

WHEN THE SITUATION GETS SLIPPERY

DISCUSSION GUIDE

Presented as a part of AMP!

An Arts-based, Multiple-intervention, Peer-education HIV & STI prevention program for high school youth

A MAKE ART/STOP AIDS Initiative

A program of the UCLA Art & Global Health Center and the Los Angeles Unified School District

OVERVIEW

When the Situation Gets Slippery is a 3-episode video of vignettes for sexual health education. The video builds on traditions of participatory theater and educational entertainment (edu-tainment) to present accurate information in an entertaining format. It is accompanied with a teacher discussion guide produced by the UCLA Art & Global Health Center and the Los Angeles Unified School District (LAUSD) Health Education Programs. It was originally developed as a resource for the comprehensive health education course in LAUSD high schools. It is not an exhaustive resource but rather intended to complement and supplement mandated state sexual health and HIV instruction.

The video and guide cover basic sexual health topics in each episode:

1. Condom use and negotiation skills
2. HIV basics and testing
3. Stigma reduction around HIV, sexuality, and safe sex

Each episode features unique and engaging stories from college-age youth, while this accompanying guide highlights learning objectives, alignment with state health standards, and skill-building activities for audience members to participate in. While the discussion guide highlights the video's alignment with California public school health education standards, the content can be aligned to the other state standards or education codes.

EPISODES & CORRESPONDING ACTIVITIES

When the Situation Gets Slippery episodes can be freely accessed online at artglobalhealth.org/slippery

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MORE INFORMATION

For more information about *When the Situation Gets Slippery* or *AMP!*, our larger HIV & STI prevention program, please contact Bobby Gordon, Director of Special Programs at the UCLA Art & Global Health Center, via email at robert.gordon@arts.ucla.edu or call +1 (310) 794-9208.

Visit artglobalhealth.org to learn about the UCLA Art & Global Health Center.

Visit aidspreventionlausd.net to learn about the LAUSD HIV/AIDS Prevention Unit.



HOW TO USE THIS DISCUSSION GUIDE

CLASSROOM USE

All the episodes and activities were reviewed and approved by Los Angeles Unified School District high school health teachers. Teachers should carefully review content to make sure it is appropriate for their classroom or school before sharing with their classes. At this time, the videos do not have their own assessment materials.

CONTENT LIMITATIONS

HIV disparities related to race, ethnicity, and sexual orientation are important topics in HIV education and prevention. These topics are not specifically addressed in these videos, and viewers should be aware that the videos represent the experiences of the college students, not necessarily of the groups most affected by HIV. Specifically, we would like to acknowledge that the experiences of gay men, bisexual men, and racial/ethnic minorities within the LGBTQ community are not present in the video, although they are significantly affected by HIV. To share up to date information on HIV disparities with your students we recommend the **Fact Sheet on Health Disparities in HIV** (<http://www.cdc.gov/minorityhealth/reports/CHDIR11/FactSheets/HIV.pdf>) published by the Centers for Disease Control and Prevention.

ADAPTING TO NEW SETTINGS

Each episode in this product meets California state standards for health education. This material has been approved by the school district where it was developed, and we recommend that you check to see how the material aligns with your local curriculum and standards before use. These health education standards are typically state-wide and available online, but you may also benefit from asking your health district coordinator or supervisor where to access them.

TEACHER TIPS & RESOURCES

Each episode has a few suggestions for classroom facilitation that teachers may want to review prior to showing the video.

EPISODE 1

CONDOMS

LEARNING OBJECTIVES

- Recount the specific steps to properly use and dispose of a condom.
 - Understand condom negotiation with a potential partner.
 - Demonstrate knowledge of where to get condoms at their school or in their neighborhood.
 - Increase likelihood of using a condom.
 - Decrease stigma about condom use.
 - Increase comfort and self-efficacy of condom use.
 - Learn to associate condoms with a healthy and responsible sex life.
 - Understand that abstaining from sex is an absolutely valid and healthy decision.
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CALIFORNIA HEALTH STANDARDS MET IN EPISODE 1

California Health Standard 8.G.37

Support others in making positive and healthful choices about sexual behavior.

California Health Standard 5.G.31

Use a decision-making process to evaluate using FDA-approved contraception and condoms for pregnancy and STD prevention.

California Health Standard 4.G.23

Use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STDs.

California Health Standard 5.G.27

Use a decision-making process to analyze when it is necessary to seek help and/or leave an unhealthy situation.

California Health Standard 8.G.35

Encourage and support safe, respectful, and responsible relationships.

California Health Standard 7.M.27

Practice personal boundaries in a variety of situations.

California Health Standard 5.G.29

Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.

California Health Standard 3.G.19

Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.

EPISODE 1 SCENE LIST

- Opening** *Condom Kittens*
A group of cheerleaders perform a humorous cheer about condoms, encouraging their use. We encourage teachers to review this scene prior to sharing with their students and decide whether it is appropriate for their school and/or classroom.
- Introduction** The history and premise of the three-part series is introduced; explaining that the DVD was created by UCLA student artists to unleash the power of the arts to educate about sexual health.
- Scene 1** *We'll Tell You*
The group answers the question "When was the first time you touched a condom?" and responds honestly drawing from personal experience.
- Scene 2** *1-800-Custom Condoms*
Condoms are de-stigmatized in this farcical advertisement for a condom company.
- Scene 3** *Condom Negotiation in the Bedroom*
Harry fumbles and fails to correctly put on a condom. Victoria makes him wait until he can get it right.
- Scene 4** *Dean's Virginity Monologue*
Dean tells why he has decided to refrain from sex until marriage, but also why he feels compelled to fight HIV.
- Scene 5** *Condom-Aholics*
This over-the-top skit depicts Mollie unknowingly visiting a support group for condom lovers.
- Scene 6** *Jazzercise Condom Demonstration*
Three jazzercise dancers teach Dean the correct steps to put on and dispose of a male condom.
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TEACHER TIPS & RESOURCES

Explain condoms are the best method of protection from STIs, HIV, and pregnancy for sexually active individuals of all sexual orientations.

ProjectULA.org

Go to projectula.org and enter your ZIP code on the right side of the website to find local clinics offering free condoms and testing for HIV, STIs, and pregnancy.

KNOWIT from AIDS.gov

Students can also text their ZIP code to "KNOWIT" (566948) to get the nearest testing site to them.

ON-SCREEN DISCUSSION QUESTIONS

1. What is the correct method for putting on a condom? (PAUSE for discussion.)
2. What is the correct method for taking off a condom? (PAUSE for **ACTIVITY 1A** on page 4.)

ACTIVITY 1A: CONDOM LINES

Purpose: Learning the correct steps for using a condom.

Materials: List of steps for how to use a condom properly included below.

1. Check the expiration date.
2. Carefully open the package.
3. Check the condom for holes.
4. Pinch the tip of the condom.
5. Roll the condom all the way down the penis.
6. Have sex.
7. Pull the penis out and turn away from your partner.
8. Slide the condom off of the penis.
9. Tie the condom in a knot and throw it away.

Procedure: On separate pieces of paper, write down all of the steps to correctly use a condom. Select student volunteers to each hold up one step, and have the rest of the students put them into the correct order, demonstrating a complete understanding of how to correctly use a condom.

ON-SCREEN DISCUSSION QUESTIONS (CONTINUED)

3. Why were so many girls talking about condoms? (PAUSE for discussion.)
4. Where can you go to get condoms? (PAUSE for discussion.)
5. What did you think when Dean said he was a 22 year-old virgin? (PAUSE for discussion.)
6. How would you bring up condoms with a partner? (PAUSE for discussion.)
7. Is putting on a condom awkward? Why or why not? (PAUSE for discussion.)
8. What would you do if your partner didn't want to use a condom? (PAUSE for **ACTIVITY 1B** on page 5.)

ACTIVITY 1B: CONDOM NEGOTIATION

Purpose: Learning to effectively talk about condom use.

Materials: Scenarios included below.

Procedure: Two students are asked to volunteer to take part in a theater exercise about condom negotiation. Based on the scenario card, one student is given the role of someone who wants to use a condom, and the second student plays a potential sexual partner who does not. The first student's goal is to convince the second student that he/she should use a condom. At the conclusion of the scene, other students are asked whether the first student's technique was effective and realistic. If any students disagree, they are invited to replace either of the student volunteers and replay the scene. Activity continues until the class agrees on an effective strategy.

- **Scenario 1: Prom Night**

Two high school seniors have been dating and have both decided that prom night is when they want to have intercourse for the first time. Student A wants to use a condom but Student B does not. Student A is madly in love with Student B and does not want to start a fight, but also is adamant about wanting to use a condom. *How does Student A convince Student B to use a condom?*

- **Scenario 2: One Step Further**

Student C and Student D lost their virginity to each other and are faithful to one another. Before they had sex they went together to get tested for STIs and HIV. (If one character is female, she is on birth control.) Student C decides that he or she would like to start using condoms, but isn't sure how to bring up the subject without arousing suspicions of cheating, or seeming untrusting. *How can Student C successfully bring up the subject of condoms to Student D?*

PROCESSING QUESTIONS

1. What did you like about this episode and its activities?
2. What did you not like about this episode and its activities?
3. How would you make them better?

EPISODE 2

TESTING & STIGMA

LEARNING OBJECTIVES

- Decrease stigma of HIV/AIDS, stigma of people living with HIV or AIDS, and stigma of HIV testing.
 - Demonstrate knowledge of where in their neighborhood students can get tested for HIV/STIs
 - Understand that someone can have and transmit HIV without knowing it or showing any symptoms.
 - Understand that drugs and alcohol impair decision-making skills.
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CALIFORNIA HEALTH STANDARDS MET IN EPISODE 2

California Health Standard 1.P.1

Examine the value of teenagers in actively managing their personal health behaviors (e.g. adequate sleep, ergonomics, and self-examination.)

California Health Standard 3.G.19

Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.

EPISODE 2 SCENE LIST

Transition *Moment of Noise*

The opposite of a moment of silence, the group makes noise to signal they're joining the fight against HIV.

Introduction *We'll Tell You*

The group answers the question "How did you first hear about HIV?" from personal experience.

Scene 1 *Sam's (Lack of) Sex-Ed Monologue*

Sam tells the story of her lone sex-educator: her sister.

Scene 2 *Kaylin's HIV Stigma Monologue*

Kaylin deals with difficult issues surrounding HIV, admitting her own susceptibility to perpetuate stigma.

Scene 3 *Neither of Them Know (Party Scene)*

In a spoken word poem, two teenagers engage in drunken unprotected sex where one of them unknowingly transmits HIV to the other.

Scene 4 *Sophia's Testing Story*

Sophia recounts her experience talking with a friend after she takes an HIV test.

Scene 5 *Going to Prom*

In this funny scene, Harry finds himself in the awkward situation that his prom date's dad is the doctor who tested him for HIV.

Scene 6 *I Got Tested for HIV*

Harry tells the true story, with words and hip-hop dance, of nervously getting tested for HIV.

TEACHER TIPS & RESOURCES

Not sure how to explain stigma to your students? A common definition is: prejudice, avoidance, rejection and/or discrimination directed at a group of people or topic. Remind students that actions, attitudes, or beliefs can all perpetuate stigma. If HIV stigma is a hard concept for students to grasp, consider discussing LGBTQ stigma and how they have seen or experienced this at school.

ON-SCREEN DISCUSSION QUESTIONS

1. What can you do to fight HIV stigma? (PAUSE for discussion.)
 2. What is stigma anyway? (PAUSE for discussion.)
 3. Who can you talk to about sex? (PAUSE for discussion.)
 4. Is it scary to get tested for HIV? (PAUSE for discussion.)
 5. What would you do if you found out your friend had HIV? (PAUSE for discussion.)
 6. Where can you go to get tested for HIV? (PAUSE for **ACTIVITY 2** below.)
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ACTIVITY 2: SOCIAL BAROMETER EXERCISE

Purpose: Students learn to deal with their own emotions and stigma concerning HIV and AIDS.

Materials: List of statements included below.

Procedure: Student are asked to get out of their seats. The teacher reads a statement explaining that there is a continuum from one side of the class to the other. Each student must decide where he/she should stand. Standing against the left wall indicates strong agreement with the statement read by the teacher. Standing against the right wall signals strong disagreement. Students may stand anywhere along the continuum, and will explain why they have decided to stand where they are.

Statements:

- *It is scary to get tested for HIV.*
 - *I would treat a friend exactly the same way after finding out that he/she was HIV positive.*
 - *If I found out I had HIV, I would not tell any of my friends because I would be scared.*
 - *I can tell if someone has HIV by looking at them.*
 - *I would be comfortable meeting someone living with HIV and giving them a hug.*
 - *I feel comfortable about the idea of getting tested for HIV.*
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PROCESSING QUESTIONS

1. What did you like about this episode and its activities?
2. What did you not like about this episode and its activities?
3. How would you make them better?

EPISODE 3

WHY WE CARE

LEARNING OBJECTIVES

- Decrease stigma for people living with HIV.
 - Gain ability to empathize with HIV-positive people.
 - Honor the key role that the LGBTQ community has played in fighting HIV.
 - Perceive the difficulties of “coming out” as a young person.
 - Understand that sex is a normal facet of life.
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CALIFORNIA HEALTH STANDARDS MET IN EPISODE 3

California Health Standard 1.G.7

Describe the short- and long-term effects of HIV/AIDS/STDs.

California Health Standard 8.G.36

Advocate for respect and dignity of persons living with HIV/AIDS.

California Health Standard 1.G.4

Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.

California Health Standard 2.G.15

Examine the discrepancy between actual and perceived social norms related to teen sexual involvement.

California Health Standard 2.G.16

Assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs and pregnancy.

California Health Standard 5.G.29

Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.

California Health Standard 5.M.3

Describe healthy ways to express caring, friendship, affection, and love.

California Health Standard 8.M.28

Support the needs and rights of others regarding mental and social health.

EPISODE 3 SCENE LIST

- Transition** *We'll Tell You*
The group answers the question "How has HIV affected your life?" from personal experience.
- Scene 1** *How I'll Remember Him (Mollie's Monologue)*
Mollie remembers her mom's co-worker who passed away from complications due to HIV.
- Scene 2** *I'm Not Ready*
This song flips the gender stereotypes with Erica pushing Carlo to have sex, and Carlo ultimately admitting that he is not ready.
- Scene 3** *Getting Involved & Coming Out (Karin's Monologue)*
Karin tells of her experience as a young lesbian, and how working in an HIV organization allowed her to get in touch with the LGBT community.
- Scene 4** *Through Positive Eyes*
Erica sings a haunting song about seeing the world through "positive" eyes.
- Scene 5** *A Solo Soldier*
Through words and tap dance, Kenji tells a true story from the perspective of his uncle who lived with HIV.
- Scene 6** *We'll Tell You*
The group answers the question "What do you wish someone would have told you about sex when you were 13?" from personal experience.
- Scene 7** *Sex Is Just One Part of Life*
This spoken word piece suggests that sex can be both good and bad, and ultimately is just one small part of life.
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TEACHER TIPS & RESOURCES

Episode 3 is the most emotionally heavy of the chapters, with the UCLA students recounting true stories of loved ones lost due to HIV. Remind students that the school counselor or social worker is available if they are experiencing any emotional distress.

Take a moment to define the acronym LGBTQ for students. LGBTQ stands for Lesbian, Gay, Bisexual, Transgender, and Questioning.

ON-SCREEN DISCUSSION QUESTIONS

1. How has HIV affected your life? (PAUSE for discussion.)
 2. How will Mollie remember her mom's co-worker? (PAUSE for discussion.)
 3. Karin was scared to come out in high school. Why? (PAUSE for discussion.)
 4. What could your school do to make LGBTQ students more comfortable? (PAUSE for discussion.)
 5. In one scene, the guy wasn't ready to have sex. Is this realistic? (PAUSE for discussion.)
 6. How does art help us see the world differently? (PAUSE for **ACTIVITY 3** below.)
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ACTIVITY 3: IN YOUR OWN WORDS (HEALTH LITERACY)

Purpose: Link HIV/AIDS to personal experiences

Materials: Pens and paper

Procedure: Students are asked to take out pen and paper (write down) and tell their own stories about how they first heard what HIV was, and/or how they or their families have been affected. If a student says that they have not personally been affected, ask them to write about someone that they know or have heard about.

PROCESSING QUESTIONS

1. What did you like about this episode and its activities?
2. What did you not like about this episode and its activities?
3. How would you make them better?

EXTRA ACTIVITIES

WHAT DO YOUR STUDENTS HAVE TO SAY?

RATIONALE STATEMENT

After watching all three chapters, the final piece of the puzzle involves the high school students making their own art about sexual health. This action moves the students from the passive audience role to the active performer role. The follow up activities are based on Augusto Boal's theory that an individual experiences a transformation when he/she actively participates in the process of transformation. Facilitating activities where students can craft their own messages as a collective allows for a deeper engagement with the concepts presented in the video chapters.

EXTRA ACTIVITIES

Materials: Paper, pencils, and a room where desks and chairs can be moved

Procedure: Activities can be spaced out to fit into different class periods or can run back-to-back if time permits.

GROUP LINES (30 MINUTES)

Ask your students to take out a piece of paper and a pencil and answer the two questions below in an honest and personal way. Students should be given 5-10 minutes to answer each question. After all of the questions have been answered, ask students to circle 1-2 sentences that they feel represent the main point of their response. Ask the students to then stand in a line and quickly read their responses. The order in which the students speak or are positioned in the line can be shuffled to create a "popcorn effect" where the delivered answers "pop" from different places in the line.

Questions:

1. *What do you wish someone would tell you about sex?*
2. *What is one thing that is NOT true about sex and our society that you wish were true? What would your world look like if it were?*

SEXOPHONIC CHOIR (15 MINUTES)

Split the class into five groups. Each of the groups will be assigned one of the five fluids that transmits HIV (blood, breast milk, pre-cum, semen, and vaginal fluid).

Ask each group to think up their own physical gesture and way of "singing" their fluid. Then place each of the groups in a choir formation and as a conductor, instruct each group to sing their fluid (with the gesture) whenever they are pointed to. Once the group gets the hang of it, students can take turns as the conductor and create their own songs, varying the dynamics and tempo.

For a performance, introduce the group by saying "Ladies and Gentleman, the Sexophonic Choir is here to teach you the five fluids that transmit HIV!" Then have the choir walk into positions. Have the conductor add the groups into the song one-by-one until all of the fluids are being sung at once in a loud crescendo at a fast pace. You can conduct as a teacher or select a student to fill the role.

CREATE YOUR OWN SCENES (45 MINUTES)

Ask students to shout out the topics or issues that they think are important about sexual health (e.g. HIV, pregnancy, condoms, LGBT bullying, peer pressure, etc.), and write each of the topics up on the board. Have the group decide on the most important topics to cover, and split the class into groups to create a skit, song, dance, or poem about the topic.

Depending on the size of the group, select enough topics from those suggested so that you can match up 3-5 students to create each performance piece. Groups can be created based on classroom dynamic and/or by preferred medium (i.e., students interested in singing and dancing could be grouped together.)

The students will then split into their assigned groups and brainstorm three ideas for skits that address their chosen topic. Each group then comes back and pitches its ideas to the rest of the class, which gives feedback and helps choose one idea to flesh out. The groups then break off again to create a new scene.

The activity concludes with each group performing their scenes followed by feedback and discussion by the entire group.

All of the created content can then be compiled into a short performance for other students at the school, or can be shared as individual scenes on YouTube or Facebook.