

All4You! Lesson Outline

The goal of *All4You!* is to enhance protective factors (e.g., sense of future and purpose, sense of self, motivation, skills) and positive health behaviors related to the prevention of HIV, other sexually transmitted diseases, and unintended pregnancy. The program includes 14 lessons—9 featuring skill development and 5 involving service visits in the community. Classroom lessons range from 70–90 minutes each; service learning visits require approximately 140 minutes, which includes travel time to and from the service learning site.

Pre-Lesson: ***Preparing for All4You!*** (25 minutes)

The *All4You!* educator visits each class about 1 to 2 weeks before beginning the program to nominate Peer Leaders, introduce the program, and distribute field trip permission forms.

Lesson 1: ***It's All4You!*** (70 minutes)

Students participate in *All4You!* Challenge, a game designed to review and present important information about HIV, other STDs, and unintended pregnancy. Students prepare for upcoming lessons.

Lesson 2: ***Sexually Transmitted Diseases*** (80 minutes)

Students watch a video about common STDs, then participate in an activity to personalize their vulnerability to STDs. Students also receive basic information on testing for HIV, other STDs, and pregnancy.

Lesson 3: ***What's the Risk?*** (70 minutes)

Students discuss HIV and AIDS and how it impacts teens. Students participate in an activity to identify behaviors that put them at risk for HIV, and then complete a small group activity to examine ways to make respectful decisions in a relationship. Students complete a worksheet to begin preparing for their volunteer project.

Lesson 4: ***Experience It*** (85 minutes)

Students participate in an activity to build empathy for the people with whom they will work through their volunteer project. They then plan activities for their first visit. Students also discuss goals, expectations, and rules to prepare for their volunteer project visits. A guest speaker shares his or her experiences with HIV infection or AIDS. A question and answer period follows the speaker's presentation.

Lesson 5: ***Using Our Skills in the Community—Visit #1*** (140 minutes)

Students make their first visit to the volunteer project and receive an orientation to their tasks. Students begin to work in their designated roles. The Program Educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 6: ***Negotiation and Refusal Skills*** (85 minutes)

Students reflect on their first volunteer project visit. Negotiation and refusal skills (the “Psst” technique) are introduced and demonstrated through role plays. Students then practice and receive feedback using these skills through half-scripted role plays.

Lesson 7: ***Using Our Skills in the Community—Visit #2*** (140 minutes)

Students make their second visit to the volunteer project and work in their designated roles. The Program Educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 8: ***Reduce Your Risk*** (90 minutes)

Students reflect on their second volunteer project visit. Students discuss different methods of protection and categorize them based on their effectiveness for preventing HIV, other STDs, and/or pregnancy. Students work in small groups to analyze methods of protection based on personal lifestyle and relationship characteristics. Students then analyze their own lifestyle and relationship and think about what method of protection would be best for them. The teacher tells a story to demonstrate the proper use of condoms. Students identify the dos and don'ts of condom use, and then practice using condoms.

Lesson 9: ***Using Our Skills in the Community—Visit #3*** (140 minutes)

Students make their third visit to the volunteer project and work in their designated roles. The Program Educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 10: ***You Can Handle It*** (90 minutes)

Students reflect on their third volunteer project visit. Students identify ways to bring up the subject of using condoms with a partner. Students review the “Psst” technique and practice using it through paired role plays.

Lesson 11: ***Using Our Skills in the Community—Visit #4*** (140 minutes)

Students make their fourth visit to the volunteer project and work in their designated roles. The Program Educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility).

Lesson 12: ***Staying Safe*** (100 minutes)

Students reflect on their fourth volunteer project visit. Students participate in an activity to generate ways to handle sexual risk situations. Students also participate in a relay in which they practice proper condom use steps, and then discuss ways to make condom use more likely. As a closing activity, students identify what changes they can make in their lives right now that will help protect them from HIV, other sexually transmitted diseases, and unplanned pregnancy.

Lesson 13: ***Using Our Skills in the Community—Visit #5*** (140 minutes)

Students make their final visit to the volunteer project and work in their designated roles. The Program Educator looks for and reinforces behaviors and situations that can be related to the *All4You!* program (e.g., direct communication, taking responsibility). Students end the day by making a card for the staff and residents at the volunteer project site.

Lesson 14: ***It's All4You!*** (90 minutes)

Students review and reflect on their participation in *All4You!* by writing in their volunteer project folders and by creating posters that represent their volunteer project experience. To conclude, students are asked to make a commitment to protect themselves from HIV, other STDs, and unintended pregnancy. The activity is completed anonymously to protect students' privacy and minimize potential peer influence.