OBJECTIVE: To give students the opportunity to see things from different vantage points, and to hear and experience various views and opinions. To give students the opportunity to express their feelings toward particular situations in which someone could contract HIV.

Materials and Process: Half sheets of paper (cut the long way), each with a situation written at the bottom. Before the class, you will need to write the name of a student in your section at the top of the half-sheet. You will want to fold the top so that the students cannot see the names (see below for further explanation).

Situations: IV drug use, Long-term relationship (partner cheated), Health worker, Promiscuous sex, Bisexual sex (man), Gay sex (man), Prostitution, Sex with a prostitute (Man), Rape, One night stand, Sex while drunk, Sex while using recreational drugs, Dating - in quest for "the one", During first time (virgin), Threesome

You will want to assign each student in your section one of these situations. Some make more sense if the student is a man and some if the student is a woman so keep that in mind when assigning. Note that you may have some situations you don't use or some you need to use more than once depending on the size of your group.

Instructions:
(1) Hand each student one half-sheet. You should have previously written a situation on the bottom and a name at the top. The top should be folded down so students cannot see the name. It does not matter who gets which sheet at this point.

(2) Explain as follows: The word(s) on the bottom describe the situation in which a person contracted HIV. For this activity, we are imagining this is someone we know well. We will ask you a question about this person. You'll have 1 to 2 minutes to make a statement in response to each question on the half-sheet. We'll then ask you to fold down the paper to cover what you've written. We've made a few folds at the top to show about how big the folds should be. You should write small enough so that you can cover your statement by folding the sheet 1 to 3 times. When the time is up, we will ask you to pass the half-sheet to the next person.

(3) Explain: We'll then repeat the process where I prompt you for a statement about this person you know well who contracted HIV in the situation written on the bottom of the sheet, fold the sheet to cover your responses then pass to the next person when the time is up.

(4) You'll do this 6 times. Once for each of the prompts below.

Prompts:
(1) What do you think of this person's life choices?
(2) What specifically should this person have done differently?
(3) What personality traits contributed to the person contracting HIV through this way?
(4) You just found out that your best friend contracted HIV in this way. What is the first thing you thought?
(5) You just found out someone you dislike or do not respect contracted HIV in this way. What is the first thing you thought?
(6) Say something in this person's defense.

After the last prompt, have the students unroll the slips of paper to find a name written at the top. Ask them to give the paper to that person and give them a minute or two to read the responses.

DISCUSSION: Tell the students that you randomly assigned situations to each of them, but ask them to think about how they would feel if they had contracted HIV in this way. What would they think about what people had written about them? Do they think what was said about them was fair? Some of the statements on the sheets may seem funny or overly mean - Do they think people really think those things about people who contracted HIV in this way? How would they feel if this really happened to them or to someone they know? How do they feel about the things they had written for others? If they wrote something about themselves, how do they feel about that? What do they think about the way stereotypes and stigmas can affect the way people feel about themselves?

JOURNAL/FREE WRITE TOPIC: Exempt (fulfilled in writing the opinion book).