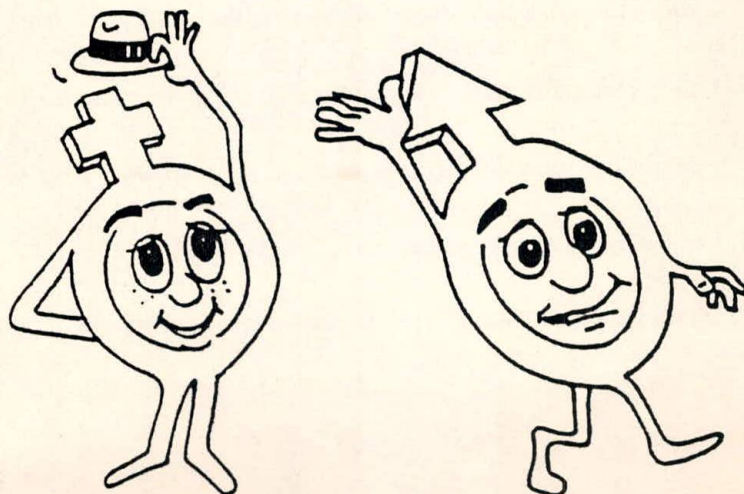
In class, you have been learning assertive behaviour to help you communicate directly, honestly and appropriately. Characteristics of assertive behaviour include expressing your feelings, needs and ideas; and standing up for your personal rights in ways that do not violate the rights of others. Acting assertively should reinforce good feelings about yourself and, therefore, improve your self-confidence.

Assertive behaviour should not be confused with aggressive behaviour, the aim of which is usually to dominate and achieve a goal at the expense of others. On the other hand, when you act passively you avoid conflict by ignoring your wishes and going along with what others want.

In this activity you and your parent(s)/guardian(s) will assess how assertive each of you is now and consider ways you can improve your assertive behaviour.

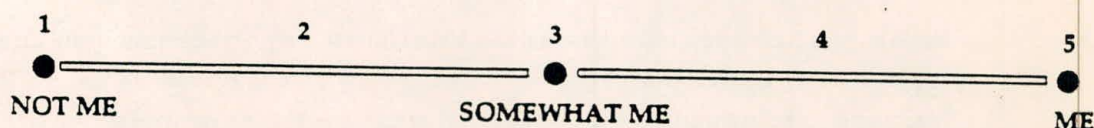
**SET**

1. On your own, complete the *Assess Your Assertiveness Questionnaire* and rate your total score according to the key. Complete question 1 of the *Follow-up* with your parent(s)/guardian(s).



# Assess Your Assertiveness Questionnaire

How assertive are you? Circle the number beside each statement that corresponds to where you feel you belong on the following continuum.



	NOT ME					ME
1. I let people know when they are acting unfairly.	1	2	3	4	5	
2. I make decisions without difficulty.	1	2	3	4	5	
3. I find it easy to say "no" to a salesperson.	1	2	3	4	5	
4. I tell people who are always late that I do not like to be kept waiting.	1	2	3	4	5	
5. I say what I think during a discussion.	1	2	3	4	5	
6. I remind people who have borrowed something from me to return it after a reasonable time.	1	2	3	4	5	
7. If someone continually irritates me in some way, I ask the person to stop the behaviour that bothers me.	1	2	3	4	5	
8. I look directly at the person I am talking to.	1	2	3	4	5	
9. I do not let my friends talk me into things I do not want to do.	1	2	3	4	5	
10. I do not feel hurt when someone disagrees with what I say or do.	1	2	3	4	5	
11. I speak assertively to a person who cuts into a line-up.	1	2	3	4	5	
12. When I am speaking, I object if someone interrupts me.	1	2	3	4	5	

+  +  +  +

TOTAL SCORE (STUDENT) =



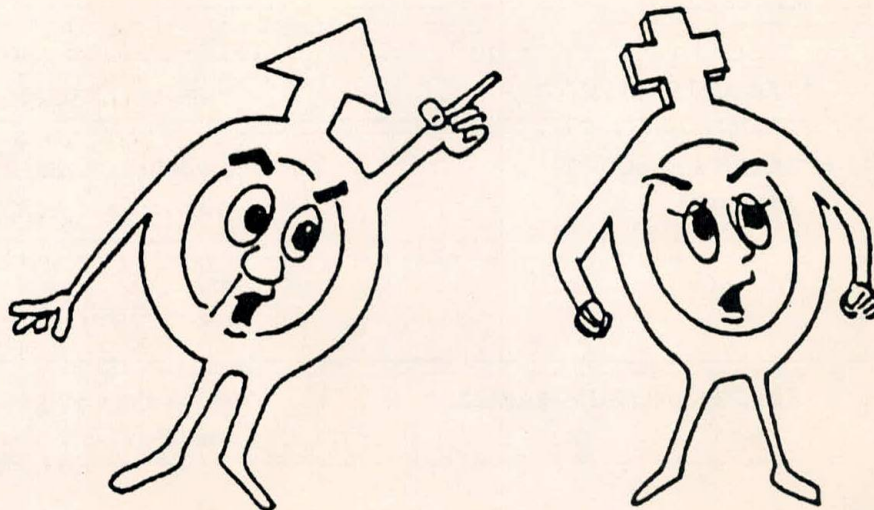
# ACTIVITY 13

Total your score and rate it according to the key provided.

12 - 29	You need to work on your assertive skills.
30 - 39	Good start - keep at it.
40 - 49	Getting close.
50 - 60	Well done - you are assertive!

## FOLLOW-UP

1. Decide on three changes in your behaviours you can make to become more assertive in everyday situations.
2. Compare your total score with your parent(s)/guardian(s). Explain why you placed each statement where you did on the continuum. Ask your parent(s)/guardian(s) to explain their answers. Discuss ways that both of you can become more assertive.



## PRACTISING ASSERTIVENESS II

**READY**

You have been role playing assertive behaviour in class to help reduce anxiety and give you the confidence and courage to try assertiveness in everyday situations.

The sequence of steps to deliver an assertive message are listed below with an example of a script used in class.

### Action Scenario:

Jon and Jim are good friends. Jon has a part-time job after school and has lent money to Jim on previous occasions. Lately Jon has noticed that Jim is becoming slower to pay money back. Jon decides to discuss this matter with Jim after school.

Sequence of Steps	Sample Script
1. EXPLAIN YOUR FEELINGS.	<i>I feel as if I am taken advantage of ...</i>
2. DESCRIBE THE BEHAVIOUR/ PROBLEM.	<i>when I lend you money and don't get it back right away.</i>
3. RECOGNIZE THE OTHER PERSON'S FEELINGS.	<i>I understand that you may be short of money at times, but...</i>
4. MAKE A SPECIFIC REQUEST.	<i>I would like it better if when you borrow money I get it back as soon as possible.</i>
5. ASK FOR FEEDBACK.	<i>What do you think about what I just said?</i>
6. LISTEN AND SUMMARIZE.	<i>What you're saying is you can understand why I want the money returned more quickly.</i>

### If agreement is reached

7. ACCEPT	<i>Thanks, I appreciate your understanding.</i>
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# ACTIVITY 14

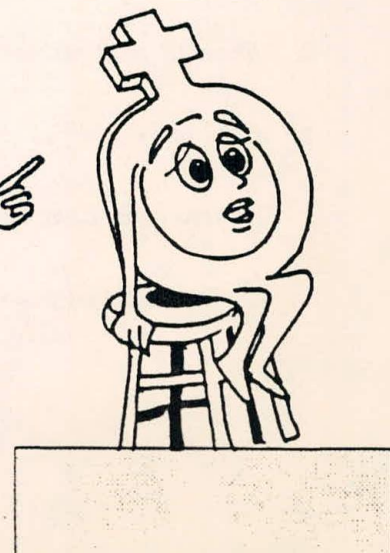
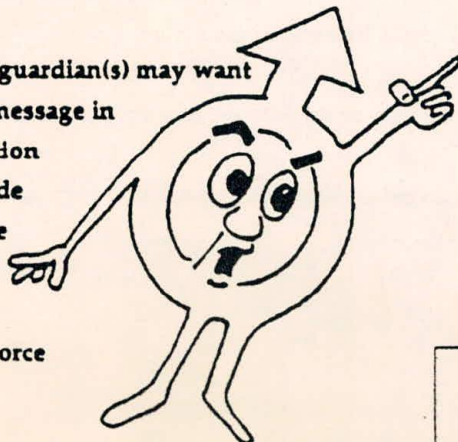
Body language and voice quality can be used to enhance the assertive message.

These include such things as maintaining eye contact; minimizing gestures; assuming an open body position; using normal voice level, projection and tone.

In this activity you are asked to practise the skills you have learned for delivering an assertive message with your parent(s)/ guardian(s).

## SET

1. Make sure that both you and your parent(s)/guardian(s) understand the purpose of each step in the sequence of steps to deliver a message. You may find it useful to reread the scripts which you developed in class with your parent(s)/ guardian(s).
2. With your parent(s)/guardian(s) read the *Action Scenarios* and select two situations that you would like to respond to by delivering an assertive message. Your parent(s)/guardian(s) are to listen and agree with your assertive message. You may not always reach agreement when you are assertive; however, in the early stages of learning this skill it is best to start with agreement.
3. Your parent(s)/guardian(s) will use the *Assertive Message Task Card* to check off each step you follow correctly as you deliver your assertive message. After delivering the first assertive message, your parent(s)/guardian(s) will provide you with feedback on the steps that were done well and make suggestions for improvement. After the second assertive message similar feedback should be provided.
4. When you have practised delivering two assertive messages your parent(s)/guardian(s) will provide you with feedback on your ability to enhance your assertive message using nonverbal qualities of communications. Your parent(s)/guardian(s) will use the *Enhancing an Assertive Message Task Card* to rate each nonverbal quality.
5. Complete the Follow-up with your parent(s)/guardian(s).
6. Optional: Your parent(s)/guardian(s) may want to role play an assertive message in response to one of the action scenarios. You can provide feedback on how well the sequence of steps are followed and how the nonverbal qualities reinforce the message.





## Action Scenarios

1. A friend wants to borrow your homework for the third time this week and you don't want to lend it. You decide to tell him/her that you will not lend your homework.
2. Someone you do not want to go out with is the first person to ask you to a dance. You decide to decline the invitation.
3. Your teacher has made a mistake in grading your exam. You decide to ask him/her to reevaluate the section of the exam.
4. Your two best friends are smoking cigarettes and are trying hard to persuade you to join them. You really hate smoking. You decide to tell them that you want them to stop pressuring you to join in with them.
5. Your boyfriend/girlfriend is trying to convince you to come over to his/her place as his/her parents aren't at home. You really don't think it is a good idea. You decide to tell your friend that you do not want to visit when his/her parents are away.
6. Your boyfriend/girlfriend is using a number of lines (e.g. "if you loved me you would") to get you to have sex. You're not really ready for sex, but you really don't want to lose your boyfriend/girlfriend. You decide to tell him/her that you are not ready to have sex and plan to wait.

### **FOLLOW-UP**

1. How did you feel about being assertive to your parent(s)/ guardian(s)?
2. What did you find most difficult? What skills do you need to practise?
3.
  - a. Do you think you could be assertive with your peers?
  - b. What difficulties do you anticipate when being assertive with your peers?
  - c. What skills do you feel are most important in being assertive with your peers?





## Assertive Message Task Card

STEPS	SOUNDS LIKE	YES	NO
1. EXPLAIN YOUR FEELINGS	I feel...	<input type="checkbox"/>	<input type="checkbox"/>
2. DESCRIBE THE BEHAVIOUR/ PROBLEM	When I...	<input type="checkbox"/>	<input type="checkbox"/>
3. RECOGNIZE THE OTHER PERSON'S FEELINGS	I understand/appreciate...	<input type="checkbox"/>	<input type="checkbox"/>
4. MAKE A SPECIFIC REQUEST	I would like...	<input type="checkbox"/>	<input type="checkbox"/>
5. ASK FOR FEEDBACK	What do you think about...	<input type="checkbox"/>	<input type="checkbox"/>
6. LISTEN AND SUMMARIZE	What you're saying is...	<input type="checkbox"/>	<input type="checkbox"/>

*If agreement is reached*

7. ACCEPT	Thanks. I appreciate ...	<input type="checkbox"/>	<input type="checkbox"/>
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WHAT WENT WELL:
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SUGGESTIONS FOR IMPROVEMENT:
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## Enhancing an Assertive Message Task Card

### BODY LANGUAGE

(CIRCLE YOUR RATING)

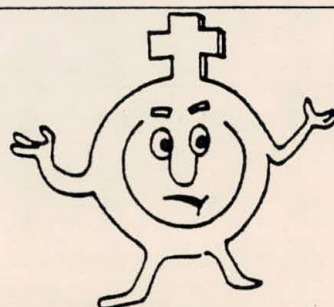
seldom      some of the time      most of the time

• maintains eye contact	1	2	3
• uses appropriate gestures for emphasis	1	2	3
• sits or stands tall	1	2	3
• maintains open body posture	1	2	3
• respects personal space	1	2	3

### VOICE QUALITY

seldom      some of the time      most of the time

• speaks in a calm, even voice	1	2	3
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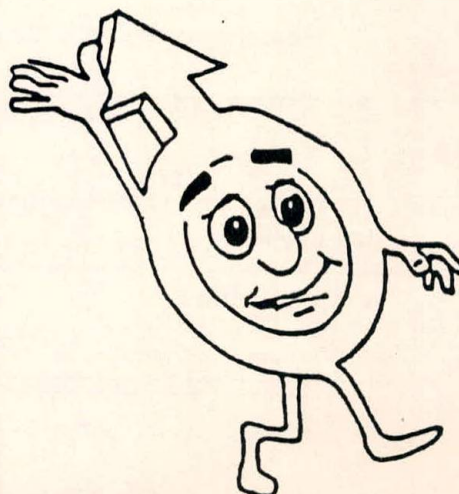
## COMPARING VIEWPOINTS

### READY

The topic of sex is often difficult for parent(s)/guardian(s) to discuss with their children. However, it is important for young people and parent(s)/guardian(s) to discuss critical issues such as sexuality with each other. The following activity provides an opportunity for you and your parent(s)/guardian(s) to explore thoughts and feelings about sexual behaviours.

### SET

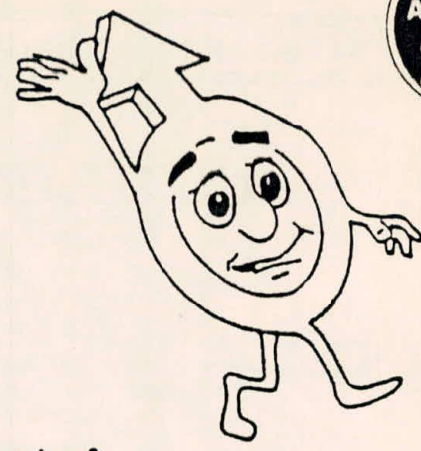
1. On your own, respond to the questions in the GO section, first, with your own ideas and, second, as you think your parent(s)/guardian(s) would answer.
2. Your parent(s)/guardian(s) will interview you and write their responses to the questions.
3. If you feel comfortable doing so, discuss with your parent(s)/guardian(s) any responses to those questions you answered differently.
4. Complete the Follow-up with your parent(s)/guardian(s).



Ada / 16

ACTIVITY  
**24**

**GO**



Fill in the blanks as follows:

- a. your own ideas
- b. what you think your parent(s)/guardian(s) thinks
- c. what your parent(s)/guardian(s) actually thinks

1. How should teenagers show affection to someone they love?

a. What I think:

b. What I think my parent(s)/guardian(s) think:

c. What my parent(s)/guardian(s) actually think:

2. Should two adolescents have sex if they love each other and plan to marry? Why or why not?

a. What I think:

b. What I think my parent(s)/guardian(s) think:

c. What my parent(s)/guardian(s) actually think:

3. For teenagers who are sexually active, what are the best ways to protect themselves against HIV transmission?

a. What I think:

b. What I think my parent(s)/guardian(s) think:

c. What my parent(s)/guardian(s) actually think:



4. What should parent(s)/guardian(s) do to help their child avoid HIV infection?

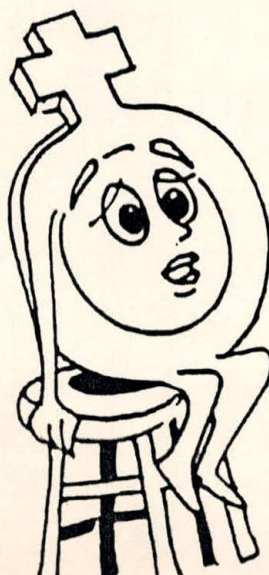
a. What I think:

b. What I think my parent(s)/guardian(s) think:

c. What my parent(s)/guardian(s) actually think:

### **FOLLOW-UP**

1. Discuss with your parent(s)/guardian(s) similarities and differences between how you thought they would respond to the questionnaire and how they actually did respond.
2. Ask your parent(s)/guardian(s) to recall teenage experiences related to relationships with others. Compare their past challenges, concerns and fears with those you face today.



## WHEN SOMEONE HAS HIV/AIDS

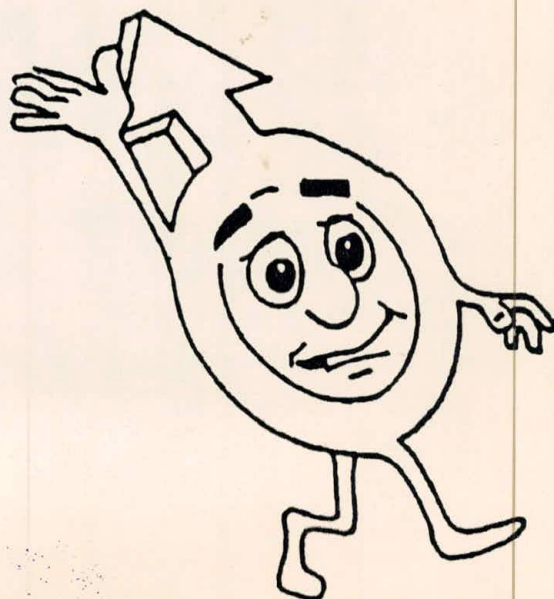
### READY

The best protection against HIV/AIDS is to avoid behaviours that put you at risk. However, this should not translate into avoiding people living with HIV/AIDS. The disease will not be stopped if we shun people living with AIDS. People living with AIDS may experience fear and anxiety about their fatal disease. We need to understand and show compassion to help those infected.

In this activity, you and your parent(s)/guardian(s) will learn about some of your beliefs as well as things to say or do when someone you know has HIV/AIDS.

### SET

1. On your own, read *In My Opinion...* and respond to each statement by circling D (disagree) or A (agree). Compare your results with the scoring key provided and with your parent(s)/guardian(s)'s responses to the same statements.
2. Complete the Follow-up with your parent(s)/guardian(s).





**GO****ACTIVITY  
30**

## *In My Opinion...*

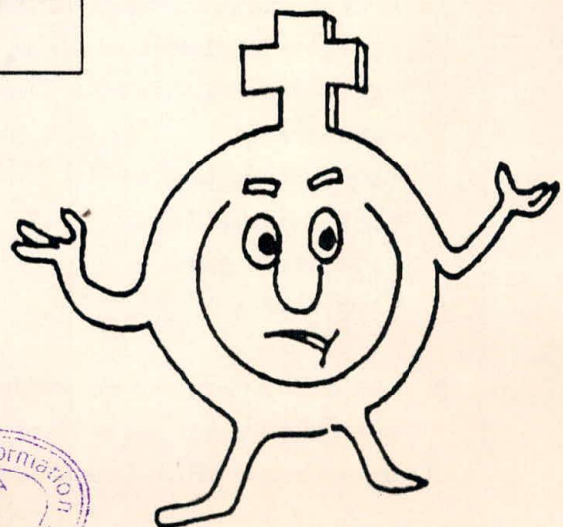
Circle the symbol (D, A) for each statement below that is most like what you think.

	Disagree	Agree
1. People get infected with HIV because they are being punished for their wrong actions.	D	A
2. Students living with HIV infection should not be permitted in school.	D	A
3. People living with AIDS do not deserve our help and support.	D	A
4. It is best to stop being friends with someone who is living with HIV/AIDS.	D	A
5. Good people can't get AIDS.	D	A

If you circled:

D (disagree) - your beliefs show understanding.

A (agree) - you lack an understanding about HIV and AIDS.





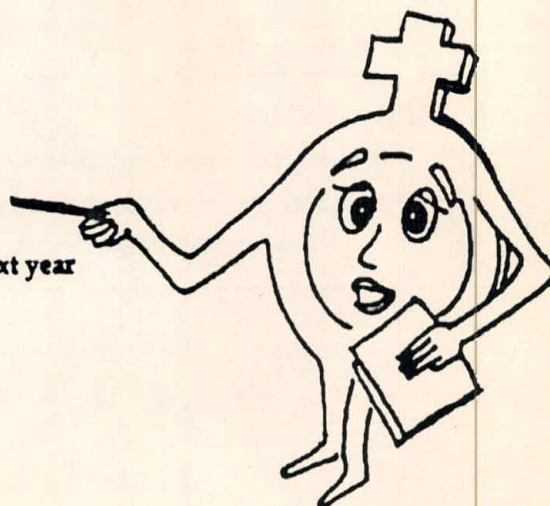
**FOLLOW-UP**

Answer the questions related to the following scenario:

Jim is a popular high school junior who has been diagnosed with AIDS. He became ill in October and was absent from school for several weeks. When he returned to school, he was tired, but ready to continue his classes. Because he was well known at school, his absence was noticed by other students. He has told people that he has AIDS.

1. List words to describe how you think someone who learns he/she is HIV positive or has AIDS would feel.
2. Do you think Jim should be allowed to continue to attend school? Explain your answer.
3. If Jim stays at school, are any special arrangements needed? What do you think about his using the same cafeteria, gym, locker room and bathroom as other students?
4. State three things you could do to support Jim. The following list may provide some ideas, but feel free to add your own.

- call and ask to come for a visit
- go for a walk together
- touch each other
- ask him/her questions
- listen to music together
- talk about current events and the news
- talk about the future, tomorrow, next week, next year
- encourage him/her to make decisions
- offer to help
- cry and laugh together
- talk about the illness
- sit quietly together
- accept anger



5. Let's change the story a bit. Imagine that Jim became sick in the summer, and people were not aware of his illness. He returned to school in the fall, looking perfectly healthy. He did not tell anyone he had AIDS. Do you think this would be okay? Explain your answer.





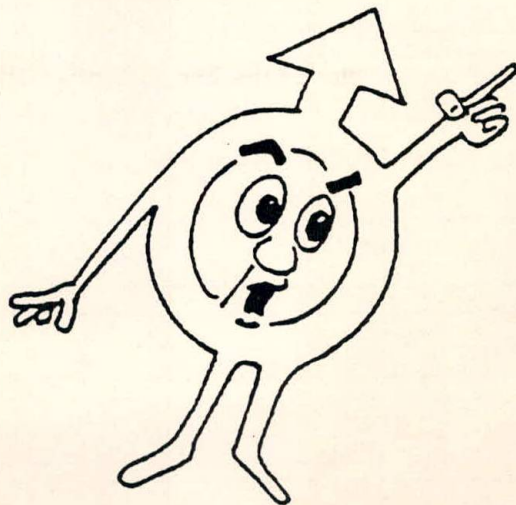
## ACTION AGAINST AIDS

### READY

Everyone is affected by the AIDS crisis. There is the pain and suffering of those infected, the cost of human lives, the costs of health care and lost productivity. Some people feel that the problem is so big there is nothing one person can do that will make a difference, or that someone else will take care of the problem. Other people may feel they must do something or would like to do something but aren't sure what is needed. In this activity you and your parent(s)/guardian(s) will consider a variety of actions you could take to contribute to the fight against AIDS.

### SET

1. With your parent(s)/guardian(s), read *Action Against AIDS*, a list of actions that promote an AIDS-free lifestyle. Add any additional ideas you may have.
2. Imagine that you are a member of a committee that has just received \$10,000 to spend on HIV/AIDS prevention projects in your community. You and your parent(s)/guardian(s) are asked to select five items from the list of *Action Against AIDS* and designate a portion of money from your \$10,000 grant for each. When you have finished be sure that all \$10,000 is spent.
3. Complete the Follow-up with your parent(s)/guardian(s).

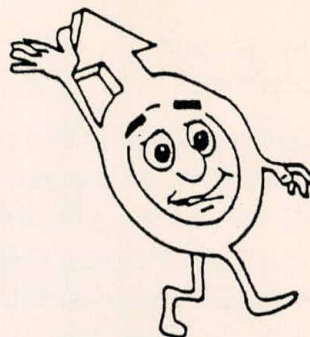


**GO**

**ACTIVITY**  
**31**

## Action Against AIDS

Amount of  
money  
allotted



- |                         |   |
|-------------------------|---|
| \$ <input type="text"/> | • sponsor a series of TV advertisements.  |
| \$ <input type="text"/> | • sponsor a series of radio advertisements.   |
| \$ <input type="text"/> | • write letters to your elected representatives to legislate an HIV/AIDS prevention program; (you'll require letterhead and postage). |
| \$ <input type="text"/> | • provide honorariums and travel expenses for guest speakers to visit area schools.   |
| \$ <input type="text"/> | • make a donation to AIDS research.   |
| \$ <input type="text"/> | • make a donation to a community library for new resource books on AIDS.  |
| \$ <input type="text"/> | • sponsor an AIDS awareness week with posters and prizes.   |
| \$ <input type="text"/> | • start up an AIDS hotline.   |
| \$ <input type="text"/> | • hire a part-time worker to analyze the accuracy of media coverage about AIDS.   |
| \$ <input type="text"/> | • hire a part-time worker to work at a local AIDS centre.   |

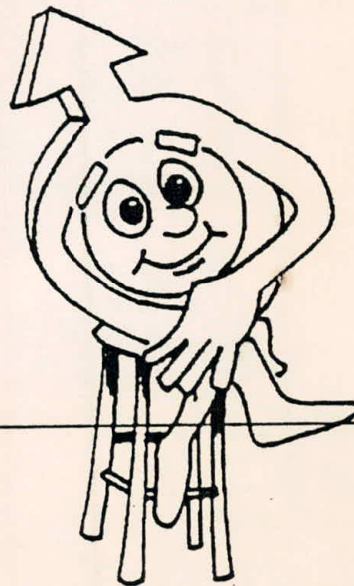
other ideas:

\$ <input type="text"/>	• <input type="text"/>
\$ <input type="text"/>	• <input type="text"/>
\$ <input type="text"/>	• <input type="text"/>
\$ <input type="text"/>	• <input type="text"/>
\$ <input type="text"/>	• <input type="text"/>



**FOLLOW-UP**

1. List personal benefits you might gain by volunteering to help with a community "Action against AIDS" project.
2. If you feel strongly about any of the actions against AIDS you considered, you could follow through with the action(s) in your community.



**VOLUNTEER**

