

HIV/AIDS PREVENTION EDUCATION

Objective: 10.4 The student will explain the nature of HIV/AIDS in the United States and the world.

This objective relates to: Health SOL 7.8; NHES 4 & 5

Content

The impact of HIV/AIDS
--In the U.S.
--In Africa
--In Southeast Asia
--In Latin America
--In Europe
--In the Caribbean
--In the Middle East
--In other parts of the world

Teaching/Learning Strategies

Assign groups of students to research and report orally to the class on the effect of HIV/AIDS on underdeveloped countries, such as African nations, Southeast Asian countries, and Latin American countries. Also, ask students to discuss how the disease in the country they researched differs from the effect of the disease in the U.S., noting the

- current number of cases
- target populations
- medical treatment
- numbers affected
- economic impact
- coping strategies of the country

In their research, encourage students to use the most current information from magazines, newspapers, and World Health Organization reports.

Put a map of the world on the bulletin board. Have students bring in news clippings or magazine articles about HIV/AIDS cases in other countries. Ask them to share the information with the class, mount the articles on construction paper, attach the article to the bulletin board, and use a piece of yarn to connect each article to a pin that identifies the country on the map.

As a class, draft a letter to the Centers for Disease Control in Atlanta, Georgia, (or the local health department) requesting a monthly update on HIV/AIDS data. Have students graph AIDS cases and deaths and continue their graph with each update. (This activity can be integrated with a math class.)

Students may access the CDC internet site and research statistics. <http://www.cdc.gov>

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Objective: 10.5 The student will examine emotional family issues of HIV infection and AIDS.

This objective relates to: Health SOL 9.9, 10.9, 10.26, 10.27; NHES 3, 5, & 7

Content

Physical concerns/needs of a person infected with HIV/AIDS

- Weakness
- Pain
- Inability to eat/drink
- Inability to work
- Lack of money

Emotional concerns/needs of a person infected with HIV/AIDS

- Fear of the disease
- Fear of others' reactions (discrimination, isolation)
- Fear of death and dying
- Need for companionship

Family responsibilities

- Care for the person's physical needs
- Respect the privacy of a person with HIV/AIDS
- Spend time with the person living with HIV/AIDS (reading, watching TV, talking, playing games, listening to music)
- Discuss HIV/AIDS with the doctor, nurse, infected person, and family
- Recognize and accept the stages of dying
 - Denial
 - Anger
 - Grief
 - Acceptance
- Support financially (as able)
- Utilize and participate in community resources for help

Teaching/Learning Strategies

Have students in journals or notebooks write a response to the following situation:

- What would you do if you found out your brother/sister/family member has HIV/AIDS and is coming home from the hospital next week?

After students have reacted to this situation, ask them to brainstorm and list in a 3-column chart the following:

- the individual's physical concerns/needs
- the individual's emotional concerns/needs
- the family's concerns/needs

Ask for volunteers to read from their journals and create a list of collective ideas about how the family can meet the varying needs of a person with AIDS.

Have each student find in a newspaper or magazine an article about HIV or AIDS that talks, at least in part, about people with HIV/AIDS. (Research articles are not appropriate.) Have students write in journals/notebooks about the following:

- Who are the people mentioned in the article?
- How are the people responding to the HIV/AIDS problem?
- How do you feel about what these people are doing? Do you agree or disagree? Why?

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HIV/AIDS PREVENTION EDUCATION

Objective: 10.5 continued

Content

Teaching/Learning Strategies

When students have finished reading their articles, ask them to share their findings with the class. For example, as more people are living longer due to newer and more effective medications, other issues are arising. As people return to work, they actually may not get needed medications. Certain health insurance coverage may not cover all the medical needs; yet, they make too much money to get public assistance to pay for the medications.

If your school system will allow, you may ask a person infected with HIV/AIDS to speak to the class and share first-hand information on the effects of HIV/AIDS on family living as well as other areas of life. HIV/AIDS spokespersons are available through community organizations involved in HIV/AIDS treatment and counseling. Another resource might be a hemophiliac infected with AIDS or a person from his or her family. Suggest to students that many of the concerns of families dealing with HIV/AIDS are similar to concerns that families face with any long-term illness or disability. Be aware that you may have students who can offer insights because they have been through this process. Be aware, also, that they may be very sensitive and may choose not to participate.

HIV/AIDS PREVENTION EDUCATION

Objective: 10.6 The student will name and know how to use local, state, and national resources for HIV/AIDS information, help, and counseling.

This objective relates to: FLE 10.16; Health SOL 9.9, 10., 10.14, 10.17, 10.26;
NHES 5 & 7

Content

National resources

- American Red Cross
- March of Dimes
- Centers for Disease Control
- National AIDS hotlines
(1-800-342-AIDS)
1-800-322-SIDA
1-800-AIDS-TTY
1-800-234-TEEN

State resources

- State health department
- Virginia AIDS hotline
1-800-533-4148 (VOICE/TTD accessible)
1-800-322-7432 (Spanish-speaking)

Local resources

- Counseling services
- AIDS self-help groups
- Social Services support
- AIDS testing programs
- Substance abuse treatment programs
- Mental health services
- Religious organizations
- Hospital/medical treatment
- County/city health agencies
- Local chapter of the American Red Cross
- Hospices
- Planned Parenthood

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Teaching/Learning Strategies

Make each student responsible for finding out the following about one resource for HIV/AIDS information, help, and counseling:

- Name of the resource
- Address
- Location
- Phone number
- Hours of operation
- Kind of service
- Cost
- Person to contact in the agency

Have each student present his or her findings to the class, compile the information on a fact sheet, place the fact sheet in an AIDS Resource File, or display it on a bulletin board.

Invite a guest speaker from one of the resources to speak to the class about the services of his or her agency.

HIV/AIDS PREVENTION EDUCATION

Objective: 10.6 continued

Content

Teaching/Learning Strategies

- AIDS service organizations
 - AIDS Council of Western Virginia
(Roanoke) 703-982-AIDS
 - Charlottesville AIDS Support Group, Inc.
1-800-752-6862
 - Central Virginia AIDS Services Education
(Richmond) 804-359-4783
 - Whitman-Walker Clinic, Inc. (Washington,
D.C.) 202-332-AIDS 1-202-797-3560
 - Tidewater AIDS Crisis Taskforce (Norfolk)
1-804-423-5859 (Peninsula) 804-877-1300
- *(Contact the VDH Hotline for current resources)

HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.1 The student will compare past epidemics with the present-day HIV/AIDS epidemic.

This objective relates to: Health SOL 7.8, 10.4; NHES 2 & 5

Content

Definition of epidemic--an illness or disease that occurs with much greater frequency in a given population than is expected (more people get sick than expected)

Past epidemics

- The Great Plague of 1348-49 ("The Black Death" or Bubonic Plague)
- The Bubonic Plague in San Francisco - 1900
- The influenza epidemic in U.S. during World War I years
- Polio epidemics in the U.S. in the 1950's
- Sexually transmitted diseases among American teenagers today

Parallels between past epidemics and HIV/AIDS

- Blaming others/discrimination (e.g., Jews, Chinese, gays)
- Fear because of uncertainty or poor information
- Abandonment of the sick (in housing, medical treatment, employment, by families) because of fears of contagion
- The future of the epidemic/finding a cure

Teaching/Learning Strategies

This objective can be integrated within a history, social studies, or science class.

Explain to students that historically epidemics of infectious diseases were the main cause of death. Today, however, noninfectious diseases, such as heart disease and cancer, are the main causes of death.

Emphasize that HIV/AIDS is developing as a world-wide epidemic. Discuss what an epidemic is. Explain that if cases of HIV/AIDS increase as they have since its discovery in 1981, infectious disease epidemics could re-emerge as the leading cause of death.

Have students brainstorm a list of words/phrases that come to mind when they hear the word epidemic. Responses may include the words/phrases "fatal" or "everyone gets sick." Point out that not all epidemic diseases are fatal, such as sexually transmitted diseases that are currently epidemic in the U.S. Also, not everyone gets sick in an epidemic because some people naturally resist disease, and some are not exposed to the disease. In an epidemic, many more people than expected get sick. However, even in the worst epidemics in the Middle Ages, many more people lived than died.

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HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.1 continued

Content

Teaching/Learning Strategies

Tell students that the HIV/AIDS epidemic is not the first to gain worldwide attention. Ask students to name past epidemics. Facilitate the list if necessary. Then divide students into groups of 3-5 students to research these epidemics and report their findings to the class. Information presented should include

- a description of the disease
- consequences the epidemic caused in its particular location

- people's responses to the disease
- methods used to avoid catching the disease

At the conclusion of each presentation, guide students in drawing parallels between the epidemic they researched and HIV/AIDS.

(See the suggestions under "Content.")

Have students in their journals, notebooks, or computer file respond in writing to the following questions:

- Has the HIV/AIDS epidemic affected you in any way? If so, how? If not, why do you suppose it has not affected you? Do you imagine a time when it will affect you?
- What do you think we can learn from history that might help us, as individuals or as a nation, cope with the HIV/AIDS epidemic?
- What do you think should be done for people with HIV/AIDS in our community?
- What do teenagers need to know about HIV/AIDS? How could they get the best information? (This could lead to a session in which you or a health professional can provide information or can correct misinformation).

HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.2 The student will know strategies for preventing or reducing the risk of infection with HIV/AIDS and other sexually transmitted diseases.

This objective relates to: Health SOL 9.1, 9.4, 9.6, 9.7, 9.9; NHES 1, 2, 3, 6 & 7

Content

Review of facts about specific sexually transmitted diseases

Comparison/contrast of HIV/AIDS and other sexually transmitted diseases

Prevention strategies for STDs (including HIV)

- Abstaining from sexual intercourse (oral, anal, vaginal)
- Having a mutually monogamous relationship with an uninfected person
- Avoiding needle-sharing (injectable drug, steroid, hypodermic, tattoo, ear-piercing)
- Avoiding sharing razors or toothbrushes because they may contain minute amounts of blood

Risk-reduction strategies for STDs (including HIV)

- Using a latex condom for vaginal/anal intercourse
- Limiting the number of sexual partners (combined with the use of a condom) decreases chances of contracting HIV/AIDS but doesn't eliminate risk
- Communicating with a sexual partner (increases the likelihood of knowing whether a partner has an STD)
- Having regular medical check-ups

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Teaching/Learning Strategies

Ask the class to brainstorm the names of any sexually transmitted diseases students know. Facilitate the list-making to ensure that all major diseases are named (including HIV/AIDS). Divide students into small groups and assign the group the task of collecting as much information as possible about a specific STD. Hold a panel discussion with each group (the "experts") seated behind or under a poster representing its assigned disease. The "experts" will present the facts their group discovered pertaining to the symptoms of the disease, the time of onset, the consequences without treatment, the cure (if any), and how to prevent the disease. At the conclusion of each presentation, allow time for questions from the entire class.

After the panel discussion about STDs, focus on the concept that HIV/AIDS is an STD. Ask students to brainstorm the ways HIV/AIDS is similar to other STDs. For example:
--Anyone can get HIV infection.

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HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.2 continued

Content

Using the decision-making model

- Identify the problem.
- Get the facts.
- Look at the choices (alternatives).
- Predict the outcomes (consequences) of each choice. Is it healthful to me and others? legal? safe? Does it show respect for me and others? follow my parents' guidelines?
- Make a choice and act on it.
- Evaluate your choice.

Definition of abstinence--avoiding any behavior in which the sexual organs touch or enter the body openings of another person

Advantages of abstinence

- Freedom from pregnancy and sexually transmitted diseases
- Freedom from the bother and dangers of the pill, IUD, and other contraceptives
- Freedom from pressure to marry before one is ready
- Freedom from abortion
- Freedom from having to give a baby up for adoption
- Freedom from exploitation by others
- Freedom from guilt, doubt, disappointment, worry, rejection
- Freedom to be in control of one's own life
- Freedom to focus energy on establishing and realizing life goals
- Freedom to develop a respect for oneself and others (including one's parents)
- Freedom to have greater trust in marriage
- Freedom to enjoy being a teenager

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Teaching/Learning Strategies

- There is social stigma attached to having HIV/AIDS as well as having an STD.
- The HIV/AIDS infection as well as STDs can be transmitted by someone who looks healthy but who is really a carrier of the disease.
- HIV/AIDS and STDs can be prevented.
- HIV/AIDS, like other STDs, is often transmitted through sexual intercourse.
- HIV/AIDS, like other STDs, can affect an unborn child.

Also brainstorm ways HIV/AIDS is different from other STDs. For example:

- There is no cure for HIV/AIDS; however, most STDs can be cured.
- HIV/AIDS can be fatal unlike most STDs
- People are more afraid of HIV/AIDS than of STDs.
- The press gives more attention to HIV/AIDS than to STDs.
- Many people do not consider themselves at risk for HIV/AIDS even if they agree they are at risk for STDs.

Based upon their knowledge of HIV/AIDS and STDs, have students list prevention strategies as well as risk-reduction strategies. Point out the differences in the two categories. Prevention strategies are "100% safe"; risk-reduction strategies are not "safe" but are "safer."

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HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.2 continued

Content

- Freedom from trouble with the law (abstinence is legal; having sex with a minor is illegal)
- Freedom to enjoy a good reputation

Refusal Skills ("How to Say No to Becoming Sexually Involved")

- State reasons for your refusal. Have students brainstorm these (e.g., "I don't want to have guilty feelings, get pregnant, get HIV/AIDS or STDs," etc.).
- Use behavior to reinforce what you mean. (e.g., Avoid pressuring situations such as being alone, heavy petting, etc.).
- Discuss your limits and talk about appropriate ways to show affection.
- Take a definite action but provide alternatives. (Say "no" and act in ways to stay with your decision. Show love in alternate ways [e.g., "101 Ways to Show Love Without Doin' It"]).
- Break off a relationship with someone who pressures you to become sexually active. (If he/she does not respect your limits, he/she cares more about himself/herself than about you.)

Talking with a partner

- Pick a time to talk without interruption and a place where you both feel relaxed.
- Be sure to talk before you are sexually involved.

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Teaching/Learning Strategies

Explain that preventing HIV is dependent on avoiding high-risk behaviors. This means having knowledge, having the skills to use this knowledge, and having the motivation to apply these skills. Decision-making is one of the skills. Review the decision-making model. Remind students that in the case of HIV/AIDS, experience is not the best way to learn.

Emphasize once again that there is no such thing as "safe sex." Abstinence is the only way to be 100% safe. Make sure students understand fully what abstinence means. Some teenagers believe abstinence refers only to vaginal intercourse, and they are continuing to engage in high-risk behaviors such as oral and anal intercourse. It is important for students to understand that sexual abstinence is avoiding any behavior in which one's sexual organs touch or enter the body openings of another person.

Engage students in making a case for abstinence by having them complete the following statement in their journals: "If I choose not to become sexually active, I will be free from...or free to... Ask students to write as many ideas as come to mind. Then ask for volunteers to share answers. Compile them on the chalkboard or on a bulletin board titled "The Case For Abstinence."

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HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.2 continued

Content

- Begin indirectly (e.g., "What do you think of all the talk about HIV/AIDS?") or directly ("We've got to talk about HIV/AIDS sometime").
- Be honest--admitting your concerns may encourage your partner to admit his/hers
- Ask questions and listen to answers without accusing.
- Don't give in--insist on precautions if you do decide to have sex.
- Consider ways of giving and receiving love other than sexual intercourse.

Teaching/Learning Strategies

Many teenagers may want to choose abstinence but may lack the skills to say "no" to sexual involvement. Go over the refusal skills listed under "Content." Then have groups of students role-play situations that put students at risk for HIV/AIDS. Students will use the decision-making model and refusal skills to decide what to do. Sample situations:

- Pressure to become sexually active
- Pressure to use and share injectable drugs (including steroids)
- Pressure to drink at a party

If possible, videotape these skits to show the whole class and have students evaluate the refusal skills illustrated.

As a follow-up to class discussion, have students write answers to the following questions in their journals:

- How can a person prevent transmission of HIV/AIDS and other STDs?
- What might keep a person from protecting himself/herself from HIV/AIDS and other STDs?
- What might you tell your own child about HIV/AIDS and other STDs?

Emphasize that avoiding HIV infection depends on communication with your partner and making decisions that protect both of you. Talking about sex and HIV/AIDS often makes people feel embarrassed, even angry. However, your life and health may depend on facing the dangers of HIV infection. Discuss ways to talk with a partner.

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HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.2 continued

Content

Teaching/Learning Strategies

Divide students into small role-playing groups. Ask them to create ways a person involved in a dating relationship can discuss the following concerns with a partner:

- Concerns about avoiding exposure to HIV
- Whether or not the partner has possibly been exposed to HIV by high-risk sexual and drug-using behavior
- If one partner has engaged in high-risk behaviors, whether or not the partner has a positive HIV/AIDS antibody test
- Avoiding sexual intercourse with the partner
- If either partner has been sexually active, asking the male partner to wear a condom during intercourse (not a "100% safe" behavior but makes sex "safer")
- Ways to determine if the partner is telling the truth

Have students role-play these situations, and if possible, videotape role-plays and have the class critique them.

Have students create a bulletin board of "safe" ways to show love and affection without having sex. This could be called "101 Ways to Make Love Without Doin' It" (e.g., hugging, trading class rings, just being there, holding hands, kissing, going to a concert, holding one another close, etc.)

Encourage students to stay current as new information becomes available about HIV/AIDS. They can read the newspapers and magazines and/or watch/listen to the national news. Have a bulletin board where students can display interesting and thought-provoking articles to share with the class.

