

## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.3 The student will understand the physical, financial, legal, social, and emotional consequences of being infected with HIV/AIDS.

This objective relates to: Health SOL 9.1, 9.4, 9.6, 9.7, 9.9, &10.5; NHES 2, 5 &7

### Content

#### Physical effects

- Effect on the immune system
- Other diseases resulting from HIV
  - PCP (pneumocystis carinii pneumonia)
  - KS (Kaposi's sarcoma)
- Effect on embryonic development
- Weakness
- Pain
- Inability to eat/work
- Appearance
- Loss of independence

#### Financial effects

- \$40,000+ per year cost for treatment (medicines and nursing care)
- \$8.5 billion direct costs and \$55.6 billion indirect costs (legal costs, insurance, loss of income nationally per year, loss of talented individuals)
- Inability to work, loss of income
- Or, ability to get back to work with availability of new medications. However, medications are expensive and many people are not covered by insurance.
- Lack of adequate savings or insurance

#### Legal effects

- HIV/AIDS cases must be reported to the state Department of Health.
- A law has been enacted to help prevent the spread of HIV/AIDS across national borders.

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### Teaching/Learning Strategies

Prior to studying this objective in class, ask students to write in their journals a list of changes they think would occur or would have to be made in their lives if they were to become infected with HIV.

Select news articles to trigger discussion about the relationship between HIV infection and certain physical, financial, legal, social, and emotional issues. Explain that it is just a matter of time before HIV/AIDS impacts everyone legally, socially, economically, and medically. Ask students to continue to look for pertinent magazine and newspaper articles relating to HIV/AIDS cases/incidents.

Ask students to share the lists they made in their journals with the class. You record the changes HIV/AIDS has brought to lives under the appropriate headings on the chalkboard or chart paper--physical, financial, legal, social, and emotional.

If your school division permits, invite a person living with HIV/AIDS to speak to the class.

Invite a lawyer or health department official to speak to the class on "The Rights and Responsibilities of a Person Infected with HIV/AIDS."

## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.3 continued

### Content

### Teaching/Learning Strategies

- The identity of anyone found positive for HIV may not be disclosed to anyone except as determined necessary by a public health officer where risks to others exist or as agreed upon by the person who tested positive for HIV.
- No person may be discriminated against for employment based on a positive HIV test.
- A person who knowingly puts another at risk for HIV/AIDS is guilty of a felony.

#### Social/emotional effects

- Persons with HIV/AIDS are often harassed by others.
- Children with HIV/AIDS have not been allowed to attend school in some communities.
- Families of persons with HIV/AIDS are sometimes discriminated against by community members.
- Funeral homes have refused to take care of the bodies of those infected with HIV/AIDS.
- Persons living with HIV/AIDS may be abandoned by family and friends, but they need acceptance.
- Persons living with HIV/AIDS often lose jobs.
- Persons living with HIV/AIDS experience anxiety and depression.
- Persons living with HIV/AIDS feel angry, guilty, sad, helpless, isolated, and afraid of death and dying.
- Persons living with HIV/AIDS may endanger sexual partners.

## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.4 The student will know strategies for coping with HIV/AIDS and ways to show caring for a person with HIV/AIDS.

This objective relates to: Health SOL 9.7, 9.9, 10.6; NHES 1, 2, 5 & 7

### Content

Strategies for coping with HIV/AIDS

- Learn more about HIV/AIDS and stay informed.
- Educate others about HIV/AIDS.
- Recognize stages people go through as they try to accept death/loss.
- Denial and isolation (not admitting the prognosis is true; rejecting the accuracy of the diagnosis; avoiding reality)
- Anger (upset, "Why me?" attitude; feeling victimized and venting anger on friends, family, etc.)
- Bargaining (trying to postpone the inevitable by promising to change; asking to stay alive long enough for a special event)
- Depression (feeling great loss; loneliness, isolation; drained by stress and suffering)
- Acceptance (peaceful; resigned to fate; beginning to face reality constructively)

Ways to show caring for a person with HIV/AIDS

- Participate in support groups and/or outreach groups
- Spend time with persons living with HIV/AIDS or a family member of a person who is infected with HIV (reading, watching TV, talking, going for walks, listening to music, playing games, just being there)
- Respect the need for privacy of a person living with HIV/AIDS
- Explore community resources for persons/families living with HIV/AIDS
- Regional AIDS service network
- Support groups

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### Teaching/Learning Strategies

Ask students to brainstorm a list of all the responses they have heard or read about concerning persons who have HIV/AIDS. Remind students that these could be positive responses or negative responses (e.g., being afraid, telling jokes, blaming, discriminating against gay men, saying HIV is the result of "sinful" behavior, etc.).

Discuss reasons people fear HIV/AIDS

- Some people are truly at risk because of their risky behaviors.
- Some people misunderstand how they can get the disease (restaurants, school, etc.).
- Some people fear that if they get HIV they will experience discrimination.
- People associate HIV/AIDS with death and disability.
- Some people associate HIV/AIDS with homosexuality.

Divide the class into two groups to debate/role-play the following: In New York City in 1985, parents of 18,000 students refused to allow their children to attend public schools because they had heard a child with HIV/AIDS would be attending one of the schools. One group should represent the parents who kept their children out of schools; one group should represent the parents of children with HIV/AIDS. After working in their respective groups to brainstorm ideas on the issues, students will role-play or debate the situation.

After the role-play/debate, have students

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## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.4 continued

### Content

- Home health care
- Hospices
- Support HIV/AIDS prevention measures by practicing abstinence or "safer sex" measures yourself.

### Teaching/Learning Strategies

discuss why people have reacted to HIV/AIDS in such different ways. For example:

- Fears (of gays, disease, death)
- Level of knowledge/education (how much is known about the disease)
- Moral beliefs (it's good to help others; sex is bad)
- Different personality types (optimists, pessimists, helpers, complainers, problem solvers)
- Past experiences (knowing someone with makes one more sympathetic HIV/AIDS)

Discuss the problems that may result from negative responses to HIV/AIDS.

- People will not support research (finding cures, treatments, vaccines is important).
- People will not support education or prevention measures.
- People will mistreat/discriminate against people with HIV/AIDS or those thought to be "at risk."
- People will develop an attitude that HIV/AIDS is "God's punishment" for immoral behaviors.
- People will not pay attention to warnings/prevention strategies because they believe only homosexuals and drug users can get HIV/AIDS.

Invite an HIV/AIDS trainer or health professional to speak to the class about some of the ways he/she teaches people to handle persons living with HIV/AIDS, the type of care HIV/AIDS patients receive, or the stages of grief.

Have students locate articles about Ryan White. Read and role-play situations reported in the articles.

## **HIV/AIDS PREVENTION EDUCATION**

Objective: 11/12.5 The student will examine the relationship between civil liberties and public welfare relative to HIV/AIDS.

This objective relates to: NHES 2, 4 & 7

### **Content**

HIV/AIDS debate: individual rights vs. society's rights

The concept of dual responsibility

Virginia Laws protecting people with HIV/AIDS as well as the general public from exposure to HIV/AIDS such as:

- Human resources agencies shall not discriminate against individuals infected with HIV.
- The Board of Education shall develop model guidelines for school attendance of children infected with HIV.
- The State Council of Higher Education shall develop an AIDS education program for college students.
- The Board of Health shall establish an AIDS service and education grants program. The purpose is to provide grants for direct patient services including, but not limited to, mental health services, and home and community based services, education of high-risk populations, street outreach, and improvement of knowledge about HIV infection.

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### **Teaching/Learning Strategies**

Discuss the debate that the HIV/AIDS crisis has caused--the question of balancing the individual's right to privacy with society's rights for public health. Cite recent news articles (e.g., practicing doctors with HIV/AIDS) to emphasize this debate.

Explain the concept of dual responsibility--a person must protect himself/herself from becoming infected by the HIV as well as prevent transmission of the HIV to others. Explain some of the laws in Virginia (listed under "Content") that protect both the HIV-infected and the general public, or invite a lawyer/commonwealth's attorney to visit the class and discuss these laws and their implications.

Organize the class into two groups to research and debate the following topic:  
Resolved: Mandatory HIV/AIDS testing is necessary to protect our society.  
Students on the affirmative team will research and present arguments in favor of mandatory testing. Those on the negative team will research and present reasons against mandatory screening. Students should realize that it is acceptable to hold either point of view.

After the debate, allow the class to vote by secret ballot on whether or not mandatory HIV/AIDS testing is necessary to protect our society.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.5 continued

### Content

- Regional AIDS Resource and Consultation Centers shall be established. These centers will address the need for increasing services for persons with HIV infection through the education of health-care professionals on a broad range of AIDS-related issues, clinical training for health care practitioners and students, medical consultation to community physicians and other health-care providers, provision of current technical materials for the management of HIV infection, and facilitation of access to health services, mental health and substance abuse services, and support services.
- OSHA (Occupational Safety and Health Administration) Bloodborne Pathogen Standard
- Physicians shall report the identity of patients who test positive for HIV infection. Only individuals who have positive blood tests demonstrated by at least two enzyme-linked immunosorbent assays (done in duplicate at the same time or singly at different times), and another testing procedure of high specificity such as the Western Blot are considered to have HIV infection.
- The confidentiality of test results shall be preserved.
- Informed consent shall be obtained before testing.
- Tested persons shall be afforded the opportunity for face-to-face disclosure of test results and appropriate counseling.
- The health department shall be permitted to do contact tracing in the investigation of any reportable disease.

### Teaching/Learning Strategies

After the debate, have students write in their journals responses to the following:

- In the debate, I was surprised that...
- In the debate, I learned that...
- I would like to know more about...

Review with students local school policy regarding compulsory attendance laws and infectious diseases.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.5 continued

### Content

### Teaching/Learning Strategies

- A patient shall be tested for HIV infection whenever a health-care worker is directly exposed to that patient's body fluids in a manner known to transmit HIV.
- A health-care worker shall be tested for HIV infection whenever any patient is directly exposed to that health-care worker's body fluids in a manner known to transmit HIV.
- Anonymous testing for HIV infection shall be available in all health service areas of the state.
- The willful donation or sale of blood, body fluids, organs, and tissues by persons infected with HIV shall be declared a class 6 felony.
- Minors will be considered adults for the purposes of consenting to medical or health services needed to determine the presence of or to treat sexually transmitted diseases.
- Persons arrested for crimes involving sexual assault or crimes against children may be required to submit to testing for HIV; and results may be disclosed to any victim but not be admissible as evidence in court.
- Persons convicted of prostitution shall be required to submit to testing for HIV; results shall only be disclosed to the individual tested and shall not be admissible in court.
- Upon transferring dead human bodies to funeral directors/agents, any hospital, nursing home, home for adults, or correctional facility shall, at the time of transfer, inform the funeral director/agent if the individual was known to have prior to death, an infectious disease that may be transmitted through exposure to bodily fluids; information is confidential and not

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 11/12.5 continued

### **Content**

grounds for the director/agent to refuse to accept the body.

- The State Health Commissioner can require quarantine, vaccination, or treatment of any person when necessary to control the spread of any disease of public health importance if the person is infected with an infectious disease, is engaging in at-risk behavior, and has demonstrated an intentional disregard for the health of others.

### **Teaching/Learning Strategies**

## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.6 The student will understand the effects of personal and social pressures on risky behaviors for HIV/AIDS.

This objective relates to: Health SOL 7.5, 7.6, 8.6, 9.7; NHES 1, 3, 5, 6 & 7

### Content

Review of risky behaviors for HIV/AIDS

- Having sexual intercourse (oral, anal, vaginal)
- Injecting drugs
- Sharing needles (drug, steroid, tattoo, and body-piercing)
- Having multiple sexual partners
- Exchanging blood ("blood brother" rituals, giving first aid without gloves)
- Using drugs and/or alcohol

Personal pressures on risky behaviors

- Poor self-concept
- Stress
- Sexual attraction
- Need for affection
- Loneliness
- Family situations
- Mistaken beliefs ("It can't happen to me")
- Minimal goals/hope for future

Societal pressures on risky behaviors

- Media messages
- Peer pressure
- Pressure from a partner ("date rape")
- Drinking and drugs

### Teaching/Learning Strategies

Discuss the concept of HIV/AIDS as a behaviorally transmitted disease because it is through certain risky behaviors that one contracts HIV/AIDS. Ask students to brainstorm these risky behaviors.

Illustrate the impact of sexual intercourse in transmitting the HIV. Draw a pyramid on the board with the word you at the top. Then show how having sexual intercourse multiplies the risk of contracting HIV/AIDS by drawing stick figures in the pyramid. If you had sex with three people and those three had sex with three people, etc., your chances of exposure to HIV continue to multiply.

Through discussion and the use of statistics, help students disarm the myth that "everybody is doing it." Statistics show that 50% of teenagers are not engaging in sexual intercourse.

Engage students in brainstorming the pressures on young people to participate in risky behaviors. Point out that these pressures are both personal ones and societal ones. For example, teenagers with poor self-concepts are more likely to do risky things as a way of being accepted by the group or of feeling "big" than those with high self-esteem. Those who lack positive self-esteem often mistakenly believe that to "love" someone, a person must have sexual intercourse.

Help students generate a list of possible alternatives for handling stress.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.6 continued

### Content

### Teaching/Learning Strategies

Ask students to bring to class the lyrics of a popular song. Divide students into small groups to analyze the song's messages about love, sex, and relationships. After the small-group sessions, bring the class together to list the messages that the songs and the media, including ads, commercials, TV, etc., send about risky behaviors (e.g., casual sex is okay; social relationships always seem to have a sexual component--cars are "racy," clothes are sexy, chewing gum will make you kissable, etc.). Explain ways the media sends conflicting messages--they promote sex to a society which traditionally says to "wait until marriage" for sex.

Discuss ways that sending "mixed messages" yourself and drinking and drugs can lead to "date rape." Discuss ways to prevent "date rape":

- Know something about the person you date (reputation, friends, etc.).
- Make the first few dates ones with a group of friends.
- Do not spend a lot of time alone or in isolated places.
- Give a clear message before the situation gets too far.
- Be aware of saying one thing but giving a different nonverbal message (e.g., not wanting to have sex but dressing in "sexy" clothes, drinking or taking drugs and losing your inhibitions)

Invite local college or university counselors to speak to students about ways to resist sexual pressures after high school.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.6 continued

### Content

### Teaching/Learning Strategies

Discuss how many persons take unnecessary risks because of mistaken impressions that "it won't happen to me." For example, in the case of rape, males often believe "it can't happen to them." Ask a rape-prevention specialist to speak to the class about the prevalence of rape, patterns of rapists, and how to protect oneself from risky situations for rape. (Recommend segregating group by gender)

Emphasize to students the impact of today's decisions on their future. Have them complete the following in their journals:

- Tomorrow I'm planning to...
- So today I will...
- Next week I'm planning to...
- So today I will...
- Next semester I'm planning to...
- So today I will...
- In my future I plan to...
- So now I'll...

Review the decision-making model from objective 11/12.2. Have groups of students role-play ways to respond to risky situations that students are faced with frequently. If possible, videotape the role-plays and have the entire class evaluate them.

Have students in journals/notebooks keep a log of decisions they have made during a week's time. Then ask them to evaluate the decisions as appropriate or inappropriate and why.



## HIV/AIDS PREVENTION EDUCATION

Objective: 11/12.7 The student will know health services available for sexually transmitted diseases and HIV/AIDS.

This objective relates to: Health SOL 6.6, 8.12, 9.9; NHES 2

### Content

National resources

- Hemophilia Foundation
- American Red Cross
- March of Dimes
- Centers for Disease Control
- National AIDS Hotline (1-800-342-AIDS)
- Family social services

State resources

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

Local resources

- Local chapter of the American Red Cross
- Regional AIDS service organizations  
(See Resources Section for addresses and phone numbers.)
- City/county health departments
- STDs clinics
- Gay/lesbian support groups and services
- Family social services
- Drug treatment/counseling centers
- Religious groups/programs of support
- Hospices
- Hospitals
- AIDS testing programs

### Teaching/Learning Strategies

Divide students into teams of 4-5 students each. Ask each group to develop a directory of locally available resources for information and health services to help prevent HIV and other sexually transmitted diseases and to support AIDS patients and their families. The team's task:

- Research local health services by visiting them, collecting information, and reporting to the class on services provided.
- Design a format for a useful health services directory.
- After doing individual research, put together the directory as a class.
- Share results with the whole school in order to make the work more purposeful.

