

LESSON 10 BARRIERS TO TESTING: SHAME

Learning Intentions

Students will understand how ‘shame’ impacts their life and how to overcome it.

Success Criteria

By the end of this session, students will be able to:

- 1 Describe the term ‘shame’
- 2 Give an example of how ‘shame’ stops them from doing something
- 3 Describe the benefit of overcoming ‘shame’ with regards to sexual health checkups.

Teacher background information

- 1 [Group agreement](#)
- 2 Dealing with [disclosures and protective interrupting](#)
- 3 [Getting tested for BBVs & STIs Factsheet](#) & [Getting a check-up Factsheet](#) (external links)

Title	Link	Length
Young Deadly Free: STI Checks, easier than you think!	https://youtu.be/O7o8xiim3Sg	02:05 mins
Youth yarn about... How to get over the shame of STI testing	https://youtu.be/A0kdc1oWS-0	03:21 mins

TIME	ACTIVITY	RESOURCES
00:00–05:00 (5 mins)	<p>WELCOME AND GROUP AGREEMENT</p> <p>Display and remind students of the <i>Group agreement</i> created in lesson 1.</p> <p>Question box: Answer questions from previous session.</p> <p>Explain: <i>One of the key Young Deadly Free campaign messages is “Talk about STIs and BBVs”. With that in mind, today we are going to put some of what we learnt over our last few weeks into practise by thinking about the advice, information or strategies we can give other people about STI testing.</i></p>	<p><i>Group agreement</i> created in lesson 1 + Group agreement guidelines</p> <p>Question box</p>
05:00–12:00 (7 mins)	<p>ACTIVITY ONE: EXPLORING SHAME</p> <p>Explain <i>that today you are going to be talking about shame and thinking about ways we overcome shame. Discuss what shame is.</i></p> <p>You might want to say something like:</p> <p><i>The word shame is used in lots of different ways. But today I want to talk about shame as an emotion in the context of sexual health... we say, that’s shame job, or I’m shame, or they get shame.... But what we mean is “I am or they are too shame to do that”. So feeling shame can stop us from doing things we want to do, or the things that help us grow and learn, or even the things that keep us healthy, like getting health checks.</i></p>	

TIME	ACTIVITY	RESOURCES
	<p><i>Behind Emotions are usually lots of different thoughts we have about ourselves and the world around us. These thought or beliefs could be influenced by our culture, our upbringing, things we hear or see, or even a lack of understanding about something.</i></p> <p><i>Sometimes those things are true and real (but we can find ways to address them or deal with them), and other times those things are not true but we can get carried away with believing them.</i></p> <p>Encourage the students to think about a time when they felt shame. Explain that they don't need to share the details of that time, just keep it in their mind as we discuss what shame is.</p> <p>Ask students to share in a yarning circle:</p> <ul style="list-style-type: none"> • What did it feel like? • Did it stop them from doing something they wanted to do or needed to do? • Can they remember what happened to their body? • Was their heart beating slow or fast? • Did they have sweaty palms? • Did they want to hide or run away? • Do they think shame is a good thing or a bad thing? <p>Alternative activity</p> <p><i>Have a body outline up on the board or on butcher's paper. Ask students to privately reflect on a time they felt shame. Ask them to think about how their body reacted physically.</i></p> <p><i>Ask them to share their physical reactions. As they respond represent their answers on the body outline through drawing and writing.</i></p> <p>Questions to help prompt the discussion might include:</p> <ul style="list-style-type: none"> • What happened to their temperature? • Did anything happen to their muscles? • What happened to their hands or palms? • What was going on their mind? • Did they feel like they had lots of energy or no energy? • Did they feel like running away? <p>Closing discussion</p> <p>Does anyone know what we just did in this activity? Can anyone think of why it's good to be able to recognise your feelings? The ability to recognise a feeling can help people to decide how to manage the feeling. We are now going to explore some strategies for managing shame.</p>	

TIME	ACTIVITY	RESOURCES
12:00–22:00 (10 mins)	<p>ACTIVITY TWO: WATCH VIDEO, <i>Young Deadly Free: STI checks, easier than you think!</i></p> <p>Explain: <i>we are now going to watch a video where someone is shame to go to the clinic but they decide to go anyway. After we watch the video, we will have a discussion and activity.</i></p> <p>WATCH VIDEO https://youtu.be/O7o8xiim3Sg</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What helped James overcome his shame? • Why was James feeling shame? • What were James’ fears? 	<p>Video on USB or link</p> <p>Projector/Screen/smartboard</p>
22:00–35:00 (13 mins)	<p>ACTIVITY THREE: BREAKING THROUGH THE SHAME</p> <p>Split the students into small groups.</p> <p>Hand out 1 youth character, 3 red bubbles and 3 boxing gloves per group.</p> <p>Get student to lay them out on the desk as per this example.</p>	<p>Handout 8.1 Youth quotes on barriers (handbook p. 62)</p> <p>Handout 10.1 Youth character girl or boy (pp. 5–6) (print and cut out 1 per group)</p> <p>Handout 10.2 Boxing gloves (p. 7) (print and cut out 3 per group)</p> <p>Handout 10.3 Red bubbles (p. 8) (print and cut out 3 per group)</p> <p>OR</p> <p>Handout 10.4 Individual worksheets (pp. 9–10) (print one per student)</p>

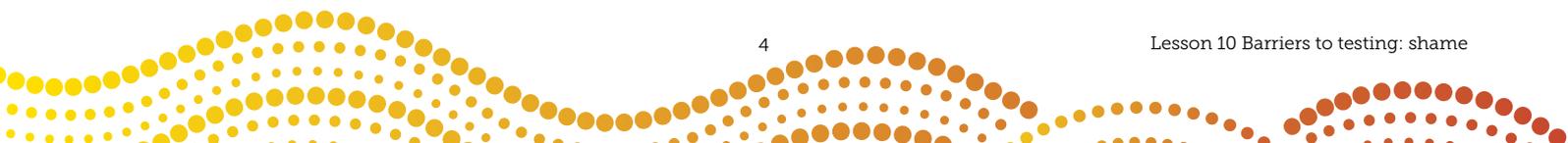


**Please note this activity could be run in small groups with each student filling in their own worksheet or in small groups where the worksheet is printed largely and they work on the activity together.*

Explain: *Let’s say your character is 16 and from our community. Ask students to name their person. Around the person are some red thought bubbles. In each red bubble, write down 1 fear/worry/reason that you think young people get shame about going to the clinic for a checkup.*

Once all groups have completed their red bubbles, discuss any similarities and difference between the groups.

TIME	ACTIVITY	RESOURCES
	<p>Explain: <i>Above our red bubbles are boxing gloves. We are going to use the boxing gloves to get rid of these fears. In the boxing gloves we are going to write down how things really are OR something your character can do to overcome their fear.</i></p> <p>You may need to provide some possible responses using the video as your example. One of James’ fears was that the woman doctor/nurse was going to need to look at his private parts. So that fear would go in the red thought bubble. What James learnt was that the clinic workers don’t usually need to see your private parts—the test can be done by weeing in a jar in private.</p> <p>Students may need assistance with additional information from the STI testing factsheets:</p> <p>http://youngdeadlyfree.org.au/wp-content/uploads/2017/06/getting-tested-final.pdf</p> <p>http://youngdeadlyfree.org.au/wp-content/uploads/2017/06/factsheet-getting-a-checkup.pdf</p> <p>If a group of students is struggling to come up with boxing gloves, ask the rest of the class to help them find a solution. If a solution is not found from knowledge in the group, you may prompt them.</p>	<p>Getting tested for BBVs & STIs Factsheet & Getting a check-up Factsheet (external links)</p>
<p>35:00–45:00 (10 mins)</p>	<p>CLOSING (IF TIME)</p> <p>Go around the room and ask each participant to finish this statement: “Something that helps me when I feel shame is...”</p>	



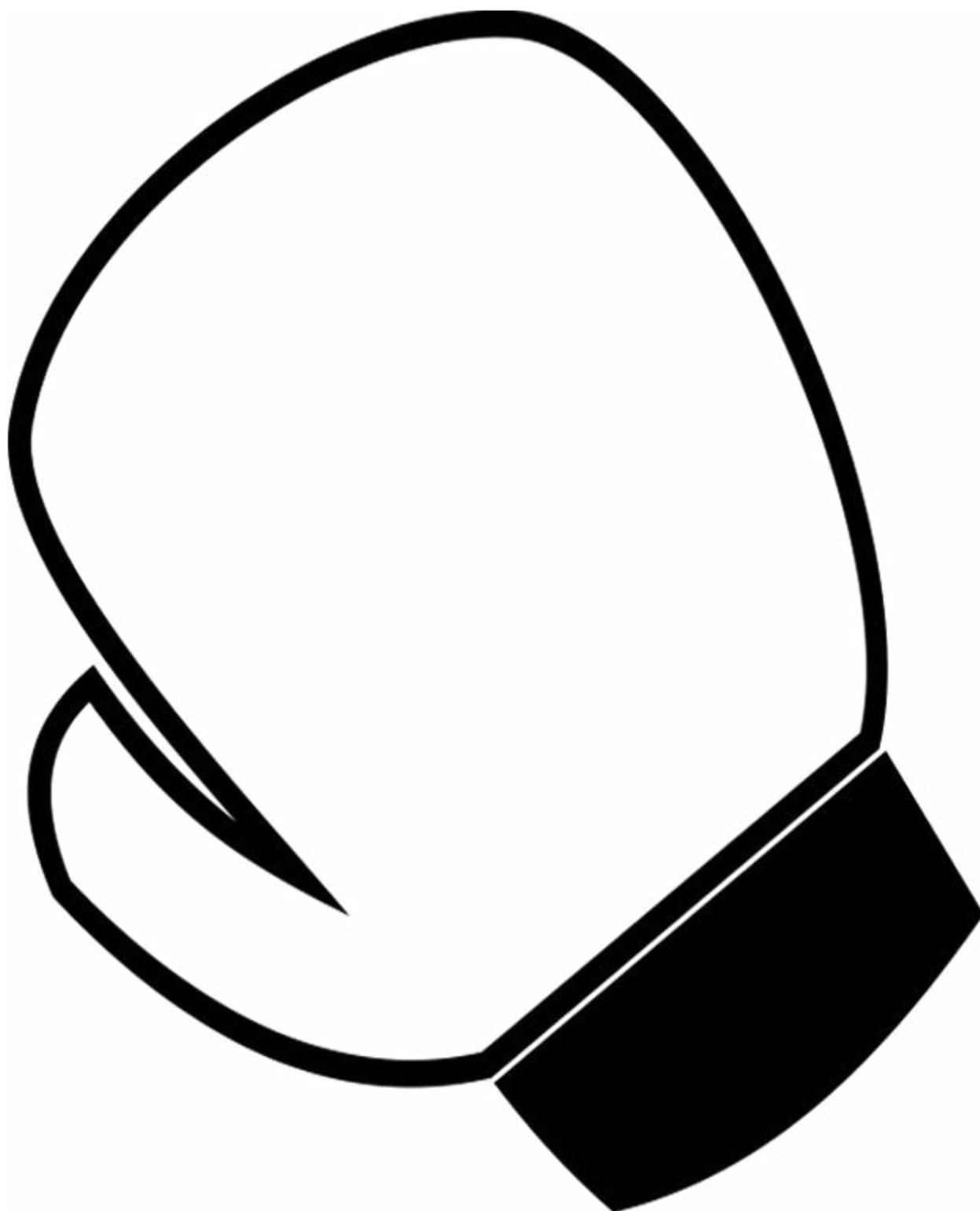
Handout 10.1 Youth character girl



Handout 10.1 **Youth character boy**

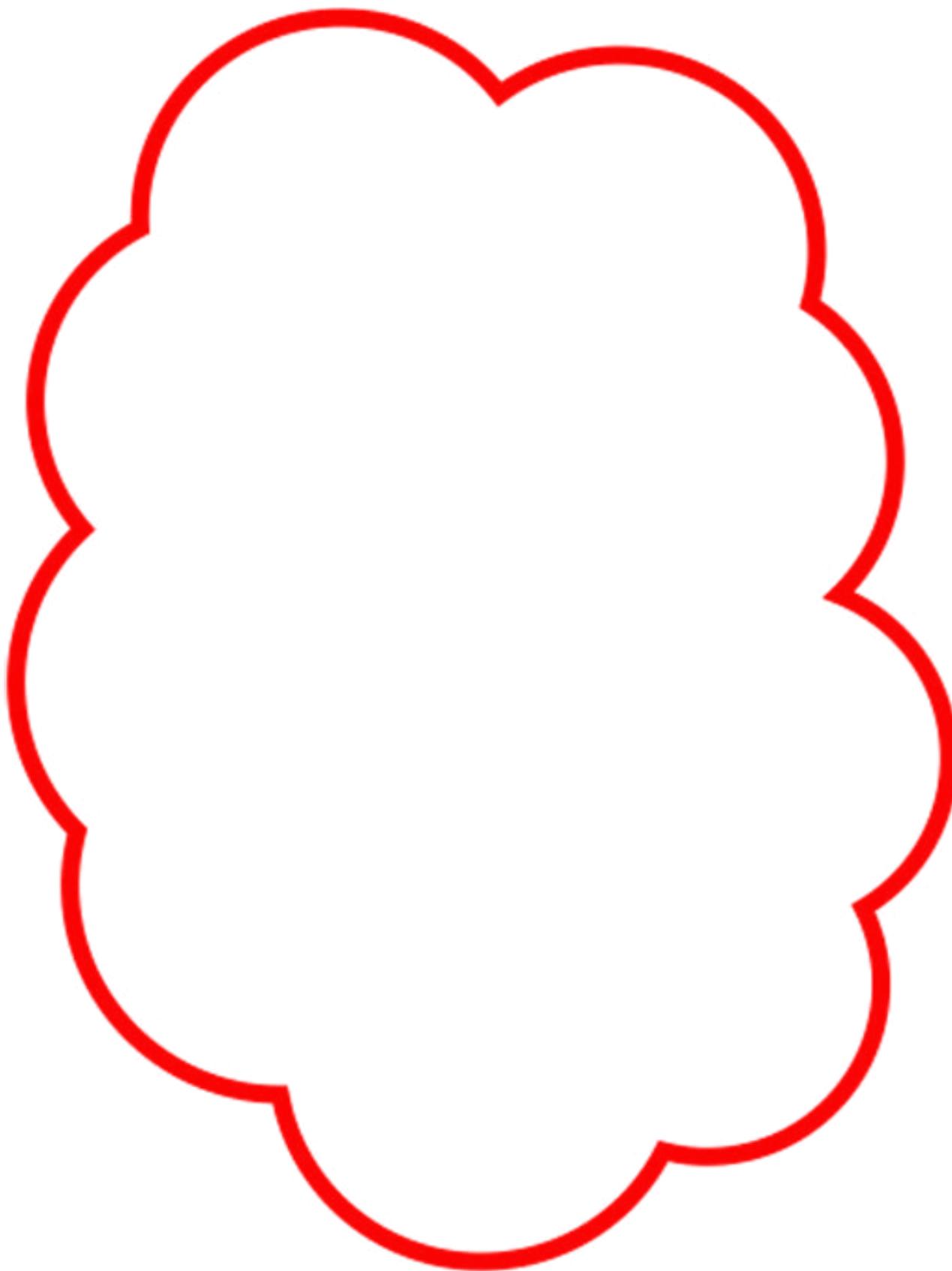


Handout 10.2 Boxing gloves

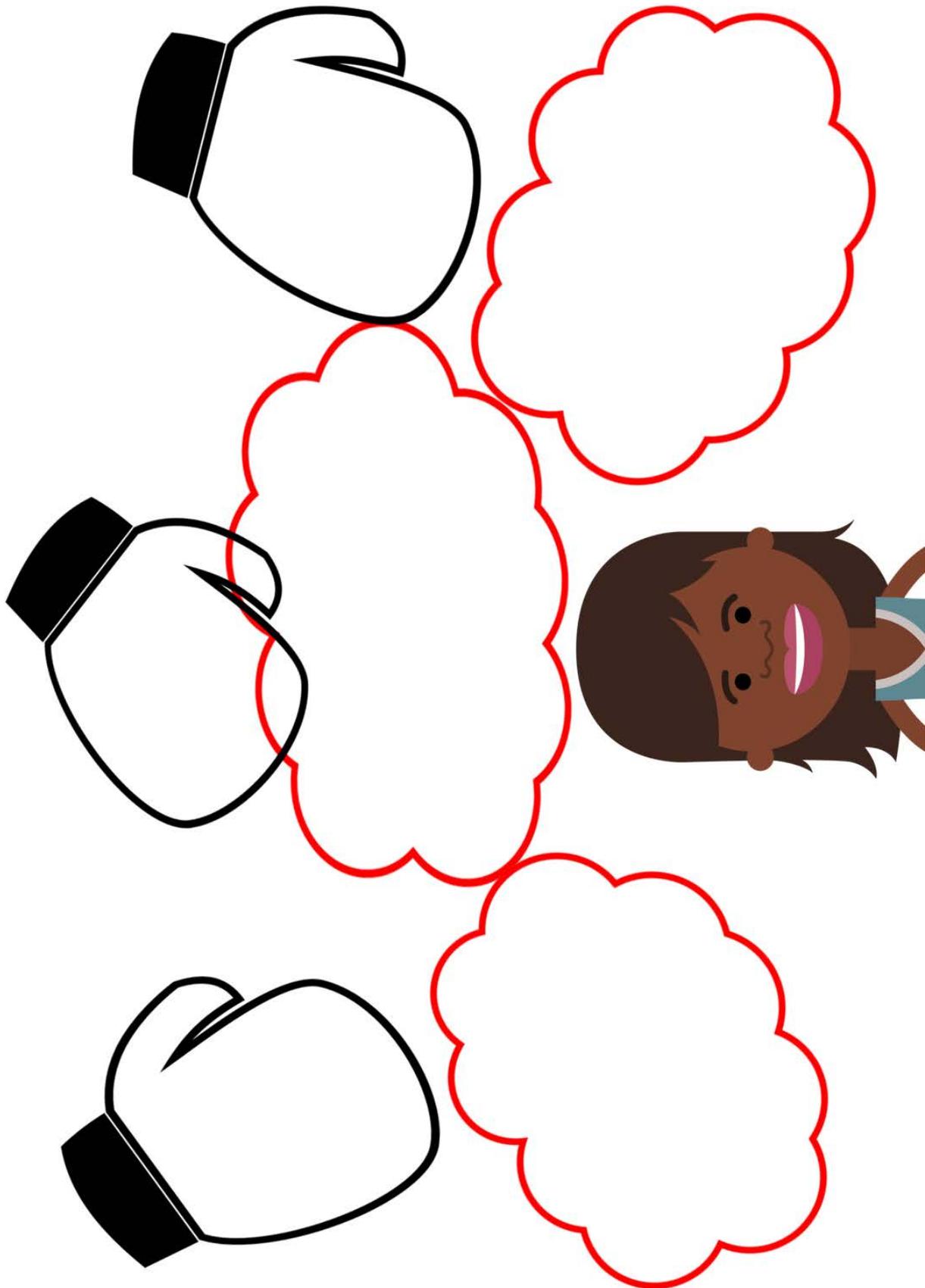


Handout 10.3

Red bubble



Handout 10.4 Individual worksheet girl



Handout 10.4 **Individual worksheet boy**

