

**Activity**

# 7.3 Traffic Light

**Time** 20 minutes

- Materials**
- HIV Risk Behavior Cards
  - Traffic Light (1 red, 1 yellow, 1 green)
  - tape
  - 3" x 5" cards
  - HIV Risk Behavior Key (Teacher Background 7.3)

**Purpose** To help students evaluate how much their personal limits protect them from HIV.

**What the Teacher Does** Structures activity. Organizes and summarizes student ideas.

**What Students Do** Decide how risky various activities are and compare their personal line to those activities.

**Procedure**      **1**      Tape the 3 traffic lights along the wall. Explain that the 3 lights represent risk for HIV:

- Red is highest or most risky.
- Yellow is less risky, but a person still needs to use caution.
- Green is safe or lowest risk.

Explain that students are going to think about various behaviors and how risky they might be. Because some of these behaviors might be where they've decided to draw the line in the promise to themselves, they will have a chance to think how much their personal limits will protect them from HIV.

*(continued)*

**Procedure***(continued)*

- 2** Explain the activity:
  - Students will work in small groups.
  - Each group will get several cards with different behaviors written on them.
  - They should discuss each behavior and decide its level of risk.
  - Once the group has decided, they should tape their cards along the wall, under the various traffic lights on the risk continuum.
  
- 3** Model the activity by asking students to indicate the level of risk associated with “Talk on the phone” (safe) and “Use condoms with baby oil” (most dangerous). Post these **HIV Risk Behavior Cards** in the proper place on the continuum. Clarify that behaviors that go under the yellow light may be OK, but under some conditions/situations they can become red or high risk.
  
- 4** Organize students into groups of 4. Distribute tape and a few **HIV Risk Behavior Cards** to each group and have groups begin. Allow students to work for 3–5 minutes. While students are working, write the 3 primary body fluids that can carry HIV on the board or chart paper: blood, semen, vaginal fluid.
  
- 5** When all the cards have been placed along the wall, review the body fluids that can carry HIV. Then review each behavior and its place on the continuum, using the **HIV Risk Behavior Key** as a guide. Ask students if any cards should be moved, discuss why and then move the cards, if appropriate. Ask students if there are any other behaviors they would like to place on the wall. Write these on blank cards and place them on the wall.

**Teacher Note:** *Do not leave a card incorrectly placed along the continuum. Heated discussion may emerge about the proper place for a behavior along the risk continuum. Stress that any behavior not placed under the green light puts a person at risk for HIV or other STD. End any discussion that becomes nonproductive. When students are evaluating a behavior, they may ask you whether the sex partner is infected with HIV. Say that you do not know.*

- 6** Ask students to take out their promise cards from their name tents and look at the behaviors on the wall. Ask: “Based on where you draw the line, where do you end up?—red, yellow or green?”  
Ask students if there’s anything they want to add to their promise cards to make their limits safer. Give students 1–2 minutes to revise their promise cards.

# ***HIV Risk Behavior Cards***



*Directions:* Copy and cut apart the cards. Use only the cards you feel are appropriate for your class.

*(continued)*

<i><b>Kiss on cheek</b></i>	<i><b>Hug</b></i>
<i><b>Talk on phone</b></i>	<i><b>Hold hands</b></i>
<i><b>Give/get hickey</b></i>	<i><b>Feel up over clothes</b></i>

# Tarjetas de conductas riesgosas relacionadas con el VIH



Instrucciones: Copia y corta las tarjetas. Usa sólo las tarjetas que piensas que son apropiadas para tu clase.

(continúa)

<i>Beso en la mejilla</i>	<i>Abrazo</i>
<i>Hablar por teléfono</i>	<i>Tomarse de las manos</i>
<i>Dar o recibir marcas en el cuello</i>	<i>Tocar por encima de la ropa</i>

# ***HIV Risk Behavior Cards***

*(continued)*



<p><b><i>Feel up under clothes</i></b></p>	<p><b><i>French kiss</i></b></p>
<p><b><i>Mouth to genitals, with latex barrier</i></b></p>	<p><b><i>Penis in vagina, with latex condom</i></b></p>
<p><b><i>Mouth to genitals, no latex barrier</i></b></p>	<p><b><i>Sex with latex condom and baby oil</i></b></p>

# **Tarjetas de conductas riesgosas** **relacionadas con el VIH** (continuación)



<i>Tocar por debajo de la ropa</i>	<i>Beso de lengua</i>
<i>Contacto de boca con genitales, con barrera de látex</i>	<i>Pene en la vagina, con condón de látex</i>
<i>Contacto de boca con genitales, sin barrera de látex</i>	<i>Sexo con condón de látex, lubricado con aceite para bebé</i>

# ***HIV Risk Behavior Cards***

*(continued)*



<p><b><i>Sex with someone on the pill, no condom</i></b></p>	<p><b><i>Sex with someone you love, no condom</i></b></p>
<p><b><i>Penis in vagina, no condom</i></b></p>	<p><b><i>Penis in rectum, with condom</i></b></p>
<p><b><i>Penis in rectum, no condom</i></b></p>	

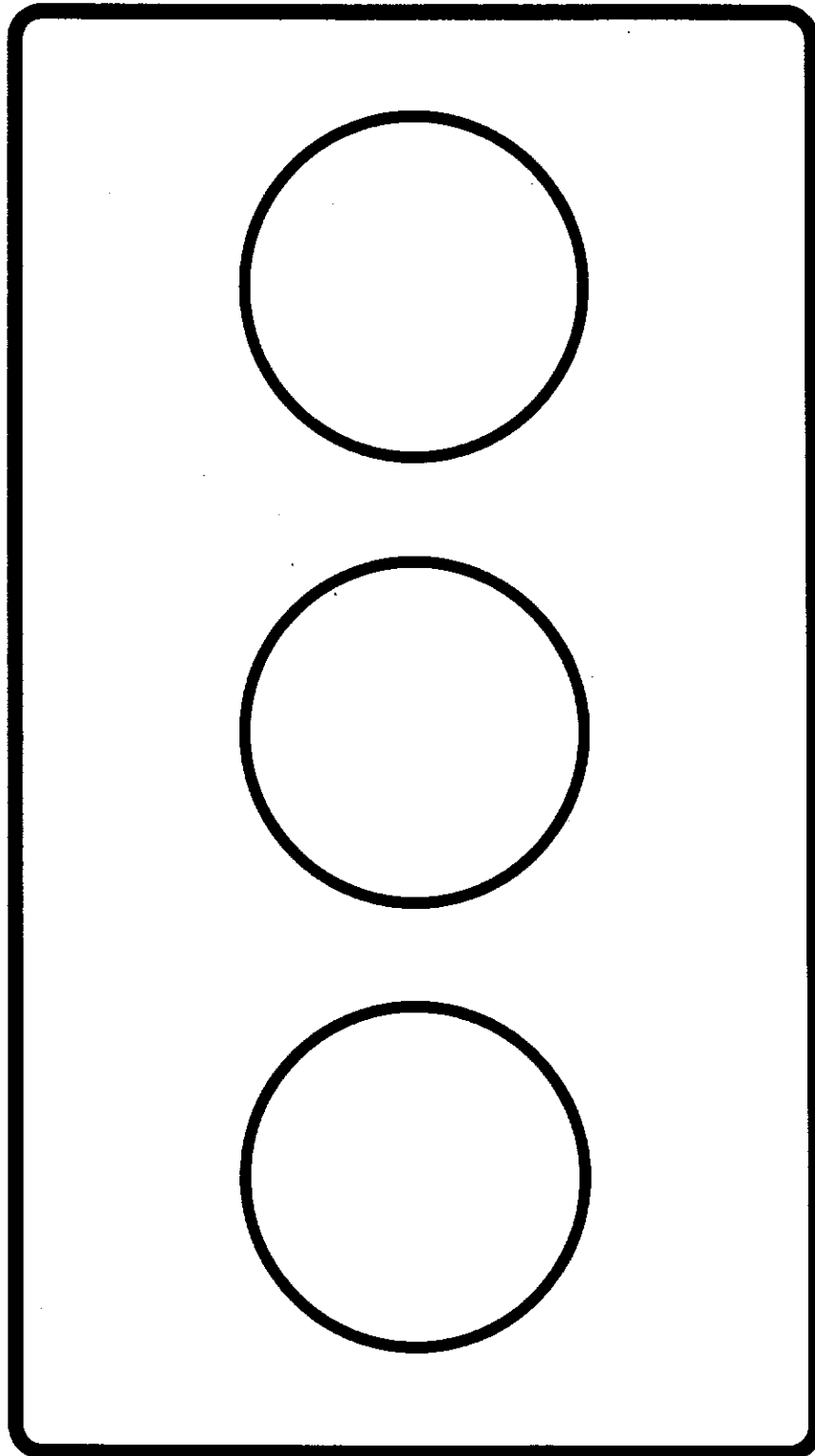
# Tarjetas de conductas riesgosas relacionadas con el VIH

(continuación)



<p><i>Sexo con alguien que usa la píldora, sin condón</i></p>	<p><i>Sexo con alguien que amas, sin condón</i></p>
<p><i>Pene en la vagina, sin condón</i></p>	<p><i>Pene en el recto, con condón</i></p>
<p><i>Pene en el recto, sin condón</i></p>	

# *Traffic Light*



---

# *Luz de tránsito*

