

Workshop Goals

- Explore the rationale for teaching HIV education.
- Examine the conceptual foundation for this module.
- Review factors which promote positive health behaviors.
- Explore the lessons in the HIV, AIDS and Other STDs Module for Grades 7-8.
- Understand the steps in skills-based instruction.
- Identify teaching strategies for effective implementation of skills-based instruction.
- Share expertise.
- Enjoy learning together!

Materials Needed

- Registration list
- Manuals
- Nametags
- YRBS information
- Handout or chart of goals and agenda
- True or false statements related to HIV and other STDs cut apart so that each participant will get at least one statement
- Charts/overheads explaining directions to activities
- Overhead or chart of development process
- Overhead or chart of Health Belief Model
- Overhead or chart of sequence from behaviors to knowledge
- Charts overviewing the module
- VCR and monitor
- Video: *HIV: Get the Picture* (15 minutes)
- Materials as needed for presentations (e.g., chart paper, markers, etc.)
- Overhead or chart of steps in skills-based instruction
- Student Worksheet, Danger Lurks (one per participant)
- Cassette recorder
- Audio tapes from Lesson 6
- Charts/overheads explaining the legal requirements
- Integration Guide, if participants are using the original Michigan Model
- Evaluation form

HIV, AIDS, and Other STDs Grades 7-8—One Day Agenda

8:30-3:30

8:00-8:30 Registration, Conversation and Refreshments

Purposes:

- To register participants
- To distribute materials

Materials:

- Registration list
- Manuals
- Nametags
- YRBS information

- Check in registered participants.
- Distribute manuals.
- Distribute nametags.
- Distribute agenda (if in handout form).
- Distribute YRBS information.

8:30-8:40 Welcome

Purposes:

- To welcome participants
- To introduce trainers
- To present goals, agenda, housekeeping

Materials:

- Handout or chart of goals and agenda

- Welcome the participants to training.
- Introduce yourself and co-trainer.
- Present the workshop goals and agenda.
- Provide any needed housekeeping details (e.g., rest rooms, telephones, lunch, etc.).
- Briefly explain that this workshop is funded by a grant from the MDE. The grant requires a post evaluation and a post-post evaluation. Indicate that a sample of teachers attending this workshop will be contacted by mail regarding the post-post evaluation. Ask them to fill in the Participant Information Form, Help Us Contact You! Gather the forms immediately or over lunch.

- Clearly state that the module is abstinence-centered and explain what is meant by the term. Indicate that our mission is to prevent young people from engaging in risky behaviors. Affirm the importance of their role as educators and adults who care about young people and the choices they make. Their influence as a caring adult is far more important than any lesson they might choose to teach.

8:40-9:15 Today's Learning Community

Purposes:

- To encourage participants to talk with one another about their roles as teachers of health education
- To encourage health educators to begin networking with one another to share ideas
- To encourage the development of a comfortable learning community for the workshop
- To introduce background information on health and the HIV module

Materials:

- True or false statements related to HIV and other STDs cut apart so that each participant will get at least one statement
- Charts/overheads explaining directions to activities

- Briefly share the purposes for this section of the workshop.
- Conduct a get acquainted/warm-up activity which will meet the above purposes. One option is provided.

OPTION: True or False

- * Distribute a True or False statement to each participant.
- * Ask them to read their statement and decide if it is a fact or an inaccurate statement.
- * Tell participants to find a partner—someone they don't know and sitting at a different table.
- * When they have found their partners, they are to introduce themselves sharing:
 - their name
 - where they are from
 - how they plan to implement the HIV module
- * With their partner, they are to share their statements with one another and discuss whether they are facts or inaccurate statements.
- * After two or three minutes, ask them to find a new partner and repeat the process.
- * Repeat 2-4 times.
- * After the last pairing, ask the participants to post their statements on the appropriate chart: "True" or "False." If they are unsure, ask them to post their statement in-between the two charts.
- * Indicate that you will come back to the charts later in the workshop.
- Quickly survey the large group to determine how they plan to implement.
- If your group size is less than twenty participants, consider asking them to introduce themselves to the large group.

Purposes:

- To provide rationale for the teaching of this module
- To review the development process for the module
- To examine factors which lead to behavior change

Materials:

- Overhead or chart of development process
- Overhead or chart of Health Belief Model
- Overhead or chart of sequence from behaviors to knowledge

- Briefly share the purposes for this section of the workshop.
- Ask participants to form pairs or trios with others sitting close to them and discuss their responses to this question:
 - Why do you think education about HIV and other STDs is important for middle school youth?
- After a few minutes of discussion, gather their ideas in the large group. Draw from their responses a selection of the following points to provide a rationale for HIV education:
 - * STDs, including HIV, continue to spread at alarming rates among adolescents.
 - * AIDS is the 6th leading cause of death for people 15-24 years of age.
 - * A diagnosis of AID as a young adult often means that HIV was transmitted during adolescence.
 - * The consequences of infection with an STD can be life-long or life-threatening. Some STDs are curable, some are not. Some cause physical symptoms, some may not show early symptoms.
 - * The behaviors that transmit STDs, including HIV, are known and can be avoided.
 - * Primary modes of transmission of HIV are through sexual behaviors and injecting drug use—there is a high rate of experimentation with these two behaviors during adolescence.
 - * Because there is no cure for HIV, genital warts, herpes, or Hepatitis B, prevention is the only way to stop the spread. Education is the key to prevention.
 - * Students are forming lifelong health habits.
 - * Students need accurate knowledge and effective skills to avoid and escape risk situations.
 - * Students need knowledge and skills before risky behavior is initiated.
 - * Michigan legislation mandates HIV education for public schools students. (Indicate that you will return to the legal requirements at the end of the workshop.)
- In their dyads or triads, ask participants to discuss their responses to this question:
 - What do you think should be contained in a unit of study focused on the prevention of HIV and other STDs?

- After a few minutes of discussion, gather their ideas in the large group. Draw from their responses the following points:
 - * Accurate information about HIV and other STDs, including how HIV and other STDs are and are not transmitted.
 - * Impact of STDs on a person's life.
 - * Risks associated with different behaviors.
 - * Advantages of waiting to have sexual intercourse.
 - * Skills to avoid and escape risk situations, including refusal skills, communication skills, etc.
 - * How to plan to stay safe, healthy, and free of HIV and other STDs.
 - * How to be positive peer role models.
 - * How to locate resources and get help, if needed.
- Indicate that they will see how the knowledge and skills they have listed are contained in the module.
- Ask participants to get out their manuals. Explain the organization of the manual (e.g., General Information, Introduction, Lessons).
- Ask them to turn to the Introduction and the page which lists the goals for the module and the pages which list the lesson objectives. Ask them to quickly read through the pages to get an overview of the module.
- Review the development process used with the modules. Emphasize the input gathered from content experts, teachers, and students.
- Describe the four elements in the Health Belief Model. Emphasize that it reflects research on behavior change and provides the foundation of all modules. Provide an example participants will relate to on a personal level (e.g., changing an eating habit, establishing an exercise routine, etc.). Indicate that health education has historically focused on knowledge. This module provide a good start toward having all four elements in place.
- Explain that there is extensive health knowledge available. In order to decide what knowledge to include, it was important to determine what knowledge is “functional,” or essential for behavior change, and what knowledge is “nice to know.” To make this determination, you must first consider the behaviors we hope to encourage. Then, identify the skills needed to demonstrate the behaviors. Last, identify the essential knowledge students need to use the skills. Provide an example of a behavior we hope to encourage with this module, one or two skills students will need to demonstrate the behaviors, and the “functional” knowledge required.
- If appropriate, refer to Youth Risk Behavior Survey results to augment the need for HIV education and to motivate educators to teach them.

9:45-10:00 Break

10:00-10:30 HIV, AIDS, and Other STDs—Exploring HIV Facts

Purposes:

- To become familiar with Lesson 1
- To review basic HIV information by previewing the video used in the module

Materials:

- Charts overviewing the module
- VCR and monitor
- Video: *HIV: Get the Picture* (15 minutes)

- Display an overview of the lessons in the module. Indicate that they will have a chance to experience several of the activities from the module during the workshop. Refer to the visual overview as you proceed through the lessons during the workshop.
- Introduce the activity and purposes for this section of the workshop.
- Explain how Lesson 1 begins with students writing statements they have heard about HIV/AIDS. They categorize them as facts or myths (in a similar fashion to the optional opening activity). The video is then shown to check their facts for accuracy.
- Ask them to watch the video with you and note the facts presented on HIV and be prepared to share how they think their students will respond to the video.
- After the video, discuss with participants how they think students will respond. Brainstorm ways to manage any potential negative reactions.
- Mention that this video has been “clipped” for use in Michigan. If they order one directly from the company rather than through their health coordinator, it will discuss condoms and include a scene where a gun is used to threaten someone. Michigan has negotiated the special “clipped” version for our use.
- Refer participants to the Student Worksheet used with the video as well as the background information on HIV in the manual.
- Note the definition of sexual intercourse used within the module. It includes vaginal, anal, and oral sex.

10:30-11:10 HIV, AIDS, and Other STDs—Exploring Other STD Facts

Purposes:

- To become familiar with Lesson 2
- To review basic information on six other STDs

Materials:

- Materials as needed for presentations (e.g., chart paper, markers, etc.)
- Charts/overheads explaining directions to activities

- Introduce the activity and purposes for this section of the workshop.
- Ask participants to form six groups. They will need to take with them their manuals, pens, and paper. Use a creative way to group participants so that they are working with new individuals.

- Explain that in Lesson 2 students learn about six STDs. They will review the facts about these STDs in a quick, fun way. However, your teaching method is different from what is used in the module.
- Assign appropriate group roles.
- Explain that each group will be assigned an STD. Each group is to prepare a jingle, skit, song, rap, poster which communicates the basic information about their assigned STD. Indicate that in Lesson 2 is a Teacher Reference on each STD. However, the basic information (“functional” knowledge) is contained on the Transparency Master in Lesson 2.
- Tell them they will have 15 minutes to prepare their 3-minute presentation.
- Assign the STDs to each group.
- After fifteen minutes, ask each group to present.
- Clarify any misinformation.
- Display a transparency of the Student Worksheet, *Is It Risky?*, and fill it in with the participants to summarize the information on HIV and the six other STDs.
- Refer participants to the Family Worksheet, *What Do You Think?*, on page 53. Describe the process used with Family Worksheets and the importance of encouraging communication between students and families or other adults.

11:10-11:45 Skills-Based Instruction

Purposes:

- To identify the steps in skills-based instruction
- To identify the teaching strategies used to develop skills
- To review Lessons 3-5

Materials:

- Overhead or chart of steps in skills-based instruction
- Charts/overheads explaining directions to activities

- Briefly share the purposes for this section of the workshop.
- Describe the steps used in skills-based instruction using one of the following two options:
OPTION 1:
 - * Acknowledge that, as educators, they teach skills everyday.
 - * Ask them to turn to someone sitting close to them and list the steps they use to teach a skill. It doesn’t need to be a health-related skill.
 - * Gather their ideas in the large group. Draw from participants the steps in skills-based instruction.OPTION 2:
 - * Ask them to turn to someone sitting close to them and list the steps they use to teach a young child a simple skill (e.g., how to brush their teeth).
 - * Gather their ideas in the large group. Draw from participants the steps in skills-based instruction.
- Ask them to identify teaching strategies they use to teach skills. Emphasize the importance of adequate time for practice.

- Divide the group into trios. Use a creative grouping technique which encourages them to work with others they have not yet interacted with.
- Assign group roles, if needed.
- Explain that they are to take five minutes to review a lesson you will assign to them. Each person in the trio will have a different lesson. As they review the lesson, they are to identify:
 - * the skills contained in the lessons
 - * the steps and strategies used to teach the skills
 - * possible student responses
- They need to be prepared to describe their lesson and findings about the development of skills to the others in their trio in a two-minute report.
- Ask the trios to number off so that there is a 1, 2, and 3 in each trio.
- Ask the number 1's to take Lesson 3; number 2's to take Lesson 4; and number 3's to take Lesson 5.
- After the small groups have finished, discuss with the large group their findings and reactions. Indicate that after lunch, they will have a chance to see a skills-based lesson in action.

11:45-12:30 Lunch

12:30-1:30 Skills-Based Instruction in Action

Purposes:

- To experience a skills-based lesson (Lesson 6) as modeled by the trainer
- To examine roadblocks to teaching skills in the classroom and identify possible ways to overcome the roadblocks

Materials:

- Student Worksheet, Danger Lurks (one per participant)
- Cassette recorder
- Audio tapes from Lesson 6
- Charts/overheads explaining directions to activities

- Introduce the activity and purposes for this section of the workshop.
- Indicate that you will be modeling a skills-based lesson. As they participate, they are to look for the steps used to teach the skill and the note the teaching strategies utilized.
- Conduct Lesson 6, using the Student Worksheet, Danger Lurks, and the audio tapes.
- When you have finished conducting the lesson, ask participants to share with someone sitting close to them their responses to these questions:
 - * How do you think students will respond to this lesson?
 - * What potential challenges do you see for teaching the skills contained in these lessons?
- In the large group, gather summary statements from the pairs. Identify the roadblocks they may face as they teach students skills.
- Brainstorm with the large group ways to overcome the roadblocks (e.g., how to use small groups, how to lead effective discussions, how to adapt the situations to fit their students, etc.).

1:30-1:45 Break

1:45-2:10 Overview Lesson 7-8

Purposes:

- To highlight Lessons 7-8
- To stress the importance of peer influence and the opportunity these two lessons provide for peers to become positive models for one another
- To discover possible solutions to obstacles which might prevent the teaching of these two lessons

Materials:

- None

- Briefly share the purposes for this section of the workshop.
- Ask participants to review Activity 2 in Lesson 7.
- Indicate that this activity is possibly similar to others they have conducted with students. Ask them what they believe to be the benefits of this type of activity. Draw from participants the benefits (e.g., review of knowledge and skills, positive influence on others, power of peer influence, etc.).
- Assign the appropriate group roles at each table.
- Ask them to share ideas at their tables for how to implement these lessons in a meaningful way for students and a reasonable way for teachers. In other words, what potential obstacles might there be and how can the obstacles be overcome. Ask the recorders to note the ideas. They will have fifteen minutes to discuss.
- At the end of fifteen minutes, ask the groups to star one or two ideas they want to share with the large group.
- Collect the ideas from the small groups by asking the spokespersons to share their group's ideas.

2:10-2:30 Law

Purposes:

- To review the legal requirements for teaching HIV education
- To encourage educators to be sure their district has meet the legal requirements

Materials:

- Charts/overheads explaining the legal requirements

- Briefly share the purposes for this section of the workshop.
- Review the School Code, section 1169 and PA 336, Section 166A, with participants.
- Refer participants to the General Information section as a future reference.
- Answer any questions participants may have.

2:30-2:50 Making Abstinence “Real”

Purpose:

- To offer an opportunity to discuss the potential resistance to the abstinence message

Materials:

- Charts/overheads explaining directions to activities

- Introduce the activity and purposes for this section of the workshop.
- Ask participants to discuss at their tables the messages middle school youth get about sex from society and/or peers. Ask them to list 2-3 common messages males receive and 2-3 common messages females receive.
- After three minutes, gather their ideas in the large group.
- Indicate that many of the messages are mixed or pro-sex. Ask them how they think students will respond to an abstinence message when they live with messages that may counter that behavior.
- If they do not raise the issue, indicate that when we begin talking about abstinence, students may respond with “This isn’t the real world.”
- State that it is for this very reason that we need to send a different message with a different choice. Ask them to discuss at their tables what they think they can do to make the abstinence message “real”?
- Gather their ideas in the large group.

2:50-3:15 Questions and Possibilities

Purposes:

- To discuss any implementation issues participants have
- To review the Integration Guide (if some participants are using the original Michigan Model for grades 7-8)

Materials:

- Integration Guide, if participants are using the original Michigan Model

- Walk participants through the Integration Guide, if appropriate.
- Provide time for answering implementation questions in one of the following ways:
OPTION 1:
 - * Ask participants if they have any questions regarding implementation of the module. Answer their questions or brainstorm with the group optional responses.OPTION 2—Probably a 30 minute activity:
 - * If time allows, ask the participants to spend 4-5 minutes talking with one another at their tables regarding questions they have about implementing the modules. Ask them to identify 1-2 key questions they would like the group to address.

Purposes:

- To evaluate the workshop
- To bring closure to the workshop experience

Materials:

- Evaluation form

- Remind participants of the evaluation project and the post-post evaluation and the procedures which will be used if they are one of the teachers selected for the sample.
- Distribute the evaluation form.
- Announce ways they can get technical assistance from health coordinators and trainers.
- Use an open-ended question or sentence stem to close the workshop. Participants can share with someone sitting close to them.

Trainer's Note:

Optional topics/teaching skills for inclusion in this design are:

- * criteria for writing your own scenarios
- * leading effective discussions
- * small group work strategies
- * answering sensitive or difficult questions