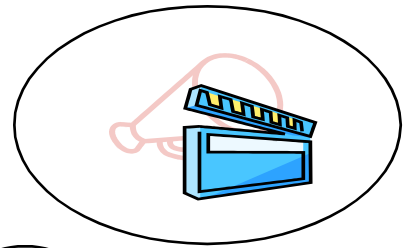
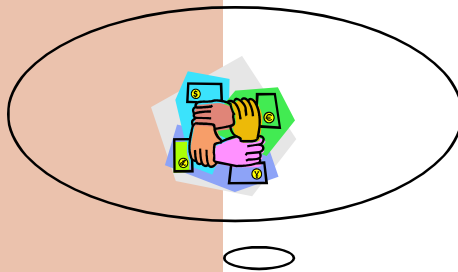
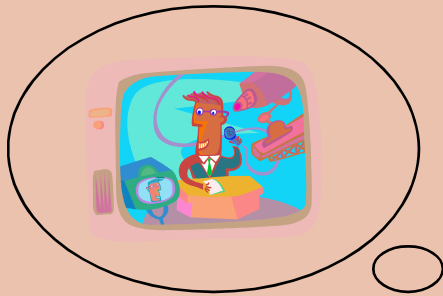


Service-Learning Toolkit

On

HIV/AIDS Prevention



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Sponsored by:



Baltimore City Health Department

The
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The After School Institute



Baltimore City

When learning is meaningful, purposeful, and personal you become more motivated to invest in your academic growth. As teens you may often wonder how applicable is the information you learn in the classroom to the real world. “Service-Learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.” - from Learning in Deed

*Introduction
to...*

Service- Learning



How Does Service-Learning Work?

- Every student seeking a Maryland High School Diploma is expected to complete 75 hours of service-learning that includes preparation, action, and reflection.
- Special education students seeking a Maryland diploma may have accommodations made according to their Individual Education Plans (IEPs).
- The opportunity for service learning is available for students, grades 6-12, who develop a structured, comprehensive, and well-documented plan for service delivery.
- Each school district implements the service-learning graduation requirements differently.
- Most school districts incorporate service-learning into the existing curriculum which allows students to problem-solve real community issues across subjects and throughout the school day.
- Some districts allow for independent and/or group projects that may take place during school time or on non-school time. This is a great opportunity to launch a HIV/AIDS Prevention project in your school or neighborhood!

For more information on Service-Learning, please check with your school district's Service-Learning Coordinator to obtain the specific requirements for your school.

Maryland's Seven Best Practices for Service-Learning

- 1. Meet a recognized need in the community**
(health, education, environment, public safety)
- 2. Achieve Curricula objectives through service-learning**
(test and apply what's learned to the "real world")
- 3. Reflect throughout the service-learning experience**
(journaling, performing, writing)
- 4. Develop student responsibility**
(leadership and ownership of service)
- 5. Establish community partnerships**
(collaboration, future career opportunities)
- 6. Plan ahead for service-learning**
(partnership between student, teacher & community)
- 7. Equip students with knowledge and skills needed for service**
(meaningful and interesting learning)

For more information on Service-Learning contact The MSDE's Service-Learning Office @ 410-767-0358 or log on to www.mssa.sailorsite.net



What Are the Rewards?

- ☺ Having fun while learning!
- ☺ Becoming a leader in school and in your neighborhood!
- ☺ Experiencing a sense of accomplishment!
- ☺ Becoming knowledgeable about how to stay healthy!
- ☺ Enhancing people's lives, including your own!
- ☺ Witnessing change in the community! Change is possible!
- ☺ Collaborating with various community members and organizations to enhance career choices and opportunities!



Service-Learning

Before launching a HIV/AIDS Prevention Service-Learning Project, you must first understand what HIV and AIDS are and how it affects you. Currently teens are at high risk for infection with HIV and the number of newly HIV-reported cases is steadily rising. Therefore, it is important to get the information out on this health issue to as many teens as possible. Who would teens most likely listen to about health, sex and HIV/AIDS? Other teens! The best method of advertisement is word of mouth, particularly when it comes from your peers. This is why it is important for you to spread the word! Therefore, this section is designed to equip you with information about HIV and AIDS and how they affect various populations of people in Maryland. Once you get an inside look at the HIV/AIDS epidemic, the answer to the title question will become clear!

HIV/AIDS Prevention: How Can I Make a Difference?



What Does HIV and AIDS Mean?

HIV stands for **Human Immunodeficiency Virus**. The virus enters your body when you come in contact with fluids from a person infected with HIV. The fluids from the infected person enter through bodily fluids like semen, blood, and vaginal fluids, breast milk. Once the virus enters your bloodstream it attacks and infects cells called CD4 in the immune system that help fight off infections like colds, flu, and cancer. Once HIV enters the CD4 cells it uses the cells to produce more HIV that eventually kills off the CD4 cells. As the body loses CD4 cells, it becomes less able to fight off infections that a person with a healthy body is able to do.

HIV can infect all people regardless of age, gender, race, socio-economic status, or religion. An individual's behavior determines one's chances in contracting HIV. Here are some common ways that you can become infected with HIV:

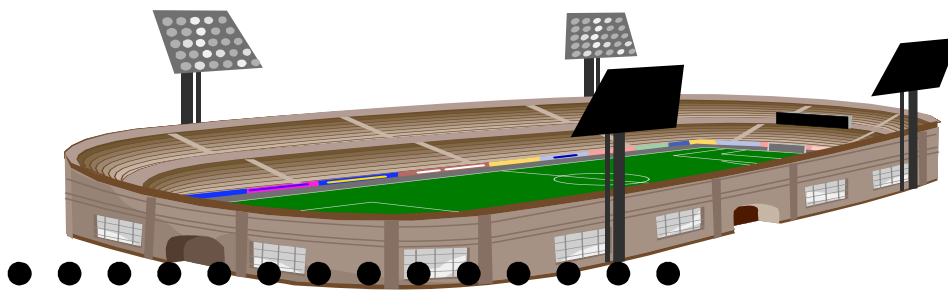
- Unprotected sex (oral, anal, and/or vaginal without new latex condoms)
- Sharing needles
- Mother to baby in giving birth and through breast milk

AIDS stands for **Acquired Immune Deficiency Syndrome**. AIDS is the final stage of HIV. When a person is diagnosed with serious illnesses or cancers that are considered “AIDS-defining” then they are considered to have AIDS. On the average, once a person has AIDS the life expectancy is four years.



HIV/AIDS and You!

Let's take a look at how HIV and AIDS have made an impact on your generation!



This football stadium holds approximately 80,000 fans. The stadium half full of teenagers attending a football game represents the amount of reported AIDS cases through 2002 among youth.

The Center for Disease Control and Prevention (CDC) reported 41,287 AIDS cases among teenagers ages 13-24 through December 2002. The number of HIV cases may actually be higher than the number of AIDS cases reported considering most adults with AIDS first developed HIV as teenagers. HIV is the seventh leading cause of death for teens between the ages of 13 and 24.

The Top Five (5) Jurisdictions in Maryland Most Affected by HIV/AIDS (September 30, 2003)

Jurisdiction	Incidence				Prevalence					
	<u>No.</u>	<u>HIV</u> %	<u>No.</u>	<u>AIDS</u> %	<u>No.</u>	<u>HIV</u> %	<u>No.</u>	<u>AIDS</u> %	<u>Total HIV/AIDS</u> <u>No.</u>	<u>%</u>
Baltimore City	1,128	51.6%	701	49.6%	7,395	51.7%	5,607	48.8%	13,002	50.2%
Prince George's	352	16.1%	228	16.1%	1,821	12.8%	1,969	17.1%	3,790	14.6%
Baltimore	164	7.5%	130	9.2%	915	6.4%	793	6.8%	1,708	6.6%
Montgomery	145	6.6%	122	8.6%	852	5.9%	1,013	8.8%	1,865	7.2%
Anne Arundel	74	3.4%	38	2.7%	373	2.6%	371	3.2%	744	2.9%

Incidence refers to newly diagnosed cases during the 12-month period (10/1/02-9/30/02)

Prevalence refers to living cases on 9/30/02

No. refers to number of people

% refers to the percentage of Maryland State

For information on other Maryland counties refer to the B.A.R.T. (Becoming A Responsible Teen) Training manual.

Young people are primarily infected with HIV through sexual intercourse. It is particularly important to pay attention to Sexually Transmitted Infections (STI) as they provide a source of entry for HIV-infected fluids to pass. As a matter of fact, a person with an STI is three to five times more likely to become infected with HIV than a person without an STI. Just to bring this information closer to home, approximately 25 percent of the STI cases are teenagers!

Are you beginning to understand why it is so important for teenagers to learn more about how to engage in safe behaviors? The more you are aware of the risk factors and seek information and/or assistance, the less likely you are able to contract HIV or STIs. Begin sharing what you know with others. There are a lot of ways in which that can happen.

How Can I Make a Difference?

The idea behind this service-learning project is to help teenagers to lead healthier lives. You can reach out to other teens to spread the word on HIV/AIDS by providing accurate information about safety, discussing and sharing personal experiences, and creating an environment where other teens feel comfortable openly talking about sex. The next section of this toolkit highlights three ways that you can have a major impact on other teens leading a safe and HIV-free life. As you plan for this HIV/AIDS service-learning project, hopefully you can capture the attention of teens and help them to understand the significance and the impact of HIV and AIDS on their lives.

Information on HIV/AIDS:

<http://members.aol.com/egeratylsw/aids.html>

<http://www.niaid.nih.gov/factsheets/hivadolescent.htm>

<http://www.healthcenter.vt.edu/he/wpe/wpe.htm>

www.dhmd.state.md.us/AIDS

www.cdc.gov

Now that you have a basic understanding of HIV and AIDS, you are probably wondering what you can do to “spread the word” in your community. There are several ways to both educate your peers about the facts while entertaining them. Three of the ways covered in this toolkit are through peer leadership and education, developing public service announcements, and constructing live theatre projects.

How can I reach out to other teens to “spread the word?”



Peer Leadership &
Education.....page 10



Developing a Public Service
Announcement....page 12



Creating A Live Theater
Project.....page 17

Peer Leadership & Education

You might decide that in order to best “spread the word,” you should learn more about HIV and AIDS-prevention by becoming trained to be a peer leader. *Becoming A Responsible Teen (B.A.R.T.)* is an HIV and AIDS prevention curriculum that presents accurate, useful information about HIV. Developed by the Centers for Disease Control (CDC), it is designed to help you build skills so that you can clarify your own values about sexual activity and make decisions to help you avoid the risk of becoming infected with HIV.



The eight-session curriculum provides you with essential information about HIV and AIDS; coping skills for social and sexual situations; assertive communication and negotiation techniques; and, safe sex practices, including condom use and abstinence. In addition to teaching you how to protect yourself, by participating in B.A.R.T., you will learn how to be a peer educator by sharing the information and strategies you learn all while earning service-learning credit.

To become a B.A.R.T. peer educator, you should seek out a guidance counselor, coach or mentor through an after-school program, clinic, or community center. As the curriculum works best in non-school settings, community based organizations (CBOs) such as these are a good place to start. (See resource section for a list of CBOs and Health Departments in Maryland with B.A.R.T. trainers.)



Once you have found a place to be trained, you should start to recruit others who may be interested in working with you and being trained as well. Talk to your friends, classmates, and even other teens at the CBO. By being trained together, you will share personal experiences that will make the information and skills more meaningful to you all.

Following the B.A.R.T. training period, you and your fellow trainees will be able to serve as peer educators in the prevention of HIV and AIDS. But, what do you need to do in order to effectively develop into peer leaders for your community? You could serve on an advisory panel that includes adults from the CBO. In this way, you can help to make decisions as to how best to reach out to other youth in your community. You could also work with the CBO to enlist the support of parents. There may even be opportunities for you to teach parents about HIV and AIDS prevention in cooperation with an adult trainer. However, the best way for you to be effective is to talk to other youth.

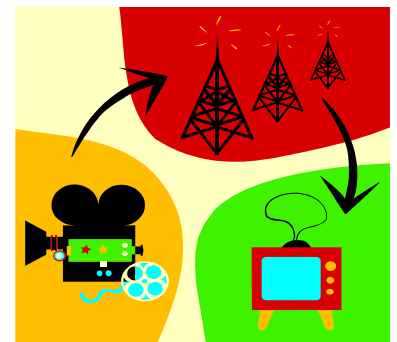
Now that you have the correct information, you should use your skills to provide others with the same. Be a youth facilitator at other B.A.R.T. trainings. Talk to youth that you see regularly – at school, on teams, on your block, and in your neighborhood. Share your skills everywhere in order to help reduce the spread of HIV.

Developing Public Service Announcements (PSAs)

Music videos, television, video games, and the Internet are the ways that most teens take in information. As a result, you may feel that in order to best “spread the word” about HIV prevention, you should do something just as fast-paced. Developing a Public Service Announcement (PSA) for television is one way to reach out to other youth in a way that’s quick and easy to understand.

Developing PSAs requires a lot of coordination, there are scripts to write, casts to select, rehearsals and taping. To do this, it is suggested that you have co-leaders — one of you can spearhead the project and act as a go-between for the cast and stakeholders; while the other can focus on script development, casting calls, auditions, and taping— and a supportive adult to serve as coordinator.

Besides a basic knowledge of HIV and AIDS prevention, it’s important that you are able to network with members of the community or at least have access to someone who can advocate on behalf of the project.



The first steps in developing PSAs are to develop an overall project plan and identify your resources—technical and financial. Local television and cable access channels may be a good place to start. Also, many colleges and universities in Maryland have communication departments who are willing to use the opportunity to produce a PSA as practice for their students. The cost of producing a PSA, although less than the cost of making a movie is still more than your allowance. Work with your co-leader and coordinator to solicit organizations that would have an interest in the project, including grant funding. The projects researched for this toolkit were funded through the Baltimore City Health Department and Cable Positive’s Tony Cox Community Fund.



The next step in developing a PSA is to set up a focus group. This is a group of other youth who will serve as your guide for what type of PSA to develop. Conversations in this group provide you with not only the content but also the concept of the PSA. To select members for the focus group, you can target a specific group of youth, for example those involved in *ABC* program, or you can open it up to all youth in your community. Once you have established your focus group members, arrange a time to meet and identify how you will record the meeting so you can review what is said.

Before meeting with the focus group, talk to your co-leader and Coordinator and develop a short list of questions that you will ask to guide the discussion. These questions should not only be about the prevention of HIV but also help to provide slogans, ideas, and possible images that can be used in the PSAs. (See appendix A for a list of possible questions.) Decide which concepts would be better to develop into a PSA. Be prepared to be flexible, as some concepts don't always move well from paper to video. You may want to come up with more than one script.

Once your script is developed, send out a casting call for other teens to act in your PSA. The call can be sent out to those who participated in the focus group, as well as to other teens in your community. As youth respond to the call, send them the script so they can practice. During the audition, pair youth and allow them to try out roles in various segments. This will help to determine individuals' strengths. It is important to videotape the casting call in order for the judges to review and select the cast.

The judging panel should have representatives from groups with an investment in the PSA-financial, technical, or other. The judges should review the casting call and select individuals who meet the following criteria: the character is believable and is someone other teens can relate to.

The script is written. The cast is selected. Your work has only just begun. You still have to identify and secure a location for the set and arrange for the taping with the television station or college. Set aside an entire day for the taping and arrange for the cast to be present. Oh yeah, and don't forget the food. It should be provided throughout.

During the taping, it is important to be patient. Depending on the script, there may be four to six frames or scenes. Each scene might be shot between 10-15 times in order to get it right. However, it will still be exciting to know that you have created something that may help to prevent HIV/AIDS within your community.



Appendix A:

Sample Focus Group Questions:

1. What images would help someone to decide not to have unprotected sex?
 2. What slogans may be effective with your friends?
 3. How could you portray the risks of unprotected sex?
 4. What images would make the scenes relevant to your community? To the greater Maryland community?
 5. What kind of music might be a “hook” for other youth?
 6. Why do young people engage in activities that put them at risk for HIV and other STIs? How can this be portrayed as a deterrent?
- (Add other questions that would best fit your friends and community.)

HIV/AIDS Focus Group

February 4, 2004

Notes

PSA Slogans & Ideas

What kind of gambler are you?

What type of risk taker are you?

Abstinence starts today

Ask me what I know!

Concepts for PSA's

- Statistics should be presented in a visible way – where numbers are not used
- Myths should be talked about and revealed
- How to get tested and that it is not as hard as you think

Sample Concept Script Idea:

Hidden Factor

Concept: The concept of this PSA is to show that no matter how well you know someone, you should still protect yourself when engaging in sexual activities.

Setting: House bedroom, hallway, and bathroom.

BGS 1: A heartbeat is heard in the background and it is at regular pace.

Image 1: A girl is leaving a bedroom and going to the bathroom.

Dialogue: *Male:* “I told you it would be better without a condom.” The girl then turns around and smiles with the look of approval.

Image 2: Girl enters the bathroom and opens the medicine cabinet.

Image 3: Girl is looking for Tylenol and sees pills for HIV treatment, *which are clearly labeled for the sake of the commercial.*

BGS 2: When the girl finds the pills, her heartbeat begins to get faster.

Image 4: Girl has a flashback to last night when her boyfriend did not use a condom.

BGS 3: Girl’s heartbeat gets faster.

Image 5: Girl slams the medicine cabinet and in the mirror the tagline/slogan will appear.

BGS 4: Girl’s heartbeat stops.

When the image goes to the night before when they chose not to use a condom a downbeat of the heart is heard to give it a more dramatic effect and this is just like a back flash image.

Creating a Live Theater Project:



LIGHTS! CAMERA! ACTION! – Developing a PSA is not the only way that you can “spread the word.” You may consider constructing a live theater project. Similar to a PSA, these projects require a lot of coordination. It is recommended that you work with a partner and a supportive adult to serve as Coordinator for many of the same reasons why it’s suggested for the PSA. However, as there are many ways to perform, constructing a live theater project is a different project entirely.

First, you should determine what type of theater project you want to present. Will you be creating a series of skits to be performed with groups of youth? Will you be writing songs and raps that tell others about HIV prevention? Maybe, you might create short stories or spoken word poems that you will share with drummers and dancers in the background. Whatever way you choose to be creative, you should make sure that it conveys enough emotion that your audience feels the need to talk about what they have heard, seen, and felt in response.

Now that you have decided what type of performance to present, you should work with your co-leader and Coordinator (and even your cast of peers) to determine where you will perform your theater project. You may decide to present your creation for other teens at community centers, after-school programs, and other CBOs. Maybe, you are more adventurous and decide that you will perform at a street festival, community health fair, or block party.

You may even decide to perform at a local theater and charge a fee in order to raise money for HIV/AIDS outreach projects through other organizations.



Once you have an end goal in mind, you should have several rehearsals over a few weeks to prepare yourself and your cast for the performance. The type of performance will determine the actual number of rehearsals. However, it is a good idea to practice at least once a week so that you can coordinate with all of the various cast members – a basic rule of thumb is the more skits or acts, the more rehearsal needed.

“Towards the end, I was tired of going to rehearsal all the time. But, it felt good to see kids my age and even some old folks listening to my poem.” – Teen participant in a theater project

Now the big day arrives. You and your cast are ready to perform. How do you insure that your audience not only remembers the performance but also the message? Contact the Health Department or your local clinic for flyers and information that can be distributed after the performance. Or, while you are being creative, make your own.





Summary

Prior to this experience, you probably were familiar with the terms HIV/AIDS but unaware of its impact. Once you learned of its impact, choosing to do one of these service-learning projects helped you to take your newfound knowledge and apply it to your community. By reaching out to other teens to “spread the word,” you provided accurate information about safety, discussed and shared personal experiences, and created an environment in which you and your peers felt comfortable openly talking about sex. It is our hope that this process made your learning more meaningful and purposeful.

Take the time to reflect on what you knew, what you have learned, and what you still want to learn by asking yourself the questions below.

Reflection

👤 What have I learned by doing this project? How have I grown as a person?

👤 Was this project a success? Did the target audience get the message? Did it help them change their behavior?

👤 How can I expand on this?

What is the next step I can take to

become an advocate for HIV prevention and treatment programs?

👤 What could I share with someone who is considering creating one of these service-learning projects? Would I do this again? Why or why not?

👤 What were my motivations for doing this project? Have they changed now that I have completed it?

👤 How can I change the message to reach out to other audiences (parents, younger children)?

👤 How does the HIV population in Maryland compare to the rest of the United States? The rest of North America? How does the North American HIV population compare with that of Africa? Of Asia? What is being done to help people living with HIV/AIDS globally? What can I do to help?