

## HANDOUT: Editorial Cartoon Discussion Guide

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1. Show students the first slide, Johnny and Sue, by Joel Pett. Note that the woman standing in front of the wall is holding a newspaper with an AIDS headline. Ask:

- What does this cartoon mean to you?
- How does the cartoon relate to the phrase, “when you have sex with someone, you’re having sex with everyone they’ve ever had sex?”
- How does this idea relate to HIV? (You must consider the sexual history of your sex partners.)

2. Show students the second overhead, AIDS Doesn’t Discriminate, by Joel Pett. Ask:

- What does this cartoon mean to you?
- What does the cartoon say about the transmission of HIV/AIDS?
- Optional: Throughout the history of HIV/AIDS, people have labeled the disease as a “killer” of specific groups. In the early 80s, for example, many thought the disease only affected gay men. Does this cartoon help to dispel that myth?
- What is the significance of the black background in this cartoon? (Responses may include: HIV/AIDS is hiding in the dark, unseen—you can’t see it just by looking at someone.)

3. Show students the next overhead, Chaperone, by Milt Priggee. Note that the cab driver is reading a newspaper with a “Teenagers and AIDS” headline. Ask:

- What does the word “chaperone” mean? (A person who accompanies young people on social occasions to prevent inappropriate or sexual behavior.)
- What does this cartoon mean to you?
- What does this cartoon say about HIV/AIDS? (Responses may include: teens may not be thinking about it, but HIV/AIDS is always present as a risk.)

- Describe the “chaperone.” Does he look sinister? Skeletal? Does his appearance add meaning to the cartoon?

4. Show the students the next overhead, Protection, by Chris Britt. Ask:

- What does this cartoon mean to you?
- When the girl first asks about “protection,” what did you think she was referring to? When the “protection” turns out to be the boy’s parents, what does this imply? (Responses may include: bringing the parents ensures that the boy and girl will abstain from sex.)
- What does this cartoon imply about what might be the best “protection” against HIV? (e.g.abstinence?)

5. Show the students the next overhead, Romeo and Juliet, by David Horsey. Ask:

- What does this cartoon mean to you?
- What is the story behind this cartoon? (Romeo and Juliet are lovers; in this scene, they are about to declare their love for each other.)
- What does the cartoon say about HIV/AIDS? (Responses may include: you can’t know your partner’s status without a blood test; you should wait to get tested before getting involved in a sexual relationship.)
- Compare this version of the love scene to most you see on TV or in movies. Do couples often delay love/sex until they are tested?

6. Show the students the last overhead, The New Sexual Revolution, by Steve Greenberg. Ask:

- Point out that this cartoon was created in 1987. What meaning did the words “new sexual revolution” have at that time? (You may have to provide a bit of background to your students on this issue.)
- What does this cartoon mean to you?
- What is this cartoon saying? About HIV/AIDS? (Responses include: when you have sex, you spin the wheel; AIDS is one possible outcome of sexual activity.)
- Can you give this cartoon a different name, one that would be appropriate now?