

# Get Yourself Tested (GYT) for High Schools

A TOOLKIT FOR PLANNING A HIGH SCHOOL GYT CAMPAIGN



**GYT**

**for high schools**

# Acknowledgments

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## **ICF Development Team:**

Lisa Carver, MPH  
Catherine Lesesne, PhD, MPH  
Bonny Bloodgood, MA  
Brieon Arthur, MPH  
India Rose, PhD, MPH, CHES  
Monika Gullet, Graphic Designer  
Claire Campbell, Editor  
Jason Lapp, Graphic Designer  
Melvin Cumming, Graphic Designer

## **CDC DASH Team:**

Nicole Liddon, PhD  
Leah Robin, PhD  
Kymber Williams, PhD  
Schell Hufstetler, PhD

## **Division of STD Prevention:**

Melissa Habel, MPH  
Allison Friedman, MS

## **GYT for High School Adaptation Working Group**

Adriana Andaluz	Denise Piechowski
JeNeen Anderson	Amy Ranger
William Barnes	Becky Reitzes
Robin Beam	Nicole Ressa
Jodi Bica	Lillian Rivera
Natalie Boyer	Georgi Roberts
Laura Brey	Lori Roller
Amanda Brown	Duran Rutledge
Joe Caldwell	Aimee Schnabel
Brenda Christopher-Muench	Antoinette Silva
Deb Cook	Sista Yaa Simpson
Nicole Cushman	Sara Stahlberg
Lorenzo Hinojosa	Quiana Stephens-Mack
Melinda Jean-Baptiste	Melissa Stype
Judith Kahn	Maharika Villagomez
Beth Matthey	Samantha Wellerstein
Dena McTyre	Kimberly Williams
Kimberly Merchant	Terri Wright
Perla Nolasco	

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# Introduction to GYT for High Schools

This section provides an overview of GYT for High School. These materials can help you decide if GYT for High School is right for your school(s) and community. We suggest that you review the materials and then talk to others who might need to give approval for the campaign, as well as partners who could work together with you to support the campaign.

The materials in this section address:

- History and goals of GYT.
- Need for the GYT campaign in high schools.
- Campaign planning considerations.
- Core components of GYT.

# Welcome to GYT for High School!

## WHAT IS GYT?

Get Yourself Tested (GYT) is an empowering campaign that encourages young people to get tested for human immunodeficiency virus (HIV) and sexually transmitted disease (STDs). The GYT campaign:

- Makes young people aware of HIV and STDs and how to prevent them.
- Connects young people to testing services.
- Promotes open discussions with partners, peers, and health care providers.

GYT is for all young people, no matter their gender, race, ethnicity, or sexual orientation.

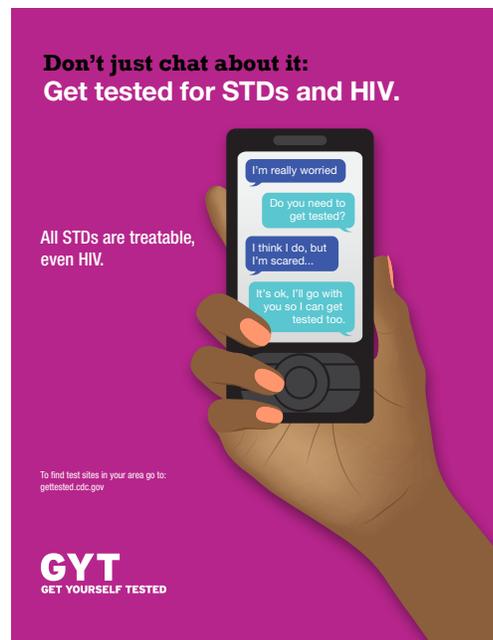
Although some young people are not having sex, learning about the importance of preventing HIV and STDs is an important health message for them to hear at this time in their lives. Talking about getting tested can make young people more comfortable talking about overall sexual health.

## HISTORY

MTV Networks and the Kaiser Family Foundation started GYT in April 2009 as part of the It's Your (Sex) Life educational campaign. GYT's partners include:

- American College Health Association.
- National Coalition of STD Directors.
- Planned Parenthood Federation of America.

The Centers for Disease Control and Prevention (CDC) provided consultation.



## GOALS OF GYT

The campaign's main goals are to:

- Make young people more aware of STDs, including HIV, and STD testing.
- Link young people to HIV and STD information and testing.
- Make HIV and STDs a common topic for young people, partners, and health care providers to discuss.
- Make testing an act of pride and part of a young person's lifestyle, and reduce the fear and shame that they may feel about testing.
- Inspire and empower young people to know who they are—including knowing their HIV and STD status.

GYT has reached national audiences through television and social media channels. It has also been used at colleges, universities, health departments, and in other settings. The campaign uses messages that are clear, positive, empowering, and inspiring.

## HAS GYT BEEN SUCCESSFUL IN HIGH SCHOOLS?

Yes! From fall 2014 through spring 2015, CDC, ICF (a research firm) and Chicago Public Schools (CPS) adapted GYT for High School. Students, staff, and school officials took part in planning and starting the campaign. After the fact, evaluators noted an increase in the number of students who:

- Knew about local HIV and STD testing services.
- Planned to get tested for HIV and STDs.
- Were tested for HIV and STDs.<sup>1</sup>

"GYT changed our school. It brought something out into the open that students were worried about and made them feel they could do something about it. It made the staff aware of what the students needed in the area of sexual health and how to respond more effectively."

— CPS school staff member

## WHY DO WE NEED GYT IN HIGH SCHOOLS?

A campaign like GYT can help young people feel pride in taking charge of their sexual health. It also helps make them aware of how to prevent HIV and STDs, and know how important it is to get tested if they are having sex or thinking about having sex.

- Half of the 20 million new STD cases in the United States (US) each year occur in youth under age 25, including high school age youth—and most do not know they are infected.<sup>2</sup>
- Research shows that youth who have sex are not getting tested for HIV. This could be because they do not know about testing sites in their area, or how HIV is spread, and/or they may feel fear and shame about potentially having HIV.<sup>7</sup>

Schools help promote healthy behaviors for students and can reduce high-risk behaviors among students. Because the GYT campaign promotes HIV and STD prevention and talking to partners, peers, and health care professionals, the campaign may have a positive effect on student health. It may also help students to focus more on school performance and success.

### ***GYT Works!***

GYT has been carried out and evaluated across the nation.<sup>3-6</sup> The campaign has resulted in increased:

- Number of young people who have been tested for STDs, including HIV.
- Awareness about STD testing among young people.
- Discussions with health care providers and partners about STDs and testing.

## CAN GYT FIT INTO MY COMMUNITY'S HIGH SCHOOLS?

- GYT is a flexible campaign that any community can alter to meet its needs.
- If state and school district policies allow education about HIV and STD testing to be shared with high school students, the campaign can be modified to fit within these policies.
- It may be easier to modify and plan your GYT campaign by working in partnership with schools, health departments, and clinics.

## WHAT DOES A GYT FOR HIGH SCHOOL CAMPAIGN LOOK LIKE?

The campaign includes activities and events that are created by a student planning group with support from a school staff person who is called the “school campaign leader.” These activities can be used to promote the campaign messages. Events can take place during lunch, at school assemblies, and in classrooms.

## HOW DO I GET STARTED?

This GYT for High School Toolkit includes materials and resources that school districts, schools, health departments, and clinics can use to carry out a GYT campaign with a student planning group from a local high school. This toolkit will introduce you to GYT and provide:

- Guidance for building support from stakeholders.
- Ideas for tailoring the campaign to fit local policies.
- Guidance on how to find local data that will support the need for your campaign.
- Tools and resources to use in working with students to plan and deliver the campaign.
- Materials you can tailor to fit your high school, students, and community.
- Evaluation tools and ideas for how to keep your campaign going from one year to the next.

The student planning group is a diverse group of students who attend the school where the GYT campaign takes place. They work together to plan the campaign for their school.

The school campaign leader is a staff person from the school who meets with and guides the student planning group throughout the campaign and helps to make sure the campaign is a success.

## WHERE CAN I FIND MORE INFORMATION ABOUT GYT?

You can find more information and resources about GYT at the websites listed below. Please note that these sites were developed for young people up to age 25, so some information may not be appropriate for a high school audience:

- GYT Resource Site [<http://www.cdc.gov/gyt>].
- GYT Success Stories and Toolkits [[https://npin.cdc.gov/stdawareness/gyt\\_successstories.aspx](https://npin.cdc.gov/stdawareness/gyt_successstories.aspx)].

# **TOOL: GYT for High School Campaign Preparation Checklist**

GYT for High School can be modified to meet the needs of high schools in the local community. We recommend that you and your team review and talk through this checklist with your potential partners such as local schools, school districts, health departments, and health clinics.

## **LOCAL AND STATE LAWS**

### **You will need to know:**

- The age at which youth can get tested for STDs without their parent's permission.
- The age at which youth can get tested for HIV without their parent's permission.
- Laws about referral and treatment of youth for HIV and STDs.
- Laws about what can be kept confidential, such as types of tests, test results, and treatment.

### **TIPS**

Laws about the age at which youth can access HIV versus STD testing without their parent's permission vary by state. The Guttmacher Institute provides helpful state-specific information about [youth access to HIV and STD testing services](#).

### ***What if the policies don't allow the kind of information that is included in the campaign?***

- Review your state policies that affect how GYT messaging and test site referrals can be provided.
- Most state policies allow basic sexual health information to be taught.

### ***What if youth in our state cannot easily access testing services?***

- Find out how local clinics, school-based health centers (SBHCs), hospitals, or health departments provide sexual health services to youth.
- Contact organizations such as Advocates for Youth and The Guttmacher Institute for ideas and resources.

## SCHOOL DISTRICT POLICY

**You will need to understand policies that affect campaign delivery and student access to campaign-related services. Check off the local policies that are relevant to your school(s):**

- Provision of information to students about HIV and STD prevention, transmission, testing, and treatment.
- Referral of students to HIV and STD testing.
- Provision of testing services on school property (if you are interested in this option).
- Students' use of off-campus test sites during school hours.
- Absence policies for sexual health appointments and parental notification of student absence.
- Condom access or referring students to places where they can get free condoms.
- Hanging of posters and handing out materials that include messages about HIV and STD testing and referrals to local test sites.

## CAMPAIGN CHAMPIONS

**Who will champion the approval, planning, and delivery of the campaign? Check all that apply and fill in names and contact information.**

- School district: \_\_\_\_\_
- School: \_\_\_\_\_
- Students: \_\_\_\_\_  
\_\_\_\_\_
- Health department: \_\_\_\_\_
- Clinics (including SBHCs): \_\_\_\_\_
- Others: \_\_\_\_\_

### TIPS

Champions play a vital role in the approval, planning, and delivery of the campaign. Champions might talk to school officials, parents, or other people who should know about the campaign. Champions also help get approval for the campaign.

## ACCESS TO HIV AND STD TESTING SERVICES

**How do students currently access testing? Check all that apply.**

- School-based testing.
- Testing at SBHCs.
- Local health department test sites.
- Other clinic test sites.

**How accessible are testing services? Check all that apply.**

- Test sites are open before and after school.
- Test sites are open during school hours.
- School-based testing takes place one or more times during the school year.
- Test sites are within walking distance from school or easily accessible by public transportation.
- Testing services are youth-friendly (welcoming providers, décor, drop-in hours, dedicated appointment lines, online scheduling).

**Can access to testing be expanded? Check all that apply.**

- Testing services can be added to clinics or SBHCs that do not offer testing.
- Test sites can meet the demand for testing.
- Test site hours can be expanded.
- Mobile clinics can be set up at or near the school.
- School-based testing can be arranged.

### TIPS

See Increasing Access to Youth-Friendly HIV and STD Testing in the Pre-Planning for GYT for High School section, which provides ideas for selecting testing strategies and expanding access to testing for your campaign.

### *What if there are few youth-friendly testing resources in our community?*

- Partner with available testing resources to discuss how they can become more youth-friendly.
- Explore school-based testing or periodic after-school testing events or mobile testing.
- Work with the available test sites to hold special testing events during the campaign.

## SCHOOL CAMPAIGN LEADER

**Who will work directly with the students to plan the campaign?  
Check all that apply.**

- School or guidance counselor.
- School nurse.
- Health teacher.
- Science teacher.
- SBHC staff person.
- Other: \_\_\_\_\_

### TIPS

You will need to select a school campaign leader who works on campus at the school. The school campaign leader will create the student-planning group and work with students to carry out campaign activities. The school campaign leader may have support from interns or others, but should be the primary adult campaign leader.

A school campaign leader should have the:

- Ability to work closely with students from diverse backgrounds.
- Experience and comfort in discussing sexual health issues with students.
- Availability to meet with the student planning group once a week.
- Willingness to serve as an advocate for students during the activity approval process.

## SCHOOL PLANNING SUPPORT

It is important for partners that come together to plan the campaign to discuss the type(s) of support that the school will need to carry out the campaign. We suggest that you start by talking about:

- Selecting and supporting the school campaign leader.
- Planning and carrying out school campaigns and activities.
- Recruiting students for the student planning group.

### TIPS

The school will need to support the planning and delivery of the campaign since GYT will take place on the school campus. To develop a vision for how GYT would be carried out, schools and partners should consider the systems for providing other health-related activities at the school. The student planning group will also be key to the success of the campaign. For ideas on how to get this group started, see the GYT for High School Planning Guide.

# GYT for High School Main Goals and Core Components

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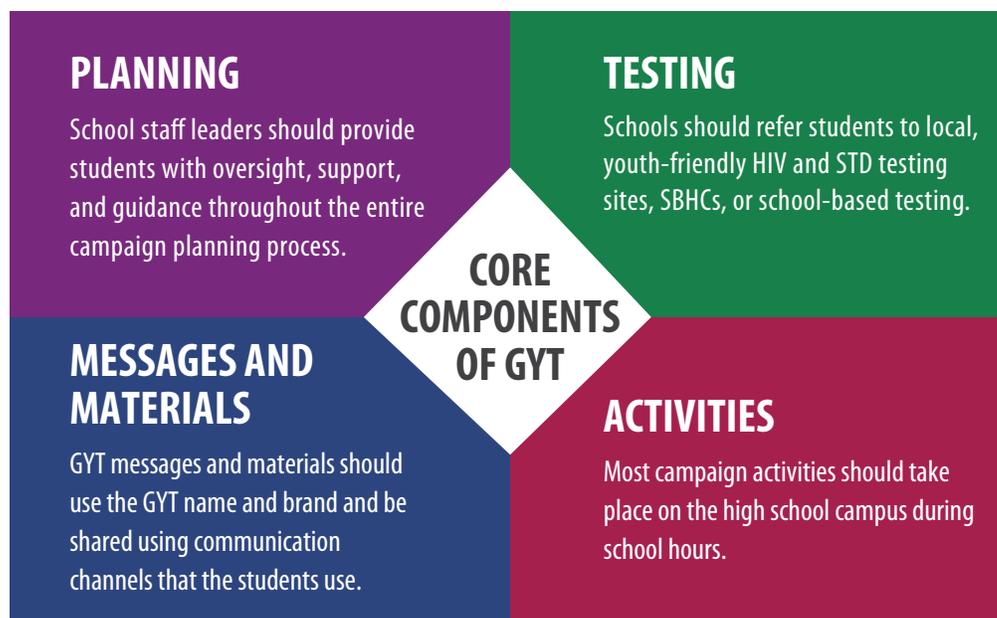
Get Yourself Tested (GYT) for High Schools is an empowering campaign that encourages young people to get tested and treated for HIV and STDs. The core components are very important and should be included in your campaign.

## MAIN GOALS

GYT messages, activities, and materials should:

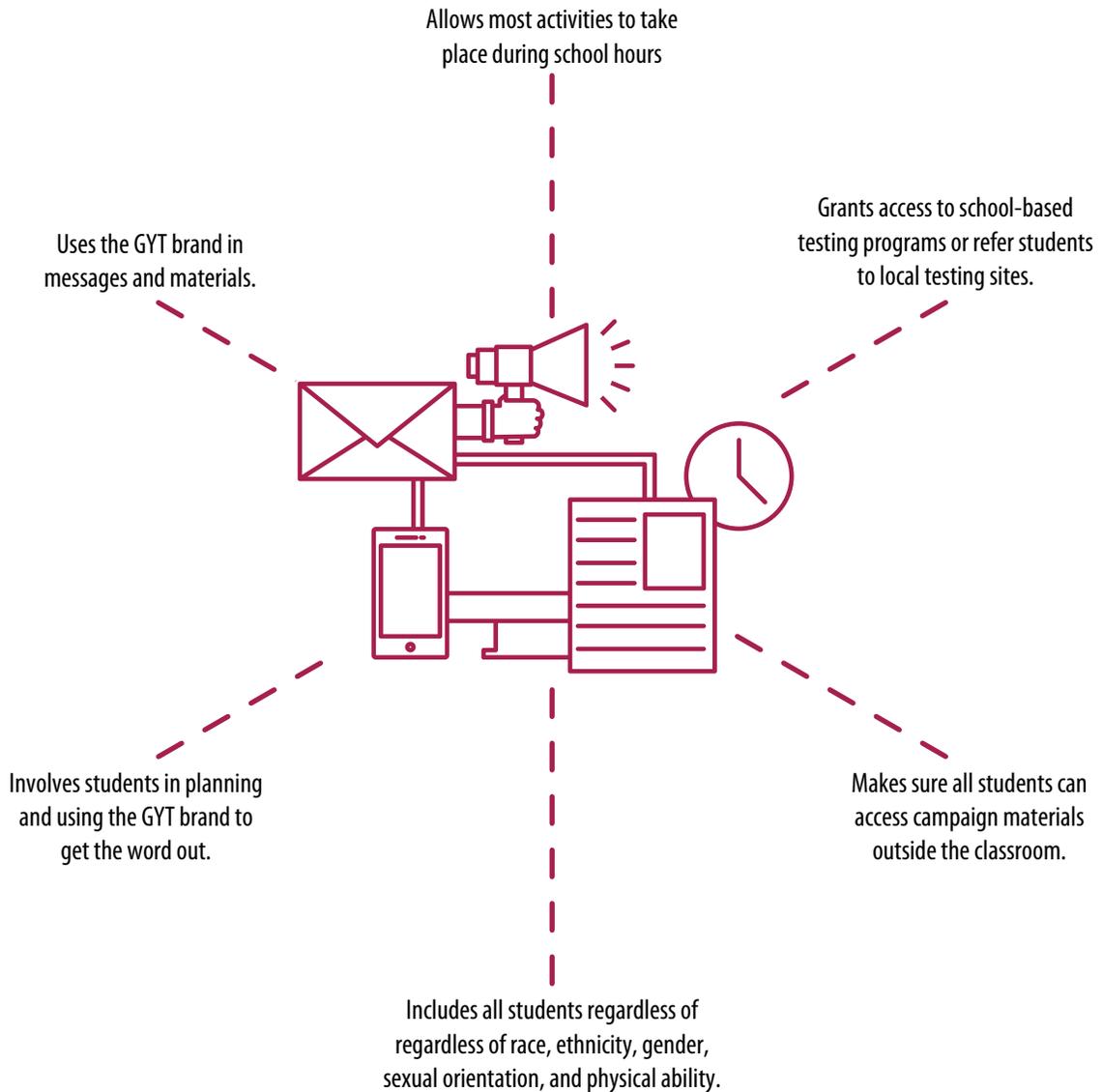
- Engage youth.
- Be positive and empowering.
- Focus on increasing HIV and STD testing.
- Aim to increase communication about testing with peers, partners, and health care providers.
- Reach all students, regardless of gender, race, ethnicity, and sexual orientation.
- Not be limited to specific classes, classrooms, or grades.

## CORE COMPONENTS



## WHAT ARE THE “MINIMUM” ACTIVITIES FOR A CAMPAIGN?

Most key parts of the campaign listed in the Introduction to GYT section can be tailored to fit within existing school policies. However, it is important that the campaign:





# Pre-Planning for GYT for High Schools

This section includes information that will help you make decisions about important components of your campaign, including partnerships and how the campaign will increase access to testing for students. You will also find guidance for making sure that the campaign complies with your local policies for sexual health education and ideas for how to evaluate your campaign.

The materials in this section address:

- Youth-friendly HIV and STD testing strategies.
- State and school district policies.
- Communication with parents and other stakeholders.
- Ideas for partnerships for the campaign.
- Evaluation and sustainability of the campaign.

# Increasing Access to Youth-Friendly HIV and STD Testing

## OPTIONS ARE IMPORTANT

Youth will be more likely to get tested if the services are easy to get to, welcoming, and free. Schools, clinics, or community-based organizations in your community can make more youth testing programs available and work with campaigns like GYT for High School. Even if testing can take place at school, referrals to off-campus test sites should still be available. That's because some students do not want to test at school or are not at school during testing events. It is also possible that they may want to test at other times besides the school testing events.

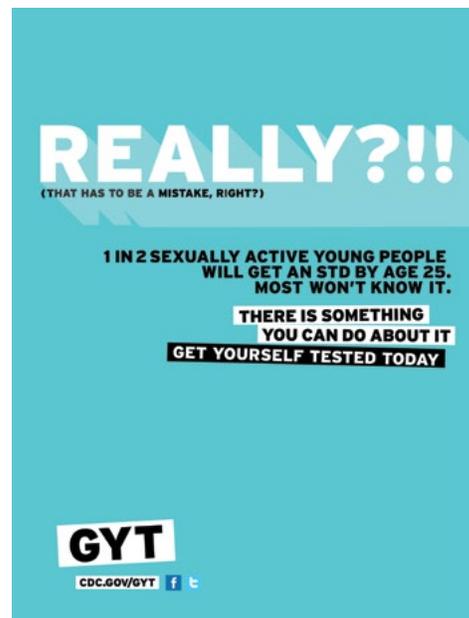
## WHICH TESTING STRATEGY WILL YOUR GYT CAMPAIGN PROVIDE?

### School-Based Testing

In some school districts, HIV and/or STD testing can be done in these locations:

- Health department.
- School-based health center (SBHC).
- Clinic on the school campus.

School-based testing can be a part of routine health care by making it easier to access. Schools can offer “opt-out” testing, where all students receive HIV/STD education and then can choose to test or not to test in private. Mobile testing vans from clinics or health departments can visit schools to offer a testing option before or after school or at lunch time, provided these offer students privacy.



Questions to think about:

- What kinds of testing (HIV and/or STD) are allowed by district policy at high schools?
- Is there already a partnership between the school and the health department, SBHC, or clinic that can provide the testing? If not, can a partnership be created?
- Are there ways to protect the privacy of students?

## School-Based Health Centers

Many SBHCs offer testing and may be an easy referral test site for students. If the SBHC has not offered testing in the past, but can offer testing for the campaign, the health department or a local clinic may be able to help the SBHC get started. To increase privacy, stagger appointments or offer more hours so that there will be fewer students in the SBHC at the same time. It is also important to review how you will contact students with results.

Questions to think about:

- Does the SBHC already offer HIV and STD testing? If not, can the SBHC look into it?
- Is the SBHC able to provide more HIV and STD tests?
- Is the clinic open during, before, and after school hours?
- How does the SBHC work with self-consent testing laws for minors?
- Are there medical providers at the SBHC who are trained to provide sexual health services to youth?
- Are SBHC staff trained to work with students who have positive STD or HIV test results?

No matter which kind of testing is used, be sure to consider student privacy.

Students should be able to get information about testing and schools should allow students to have privacy according to state law.



## Referral to Outside Clinics

Referral to outside clinics is a common way to connect students to HIV and STD testing. Referrals can be shared in a lot of ways:

- Printed on posters.
- Available on small referral cards or lists.
- Given out during GYT campaign events.
- Communicated during classroom presentations.
- Shared on social media.

Referrals should include information about the outside clinic or test site. Here are examples:

- Name.
- Address.
- Phone number.
- Hours of operation.
- Privacy information.
- Whether testing is free or low-cost.

Questions to think about:

- Is the clinic able to provide more HIV and STD tests? If not, can several SBHCs be used as referral sites to share the demand?
- Is the clinic open during, before, and after school hours?
- How does the clinic work with self-consent testing laws for minors?

## Choosing Testing For Your Campaign

Deciding which testing strategies can be used for the campaign is important. Table 1 presents questions to think about to help you select the type of testing your campaign can offer.



Be sure to ask students if they will use the kind of testing that you are thinking about for your campaign.

**TABLE 1: CHOOSING HIV AND STD TESTING STRATEGIES FOR YOUR GYT FOR HIGH SCHOOL CAMPAIGN**

<b>Key Questions: Types of Testing</b>	<b>If YES, choose:</b>	<b>If NO, choose:</b>
<p><b>School-based testing</b></p> <ul style="list-style-type: none"> <li>• Does school district policy allow STD testing on high school campuses?</li> <li>• Is the health department or a clinic able to do testing on campus?</li> <li>• Can the school guarantee student privacy?</li> </ul>	School-based testing	Testing at SBHCs or outside clinics
<p><b>SBHCs</b></p> <ul style="list-style-type: none"> <li>• Are SBHCs on campus or at a nearby school that students can use?</li> <li>• Do the SBHCs provide testing or can they start to provide testing?</li> <li>• Can the SBHCs ensure student confidentiality?</li> <li>• Are the testing services at the SBHCs free or low-cost?</li> <li>• Is the SBHC able to provide more testing if many students ask for it?</li> <li>• If the SBHC cannot see all of the students who want testing, can other SBHCs or clinics also be referral sites?</li> </ul>	Testing at SBHCs	Set up a testing partnership with an outside clinic or health department
<p><b>Outside clinics*</b></p> <ul style="list-style-type: none"> <li>• Does the health department or a local clinic provide testing?</li> <li>• Are the clinics easy for students to get to?</li> <li>• Do the clinics already provide testing to youth?</li> <li>• Are the testing services youth-friendly?</li> <li>• Are the testing services free or low-cost?</li> <li>• Are the clinics able to provide more testing if many students ask for it?</li> <li>• If the clinics cannot see all of the students who want testing, can other clinics also be referral sites?</li> </ul>	Testing at outside clinics	SBHCs if available, or contact state or local health department for help in finding other clinics

\*Some CVS and Walgreens stores in some cities are now offering testing to men and women 18 years and older who do not have any symptoms. In communities with less testing resources, this may be an option for students who meet the age requirement.

## CAN TEST SITES HANDLE MORE STUDENTS WHO WANT TESTING?

GYT will raise students' interest in testing. Partners from schools, health departments, SBHCs, and clinics should talk about how to make sure students can use the testing services, including these concerns:

- Having enough test kits and staff for testing events based on student demand.
- How to get paid back for testing through Medicaid and publicly-funded family planning programs, and the number of students at the school who might have or qualify for these programs.
- Rearranging clinic and test site schedules to increase testing availability during, before, and after school hours.
- Offering online scheduling so that students have another way to make an appointment.

## LAWS AND POLICIES THAT AFFECT STUDENT ACCESS TO TESTING

All GYT partners should understand the laws and policies that affect where, how, and when minors can access HIV and STD testing, such as:

- The age at which laws allow youth to self-consent for private testing services.

## *HIV and STD Treatment*

As you choose the kind of testing that will allow the most students to get tested, talk with partners about how students with positive test results will get treatment services. Testing partners should have rules about:

- Following up with students who have positive test results.
- Providing support, counseling, and education for the student.
- Helping students with no transportation get to a treatment site.
- Ensuring the student's privacy according to the law.



- The type of information that should be kept private by law. In some states, minors can be tested without their parent's permission, but if they test positive for an STD or HIV, medical providers must tell parents.
- The school or school district's policies for allowing student absences to attend testing appointments.
- The school or school district's policies about marketing testing services on high school campuses, how referrals to testing services can be made, and whether HIV and STD testing can take place on high school campuses.
- Once all of the campaign partners understand local laws and policies, you can tell staff and student campaign planners how to give information about testing to students.

Invite health department, school-based health center, or clinic staff to give a staff in-service to help school staff be more comfortable giving testing referrals to students.



#### *A Note About Privacy*

*Privacy is very important to help students feel sure and safe about getting tested no matter what kind of testing you use for your campaign. Students must feel that their choice to test and their test results stay between them and their health care provider.<sup>14</sup>*

*If local or state laws allow students to self-consent to testing, the age at which they can do so should be stated clearly to school staff, students, and parents. If you are located in a state that does not allow students to self-consent to either HIV or STD testing, whether and how to offer testing should be thought about carefully. While it is still very important for students who are having sex to get tested, they should be told about privacy limits. It may also be possible for local testing providers, the health department, and schools to work together to help students ease their concerns about others finding out that they got tested or their test results.*

## YOUTH-FRIENDLY TESTING SERVICES

When testing services are welcoming to youth, the youth who have good experiences with testing will tell their friends. During the GYT campaign, the more students hear from their peers about test sites that are welcoming and that respect young people, the more likely they are to get tested.

Local test sites may or may not be welcoming to youth. Visiting clinics or looking at your own SBHC or clinic with fresh eyes is a good way to choose the best referral sites for a GYT campaign. Students can also be a part of reviewing testing services and sites.

### Youth-friendly Testing Services



## RESOURCES

### **An Overview of Minor Consent Law**

[<https://www.gutmacher.org/state-policy/explore/overview-minors-consent-law>]

This Web page discusses state laws that affect a minor's right to consent to a variety of sexual and reproductive health services.

### **Characteristics of Youth-Friendly Health Care Services**

[<https://www.healthyteennetwork.org/blog/characteristics-youth-friendly-health-care-services/>]

This Web page discusses the types of health care services that meet the needs of young people due to their stage in life and related special needs, views, and abilities.

### **Best Practices for Youth-Friendly Clinical Services**

[<https://advocatesforyouth.org/resources/health-information/bp-youth-friendly-services/>]

This paper provides research-based information on youth-friendly clinical services, specifically for family planning clinicians and other professionals who provide health care for youth. It offers an overview of the recent medical and public health literature about key components of youth-friendly clinical services.

### **Providing HIV Access Through Schools – A Resource Guide for Schools**

[<http://recapp.etr.org/recapp/documents/programs/PATHS.pdf>]

This resource guide supports and encourages school staff who want to promote HIV testing and counseling among youth. It expands or launches these services through a SBHC or by referrals to a local health agency or community-based organization.

### **Position Statement: Sexual and Reproductive Health Care in School-Based Health Centers**

[<http://www.sbh4all.org/wp-content/uploads/2016/01/Sexual-and-Reproductive-Health-Statement.pdf>]

This document describes the characteristics of teen-centered sexual and reproductive health care; provides a position statement on access to these services; and recommends ways to deliver high quality sexual and reproductive health services to teens.

### **Developing a Referral System for Sexual Health Services**

[[http://www.ncsddc.org/wp-content/uploads/2017/08/referral\\_system\\_implementation-kit-10-17-16.pdf](http://www.ncsddc.org/wp-content/uploads/2017/08/referral_system_implementation-kit-10-17-16.pdf)]

This document discusses the role that schools and school districts can play in increasing student access to sexual health services through creating an effective referral system.

# Aligning GYT for High School with Sex Education Policies

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Policies that oversee sex education and health services for youth are key to your campaign.

GYT can likely fit into the current health education policy, as it covers prevention, testing, and treatment of HIV and STDs.

Campaign planners may find that a school-wide campaign can relay the same information found in their sex education courses. This is an important point to make when trying to gain support for the campaign.

Your high school GYT campaign should meet the sex education policies set by governing bodies in the community where the high school is located, such as the state education agency, school district, or school board.

Policies may guide you on what you must legally do. The policies often reflect the views of leaders, such as school board members, who make decisions. This means that policies may vary.

It is important to know how your local policies apply to:

- Creation of advisory groups to review sex education courses and activities.
- Access to STD testing on school property.
- Provision of condoms at school or school events.
- Collaboration with community agencies that are available to teach sex education in schools.

## ***The “Can vs. Can’t” Mentality***

Plan the campaign from the viewpoint of what policies DO allow (and often even require). Think about how GYT fits into those requirements. Be creative and make sure all GYT messages follow state and district sex education policies. Doing so may make it easier for you to get your campaign approved.

A district staff person who leads health education could be your first point-of-contact to guide your search for how policies would affect the campaign. Note that the school's principal may have to give final approval for the events that take place at the school.

Be aware of how policies address the following issues:

- Guidelines for educating students about HIV and STDs.
- School settings and times during which students can get sex education.
- Guest speakers from outside organizations who can provide sex education.
- Use of posters, brochures, or other ads on campus that share testing locations.
- Referrals to sexual health services, how they can be shared, and who can share them.
- Excused absences for students who miss school to go to a sexual health appointment (in states where minors do not need their parents' consent for testing).
- HIV and STD testing at school.
- Giving students condoms at school.
- Passing out certain foods and promotional items at school.
- Letting parents know about the GYT for High School campaign.



Table 2 includes ideas for how you can tailor the campaign based on your school district's policies.

**TABLE 2: ALIGNMENT OF GYT FOR HIGH SCHOOL ACTIVITIES WITH VARIOUS LEVELS OF SEX EDUCATION POLICY**

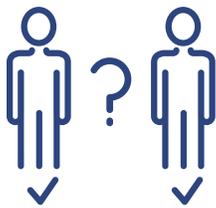
<b>Few Policy Limits</b>	<b>Moderate Policy Limits</b>	<b>Major Policy Limits</b>
<b>Promote HIV and STD testing</b>		
<ul style="list-style-type: none"> <li>• Hang posters all over the school.</li> <li>• Share information through e-mail, Web portals, or social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Put flyers or referral cards in approved areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Put information in approved areas.</li> <li>• Include GYT messages in school announcements.</li> </ul>
<b>Increase access to HIV and STD testing</b>		
<ul style="list-style-type: none"> <li>• Offer onsite HIV and STD testing.</li> <li>• Hand out posters, flyers, or referral cards around the school and share test site information through e-mail, Web portals, or social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Put posters, flyers, or referral cards with test site information in approved areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Include test site information and where to get information in school announcements.</li> <li>• Tell students about clinics that provide testing.</li> </ul>
<b>Involve students and school staff</b>		
<ul style="list-style-type: none"> <li>• Form a student planning group with chosen lead staff to guide students.</li> </ul>	<ul style="list-style-type: none"> <li>• Form a committee of school staff with student representatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students for ideas about how to get the GYT message out through a clinic or health department.</li> </ul>
<b>Ensure school-wide campaign reach</b>		
<ul style="list-style-type: none"> <li>• Offer events in classrooms, at lunch, and after school.</li> <li>• Make classroom announcements and use school e-mail lists, Web portals, or social media based on school and district policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer classroom events based on grade levels to promote awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask speakers from local testing clinics to teach sex education courses.</li> <li>• Plan optional field trips to health fairs at colleges and other events where students can get information about testing services.</li> </ul>

## TELLING PARENTS ABOUT GYT FOR HIGH SCHOOL

School district staff should decide the best way to tell parents about the campaign. Here are some examples:

- If the information shared through the campaign abides by the district's sex education policy, staff can tell parents about the campaign without having to ask them for consent. In the resources for this section, we include a sample letter for telling parents.
- If the school has held events and campaigns about health or sexual health issues before, the district and high school may not need to inform parents.
- If this type of event is new to the school, consider holding a meeting to share details about the campaign with parents and so that they can ask questions.

## Other Important Policies to Explore



### Student Absence Policies

Many states have laws that allow minors to go to sexual health appointments during school hours without parental consent. Some schools may have attendance policies that allow students to attend these appointments. For those that do not, the campaign will require you to tell staff about laws and create procedures to avoid telling parents by mistake.

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### Condom Access Policies

Condom access policies for students will vary. If your policy bans condom access at school, you can refer students to clinics. If your district allows condom access at school, check your guidelines about where you can place them and who can give them to students.



### Social Media Policies

Many school districts and schools have policies that control the use of social media. It is important for the lead school staff and partner organizations to find out about social media policies that determine:

- If and how you can use social media for the campaign.
- Who can post on social media.
- What can be posted.
- Who approves posts.

## ADDRESSING RESISTANCE TO GYT FOR HIGH SCHOOL

In communities where providing sexual health education to youth is a sensitive topic, some people may not agree with having a GYT campaign. You can adopt ways to lower the chance of people disagreeing during the planning phase. For example, you can:

- Choose a lead person at the school district to field all questions from parents and partners. The talking points listed in the Introduction to GYT for High School section may be useful for dealing with concerns.
- Stay in touch with parents and partners.
- Outline the GYT goals and results.
- Say that increasing communication about STDs and HIV may help students to lower their risk of being infected.
- Share proof that GYT increases testing among sexually active students.
- Commit to having a successful campaign.
- Make the process clear and open to review.

### RESOURCES

Sex education state policies and laws:

#### **National Association of State Boards of Education (NASBE) State School Health Policy Database**

[[http://www.nasbe.org/healthy\\_schools/hs/index.php](http://www.nasbe.org/healthy_schools/hs/index.php)]

This document provides a set of laws and policies from all states on more than 40 school health topics.

#### **Confidential Medical Release: Frequently Asked Questions from Schools and Districts**

[<http://youthlaw.org/wp-content/uploads/2016/01/FAQ-ConfidentialMedicalRelease-11-2015.pdf>]

This document is a resource for providers of teen health services about sharing private medical information.

#### **How to Create Social Media Guidelines for Your School**

[<https://www.edutopia.org/pdfs/edutopia-anderson-social-media-guidelines.pdf>]

This document is a guide and resource for schools and districts considering adding social media into their educational communities.

# Forming Partnerships for GYT for High School

Campaign partnerships can be very important to start your campaign and keep it going. If you have partners, you can work together for success. Figure 1 includes a list of partners to think about contacting to help with your campaign.

## STAKEHOLDERS AND PARTNERS

Stakeholders and partners are important to your campaign in different ways.

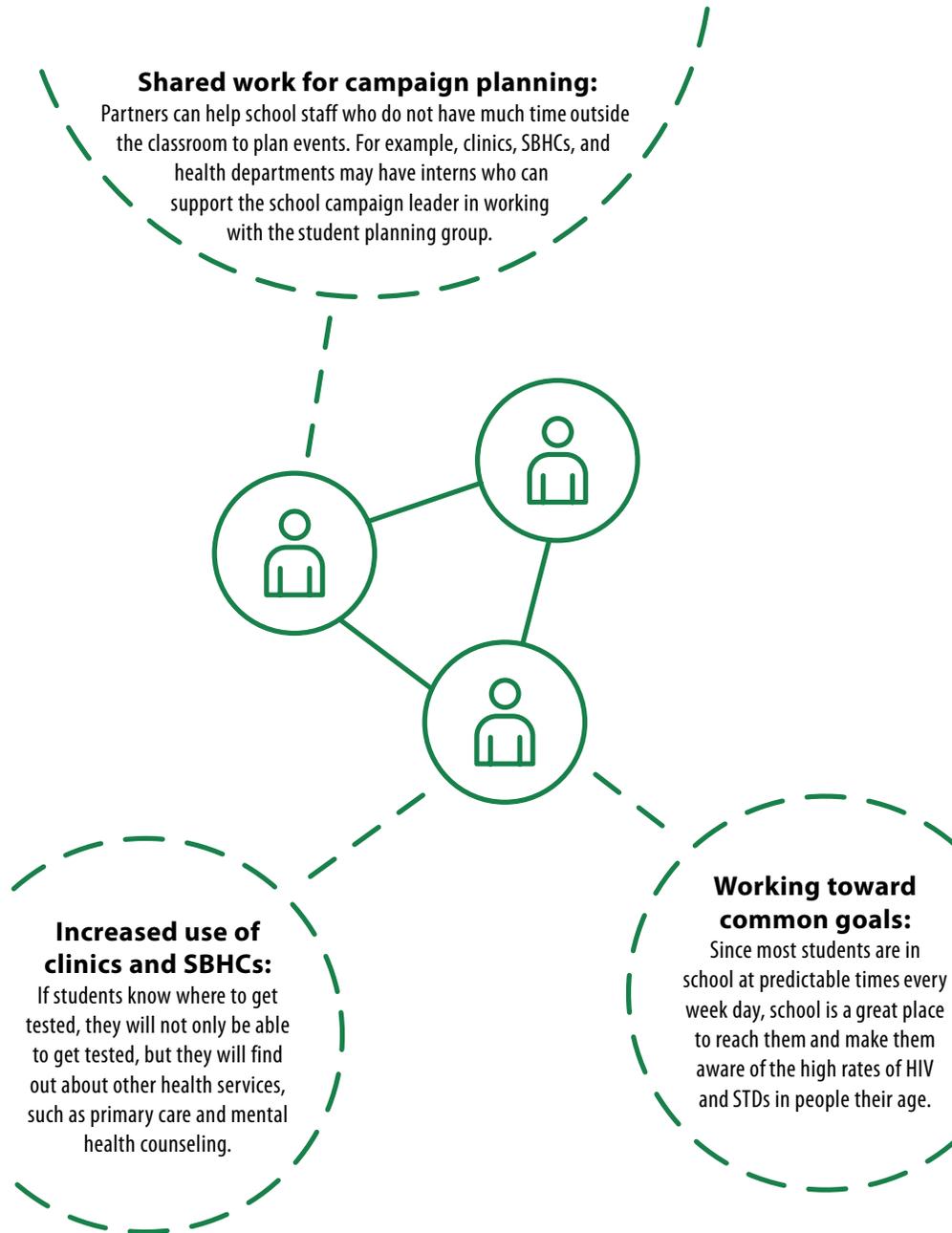
- Stakeholders have a role in the health and well-being of the students. They may need to approve the campaign or just know about it. Parents and school boards are examples of stakeholders.
- Partners do the work to make the campaign happen. The GYT for High School Planning Checklist can help you figure out what kind of partners can support different parts of the campaign.



**Figure 1: Partners for the GYT for High School Campaign**

- Schools.
- School Districts.
- Health Departments.
- Clinics.
- School-Based Health Centers (SBHCs).
- School or District Nurses.
- Community-Based Organizations.
- Adolescent Health Coalitions.

## Benefits of partnerships:



## IDENTIFY AND WORK WITH STAKEHOLDERS AND PARTNERS

Use this section to help decide which stakeholders need to get information about the campaign, and which partners can support the campaign.

The sections below describe different stakeholders and partners. As you review them, ask yourself which ones you will need to talk to and work with to make the campaign a success.

### KEY STAKEHOLDERS WHO NEED TO APPROVE OR KNOW ABOUT THE CAMPAIGN

#### School districts and school boards

Before approving the campaign, district leaders may want to ask questions about how the campaign can support the district's student health plan. Materials from the Introduction to GYT for High School section may be helpful when answering these questions.

#### Parents

The school district and school will likely know the best way to tell parents about the campaign. Here are a few extra ideas:

- Present at a parent–teacher group meeting or at a parent group.
- Ask parents who have supported similar efforts in the past to serve as campaign champions.
- Mail letters to parents or give them out at back-to-school or parent–teacher meetings. Many schools give out packets of forms and parent information. Campaign letters could be included in these packets. Find a sample parent letter in the resources for this section.

In some cases, school districts or schools may not feel the need to tell parents about the campaign because it fits in with the sexual health education efforts that are already underway.

If you are considering asking parents to help with the campaign, be sure to get input from the student planning group. Some studies have shown that teens worry about getting sexual health services when parents are involved.<sup>15</sup>

To find out how to get the campaign approved, contact one of the following at the school district:

- An office or department that works on student health programs.
- The person who works on the district's sexual health education program or plan.
- A district-level school health advisory committee (SHAC) or similar organization.

## Teachers and general school staff

Not all school staff will help plan the campaign, but they can support it! They could become part of campaign activities, post GYT messages in their classrooms or offices, and encourage students to participate in events. Some school staff may even wish to use the GYT message in their interactions with students. Start sharing about the campaign before it starts through emails and at staff meetings.

## PARTNERS THAT CAN WORK TOGETHER TO PLAN THE CAMPAIGN

### Schools

The GYT for High School campaign is meant to take place on a high school campus- so if you are from a health department or a clinic, you will need a school partner. Try these methods:

- Work with the school district, school board, or other district contacts to find out where the most need is or which schools are able to plan a campaign.
- Talk to schools you have worked with before and support them in getting approval to do the campaign.
- Work with partners that already work with schools, and ask the school together.

### Students

Students are key campaign partners and should be involved in planning from the beginning. The Planning Guide section has tips on how to do this, including how to form a student planning group.



## Health Departments, Clinics, and SBHCs

Health departments, clinics, and SBHCs can play many roles in the campaign. They may:

- Offer testing and treatment.
- Help the school campaign leader and students in planning.
- Give presentations to students.
- Donate condoms or promotional items such as keychains.
- Work with students to create GYT campaign messages and posters with test site information.
- Provide HIV and STD infection data to show the need for the campaign and to use in campaign messages and materials.

Some schools already have SBHCs on campus or at a location shared by several schools, or have clinics to which they already refer students. If clinics and SBHCs already provide sexual health services, be sure to ask if they can meet the demand for more testing that will come from the campaign.

To find health departments and clinic partners:

- Ask the school nurse or school district if they have a relationship with the health department or clinic.
- Ask for an introduction through a school health advisory body.
- Search the health department's website for contact phone numbers for the person in charge of HIV and/or STD testing. In some health departments, HIV and STD services are in separate departments. If you can reach the contact for one, you can ask for a referral to the other.
- Get ideas from students about nearby youth-friendly clinics.

## Community-Based Organizations

Many health agencies and youth programs are used to working with youth in sexual health and youth-led events. These agencies can help with the campaign in many ways. To find community-based organizations:

- Identify local youth health or sexual health committees or working groups.
- Work with the health department to find the right community partners.
- Check with the school district to see if they are working with youth development and leadership organizations.

## MAKING PARTNERSHIPS OFFICIAL

Partnerships that can support a GYT for High School campaign may be stronger if they are formal. Formal agreements help to keep relationships in place from year to year. If a new principal arrives or there is a change in staff, an agreement between partners that is already in place may help continue the partnerships over time. Refer to the sample memorandum of agreement in the Pre-Planning for GYT for High School Resources section that you can edit and use.

## KEEPING PARTNERS INVOLVED

Over time, partners might not be as involved with the campaign as they were at the start. Here are a few ways to keep their interest high:

- Communicate often to let them know what is going on with the campaign.
- Share the success of the campaign and thank them for what they are doing.
- Ask partners what is important to them and how things are working.
- Ask partners what might stop them from being involved for the long term and work to find solutions together.

## RESOURCES

### 1. Get Tested: National HIV, STD, and Hepatitis Testing Locator Site

[\[https://gettested.cdc.gov/\]](https://gettested.cdc.gov/)

This website provides users with locations for HIV, STD, and hepatitis testing and vaccines around the US.

### 2. Establishing Organizational Partnerships to Increase Student Access to Sexual Health Services: A Resource Guide for Education Agencies

[\[http://www.ncsddc.org/wp-content/uploads/2017/08/organizational\\_partnerships-10-17-16-2.pdf\]](http://www.ncsddc.org/wp-content/uploads/2017/08/organizational_partnerships-10-17-16-2.pdf)

This document provides support to state education agencies and local education agencies that are starting new partnerships or renewing current partnerships.

# Evaluating and Sustaining Your Campaign

## A LITTLE EVALUATION CAN GO A LONG WAY

Think of evaluation as part of your GYT for High School campaign so that you can plan for it at the same time as you plan your campaign. If you plan early, you can do small activities along the way that can make your campaign better, and these activities do not have to cost much. Evaluation results are a powerful tool for sharing why GYT for High School is worth doing, and it will help sustain the efforts down the road.

We strongly advise that you plan early for some basic evaluation of the campaign. This can be as simple or complicated as you want it to be!

You will need to collect some information during and after each campaign event, such as the number of students who took part in the event and the types of materials given out at an event. You can put together other information each month or at the end of the campaign. Examples include the total number of events completed and number of social media followers. No matter the timing, you should plan for this before the campaign starts and choose:

- What you will track.
- Who will track it.
- When you will collect and document the information.

The student planning group can help with doing this work. It is a learning experience for them!

## The Basics Are as Easy as 1-2-3

1

### Record Campaign

**Events:** Keep record of your events and track of all your efforts to conduct the campaign events you have planned.

2

### Measure Campaign Reach:

Document how many and which students you reached with campaign messages through all your events and activities.

3

### Find Ways to Improve:

Keep a record of what worked well and what didn't.

## TOOLS AND SAMPLES

To evaluate your campaign, you should:

- Track activities.
- Assess reach.
- Identify improvements.

The tools you'll need to do these are in the Implementation Resources section. The tools you can modify include:

- An Excel workbook file that will help you organize data you collect from each campaign event.
- Example event logs.
- Satisfaction surveys.

For those schools, school districts, health departments, or clinics that can handle more in-depth evaluation, we suggest more complex evaluation to assess key results of the GYT for High School campaign.

## TELL YOUR STORY: KEEPING THE CAMPAIGN ALIVE OVER TIME

Keeping “extra” activities going in a school can be hard. But data from your evaluation can help maintain broad support. Try these action steps to keep GYT for High School going over time!

### Document Successes and Share with Partners

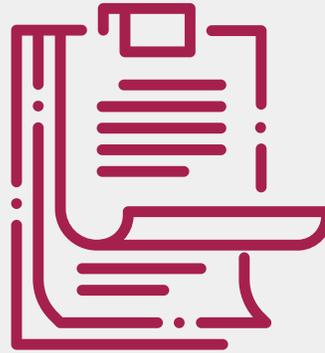
One of the best ways to keep your GYT for High School campaign going is to have a successful first campaign. When schools, partners, and students are excited about the campaign and feel that it was successful, they are more likely to keep it going.

- Document successes with pictures, social media/blog/newsletter posts, announcements, and acknowledgments of everyone who helped with the campaign.
- Present successes (and data if you have it) related to campaign events in all staff and administrative meetings with these participants school and district leaders, partners, and parents.
- If you are a health department or clinic, invite school leaders and students to meet with leadership to share their experiences with the campaign. Share data too!

## Keep Good Records

An easy way to keep your campaign going is to keep good records, including:

- Discussions you had.
- Decisions you made.
- Trainings and documents you provided.
- Ideas you considered.
- What you did to conduct your campaign.



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**Keeping good records lowers the need to start your campaign all over again the next year.**

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- **For school staff leads,** start a GYT for High School Lead Teacher Notebook for new lead teachers that can include:
  - Guidance for future campaigns.
  - Notes about partnerships and activities.
  - Lessons learned.
  - Other tips for future campaigns.



- **For health department,** school-based health centers, or clinics, start a GYT for High School Notebook that includes:
  - Notes about the process.
  - Memoranda of agreement with schools or districts.
  - Activity documentation.
  - Other guidance or tips for future campaigns.

## ***Getting Data on Student HIV and STD Testing***

By working with clinic partners, you may be able to access some basic numbers on testing among students during the campaign. This is very powerful data to have. Ask your clinic partner if they can collect it, and tell you by school name and by month. Here are examples of helpful data:

- Total number of students getting an HIV test an STD test.
- Age breakdown (percent of tested students who are 13–15, 16–18, 19+).
- Race/ethnicity.
- Sex.

*Caution: Do not share or ask for private information. Only request summary data (total numbers or total percent) and without any names. This will ensure students cannot be identified.*

## **PREPARE FOR NEXT YEAR, THIS YEAR**

It is possible that there will be turnover from one school year to the next. The best thing you can do is be ready for that to happen. Below are a few ways to prepare for this change:

- Identify the school campaign leader during the semester or school year before their role is to start. This will make it easier to keep things moving and address gaps in support before they delay the next campaign.
- Keep the GYT for High School Lead Teacher Notebook in the same location every year, such as in an administrator's office, so when a new school year starts, staff know where to find it.
- Create a team list that includes contacts and back-up contacts at all partner organizations. Having this information allows you to pick up where you left off if there is turnover.



# GYT for High School Planning Guide

This section provides instructions for planning a GYT campaign. While it is useful for all partners to review the materials in this section, it is very important that the School Campaign Leader have the planning guide to use directly in planning the campaign.

The materials in this section address:

- Key concepts for planning a GYT for High School campaign.
- The student planning group.
- Inclusion of all students in the campaign.
- GYT messages and materials.
- Resources to help support your campaign.
- GYT activities and events.

The Planning Guide resources can be found in Appendix 3.

# GYT for High School Planning Guide

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## CAMPAIGN PLANNING APPROACH

The school campaign leader can use the Get Yourself Tested (GYT) for High Schools Planning Guide to help plan and deliver the campaign. During the planning process, the student planning group should receive support from the school campaign leader, school administration, and partners.

Planning the campaign helps students develop leadership skills and allows them to use their creativity.



## KEY CONCEPTS FOR PLANNING A GYT FOR HIGH SCHOOL CAMPAIGN

As you review the Planning Guide, keep these key concepts in mind:

### Messages and Materials

- Campaign messages, events, and materials should:
  - Be positive and empowering.
  - Focus on increasing HIV and STD testing.
  - Encourage students to talk about testing with peers, partners, and health care providers.
  - Include the GYT name and brand.
  - Be shared through multiple media channels that are used by students who attend the high school.
  - Reach all students, regardless of gender identity, race, ethnicity, physical ability, and sexual orientation.
  - Be campus-wide and not limited to specific classrooms or grades.

## Testing

- Schools should help students access HIV and STD testing services through referrals to facilities:
  - Local youth-friendly clinics and test sites.
  - School-based health centers.
  - School-based testing events.

## Activities

The majority of the campaign activities should take place on the high school campus and during school hours.

## HOW TO USE THE PLANNING GUIDE

Use the materials in the Planning Guide as an outline. Tailor the campaign to fit the needs of your high school, including these details:

- Campaign structure.
- Event examples.
- Starting and maintaining a student planning group.
- Making sure your campaign includes all students.
- Sharing GYT materials and messages.
- Budgeting concerns.
- Ideas for evaluating and sustaining the campaign.

# Building Your GYT for High School Campaign

## BE UNIQUE!

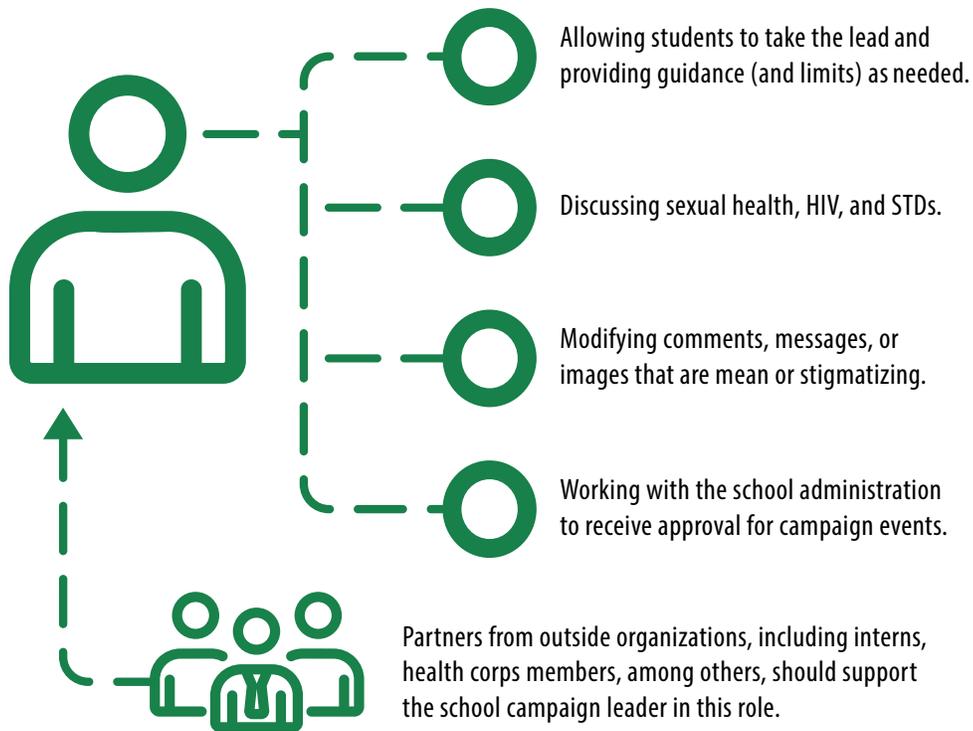
You, your partners, and the student planning group can create a GYT campaign that fits the needs of your high school. Think about creating a campaign that is:

- Interesting to students.
- Consistent in hosting events and promoting campaign messages.
- Spread throughout one school year.
- Welcoming to the diverse groups of students.
- Actionable with a clear call to follow through.

## Who Will Lead the Campaign?

GYT for High School supports a student-led, adult-guided model.

The school campaign leader plays a key role in:



# Structuring Your Campaign

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We recommend two types of events as the structure for your GYT campaign:

1. **Campaign Launch:** The campaign launch is the first event that gets the message out, saying, “The GYT campaign is here, and this is what it is about!” The launch introduces the campaign to the students and school staff. The launch should reach the whole school and communicate the purpose of the campaign.
2. **Campaign Pushes:** Campaign pushes are smaller events that take place after the launch. Depending on the month that the campaign launch takes place, we recommend two to four pushes that:
  - Remind students about the campaign.
  - Increase awareness about HIV and STDs.
  - Support the campaign messages.

The launch and pushes can be fun and interesting, and they should give students important information about HIV, STDs, and testing. This GYT for High Schools Planning Guide includes a sample list of events that can help the student planning group brainstorm. Figure 1 shows the launch and pushes that were part of the Chicago pilot project.

To get students excited and talking about the GYT campaign before it starts, the student planning group can “create buzz” by passing out materials that mention GYT but do not explain what it is. For example, you might pass out buttons, stickers, or postcards that say, “Have YOU GYT’d?” Place the materials around the school.

## Figure 1. Case Study: Chicago GYT for High School Pilot Project



- **Launch Event:** The student planning group wrote an original play. It focused on young people learning about HIV and STDs, the experience of getting tested, and communicating with friends, adults, and partners about testing. The play was performed in schoolwide assemblies for each grade. A local clinic helped to answer questions after the play, and gift bags with GYT buttons, stickers, and testing referrals were given out.



- **Push #1:** Student planning group members served school-approved snacks in English classes while speakers from a local clinic explained how students could access HIV and STD testing services.



- **Push #2:** The student planning group sponsored a GYT poster contest with prizes. The posters were displayed throughout the school.



- **Push #3:** At lunchtime, the student planning group hosted a GYT Game Show in the cafeteria, which was decorated with balloons and streamers. Students won prizes for answering questions worth points or through drawings. Snacks were provided.

## Campaign Timeline

Overall planning, including developing strategies for recruiting the student planning group members, could start in the summer, during back to school planning, or at the end of the year before the following school year.

After the launch event takes place, we recommend that the pushes take place four to six weeks apart. If school-based testing is planned, testing events could take place in between pushes, take the place of a push, or happen after a push. To keep students from spending too much time planning and not enough time completing class work, it is fine to have some pushes be less labor intensive. For example, a poster contest requires less planning than a health fair.

## PLANNING CONSIDERATIONS

These questions can help students select campaign events:

- Do all parts of the event follow district and school policies? If not, how can changes be made so that the event follows all policies?
- Will most students at the school be interested in the event? Why or why not?
- Are there groups of students who may feel left out of the event? If so, how can the event be changed to make all students feel welcomed?
- Are there images, messages, or other things that would make the event more interesting?
- Are there images, messages, or other things that should not be used because they might leave out some students or be inappropriate for the school campus?
- How long should the event last to reach as many students as possible (for example, one class period, over lunch, over a month)?
- What resources and supplies are needed for the event (for example, guest speakers, art supplies, prizes)?
- Has this type of event taken place at your school in the past? If so, how did the students react?

### *Selecting GYT Events*

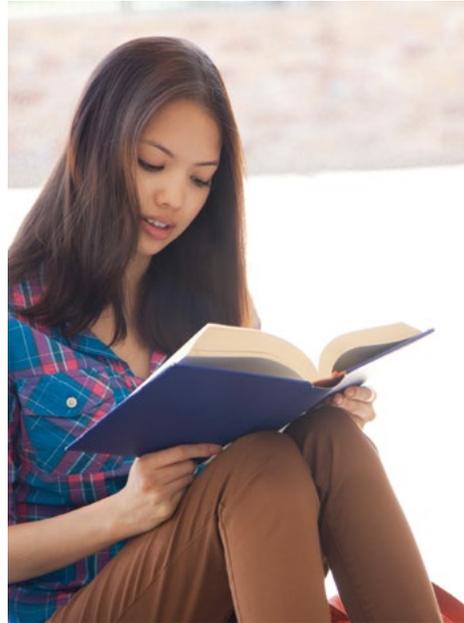
The event should support at least one of these campaign ideas:

- Increase students' knowledge and awareness about HIV and STDs.
- Increase students' intention to get tested for HIV and STDs.
- Increase the number of students who get tested.
- Link students to local HIV and STD testing services.
- Lower students fear about getting tested for HIV and STDs.
- Decrease negative attitudes about using condoms and getting tested for HIV and STDs.
- Increase communication about HIV and STDs with partners, peers, and health care providers.

## Scheduling Events

Scheduling can be a hard task at a busy high school. When picking dates and times for your events:

- Think about how to reach large groups of students. School assemblies, lunch times, or during core classes may be good times to reach students.
- Review the school calendar to avoid scheduling GYT events at the same time as other events, such as academic testing or open house. On the other hand, school dances or sports events may be a good time for short GYT events.
- Work closely with the school administration to select dates, times, and locations.
- Be sure to include time for setup before the event and cleanup after the event.



## Partnerships and Funding

Think about working with clinics, the health department, or community-based organizations and local businesses as co-sponsors for events. If your resources are limited, team up with partners to request donations of food, prizes, and services.

## Promoting your GYT for High School Event

Students can:

- Create bright and fun posters and flyers for specific events that include the GYT logo. The GYT logo is included in the Planning Guide Resources section. Remind students to get approval from the school administration before passing out flyers or hanging posters around the school.
- Promote events on social media to inform other students with very little effort and no cost.
- Ask the principal or other administrator to include the event in daily announcements.
- Use word of mouth to promote the event. Encourage student planning group members to invite students who they do not talk to every day.

## MAINTAINING CORE MESSAGES

Students may need help including core campaign messages. For example, students may have the idea of holding a GYT talent show but may need to think about how the talent show would include GYT messages.

The school campaign leader and any other staff and partners should also make sure that the events teach students the right information about HIV and STD prevention, testing, and treatment. Health teachers and partners from the health department and clinic can discuss the information with the student planning group. This can both educate and empower the student planners.



## Starting a Student Planning Group for GYT for High School

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Get Yourself Tested (GYT) for High Schools is based on a youth-planned, youth-led approach that is a key part of the campaign's success. Students are important social leaders and can sway their peers with making sexual health decisions.<sup>17</sup> The school campaign leader guides the group; however, one of the reasons the campaign will succeed is because students know the best ways to reach their peers.



### A LEADERSHIP CONTEXT FOR THE STUDENT PLANNING GROUP

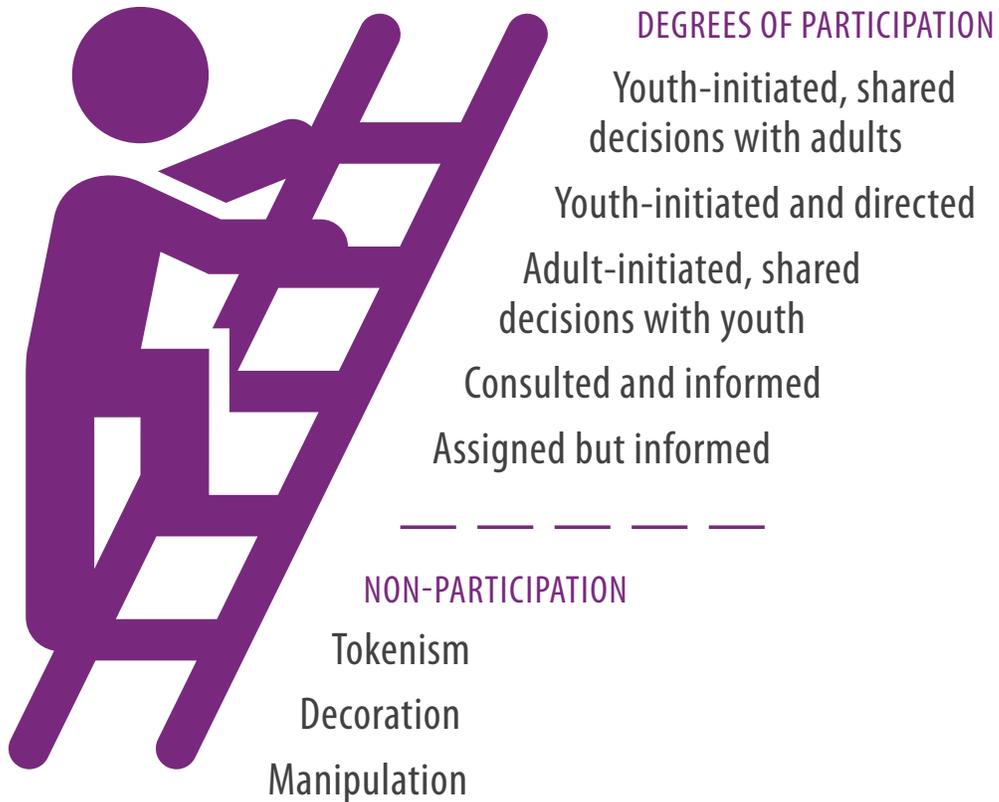
A main feature of GYT for High School is that it is student led. A student planning group made up of students lead the initiative, and teachers and other adults offer guidance and support.

Here are some important things to keep in mind when working with a student planning group:

- Make sure you have the right balance in authority (i.e., youth-led vs. adult-led).
- Let students take part in making decisions and approval.
- Communicate campaign expectations.
- Be supportive as you guide students to stay focused on GYT goals.

Models such as Hart's Ladder of Youth Participation (Figure 1) provide a useful basis to think about understanding how to create balance in working with a student planning group.<sup>18</sup>

## Figure 1. Hart's Ladder of Youth Participation



## RECRUITING STUDENTS

It is important to gather a diverse group of students that reflect the student body. Be sure to represent the student body's backgrounds, ages, races, ethnicities, gender identities, physical abilities, and sexual orientations.

The lead teacher should find students who bring many views to the group. The group should include those who may not come forward right away and are not involved in many school-related events. The size of the planning group will vary based on the size of the student body.

A group of 15 to 20 students should be enough to:

- Plan events.
- Account for students who leave the group.
- Serve as a large enough group to plan the campaign in the event that a few students drop out.

To bring more students on board, you can use a variety of recruitment strategies:

- **Self-selection:** Ask students all over the school to volunteer to create:
  - Flyers, posters, or school announcements.
  - Classroom presentations.
  - Personal invitations.
  - Social media or message board postings.
  - Advertisement by teachers, counselors, and other school staff.
- **Expand the role of an existing group:** Find students from existing school classes, clubs, or other student events that already know how to work with a team. Be sure to have diversity in age, gender and other characteristics.

### *Peer Health Educators (PHEs)*

Some high schools have trained students to be health educators in topics like sexual health, often with help from community clinics and health departments. One example of this is the Washington, D.C., Youth Advisory Committee. [<http://dcyac.dc.gov/>] If your school has PHEs, you could consider engaging them to plan the campaign.

- You may be tempted to get help from student government groups for GYT planning. But in many schools, this group may not include students who are less engaged. Student leadership groups may seem like a natural start, but students do not need to be known as “leaders” to help plan the campaign.
- **Pick a certain class:** A class that is already diverse, such as health or physical education, could be expanded to act as the student planning group.
- **Offer something that will motivate:** One way to get students is to offer volunteer or service-learning hours, or class credit. Other ways to encourage students to help are to:
  - Offer snacks.
  - Help with résumés.
  - Give them the chance to work with their peers.
  - Help them learn leadership skills.

Balance your approach so students do not feel they must be part of the group when they really do not want to be.



## WORKING WITH THE STUDENT PLANNING GROUP

Once you choose the planning group, hold the first kickoff meeting to discuss the length and location for the meetings. Decide together how often to meet, and encourage students to ask questions.

### Maintaining Student Engagement

It is natural for student participation to change over time. Here are some ways to help keep students in the group:

#### Set Expectations

Talk about what you expect, such as when you will hold meetings and how much time students will spend helping. Guide students in creating ground rules and defining their vision for working together to plan the campaign, such as respecting everyone's ideas.

#### Communicate Often

Put together a regular meeting schedule to help students take on more active roles and stay engaged. Communicate often by helping the group choose the best way to make sure all members receive every group communication.

#### Invite Students to Lead

Encourage students to share ideas and create harmony among each other. Students can take turns leading the meetings and discussions using the student workbook.

### Supporting Student Planners

Students who help plan the campaign learn how to lead and tap into their creative side. They also learn more about sexual health and have an opportunity to think about their own point-of-view and values. As the group becomes more at ease with each other, some may tell about their own sexual experience and orientation. As such, it is key for both students and adults who are part of the GYT for High School campaign to understand their roles as related to required reporting laws about sexual abuse and unlawful activity.

Some students may have had painful or unpleasant experiences that are not reportable. However, they may need support. Adults should be ready to support youth planners by linking them with school counselors and community-based resources if needed.

## RESOURCES

### 1. Community Participation Partnering With Youth: A Rights, Respect, Responsibility Paradigm

[<http://www.advocatesforyouth.org/storage/advfy/documents/transitions1403.pdf>]

This document describes the community-based hands-on approach and how to involve youth in dealing with public health issues.

### 2. Youth Development: Strengthening Prevention Strategies

[<http://www.advocatesforyouth.org/storage/advfy/documents/ythdevelop.pdf>]

This document is a guide for adding youth development strategies into sex education and initiatives.



# Creating a GYT for High School Campaign for All Students

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## WHAT IS INCLUSION?

In Get Yourself Tested (GYT) for High Schools campaigns, it's important that as many different students as possible feel represented by the messages and pictures. We want to make diverse groups of students feel welcome. While we can see some characteristics students may have, there are some other important characteristics we cannot see. But there are ways to show inclusion in words, pictures, and colors.

We want to send an inclusive message that says, "This campaign is for everyone at the school." Here are ways to do this:

- Use gender-neutral language: "They" or "you" instead of "him" or "her," or leave out gender. Some schools have adopted the practice of asking students and staff to state their preferred gender pronoun when they introduce themselves.
- Show many skin tones, physical abilities, and genders in campaign materials.
- Use inclusive words such as "everyone," "anyone," or "all." For example, "Everyone is at risk for STDs" or "HIV does not discriminate."

**Inclusion** means recognizing and working to recognize human diversity. This includes:

- Age.
- Gender identity.
- Race.
- Ethnicity.
- Religion.
- Sexual orientation.
- Socioeconomic status.
- Physical and mental ability.
- Political beliefs.

Inclusive messages are free from words that assume or leave people out.

## WHAT IS CULTURAL RELEVANCE?

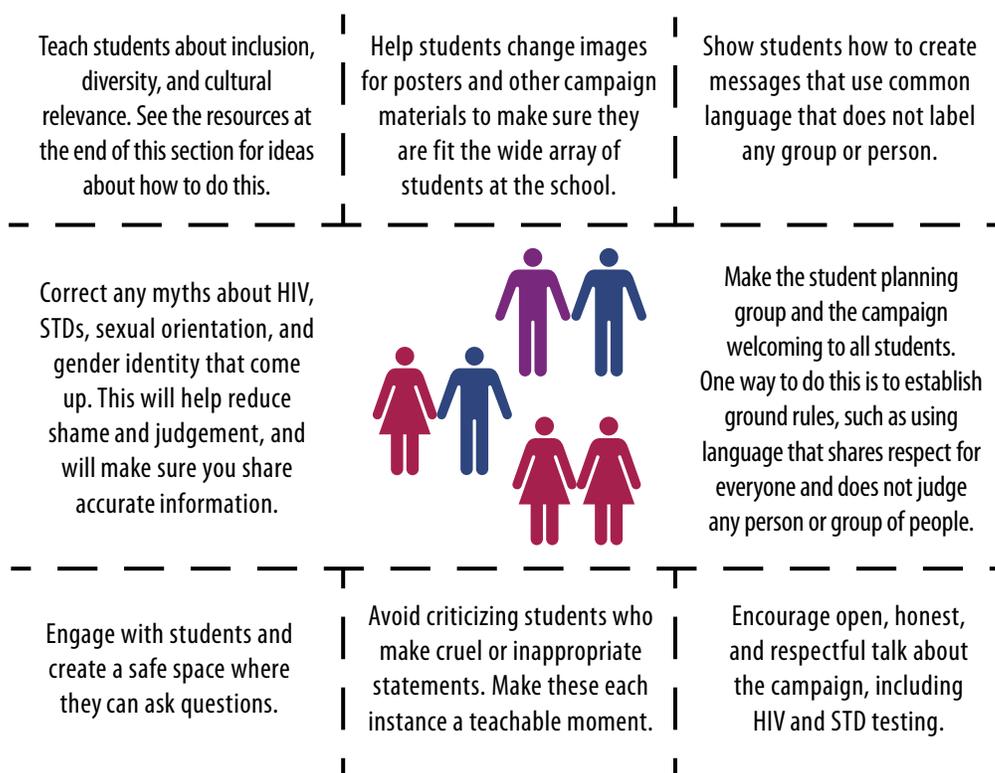
When high school students are directly involved in planning the campaign, they can shape the message to be more relevant to their peers. The student planning group should think about the types of words, images, and colors that make them feel a message applies to them. For example, students in the Chicago high school where the GYT for High School pilot took place chose a black, green, gold, and red color theme (the colors of the Pan-African flag) for posters. This was because they felt these colors reflected the mainly black student population of their school. Other students made posters showing basketball and texts on a smart phone because these were important parts of their everyday lives.

### **Cultural relevance**

means that events, teaching, or messages are relatable to the context of one's own life.

## How to Promote an Inclusive, Relevant Campaign

Be sure to guide student planners so that they understand why and how to create an inclusive and culturally relevant campaign:



*Make sure all adults who work with the campaign are at ease with responding to myths and information that may not only be factually wrong, but could also label certain people.*

## ADDRESSING STEREOTYPES AND STIGMA

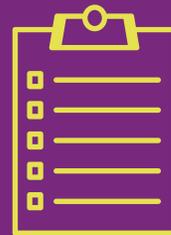
High school-age youth are in a stage where they form opinions and ideas about many things, including having sex. While some level of silliness and embarrassment is normal, the wrong information can lead to shame and labels. Some students have heard myths or beliefs that have been around for a long time. For example, the wide belief that HIV is a “gay” disease still exists. Many youth also believe that young men should have sexual experience while young women should not. GYT addresses a sexual health topic. As such, it is important to closely oversee developing events and messages to make sure they do not support homophobia, transphobia, sexism, or racism.

As student planners create messages and event ideas, ask them to consider whether the message, material, or event:

- Appeals to many groups of students.
- Increases shame or cruelty.
- Creates negative labels.
- Avoids giving the message that only certain people give or get HIV and STDs to or from other people.
- Calls out certain groups of people. For example, does the message call out African Americans, Latinos, or Hispanics; LGBTQ individuals; or other groups of students in a way that may label them?

Oversee student planning group discussions and get involved, if needed. For example, students may label groups of students who are different from them, or they could label a single student about whom they have heard rumors. If this happens, stop and talk about shame and labels. For instance, a student may

Ask students to make a list of what young people need to avoid the negative results of having sex (for example, accurate information, know how to access testing, etc.). Follow-up by talking about why some students may be less likely to have what they need than others.



say, “Girls (or another group of people) are the ones who spread STDs.” While unfortunate, you can use these instances as teachable moments to help increase understanding of facts.

Shame and labeling can also happen when looking at data that show high rates of HIV and STD infection among certain groups of people. Provide context about health equity to students. This can help them understand basic causes and why certain groups of people or communities are more affected and have less access to information and resources. Partner with community organizations, health departments, and clinics for help with these issues.

## RESOURCES

### 1. Safe @ School

[<http://www.safeatschool.ca/plm/equity-and-inclusion/understanding-sexism-racism-and-homophobia>]

This website provides resources to teachers and educators about diversity and inclusion. It also offers a learning unit on equity and inclusive education.

### 2. Anti-Defamation League

[<http://www.adl.org/education-outreach/curriculum-resources/c/making-it-meaningful.html>]

This website provides guidance for addressing biased comments from students in school settings.

### 3. Teaching Tolerance, A Project of the Southern Poverty Law Center

[<http://www.tolerance.org/lgbt-best-practices>]

This website provides ideas for how to build a welcoming school climate for LGBTQ students.



# Getting the Word Out With Local GYT Messages and Materials

We can credit part of the Get Yourself Tested (GYT) for High Schools campaign's success to its youthful look and straightforward ideas. Along with events and activities, you can change or create messages and materials that are appealing and suitable to any high school environment. Messages and materials should also meet school district policies and guidelines.

## USING AND CUSTOMIZING EXISTING MATERIALS

The original GYT campaign is known for its simple, catchy messages about getting tested and vivid, colorful posters and materials like buttons and stickers (Figure 1). For the Chicago pilot of GYT for High School, students created specific materials they felt would get the attention of their peers (Figure 2), which included local data, images, colors, and district-approved messages.

It's important to ask the youth at your high school what kind of images they think would be the best for their peers. For example, students who were part of the Chicago pilot did not want to see photos of youth in the materials; they preferred cartoons and drawings.

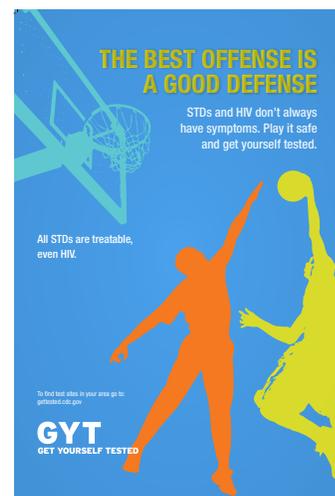
## MATERIAL EXAMPLES

In the Planning Guide Resources, you will find:

- GYT posters: You can change these to fit your needs. You can fill in information for referral test sites or school-based testing events.
- GYT for High School logo: You can put this logo on materials that you create to have a recognizable brand for your campaign.



(Figure 1)



(Figure 2)

## USING AND CUSTOMIZING EXISTING MATERIALS

The original GYT campaign also has messages that may be suitable for high school students. These messages speak to knowledge, attitudes, and behaviors about HIV, STDs, and testing that can be used in announcements, social media, and posters.

In the table below, there are messages that you can change to best meet your needs. You can also use them to inspire ideas for new messages.

**TABLE 3: GYT MESSAGES TO INCLUDE IN YOUR GYT FOR HIGH SCHOOL CAMPAIGN MATERIALS**

STDs are really common. Half of all sexually active young people will get an STD before the age of 25. Most will not know it.	STDs, including HIV, often have NO symptoms. Getting tested is the only way to know for sure.
The health effects of STDs can be treated. Many STDs are even curable.	Don't assume you've already been tested. You have to ASK your doctor or nurse to be tested for STDs.
Open communication about STDs is crucial in any relationship, so talk about getting tested.	STDs are very common, and it only takes one sexual experience to get one.
The only way to know is to get yourself tested.	Testing is quick, easy, painless, and confidential.
	Get yourself talking. Get yourself tested.
Many clinics/health centers offer free or low-cost tests and treatment year-round.	Be open and honest in your relationships, including talking about STDs, testing, and protection.
<b>Myth:</b> You can tell if someone has an STD by looking.	<b>Myth:</b> I've only had one partner, so I don't need to get tested for STDs.
<b>FACT</b> Most STDs, including HIV, don't make people look any different anywhere on their body.	<b>FACT</b> You can never be sure of who your partner had sex with before they were with you.
<b>Myth:</b> If I need to be tested, my doctor would automatically test me.	<b>Myth:</b> I don't have symptoms, so I don't need to be tested.
<b>FACT</b> Many medical providers do not test people for HIV or STDs unless they are asked to do so.	<b>FACT</b> Most STDs, including HIV, have no symptoms.

## TOOL: GUIDELINES FOR CREATING NEW GYT MESSAGES AND MATERIALS

1

Decide whether existing materials and messages will work for your campaign. If you are going to create new materials and messages, find out what kind of resources you will have and then decide how many materials and messages you will be able to develop.

---

2

Guide students to develop clear, positive messages, but do not put too many messages on one product.

- Use correct, current local data on the new materials you create. The local health department can help by giving you current data that is easy to understand.
  - Make sure the core GYT messages are honest. Create and use materials that are in line with GYT goals and concepts.
- 

3

Include key information such as referrals to free or low-cost confidential testing and test site locations and hours.

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4

Use the GYT brand on all materials. Use the downloadable GYT for High School logos. You can resize them for your needs.

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5

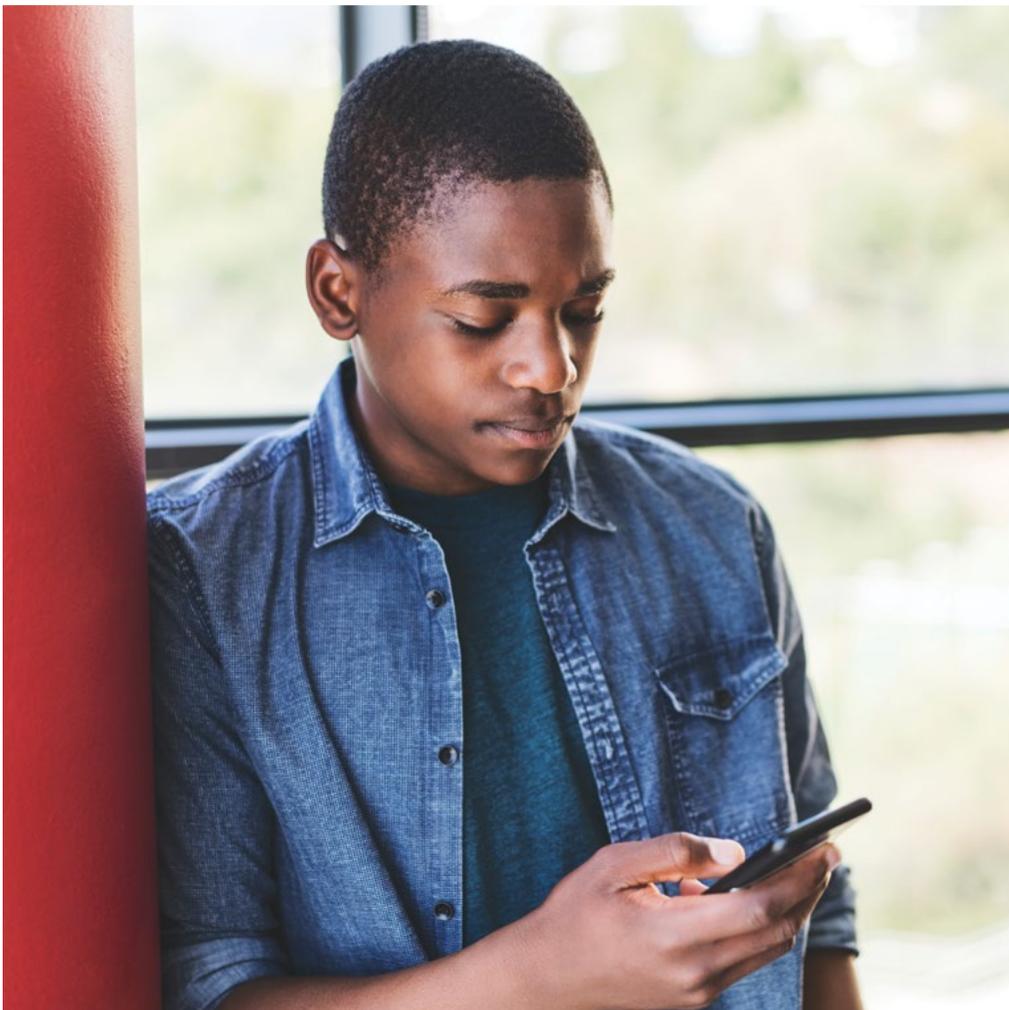
Use images that help express campaign messages.

- Choose images that tie to related school activities or holidays.
- Guide student planners in choosing designs, colors, and images that will appeal to many different groups of students at the school.

## PRETESTING MESSAGES AND MATERIALS

The student planning group can pretest messages with other students to get their views and opinions. For example, they can each ask 10 students (including at least five that they do not know or hang out with) what they think about the messages, colors, and images on the materials. The GYT for High School Student Workbook has guidelines to help the students pretest the messages and materials. Based on the results of the pretest, the students can then change the messages and materials before using for their GYT campaign.

Because one size does not fit all, use the pretest to make sure your GYT campaign is inclusive of the students at your school. When pretesting, be sure to include a group of students with a variety of characteristics, including age, gender identity, race, ethnicity, physical ability, and sexual orientation. Be certain that the campaign messages and materials do not call out any certain groups or cause shame.



## GETTING THE WORD OUT ABOUT THE CAMPAIGN

You can share the campaign messages in many ways that will reach all students. The more ways the better! Work with the student planning group to find common ways students at your school see and hear about new things. Some examples of communication channels include, but are not limited to:

- Print media, such as the student newsletter or blog.
- Posters, flyers, palm cards.
- Text messages.
- School website.
- Social media postings on Twitter, Snapchat, Facebook, Instagram.
- YouTube videos or Vlogs that students create.
- Broadcast on school announcements or TV channels.
- Branding through stickers, buttons, bracelets, and other materials students wear.

## BENEFITS OF USING SOCIAL MEDIA

Social media has changed the way that we market and promote health campaigns. It can play an important role in spreading the GYT message. Using social media can help:

- Strengthen and expand GYT campaign awareness and messages.
- Promote GYT activities and events.
- Increase access to accurate HIV and STD testing information and services.
- Tailor messages to specific audiences.
- Encourage campaign participation.
- Reach your target audiences where they are.

### ***Ask students about draft messages and materials! Think about these six questions:***

- **Acceptability:** Are the GYT materials acceptable to students from diverse backgrounds and social groups across the school?
- **Action-focused:** Do the messages include a call to action?
- **Appeal:** Are the GYT materials attractive and appealing to students?
- **Clarity:** Do students understand the messages on the materials?
- **Relevance:** Do the students identify with the GYT concept or materials?
- **Convincing:** How convincing are the GYT messages? What do the messages convince students to do?

Having students work together to decide how to use social media to promote the campaign can be to your advantage because it is free or low cost, has instant rewards and reaches large audiences.

*Note: It may be helpful and cost effective to use online training resources if staff or students are not familiar with social media. Read the Beginner's Guide to Social Media [<https://moz.com/beginners-guide-to-social-media>].*

Use social media channels to tell students about the importance of HIV and STD testing and to promote and advertise the GYT campaign.

The student planning group can create hashtags to use to promote their GYT campaign. The graphic below includes sample social media messages the group can use throughout the campaign.

**Hashtags** are used to organize conversations on social media platforms, including Twitter, Facebook, Instagram, and Snapchat.

**#GetYourselfTested**  
**#GYT@SchoolName**

### SAMPLE SOCIAL MEDIA GYT MESSAGES

<b>GYT</b>	<b>Get Yourself Tested</b> @GetYourselfTested #GYT has officially launched at [Insert School Name]. #GetYourselfTested
<b>GYT</b>	<b>Get Yourself Tested</b> @GetYourselfTested #GYT event this afternoon at [Insert Time and Place]. #GetYourselfTested
<b>GYT</b>	<b>Get Yourself Tested</b> @GetYourselfTested Of the 19 million new STDs in the US each year, half are among people under 25. GYT. Know yourself. Know your status. #GetYourselfTested
<b>GYT</b>	<b>Get Yourself Tested</b> @GetYourselfTested Almost half of new STDs are among 15-to-24-yr-olds, who account for only one-fourth of sexually experienced population.
<b>GYT</b>	<b>Get Yourself Tested</b> @GetYourselfTested There are 19 million new STDs/yr in US, most have no symptoms. Get tested to know if you have one. #GetYourselfTested for info & testing locations
<b>GYT</b>	<b>Get Yourself Tested</b> @GetYourselfTested What affects less than 3 million people in the US each year and has no symptoms? #GetYourselfTested

*Note: As much as social media can be a great tool for promoting and marketing GYT, schools should review guidelines to reduce the chance of social media channels causing more harm than good. The lead school staff and school administration should make sure their school's social media hub aligns with school and district policies, and they should provide clear guidelines on the use of social media sites.*

## OTHER COMMUNICATION CHANNELS

Not all students have access to social media at school or in their personal lives. Even when students do use social media, it is still important to combine as many communication channels as possible to make sure your campaign includes all students. Other communication channels include:

- **Print media:** The student planning group can create posters, flyers, referral cards, or brochures to spread GYT messages and information about events and activities. You can also create a newsletter for students to generate interest, raise awareness about HIV and STDs, and share information about test sites. A yearbook page could also be planned to highlight each year's campaign.
- **School broadcast media:** Student planners and students taking television, video, and broadcasting classes or participating in audio-visual club can develop announcements, commercials, and videos to spread the word about GYT messages, activities, and events.

# Finding Resources for Your GYT for High Schools Campaign

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## GUIDANCE FOR HEALTH DEPARTMENTS AND CLINICS

Get Yourself Tested (GYT) for High Schools is a low-cost campaign that can help find and treat new cases of HIV and STDs. The main campaign costs are for supplies, such as:

- Events (art supplies, small prizes, and giveaways).
- Marketing supplies (posters and cards with test site information).
- Clinics and test sites.
- Testing costs.

To find support for the campaign, health departments and clinics can:

- Team up with a school district to seek public or private grant funding as a project or activity that increases HIV and STD testing among students. This includes the cost of extra test kits and lab costs.
- Set aside time for a staff person to work with the school to plan and start the campaign. Include materials costs into outreach budgets.
- Find out if other funding sources (teen pregnancy prevention, other teen health promotion funding, etc.) let you include HIV and STD education and prevention activities as part of the overall program.
- Ask local community organizations to help sponsor the campaign as part of initiatives that already focus on students and sexual health.

Table 4 shows ideas to help cover many costs that may be related to the campaign. The GYT for High School Planning Resources section includes a worksheet to help you budget. This will help you find and plan the resources you will need for the campaign.

**TABLE 4 : WAYS TO LOWER GYT CAMPAIGN COSTS**

<b>Expense</b>	<b>Potential Resource</b>
Staff time to help schools plan the campaign	<ul style="list-style-type: none"> <li>• University interns, AmeriCorps, or other health corps members.</li> <li>• Assign an outreach worker to help the school staff with campaign planning.</li> </ul>
Staff time to provide testing in schools	<ul style="list-style-type: none"> <li>• Combine efforts to provide testing counselors for the testing event:               <ul style="list-style-type: none"> <li>– Health departments.</li> <li>– Local clinics.</li> <li>– Health centers in schools.</li> </ul> </li> </ul>
Test kits and supplies	<ul style="list-style-type: none"> <li>• Reimbursement programs (state and city family planning programs, health departments, Medicaid, and other payers).</li> </ul>
Posters and referral cards to share GYT messages and test site information	<ul style="list-style-type: none"> <li>• Share costs with:               <ul style="list-style-type: none"> <li>– Clinics listed on materials.</li> <li>– Health departments.</li> <li>– Health centers in schools.</li> </ul> </li> </ul>
Event supplies (decorations, art supplies, prizes, snacks)	<ul style="list-style-type: none"> <li>• Donations from local businesses.</li> </ul>

## **EXPLORING WAYS TO COVER THE COST OF TESTING**

Health departments and clinics can help make sure ample testing is available. That can play a major role in the success of the campaign. Providing testing may bring money to some health departments and clinics from state and federal payer sources. You may want to talk with your state or local health department about whether they can pay for or reimburse for HIV and/or STD testing.

## RESOURCES

### 1. STD Billing and Reimbursement Toolkit

[\[http://stdtac.org/billing-toolkit/\]](http://stdtac.org/billing-toolkit/)

This Web-based toolkit helps publicly-funded STD clinics and public health labs decide whether to bill. It also helps them learn to:

- Develop billing systems.
- Manage revenue cycles.
- Initiate contracts.
- Enhance coding capacity.

### 2. AmeriCorps

[\[https://www.nationalservice.gov/programs/amicorps\]](https://www.nationalservice.gov/programs/amicorps)

This website describes the AmeriCorps program and gives information on how to get funding.

# Finding Resources for Your GYT for High Schools Campaign

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## FOR SCHOOL DISTRICTS AND SCHOOLS

### Finding Resources to Support GYT for High School

Get Yourself Tested (GYT) for High Schools is a low-cost campaign that can help find and treat new cases of HIV and STDs. The main campaign costs are supplies, such as:

- Events (art supplies, small prizes, and giveaways).
- Marketing supplies (posters and cards with test site information).
- Clinics and test sites.
- Testing costs.

To find support for the campaign, school districts and schools can:

- Team up with a health department or local clinic to seek public or private grant funding to support the campaign as a project or activity that increases HIV and STD testing among students.
- On the district level, set aside time for a staff person or intern to work with the school to plan and start the campaign.
- Find out if other funding (teen pregnancy prevention, other teen health promotion funding, etc.) lets you include HIV and STD education and prevention activities as part of the overall program.
- Ask local community organizations to help sponsor the campaign as part of initiatives that already focus on students and sexual health.
- Talk to current funders of general and sexual health programs and initiatives. Find out if you can include the campaign as an activity that will help meet goals and objectives for current work.

Table 5 shows ideas to help cover many costs that may be related to the campaign. The GYT for High School Planning Resources section includes a campaign worksheet to help you budget. This will help you find and plan the resources you will need for the campaign.

**TABLE 5: STRATEGIES FOR LOWERING GYT CAMPAIGN COSTS**

<b>Expense</b>	<b>Potential Resource</b>
Support for the school campaign leader to help plan the campaign with the student planning group	<ul style="list-style-type: none"><li>• University interns, AmeriCorps, or other health corps members.</li><li>• Support from a clinic or school-based health center outreach worker or health educator.</li></ul>
Posters and referral cards to share GYT messages and test site information	<ul style="list-style-type: none"><li>• Ask a test site to donate costs for printing.</li></ul>
Event supplies (decorations, art supplies, prizes, snacks)	<ul style="list-style-type: none"><li>• Donations from local businesses.</li></ul>

## **EXPLORING WAYS TO COVER THE COST OF TESTING**

Health departments and clinics can help make sure ample testing is available. That can play a major role in the success of the campaign. Providing testing may bring money to some health departments and clinics from state and federal payer sources. You may want to talk with your state or local health department about whether they can pay for or reimburse for HIV and/or STD testing.

### **RESOURCES**

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This website describes the AmeriCorps program and gives information on how to get funding.

# GYT Activity Ideas

You can modify these ideas to fit the needs of your high school. The ideas may also lead to new ideas that can be shared with the student planning group. You can use the ideas for a launch event or for smaller events created to promote the campaign.

## CREATE BUZZ

To create buzz about the GYT campaign before it starts, the student planning group can create campaign materials that mention GYT but do not explain what it is (like buttons, stickers, or postcards that say, “Have YOU GYT’d?”). Place the materials around the school to make students more interested in the campaign before the first event.

## SCHOOL HEALTH FAIR WITH GYT THEME

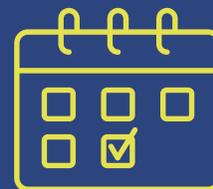
Plan a health fair to take place during lunch or over a few class periods. Ask partners to set up tables with information about:

- Test sites.
- Sexual health.
- Other health-related information and activities.

Close the event with at least one GYT-related game, music, and bright decorations.

## Reminder

- Make sure that the events you choose are fun, get attention, and also do at least one of these:
  - Increase awareness about HIV and STDs and testing.
  - Link students to sites where they can get HIV and STD information and testing.
  - Get students talking about HIV and STD prevention and testing with their peers, partners, and health care providers.
  - Make testing an act of pride and lower fear and shame about getting tested.
  - Inspire and empower students to know who they are and what their health status is—including knowing their HIV and STD status.



## HIV POSITIVE SPEAKER EVENT

Work with an approved partner organization to find a guest speaker who is living with HIV. The guest speaker can share their life experience with students and talk about the importance of getting tested and treated. This event may:

- Help lower students' fear about getting tested for HIV.
- Share information about treatment.
- Improve how students feel about people living with HIV.

## SLAM POETRY OR SPOKEN WORD CONTEST

Invite students to a slam poetry session or contest. All entries should:

- Include GYT messages about why it is important to get tested.
- Encourage communication with peers, partners, and health care providers.
- Promote HIV and STD testing.

## STUDENT SKITS

Ask the student planning group to write messages and perform them. Skits can:

- Promote HIV and STD awareness.
- Encourage HIV and STD testing.
- Address myths about HIV and STDs.
- Discuss how to prevent HIV and STDs.
- Highlight other topics related to the campaign.

The short skits could be performed in classrooms. After the performance, have a local clinic, school-based health center, or school nurse answer questions from students.

## PROMOTION AT ATHLETIC EVENTS OR SPIRIT DAY

Ask an athletic coach if their team will promote GYT. If so, on the day of a sports event, the team can:

- Wear GYT promotional items (e.g., stickers, buttons) to school.
- Pass out GYT promotional items.
- Hand out test site referral cards.

In addition, the cheerleading squad could perform a cheer about GYT.

## VALENTINE'S DAY CANDYGRAM

Ask the student planning group to pass out GYT cards with a piece of candy attached to them. The cards can have pre-printed messages like “friends help friends get tested” or facts about HIV and STDs, including information about local test sites.

## SCAVENGER HUNT

Place scavenger hunt clues around the school. Have one class complete the scavenger hunt at a time, or several classes can compete against each other. If there is a school-based health center on campus, that is a great location for the last stop on the hunt. Have GYT giveaways for those that complete the scavenger hunt or find the most clues.

A GYT scavenger hunt might include tasks like:

- List one place where you can get free HIV and STD testing.
- List the names of two STDs.
- Explain two ways to prevent STDs.

Here is a free scavenger hunt list [<http://www.quickhunts.com/free-scamper-hunt-list.html>] that you can print.

## HIV AND STD QUESTION AND ANSWER NEWSLETTER

Ask the student planning group to place a question box in a location where students can anonymously submit questions about HIV, STDs, and testing. The student planning group reviews the questions and publishes the answers in a school newsletter, or answers the questions during morning announcements. A local clinic or school-based health center could help answer questions.

## FIELD TRIP OR TOUR OF LOCAL CLINIC OR SCHOOL-BASED HEALTH CENTER

Ask the student planning group to plan and promote a small group visit to a local health clinic that provides HIV and STD testing services. This will give students a chance to:

- See what the clinic looks like.
- Hear what happens during a typical visit.
- Ask any questions they may have.

Note: No HIV or STD testing takes place during the visit—it is a small group tour to make students aware of a local testing resource.

## GYT FOR HIGH SCHOOL VLOG PROJECT

These vlogs (video diaries) show students what a typical clinic visit looks like. Students record themselves:

- Visiting the local clinic.
- Getting information about HIV and STDs.
- Entering and exiting a private testing room.

Students should not be shown doing these things:

- Getting tested.
- Talking about whether they are sexually active.
- Talking about their testing results.

Select vlogs are shown on the school TV station, posted on the school website, or both, with the student's permission.

Note: Students may need to get a media consent and release form signed by their parent.

## GYT FOR HIGH SCHOOL SELFIE OR PHOTO CONTEST

Students take selfies with signs featuring GYT messages and facts about local HIV and STD testing resources. The student planning group or student body votes for the best selfie and the top three to five photos are made into small posters or placed on an Instagram page.

The student planning group could hold a general GYT photo contest, asking students to take pictures of school-appropriate objects or scenes that would encourage students to get tested or to protect themselves from HIV and STDs.

Instead of a contest, another idea is to have the student planning group take pictures to form a "photo story" about a student going to get tested for HIV and STDs. Each week, a new picture from the story is posted on an Instagram page, starting with the student thinking about going to get tested, asking a friend where to go, making the trip to the clinic, looking at pamphlets in the clinic waiting room and leaving the clinic.

Note: Students who enter the contest may need to get a media consent and release form signed by their parent.

## GYT FOR HIGH SCHOOL VIRAL VIDEO CONTEST

Students enter videos with a GYT theme into a contest. Videos are judged on effectiveness, creativity, and originality.

The winning video can be shown in school classrooms or posted to the student planning group's YouTube channel. Share this sample video [<http://www.youtube.com/watch?v=FMTUEM2WfN8&feature=youtu.be>] with students.

Note: Students who enter the contest may need to get a media consent and release form signed by their parent.

## ART CONTEST

Students draw or paint a GYT poster for an art contest. Posters should fall under one of the following categories:

1. Get tested.
2. HIV and STD facts.
3. Communicating with others about HIV and STDs.

The student planning group or student body votes for the best posters. The top three artists receive prizes. Posters are displayed at the school and/or clinic.

## ADDING GYT INTO CLASSROOM ACTIVITIES

Students spend most of their time at school, which is one of the reasons that the high school campus is the best place for the GYT campaign. Share these project ideas with teachers:

- Poster presentations on the rates of HIV and STDs in the local community.
- Reports or group projects about the history of HIV and STDs.
- Projects about advertising and mass media that use GYT messages.

## GYT GIVEAWAYS

Giveaways, such as buttons, keychains, wristbands, and other small items, can include information about where students can be tested and keep the GYT campaign top of mind.

# Glossary

**Advocate** A person who publicly supports or recommends a particular cause or policy.

**Adolescent health coalition** Professionals, paraprofessionals, and volunteers who support and develop ways to address the health needs of a community's adolescents.

**Champion** A person who fights or argues for a cause or on behalf of someone else.

**Community-based organization (CBO)** A public or private nonprofit organization at the local level.

**Confidential** Refers to adolescent health information that cannot be shared with anyone—including parents or guardians—without the teen's written permission, unless required by law or if the health care provider is concerned the teen might harm him or herself or someone else.

**Cultural relevance** A term used to describe care that is sensitive to and respectful of each adolescent's culture, ethnicity, community values, religion, language, educational level, sex, gender, and sexual orientation.

**Gender identity** An individual's self-conception as being male or female (or in some cases, both or neither), apart from actual biological sex. For most people, gender identity and biological characteristics are the same. However, some people experience little or no connection between biological sex and gender identity.

**Hashtag** A word or phrase preceded by the symbol # that classifies or categorizes the accompanying text (such as a tweet).

**High-risk behavior** Behavior that increases one's risk of contracting sexually transmitted diseases and experiencing unintended pregnancies. This behavior includes having sex at an early age, having multiple sexual partners, having sex while under the influence of alcohol or drugs, and unprotected sexual behaviors.

**HIV** Stands for human immunodeficiency virus. If left untreated, HIV can lead to acquired immunodeficiency syndrome (AIDS).

**Local education agency (LEA)** A public board of education or other public authority legally constituted within a state for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. A LEA serves as a state-recognized administrative agency for its public elementary or secondary schools.

**Memorandum of agreement (MOA)** A document that describes a relationship between two parties who wish to work together on a project or to meet an agreed upon objective. An MOA serves as a legal document and describes the terms and details of the partnership agreement.

**Peer health educators** A group of students that work with the teacher, run educational activities on their own, or actually take the lead in organizing and carrying out school-based activities. They can help raise awareness, provide accurate information, and help their classmates develop skills to change behavior.

**Policy** Official mandate adopted by an authoritative governing body (e.g., school district boards of education, the state school board, state legislature, or other district or state agencies). It affects the environment in schools or throughout the state. Policies include legal codes, rules, standards, administrative orders, guidelines, mandates, or resolutions. Policies can be adopted at the school, state, or federal level but are implemented at the school level.

**Referral** Describes a process of helping students get sexual health services through a variety of activities, including, but not limited to, connecting students to youth-friendly providers on the basis of an identified need.

**Sexual health** A state of physical, mental, and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.

**School health advisory committee (SHAC)** A group of individuals representing different segments of the community. They provide advice to a school on aspects of the school health program. These teams can work with schools to help identify health problems and concerns, set priorities, and design solutions.

**Sexual health education** Includes information about bodily development, sex, sexuality, and relationships, along with skills-building to help young people communicate about and make informed decisions regarding sex and their sexual health.

**Sexual health services** Includes HIV testing, STD testing, STD treatment, pregnancy testing, provision of condoms and condom-compatible lubricants (e.g., water- or silicone-based), provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, IUD), and human papillomavirus (HPV) vaccine administration.

**Sexual orientation** A term frequently used to describe a person's romantic, emotional, or sexual attraction to another person.

**School-based health centers** A health center on school property where enrolled students can receive primary care. This includes diagnostic and treatment services, usually provided by a nurse practitioner or physicians' assistant.

**School-based testing** Onsite testing (usually for chlamydia and gonorrhea) of students, usually done through a school-wide testing event that can accommodate a large group of students or a mobile testing program provided by an outside clinic or the health department.

**Self-consent** The rights of adolescent patients to complete and understandable information about their care and medical procedures. This includes their right to receive confidential contraceptive and reproductive health services without the need for parent or caregiver consent, consistent with state laws and regulations.

**Stakeholders** Individuals or organizations directly or indirectly affected by the program and/or the evaluation results (e.g., STD program staff, family planning staff, and representatives of target populations).

**State education agency (SEA)** The state board of education or other agency or office primarily responsible for the supervision of public elementary and secondary schools in a state. In the absence of this office or agency, it is an office or agency designated by the Governor or state law.

**Stigma** The prejudice, avoidance, rejection, and discrimination directed at people who are believed to have an illness, disorder, or other trait perceived to be undesirable.

**Sexually transmitted disease (STD)** STDs are diseases that are passed from one person to another through sexual contact. These include chlamydia, gonorrhea, genital herpes, human papillomavirus (HPV), syphilis, and HIV. Many STDs do not show symptoms for a long time, but they can still be harmful and passed on during sex.

**Testing services** These include the full range of services that should be provided along with HIV testing:

- Counselling (pre-test information and post-test counselling).
- Linkage to appropriate HIV prevention, treatment and care services, and other clinical and support services.
- Coordination with laboratory services to support quality assurance and the delivery of correct results.

**Vlog** A blog that contains video material.

**Youth-friendly services** Services with policies and attributes that attract young people to them. They create a comfortable and appropriate setting and meet young people's needs. Youth-friendly services ensure confidentiality, respectful treatment, and delivery of culturally-relevant care at no charge or low cost and are easy for youth to access.

# Appendix 1

## Introductory Resources

# GYT for High School Logic Model <sup>2,3,5,6,7,8</sup>

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## Inputs

- School district direction and support
- Lead staff at school and GYT Student Planning Committee
- Current campaign materials to change to fit plan
- Guide start of GYT (webinars, GYT website, etc.)
- STD and HIV test sites are easy to get to and youth-friendly

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## Activities

- Tailor messages and materials as needed to suit the campaign
- Choose ways to share campaign materials
- Define campaign plans
- Find HIV/STD testing resources and referrals to use
- Find key partners
- Plan campaign implementation
- Implement campaign
- Oversee maintenance of campaign
- Track campaign results

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## Outputs

- Campaign products tailored and adapted
- Key partners chosen and recruited
- Campaign materials distributed
- Campaign events planned that link students to:
  - Free and low-cost HIV/STD testing
  - Youth-friendly providers
- Connections to campaign through multimedia (social, mobile, traditional, etc.) distributed
- Evaluations/tracking sheets/other data gathered

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## Intermediate Results

- More youth who plan to get tested for STDs and HIV
- Fewer negative attitudes about condoms and STD and HIV testing
- Better view of low-cost testing
- Better talks with sexual partners about HIV/STD
- Better talks with peers about HIV/STD
- Better talks with health care providers

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## Primary Health Results

- More STD testing
- More HIV testing
- More condom use during last time having sex

# GYT for High School Fact Sheet

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**\*Tailor this fact sheet to meet the needs of your school/community and share it with partners who could support a GYT campaign.**

## WHAT IS GET YOURSELF TESTED (GYT)?

GYT is a campaign to get more young people talking about and getting tested for HIV and STDs. GYT for High School helps high schools plan their own GYT campaigns.

## CAMPAIGN GOALS

### GYT aims to:

- Make students more aware of HIV and STDs and how to prevent them.
- Get students to talk more about HIV and STDs with friends, partners, and health care providers.
- Tell students where to go for testing.
- Make students feel good about getting tested and taking care of their health.
- Reduce fear and shame that students may feel about testing.

### *Results from a GYT for High School Pilot:*

A high school experienced these results after starting GYT:

- More students knew about local HIV and STD test sites and planned to get tested.
- More students got tested during and after the campaign.
- District and school staff felt that the campaign increased interest among student in taking care of their sexual health.

## Campaign History

MTV, Planned Parenthood, and the Kaiser Family Foundation created GYT in April 2009. It has been used at many high schools across the country. The campaign produced the following results<sup>3</sup>:

- More young people got tested for HIV and STDs.
- More young people know about HIV and STDs.
- More young people talked to their health care providers and partners about getting tested.

## GYT Can Help High Schools and High School Students

In the US, more than half of the 20 million new cases of STDs, including HIV, are among youth.<sup>2</sup>

Some young people who are having sex are not getting tested for HIV and STDs. Research shows that this is because they are scared or do not have correct information.<sup>9,10</sup>

Schools can help do something about these rates. They can teach young people about good health and how to lower their risk for HIV and STDs.<sup>4</sup> The GYT campaign aims to prevent HIV and STDs as it promotes talking to partners, peers, and health care professionals. This approach may help students to focus more on doing well in school.

For more information about the GYT campaign at your student's high school, please contact **[insert your name/job title and email/phone]**.

# GYT for High School Talking Points

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If you are thinking about planning a GYT for High School campaign, you may have to respond to questions and concerns from partners. Professionals who work in youth health services have developed these talking points to help you prepare to talk with your partners, school districts, community organizations, and others in the field of teen sexual health.

## GENERAL TALKING POINTS

- Start by stating your organization’s commitment to improving student health. Here’s an example:
  - “We would be thankful for your support as we address these health issues, which can keep our high school students from learning and being in school every day.”
- Discuss why you would like to have the GYT campaign at the high school:
  - “We know that many students in our school district and community are having sex. For students who are not having sex, the campaign gives them information that they need to know for the future.”
  - “Untreated HIV and STDs are serious health threats to our students.”
- Share local health department data about HIV and STD rates among high school aged youth in your community.
- Share the GYT for High School Fact Sheet in the Introductory Resources section of the toolkit.
- Let partners know that all materials and information they use in the campaign will follow state, district, and school policies and be approved by the school administration.
- Remind them that the information the school uses in the GYT campaign will be less detailed than the school’s approved sexual health education plan.

## USING DATA AND RESEARCH TO TALK ABOUT THE NEED FOR THE CAMPAIGN

- Data can help show the need for campaigns like GYT. For example, there is research that shows that:
  - Most Americans support sex education and campaigns like GYT.<sup>11</sup>
  - Sexual health campaigns do not lead students to have sex earlier, more often, or with more people.<sup>12</sup>
  - Fear, shame, and lack of information are reasons youth do not get tested.<sup>10</sup>
  - More communication between caring adults and youth about sexual health lowers risky sexual behavior and increases testing among young people.<sup>13</sup>
- Contact your local health department to get data about the rates of HIV and STDs among high school age youth in your community.
- Share stories or situations (without using anyone's name) that show high school age youth who made better health choices after receiving GYT campaign information. Your local health department or clinic may be able to provide some stories.

## RESPONDING TO QUESTIONS AND CONCERNS ABOUT THE CAMPAIGN

### **“Was my student’s high school chosen for the campaign because many students there have STDs and HIV?”**

- One way to avoid this concern is by having the campaign at more than one high school during the school year, so that one school will not seem singled out.
- If the campaign is only at one high school, you can say:
  - “We chose your student’s high school as a model for the campaign so that it will be an example for other high schools in the district.”
  - “The school district and school felt that your student’s high school would like to take part in a student-led project about an important health issue.”

## **“Won’t having a campaign that talks about getting tested encourage students to have sex?”**

- Emphasize that a major focus of the campaign is to build communication skills for talking about health, including sexual health.
- Point out that the campaign encourages students who are already having sex to get tested, but it does not encourage sexual activity.
  - “For some young people, finding out how to get tested can help them feel good about taking care of their own health.”

## **CONCERNS ABOUT FINDING RESOURCES FOR A CAMPAIGN**

### **“We don’t have the time or resources to run a campaign like GYT.”**

- Share strategies for making GYT cost-effective:
  - “You can share costs through partnerships and possibly by working with the school district. You can also share staff, time, and materials costs with partners.”
  - There may be local businesses and community organizations that are willing to give supplies and prizes for free.

### **“Testing services in our community are not really designed for high school age youth.”**

- Explain how increasing testing for high school students can meet many of the aims of testing programs and initiatives:
  - “This campaign is valuable because it will help our school(s) work with community clinics and providers to better meet the needs of our young people in need of testing.”
  - “The GYT campaign is a way to get input from students, which can help testing programs become more youth-friendly. This can result in greater use of testing services by young people who fall into the groups of main concern in our community.”
  - “The GYT campaign includes all students and is a great way to reach young people. While some young people will not be having sex yet, others will be at higher risk and fall into certain groups for whom testing outreach is a priority.”

# Appendix 2

## Pre-Planning Resources

## GYT for High School Sample Parent Letter

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[Put on school letterhead]

[Date]

Dear Parents,

Each day, [school name] students are faced with hard decisions. Sometimes, these can be stressful and affect all areas of their lives. In fact, research shows that there is a strong connection between student health, decision-making skills, and academic achievement. Our goal in the [school district name] school district is to promote a safe, healthy learning environment where all students thrive.

As part of our 9–12 grade health curriculum, students learn skills that help them make healthy decisions and understand the consequences of risky behaviors. One way we're doing this is through a partnership with [name of partner organization(s)] to host an annual Get Yourself Tested (GYT) for High Schools campaign at [name of school].

Across the United States, students have half of the 20 million new sexually transmitted diseases occurring each year—and most don't know they are infected.<sup>2</sup> Our GYT campaign provides information about human immunodeficiency virus (HIV) and STDs. It also encourages students to talk about their sexual health with health care professionals and to get tested (and treated, as needed) for HIV and STDs. This campaign will take place [time period of campaign]. Students will get information about HIV and STDs from trained staff. [Insert sentence about whether testing will happen at school or students will be referred to off-campus locations].

This campaign plays an important role in providing health education and raising awareness about ways your child can stay healthy. We encourage your family to talk about making healthy decisions when it comes to sexual health. If you'd like resources to help your family have these discussions, please contact [school staff or partner organization name].

Please feel free to contact me at [phone or email address] if you'd like more information. I look forward to working with you and your child.

Sincerely,

[Name]

[Title]

## GYT for High School Sample Partner Letter

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Dear [name of partner organization staff],

Students have half of the 20 million new sexually transmitted diseases (STDs) that occur in the United States each year—and most don't know they are infected.<sup>2</sup> In [name of city or county], in [year], there were [enter number of HIV or STD cases (or both) among high school age youth]. While human immunodeficiency virus (HIV) infection rates appear to be lower among high school-aged youth than among older age groups, many youth who engage in risky sexual behaviors do not get tested for HIV; this may be because of lack of knowledge about how HIV is transmitted and where to go for testing, as well as fear and stigma associated with HIV.<sup>1</sup> Risky sexual behaviors also put girls at risk for unintended pregnancy, which contributes to poor school performance and increased dropout rates among girls.<sup>16</sup>

Research shows that sexually active youth are not getting tested for HIV and other STDs.<sup>9</sup> Fear, feeling ashamed, and lack of information are reasons youth do not get tested.<sup>10</sup>

The good news is that there are public health efforts designed to address this issue. We are in the process of launching Get Yourself Tested (GYT) for High Schools, an empowering campaign to encourage students between the ages of 13–19 to get tested (and treated, as needed) for HIV and STDs. Here's what the campaign accomplishes:

- Makes students aware of HIV and STDs and how to prevent them.
- Connects students to HIV and STD testing services.
- Promotes open discussions with partners, peers, and health care providers.

We would like to strengthen these efforts, and we need your help. [Explain what you are asking from partner organization]. Partnering with [name of school or school district] can benefit your organization as well. Working with [name of your organization] to carry out this campaign will help [explain what you and the partner can do together, such as increase the number of youth who are tested for HIV and STDs]. I have included a fact sheet about GYT for your review.

Thank you for your consideration, and I look forward to hearing from you.

Sincerely,

[Name]

[Title]

# GYT for High School Sample Partner Agreement

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[Name of lead campaign planning organization] and [name of partner organization] will be planning a Get Yourself Tested (GYT) for High Schools campaign during the [year] school year. [Name of lead campaign organization] is an organization dedicated to [describe organization mission].

GYT for High School is a school-based campaign aimed at increasing the number of students who are tested for HIV and STDs. Here's what the campaign achieves:

- Makes students aware of HIV and STDs and how to prevent them.
- Connects students to HIV and STD testing services.
- Promotes open discussions with partners, peers, and health care providers.

This agreement between the [name of lead campaign planning organization] and [name of partner organization] confirms our intent to work together toward achieving the campaign goals.

All applicable city, state, and federal confidentiality laws regarding student rights when seeking HIV and STD testing services will be adhered to by both parties.

[name of lead campaign planning organization] and [name of partner organization] would like to formalize their partnership at this time to ensure this collaboration. In order to so do, both parties agree to the following:

- [Name of lead campaign planning organization] will provide **[customize:** access to classrooms for presentation, space for school-based testing, contact person for activity coordination, distribution of clinic referral cards, intern hours, etc.]
- [Name of partner organization] will provide **[customize:** access to classrooms for presentation, space for school-based testing, contact person for activity coordination, distribution of clinic referral cards, intern hours, etc.]

In addition, both parties agree to maintain open communication through **[customize:** weekly phone calls, emails, meetings, etc.]

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Signature of School/  
School District Representative

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Signature of Organization Representative

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Name and Title of Representative

---

Name and Title of Representative

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Date:

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Date:

# Appendix 3

## Planning Guide Resources

# GYT for High School Campaign Planning Checklist

This checklist will help you think through planning and delivering your GYT campaign in a way that meets the needs of your school.

## Pre-Campaign Tasks

Work with your school administration and partners to do the following:

### **Notify Appropriate Parties About the Campaign**

#### **Ideas**

- Send an e-mail message to all school staff or prepare a memo to put in staff mailboxes (use information from Welcome to GYT for High School).
- Distribute information about the campaign at faculty meetings.
- If staff have questions or concerns, ask your administrators for help. The GYT for High School Talking Points in the Introduction to GYT for High School section may be helpful.
- If you need to notify parents, check with school administration about the process for doing so.

### **Confirm How Students Will be Connected to HIV/STD Testing**

#### **Ideas**

- Check with school administrators about how you should connect students to testing.
  - Will you offer students testing at local clinics, school-based health centers, or on-site testing at the school?
  - Will students find out where they can go for testing from posters, referral cards, or announcements?
- Work with school administrators to make sure all school staff know about:
  - The policies for referring students to testing.
  - How to respond to students who ask where they can go to get tested.
  - How to excuse absences if students wish to visit a clinic during school hours (if allowed).
- If working with partners, find out who school and partner contacts are.

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## ☐ **Recruit and Orient the Student Planning Group**

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### **Ideas**

- Ask other school staff for help with recruiting students.
- Once the group is recruited, determine:
  - Meeting schedule.
  - Time.
  - Place.
- Orient the group to the campaign (see the GYT for High School Planning Resources section for a sample presentation that you can tailor).

### **Planning Tasks**

Work with the student planning group to:

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## ☐ **Select, Plan, and Evaluate the Campaign Activities**

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### **Ideas**

- Determine how you will set-up the campaign and timeline (number and type of activities, number of pushes, etc.).
  - Choose the months you will have activities.
  - Select GYT messages for the campaign.
-

# GYT for High School Sample Event Approval Form

---

Use this worksheet to record what the student planning group would like to do for each GYT campaign event.

## Event (choose one):

Launch    Push 1    Push 2    Push 3    Push 4

Name of event:

Date of event:

Event start time:

Event end time:

Event location:

Contact person for the event:

## Describe what you are planning to do in as much detail as possible.

- What exactly will happen during this event? List all of the parts in the order they will happen.
  - Which parts of this event will include messages about getting tested for STDs and HIV?

– How will this event:

- Encourage communication about HIV, STDs, and testing with peers, partners, and health care providers?
- Link people to local HIV and STD testing locations?
- Raise awareness of HIV and STDs?

---

• Will there be giveaways or prizes for this event? (choose one)

YES

NO

• If yes, what giveaways or prizes will be provided? How will they be given out?

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• How will the event be advertised to the school? For example, announcements, flyers, notes to teachers, etc. *Note: Flyers and other printed materials must be approved by the school before they are used.*

– If you are posting flyers or ads for the event, where will they be posted?

– Please attach a rough draft of any flyers or printed ads that will be used to advertise the event. If an announcement will be made, attach a “script” for the announcement.

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- 
- What items will the group need to purchase for the event? (Use the “Budget Planning Form” to list each item needed, the number requested, and the cost. Be sure to include giveaways and printed items)

- 
- Which school staff members will be present?

- 
- List the parts of the event and the name of the student planning group member who is in charge of each part of the event:

## APPROVALS

*NOTE: If any part of the event requires changes before it can be approved, approvers should make notes on this form to explain the required changes. Once the student planning group has made the changes, the form will be re-submitted. Once the event is approved, the student planning group can move forward with planning the event.*

---

### 1. SCHOOL ADMINISTRATION

Name:

Title:

Approved? (choose one)

YES

NO

If NO, please explain what part of the event needs to be changed to get full approval.

Approval Signature and Date:

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---

**2. DISTRICT APPROVAL (use as needed):**

Name:

Title:

Approved? (choose one)

YES

NO

If NO, please explain what part of the event needs to be changed. Do not sign below until event is fully approved.

Approval Signature and Date:

---

# Sample GYT for High School Budget Form

Use this sample form to help the student planning group figure the cost of events.

**Event (choose one):**

- Launch**    **Push 1**    **Push 2**    **Push 3**    **Push 4**

Name of event:

Date of event:

In **Section A**, list the supplies you need for the event, how many, and about how much they cost, if known.

In **Section B**, list the services you need to arrange and pay for to support the event (such as fees for guest speakers or entertainment).

In the comments column, write any other information that is important to know about the item(s).

A. Item	Quantity	Cost	Total Cost	Comments
<i>Example: Posters</i>				
<b>TOTAL ITEMS COST</b>			<b>\$187.50</b>	

<b>B. Services</b>	<b>Rate</b>	<b>Cost</b>	<b>Comments</b>
<i>Example: Speaker fee</i>	<i>\$100 for the presentation</i>	<i>\$100.00</i>	
<i>Example: DJ</i>	<i>\$50/hour for 2 hours</i>	<i>\$100.00</i>	
<b>TOTAL SERVICES COST</b>			<b>\$200.00</b>
<b>TOTAL EVENT COST</b>			<b>\$387.50</b>

# Sample GYT for High School Event Satisfaction Survey

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This survey can be used to find out what students think about the campaign events. Choose the questions that best match the event. Be sure to tell students not to put their names on the surveys.

## STUDENT INSTRUCTIONS

These questions ask about the event that we had today. All responses are anonymous—meaning your name will not be used. So, please DO NOT write your name on this page.

### Tell Us About Yourself

#### 1. What is your grade level?

- Freshman (9th)
- Sophomore (10th)
- Junior (11th)
- Senior (12th)

#### 2. How old are you?

- 14 years old
- 15 years old
- 16 years old
- 17 years old
- 18 years old
- 19 years old

#### 3. Which one are you?

- Female
  - Male
  - Transgender (male to female)
  - Transgender (female to male)
  - Gender non-conforming or non-binary
  - Don't want to identify
-

## Share Your Thoughts about the GYT Campaign at Your School

Please think about the GYT event that just happened at your school when you answer the next set of questions.

### 4. How did you know that the GYT event was going to happen today? (Check all that apply)

- Teacher
  - Parent or guardian
  - School counselor
  - School announcements
  - School newsletter
  - Friends
  - Heard people talking about it
  - Boyfriend or girlfriend
  - GYT flyers or posters at school
  - GYT event at school
  - Facebook
  - Twitter
  - Other (please tell us): \_\_\_\_\_
-

**5. Please make an X under the word that best describes how much you agree or disagree with the statement in each row. (Customize your event survey by including only the items that are relevant to your event.)**

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The event was well-done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information shared at the event surprised me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information shared at the event was information that I wanted to know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The people that talked at the event explained things in a way I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was comfortable asking questions at this event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, I know more about protecting myself from HIV and STDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, I am more aware of the importance of getting tested for HIV and STDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, I am more aware of where to go to get tested for HIV and STDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, I feel more comfortable talking with my friends about HIV and STDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, I feel more comfortable talking with my partner about HIV and STDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After attending this event, I feel more comfortable talking with a doctor or nurse about HIV and STDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this event to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would go to another GYT event at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Is there anything else you want to say about the event?  
If so, please write it here:**

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**YOU ARE ALL DONE!**

Thank you for sharing your thoughts with us.

# Sample GYT for High School Test Site Satisfaction Survey

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This survey can be used to find out what students think about the clinics that are used as referral test sites for the campaign. From the questions below, you can choose the ones that make the most sense for your community. Be sure to let the students know that they should not put their name on the survey. To make the survey more private, students can put their survey into a box in the clinic waiting room.

## STUDENT INSTRUCTIONS

These questions ask about your visit to the clinic today. All responses are anonymous—meaning your name will not be used. So, please DO NOT write your name on this page.

### Tell Us About Yourself

#### 1. What is your grade level?

- Freshman (9th)
- Sophomore (10th)
- Junior (11th)
- Senior (12th)

#### 2. How old are you?

- 14 years old
- 15 years old
- 16 years old
- 17 years old
- 18 years old
- 19 years old

#### 3. Which one are you?

- Female
- Male
- Transgender (male to female)
- Transgender (female to male)
- Gender non-conforming or non-binary
- Don't want to identify

## Share Your Thoughts on Your Experience in Our Clinic

Please think about your visit to the clinic today when you answer the next set of questions.

### 4. How did you hear about this clinic? (Check all that apply)

- Teacher
- Parent or guardian
- School counselor
- School announcements
- School newsletter
- Friends
- Heard people talking about it
- Boyfriend or girlfriend
- GYT flyers or posters at school
- GYT event at school
- Facebook
- Twitter
- Other (please tell us): \_\_\_\_\_

### 5. Why did you come to the clinic today?

- To learn about HIV and STDs
  - To get tested for HIV
  - To get tested for STDs
  - To get tested for HIV and STDs
  - Other: \_\_\_\_\_
-

**6. Please make an X under the word that best describes how much you agree or disagree with the sentence in each row.**

Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The person at the front desk was friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The health care provider I saw listened to why I came to the clinic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The health care provider I saw treated me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The health care provider I saw talked to me in a way I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to ask the health care provider all of my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The clinic was clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The clinic hours are at times when I am able to come.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The clinic is easy for me to get to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The services were free or low-cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel sure that that my visit will remain confidential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would tell my friends about this clinic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would return to this clinic again for HIV or STD testing services or counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. Please tell us anything else you would like to share about your visit to the clinic today.**

---

**YOU ARE ALL DONE!**

Thank you for sharing your thoughts with us.

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**GYT**

**for high schools**