

## HIV/AIDS PREVENTION EDUCATION

Objective: 4.6 The student will describe the characteristics of healthy family relationships.

This objective relates to: FLE 4.6, 5.9; Health SOL 3.9, 3.10, 4.12; HIV/AIDS 3.6; NHES 3, 5, 6 & 7

### Content

Definition of family

Changes in the "family" today compared to earlier days

- Changes in types of families
- Changes in gender-related roles, duties, responsibilities

Responsibilities of family members

- Show love and respect through things they do for and with each other.
- Work and play together to help develop each individual in the family.
- Help each other with decisions and accept the consequences of decisions.
- Help each other become better family members.

Stresses on the family

- Illness or accident
- Health
- Separation/divorce
- New members (new baby, adoption, stepparent, step sibling, grandparents move in)
- Financial problems
- Death
- Moving

### Teaching/Learning Strategies

Ask students to write in their journals/notebooks a definition of family and describe their own families.

Discuss with students types of family units such as nuclear, extended, step family, etc.

Have students bring in photographs/drawings for a class bulletin board on "Family Activities."

Have students interview parents, grandparents, and other older persons. Make a list that differentiates family living today with that of the interviewees' childhoods. Have students share the responses with the class. Note that gender-related roles have changed today (e.g., sometimes fathers prepare the meals, mothers cut grass, mothers are doctors, etc.).

Discuss some characteristics of healthy family relationships:

- Members practice the appropriate traits of a loving person.
- Children develop good self-concepts and learn to get along well with others.
- Members communicate or share ideas, information, and feelings.
- Children have good memories.
- Members help each other deal with difficult situations (moving, handicaps, illness).
- Children develop values (honesty).
- Children feel safe.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 4.6 continued

### Content

### Teaching/Learning Strategies

Have students brainstorm responsibilities all family members have. (See "Content.")

Discuss stresses that occur in families and how family members can help each other deal with these situations.

Role-play a scenario related to how families deal with stressful situations. Assign roles of parent, child, etc., in the families. For example:

- You wish to "sleep over" at a friend's house. Your parents do not know the family.
- There is a big family reunion to be held at your house. Many relatives will attend.
- A parent is losing a job because of a company layoff.
- A family member develops a debilitating disease.

Let students write about changes they would make in their families if they were parents.

## HIV/AIDS PREVENTION EDUCATION

Objective: 4.7 The student will identify local resources that provide information about infectious diseases.

This objective relates to: HIV/AIDS 3.7, 5.8; Health SOL 3.8, 5.6; NHES 1, 2, 4, 5 & 7

<b>Content</b>	<b>Teaching/Learning Strategies</b>
School resources --Teacher --Nurse --Guidance counselor --School social worker (visiting teacher)	Students should know to check with the school nurse about questions concerning health issues. They should learn to use the library reference section and the phone book to identify resources within the community that have information about HIV/AIDS: library, nurse, guidance counselor, doctor, media, community resource agencies, social worker, religious representative, clinic.
Health Department resources --Nurse --Doctor --Health Educator	
Other community resources --Library --Phone book --Hospital --Media --Community resource agencies --Social worker --Religious representative --Clinic --Doctor (pediatrician) --Pharmacist	Discuss ways to determine what information is accurate and what is sensationalism. Walk students through a sample analysis of information using the criteria for evaluating information under "Content."
Evaluating information/resources --Qualifications of the writer/speaker --Source of information --Currency of information --How the information compares with other information	Have students clip and bring in a newspaper or magazine article concerning infectious diseases. Divide the class into groups. Ask the groups to evaluate the accuracy of the information in the articles and share the results of their discussion with the class.
	Invite a speaker from a community resource agency to visit the class. The speaker will identify the services and resources concerning infectious diseases provided by his or her agency.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.1 The student will define and discuss information about sexually transmitted diseases and HIV/AIDS.

This objective relates to: FLE 5.6, 5.14, 6.4, 6.5; Health SOL 4.5, 5.7; HIV/AIDS 4.1, 6.1; NHES 1, 2 & 3

### Content

Definitions of terms

- STD (sexually transmitted disease)
- HIV (human immunodeficiency virus)
- AIDS (acquired immune deficiency syndrome)
- Asymptomatic HIV positive person--a person who presents no real symptoms but is infected with HIV; such a person may eventually develop symptoms for the disease AIDS

Common symptoms of STDs

- Skin changes (sores, rashes, bumps around the genitals)
- Irritating (burning) on urination
- Genital itching
- Noticeable pelvic pain (females)
- Discharges from sex organs
- No symptoms for many people (yet they are infected and can infect others)

General symptoms that can be specific to HIV/AIDS

- Unexplained and persistent fatigue
- Persistent fever
- Loss of appetite
- Unexplained weight loss of ten pounds or more (not caused by dieting)
- Persistent diarrhea (lasting two weeks or more)

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### Teaching/Learning Strategies

Ask students how many of them have heard about STDs and AIDS. Have students share what they have heard. Based on what students say, clarify what are facts about the diseases and what are misconceptions.

Define STD as an infection spread by sexual contact with an infected person. Some common STDs are syphilis, gonorrhea, and genital herpes. Discuss the common symptoms of STDs. Point out that many people will have none of these symptoms; yet, they can have an STD and transmit the disease. Only qualified health professionals can diagnose and care for persons with STDs.

Explain that AIDS is one type of sexually transmitted disease. Explain the acronym AIDS.

- Acquired means "not inherited," as are height and hair color; therefore, a person must do something to get the disease.
- Immune means "protected from." In this case, the body's defense system, which provides protection from disease.
- Deficiency means "inadequate" or "lack of;" the immune system is lacking in its ability to resist disease
- Syndrome refers to a group of symptoms that occur together and which characterize a specific disorder.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.1 continued

### Content

- Night sweats, chills that last several weeks or months
- Swollen glands for two months or longer
- Persistent dry cough or shortness of breath
- White spots in the mouth
- Persistent infection

Rationale for knowing symptoms of STDs and HIV/AIDS

- Know when to cease activity or behavior
- Know when to seek professional help (only qualified health professionals can diagnose and treat STDs)

Rationale for controlling STDs

- STDs may endanger many organs of the body (heart, lung, brain, reproductive organs) by spreading infection to them.
- STDs affect more than one person (i.e., the sexual partner, infected mothers can pass the STDs to her child).
- STDs can cause one to become unable to have children.
- HIV/AIDS can cause death.
- Other STDs may be treatable.
- All STDs, including HIV/AIDS, are preventable.

Ways STDs are transmitted

- By sexual intercourse (oral, anal, vaginal) with an infected person

Ways HIV is transmitted

- By sexual intercourse (oral, anal, vaginal) with an infected person

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### Teaching/Learning Strategies

Discuss the symptoms and means of transmission of STDs in general and HIV/AIDS specifically so that students can see that control/prevention of these diseases is an individual's responsibility. With responsible decisions, however, there is no need to fear getting these diseases from casual contact with an infected person.

Explain to students that people who contract HIV/AIDS suffer from certain diseases that healthy people generally don't get, such as a rare and severe form of pneumonia and a rare cancer, Kaposi's sarcoma. Therefore, it is very important to prevent the HIV from entering the body. Say to student, "You should (1) know that sexual intercourse is for mature adults, not children; (2) you should also know that using drugs illegally, sharing needles and syringes, or exchanging blood is not healthful; (3) you know you are no longer new babies; therefore, you cannot get the disease from your mother. You can prevent the HIV from entering your body by emphasizing good decisions about sexual intercourse and using drugs.

Provide students the opportunity to ask anonymously questions about STDs or HIV/AIDS. Provide an "Ask the Doctor" sheet on which students may write their questions. Place question sheets in a box. You or a health professional may provide answers orally to the class or by writing on the same form and displaying the answers in the room.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.1 continued

### Content

### Teaching/Learning Strategies

- By exposure to blood, which includes
  - sharing needles (injectable drug, including steroid, tattoo, ear-piercing)
  - exchanging blood as in "blood brother" rituals
  - giving first aid (when blood is present) without wearing gloves
- By an infected mother to an infant

Ways HIV is not transmitted

- By going to school with someone who has AIDS or is infected with HIV
- By shaking hands, hugging, kissing cheeks
- By coughing, sneezing, or through tears
- By touching doorknobs, pens, telephones, dishes, towels or toilets
- By mosquito (or other insect) bites
- By swimming in public pools
- By blood transfusions (Since 1985 all blood is tested for the HIV antibody and donors are screened. The risk is very low for HIV infection by blood transfusion.)
- By donating blood (to blood banks for transfusions) or having blood tests

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.2 The student will explain how the HIV attacks the body's immune system.

This objective relates to: FLE 6.5; Health SOL 5.7, 6.8; HIV/AIDS 6.3; NHES 2

### Content

Causes of AIDS (acquired immune deficiency syndrome)

- The HIV (human immunodeficiency virus) weakens the body's natural system of defense against disease-causing germs (the immune system), making it unable to fight infections and cancers it normally could resist
- How the virus affects the immune system

Effects of a dysfunctional immune system

- The body can get a number of diseases a healthy immune system can fight (infections, cancers).
- The body becomes unable to create antibodies to fight off diseases.
- Death usually results.

### Teaching/Learning Strategies

Using a chart, diagram, video, or other audiovisual aid (such as the story of an HIV-infected child), show how the HIV affects the functioning of the immune system:

- The HIV invades the body's immune system.
- The virus is very disruptive. It can attack and enter the T-cell, a special kind of white blood cell. When the T-cell replicates, the virus reproduces as well. The virus may lie dormant in the cell for ten or more years. During those years, the person is infected and is asymptomatic.
- When the virus is activated, it destroys the host cell (T-cell). The T-cells normally help to fight diseases but are powerless when attacked by the HIV.
- When too many T-cells are destroyed, the immune system breaks down.
- The body is unable to fight infections, cancers, or other illnesses.
- Death usually results.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.3 The student will identify the structure and function of the body systems and the changes that occur during puberty.

This objective relates to: FLE 4.1, 4.2, 5.1, 5.2, 5.4, 6.3; Health SOL 4.19, 4.20, 5.18, 5.19, 6.16; HIV/AIDS 4.2, 6.2; NHES 2

### Content

Structure and function of each body system.

- Muscular (enables movement)
- Skeletal (gives the body a framework)
- Integumentary (covers the body-skin)
- Respiratory (helps breathing)
- Circulatory (moves blood through the body and carries food and oxygen to cells)
- Immune (protects the body from disease)
- Nervous (enables thinking and action)
- Digestive (changes food into a form cells can use)
- Endocrine (produces hormones that control growth and development)
- Reproductive (allows for birth of children)

How body systems interrelate

- The motor and sensory nerves transfer brain messages into body actions.
- The muscular system moves all the body parts.
- The skeletal system provides the framework to hold all organs, glands, and muscles in place.
- The respiratory system relies upon the circulatory system for the distribution of oxygen.
- The digestive system uses blood to supply nutrients to the body.
- Hormones secreted by the endocrine glands affect changes in body structure and in the growth of secondary sex characteristics.

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### Teaching/Learning Strategies

Using textbook and charts, review the structure and function of each body system.

Have students cut out pictures of objects that are similar to body parts and explain the similarities. Examples: a computer is similar to the brain; balloons are similar to lungs; a blender is similar to the digestive system, etc. Display these in the room.

Put students in groups and assign each group a body system to read about and find out how it interrelates with other systems. Allow students time to share findings with the class.

Define puberty. Emphasize the inter-relationships of the body systems during the process of puberty. The endocrine gland produces chemicals (hormones) that affect how body cells work. The hormones are released directly into the blood (circulatory system) where they are carried to cells throughout the body. The pituitary gland produces a growth hormone which directs bone (skeletal system) and muscle growth (muscular system). The pituitary gland also releases hormones that cause the reproductive glands to become more active and cause important changes inside and outside the body.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.3 continued

### Content

--The immune system protects the body from disease and keeps the body well so that the rest of its systems can continue functioning.

Definition of puberty--the period of growth from physical childhood to physical adulthood; in girls, between ages 10-15; in boys, between ages 12-16

Interrelationships of body systems during puberty

Changes that occur during puberty

- Physiological changes
  - Testes in boys produce sperm cells.
  - Ovaries in girls develop egg cells.
  - The body develops a more adult like shape.
  - Body hair grows.
  - Boys' voices deepen.
- Growth spurts
- Hormonal changes
- Emotional changes

### Teaching/Learning Strategies

Discuss changes that occur during puberty. Emphasize that everyone has gone through or will go through the same changes. Students need not feel that something is wrong with them when they encounter these physical and emotional changes.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.4 The student will recognize one's responsibility to others in the home, school, and community for the prevention and control of disease.

This objective relates to: FLE 5.14, 6.14; Health SOL 5.6, 5.20, 6.6, 7.5; HIV/AIDS 4.3, 6.4; NHES 1, 2, 4, 5 & 7

### Content

Control of disease through healthy lifestyles

- Proper nutrition
- Plenty of exercise
- Appropriate rest
- Cleanliness (teeth, hands, body, hair)
- Seeking medical assistance
- Getting immunized
- Observing environmental and health ordinances
- Reducing negative risky behaviors
- Resisting negative peer pressure
- Abstaining from illegal drug use
- Participating in activities that enhance self-respect and self-concept
- Abstaining from sexual experimentation
- Seeking help for problems or concerns
- Reducing stress
- Following safety rules
- Avoidance of tobacco and alcoholic beverages

Identification of preventable infectious diseases

- HBV (Hepatitis B Virus)
- Chickenpox
- Tetanus
- Measles, mumps
- Polio
- Whooping cough
- Diphtheria
- Sexually transmitted diseases (syphilis, genital herpes, etc.)
- HIV infection

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### Teaching/Learning Strategies

Introduce this objective with this scenario:

"You are playing ball with a friend when your ball bounces into the street. You run after the ball, but suddenly a car comes speeding toward the ball. What will happen if you continue running after the ball? What can you do to avoid the car?" Emphasize that often we take risks without knowing the consequences. Sometimes we take risks when we know the consequences as in this scenario. We do have control over what happens to us; we can choose behaviors that are safe, healthy, and minimize the risks of getting hurt or catching diseases. List infectious diseases that can be prevented.

Ask students what they know about their own health: immunizations? injuries? surgery? Have each student develop a personal health profile identifying his or her:

- Name
- Height
- Weight
- Blood type
- Blood pressure
- Allergies
- Medical conditions
- Medications
- Injuries
- Surgery
- Immunizations
- Diseases

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.4 continued

### Content

Seven healthful behavior concepts

- Reasoning abilities regarding choices and consequences
- The individual's control over health-related behaviors (you are in charge of you--do what's best for you)
- Respect for personal privacy (you have a right to privacy, and you should not interfere with another's right to privacy)
- The role of personal behavior in preventing disease (your habits)
- The concept of risk and the consequences of risk-taking behaviors
- Responsibilities involved with family, friends, and school
- Recognition of help and support that family, friends, and school can provide

Benefits of a healthy lifestyle

- Immediate
- Long-term

### Teaching/Learning Strategies

Through brainstorming and discussion, help students create a checklist of daily habits and behaviors that will help them prevent illness and disease. Encourage them to keep and use this checklist for a period of time.

From the list of healthy behaviors/habits generated by students (or added by you), stress those behaviors related to preventing the risk of HIV/AIDS:

- Don't use illegal injectable drugs, including steroids.
- Don't share razors, toothbrushes, ear-piercing needles or any item that may carry blood.
- Do not engage in sexual intercourse.
- Do not exchange blood (become "blood brothers" or give first aid without wearing gloves).
- Clean body fluid spills with a solution of bleach and water (1 part bleach to 10 parts water).

The profile created from the above information should help students see the relationship among medical information, health practices, and one's own health. Reinforce that it is desirable to manage one's own health on a consistent basis.

Explain the seven general behavior concepts of a healthful lifestyle (listed in the "Content" section). Have students share their ideas on the immediate and long-term benefits of such a lifestyle. Explain that reasoning abilities and recognizing your own control over your behaviors will be skills that help you throughout life, especially as you experience more and more peer pressure.

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 5.4 continued

### **Content**

### **Teaching/Learning Strategies**

Ask students individually or in groups to create posters related to the seven healthful behavior concepts. These posters should help people see the concept in a visual, concrete way. Allow time for students to show and explain their posters to the class. You may wish to award prizes for the most colorful, most unusual, most creative, etc. Display posters in the room (or about the school) for everyone to see.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.5 The student will discuss the effects of tobacco, alcohol, and other drugs on the systems of the body.

This objective relates to: FLE 4.9, 5.13, 6.10; Health SOL 4.2, 5.1, 6.4; HIV/AIDS 4.3, 4.4, 5.3, 6.4; NHES 1, 2, 3 & 6

### Content

Reasons people use chemical substances

- Medical reasons (to prevent or correct a health problem)
- Social reasons (peer pressure, to overcome shyness, to be accepted)
- Psychological reasons (curiosity, desire to "escape" feelings of boredom or failure, a coping mechanism)
- Physical reasons (heredity)

Short-term and long-term effects of drugs

- Tobacco (cigarettes and smokeless tobacco)
  - Loss of money (cost of cigarettes, smokeless tobacco, etc.)
  - Increased skin wrinkles
  - Increased heart rate
  - Increased blood pressure
  - Increased risk for coronary heart disease (70% more likely than nonsmokers)
  - Irritation of nose, throat, windpipe
  - Severe coughing, sore throat, headaches
  - Increased risk of diseases, such as lung and larynx cancer and emphysema
  - Itchy, watery eyes
  - Bad taste in mouth
  - Loss of appetite and ability to taste and enjoy food
  - Delayed digestion (up to 1 hour)
  - Stained teeth, bad breath

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### Teaching/Learning Strategies

Ask volunteers to tell any physical reactions they may have experienced when in a restaurant or other building where people were smoking.

Ask students to recall situations from TV or films that show the negative effects of alcohol, tobacco, and other drugs.

Have students bring in newspaper/magazine articles about the dangerous effects of drugs, alcohol, and tobacco (drinking and operating cars, boats, equipment, athlete's problems from steroids, etc.).

Have students (a) make posters that tell what smoking, drinking, or drugs do to the different body parts or that will encourage people not to smoke, drink, or use illegal drugs or (b) design anti-drug or anti-smoking buttons. Posters/buttons should emphasize a "no use" attitude toward tobacco, alcohol, and other drugs.

Have students draw diagrams showing the path of smoke, alcohol, and drugs through the human body. (This is also a way to review information about the systems.)

Invite a law enforcement official to speak to the class about the dangers/legal implications of using alcohol and other drugs.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.5 continued

### Content

- Increased level of fatigue
- Decreased endurance (due to extra burden on heart)
- Decreased life expectancy (as much as 8 years shorter if a person smokes 2 packs per day)
- Cancer of the throat, mouth, larynx (from chewing tobacco)
- Tooth decay, gum disease (from chewing)
- Chronic bronchitis
- Addiction (nicotine, the drug in tobacco, is the most addictive of all drugs)
- Alcohol (beer, wine, wine coolers, liquor, liqueur)
  - Decreased ability to make good judgments
  - Impaired reflexes and coordination
  - Disturbance in speech, hearing, memory, and vision
  - Increased heart and pulse rate
  - Harm to body organs (brain, liver, stomach)
  - Decreased social inhibitions
  - Mood/behavior changes (laughing, crying, becoming loud, angry)
  - Loss of self-control
  - Violent behavior (becoming a victim or perpetrator)
  - Improper nutrition
  - Loss of money
  - Legal implications (Driving under the influence, driving while intoxicated, etc.)
  - Weight gain
  - Increased risk of diseases (cirrhosis of liver, cancer)
  - Addiction (alcoholism or mental and physical dependence)

### Teaching/Learning Strategies

Have students write letters to a friend, loved one, etc., encouraging him or her to quit smoking, drinking, or using drugs (including steroids). The letters should mention the health dangers of the continuing use of tobacco, alcohol, or other drugs as well as the benefits of quitting or not starting at all.

Invite a body builder to speak to students about healthy ways to improve physical fitness.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.5 continued

### Content

### Teaching/Learning Strategies

- Family problems
- Inhibited physical/emotional growth
  
- Other drugs--misuse of legal drugs and use of illegal drugs (classified by effects on the body)
  
- Depressants ("downers," such as alcohol, sleeping pills or barbiturates and sedatives)
  - Slow down of the brain and nervous system
  - Slurred speech, staggering, loss of balance
  - Unconsciousness
  - Addiction
  - Death from overdose or accidental poisoning
  - Legal implications
  
- Stimulants ("uppers" or "speed" such as caffeine, nicotine, cocaine, amphetamines, including diet pills, that stimulate the nervous system and create alertness or edginess)
  - Elevated blood pressure, irregular heart rhythms, heart attacks
  - Loss of appetite
  - Nervousness
  - Nausea
  - Insomnia
  - Tension and anxiety
  - Coma
  - Contraction of HIV if injected
  - Death
  - Legal implications
  - Poisoning
  
- Narcotics (opium, heroin, morphine that reduce pain)
  - Dulling of the senses

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.5 continued

### Content

### Teaching/Learning Strategies

- Addiction
- Contraction of HIV (if drugs are injected)
- Shortened life span
- Legal implications
  
- Hallucinogens (LSD, PCP, mescaline, mushrooms and jimson weed distort sight and sound and are mind-altering)
- Thought disruption
- Feelings of panic
- Feelings of paranoia
- Flashbacks
- Extremely violent behavior
- Suicidal tendencies
- Legal implications
  
- Inhalants (household products, such as glue, gasoline, paint thinner, hair spray as well as the vapors of chemicals)
- Increased reactions of central nervous system
- Brain, liver, bone, and marrow damage
- Psychological dependence
- Death
- Legal implications
  
- Marijuana (has some of the same effects as both depressants and stimulants)
- Rapid heartbeat
- Abnormal lowering of body temperature
- Stimulated appetite
- Lack of coordination
- Inflammation of mucous membranes and bronchial tubes

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.5 continued

### Content

### Teaching/Learning Strategies

- State of intoxication, feeling of well-being, hilarity, confusion, distortion of time and space, loss of judgment and memory
- Risk of psychological dependence
- Legal implications
  
- Steroids (the "muscle-building drug")
  - Increased body weight, largely due to fluid retention
  - Increased blood pressure due to fluid retention
  - Blockage of arteries which can lead to heart trouble
  - Liver damage due to abnormal liver function
  - Changes in brain wave patterns
  - Problems with reproductive systems (in males, shrinkage of the testicles and sterility)
  - Aggressive, combative behavior ("roid rage")
  - Hair loss (males); hairiness (in women-irreversible)
  - Severe acne
  - Deep depression
  - Acute schizophrenia
  - Transmission of HIV/AIDS (from sharing needles when injecting steroids)
  - Stunted growth
  - Jaundice/yellowing of eyes and skin
  - Cancer
  - Death
- Note: Reactions may be delayed as long as 10 years after initial use

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.6 The student will describe feelings and behaviors that demonstrate a sense of emotional well-being.

This objective relates to: FLE 4.5, 5.11, 6.7; Health SOL 4.9, 5.9, 5.10; HIV/AIDS 4.4, 6.5; NHES 2 & 5

### Content

Characteristics of emotional well-being

- Having a positive self-concept
- Taking responsibility for one's actions
- Being willing to admit mistakes and accept criticism
- Engaging in positive, calculated risk-taking
- Maintaining a sense of humor
- Showing courtesy and respect to others
- Having problem-solving/decision-making abilities
- Seeking help when needed to solve problems

Steps in problem-solving/decision-making

- Identify the problem or situation.
- Gather information.
- Brainstorm possible choices for dealing with the problem/situation. (Alternatives should be considered that are safe, legal, healthful, respectful of others, and follow parents' or guardians' guidelines.)
- Predict the consequences of each choice.
- Decide which choice is better.
- Identify an action plan.
- Act.
- Evaluate the choice.

### Teaching/Learning Strategies

Explain to students how physical changes during this time in their lives (puberty) can lead to new emotions and mixed feelings. These emotions and feelings can cause confusion and stress. While you can't control body changes, you can recognize and deal with the feelings associated with these changes.

Ask students to write in their journals/notebooks, their feelings about the following:

- themselves in general (both positively and negatively)
- the changes in their bodies
- the ways they deal with their feelings
- peer pressure

These writings will be very personal. Tell students that you will read only those things they mark with a check, meaning it is okay for the teacher (and no one else) to read those sections.

Have students do an "It's My Bag" activity. Each student will decorate a paper bag to look like himself/herself and reflect how people see him/her on the outside. Inside the bag, all students will put pictures, words, etc., that represent something about their feelings or inner selves (attitudes, wishes/ dreams, personal qualities). Allow students time in small groups to share as much of their bags as they want to reveal.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.6 continued

### Content

### Teaching/Learning Strategies

This activity will help students realize their uniqueness.

Ask for volunteers (or allow each student) to share one thing from their "bag" activity with the larger group.

On the chalkboard or chart paper write the steps for dealing with problems/making decisions. Tell students that being able to make responsible decisions will ease the stress in their lives. Help students understand the role of peer pressure in their lives and the need for making wise decisions to combat peer pressure.

Lead students in a "walk-through" of the problem-solving/decision-making process, discussing at length the aspects of each step. Use a situation relevant to your students' lives.

Read letters from newspaper or magazine advice columns dealing with problems with which students can identify. Ask students to suggest their own solutions before you read the advice given by the columnist. Discuss the pros and cons of the solutions and the basis for the decision. Compare the advice given by students with that of the columnist in each case.

Role-play good/poor examples of using decision-making skills.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 5.6 continued

### Content

### Teaching/Learning Strategies

In small groups have students solve a problem or situation using the five-step decision-making process.

Have students brainstorm some reasons why it is healthy to make your own decisions and stick to them:

- You can control some aspects of your own life.
- You can get what you want.
- You can avoid misunderstandings.
- You earn the respect of others for standing up for what you believe.
- You create a better self-image and like yourself better.

Discuss ways for students to persevere in their decisions (maintain a positive behavior change). Have students keep in their journals a weekly record of "Decisions I Had To Make." At the end of the week, ask them to evaluate each decision as an appropriate or inappropriate decision.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.7 The student will recognize dangerous, threatening, or uncomfortable situations and how to react to them.

This objective relates to: FLE 4.7, 5.12, 6.8; Health SOL 4.23; HIV/AIDS 4.3, 4.4, 5.4, 5.6, 6.4; NHES 5 & 7

### Content

Examples of threatening or uncomfortable situations

- Walking alone
- Opening doors at home for strangers
- Experiencing sexual abuse or incest
- Receiving obscene telephone calls
- Facing dangers in shopping malls
- Facing negative peer pressure
- Being home alone

Definition of risk--a danger or hazard involving the possibility of loss or injury

Reasons people take risks (in general)

- For a sense of accomplishment
- For a thrill
- Due to a lack of understanding of potential consequences
- To be part of a group

Positive risk-taking behaviors

- Trying out for a team, club, or singing group
- Riding a bicycle for the first time

Negative risk-taking behaviors

- Smoking
- Drinking an alcoholic beverage
- Using illegal drugs

Definition of peer and peer pressure

(continued on next page)

### Teaching/Learning Strategies

Have students write in their journals/notebooks about their "most dangerous moment"--what happened and how they responded. Ask volunteers to share what their dangerous moment was. Allow the group to brainstorm examples of reactions to the situations. Make a list of other threatening or uncomfortable situations.

Explain that these situations just named or described involve risks. Define risk and discuss why people take risks.

In small groups have students role-play how to react to a dangerous or uncomfortable situation. Let groups create their own situations (or choose one from the previous list).

Differentiate between positive risk-taking and negative risk-taking. Emphasize that without some risk-taking, society would never progress. However, negative risk-taking can mean loss of privileges, freedom, or even life.

Define peer (a person one's own age) and peer pressure (the influence a person has on one's own age group, has on one's thoughts and behavior).

Discuss the role of peer pressure in students' lives. Explain that a person's self-concept is influenced by messages received from other

(continued on next page)

# HIV/AIDS PREVENTION EDUCATION

Objective: 5.7 continued

## Content

Examples of both positive and negative peer pressure

Impact of negative peer pressure

- Participation in risky behaviors
- Not being able to say "no" when challenged or invited to participate with the group

Possible strategies to use in handling negative situations

- Ask questions (what? why? whose? what?).
- Avoid situations that could be threatening (homes and cars of strangers, a home where there is no adult supervision, etc.).
- Suggest an alternative activity.
- Reverse the peer pressure (e.g., make a joke, act shocked, use flattery).
- Preplan for situations which could lead to peer pressure (i.e., plan another activity to immediately follow a group activity which could lead to negative choices).
- Give a reason or excuse (why you don't want to do something).
- Say, "I just don't want to," plain and simple.
- Be a broken record--Keep saying "no" over and over.
- Make your parents the bad guys--("They're coming to pick me up soon" or "They watch me like a hawk.")
- Walk away.
- Get help from a trusted adult.

## Teaching/Learning Strategies

people, especially peers. To illustrate this idea, have students look at their feet and their clothes. Ask how many are wearing the same brand of tennis shoe, jeans, etc.

Have students suggest examples of both positive and negative peer pressure:

- Positive--You make good grades; your friend works hard to do as well as you do. You ask a friend to join Scouts; he/she does.
- Negative--A small child throws sand; his playmate watches, then copies the behavior. You decide to try smoking cigarettes; you taunt your friend until he/she does the same.

Identify the consequences of risky situations that negative peer pressure creates:

- Legal (The police will...)
- School (The principal will...)
- Family (My parents will...)
- Personal (I will feel... or I'll be harmed...)

Tell students that to avoid negative risky or threatening situations, they need to ask themselves four questions about any given situation: Why? Where? What? Who?

Model this questioning process with examples, such as:

- "Meet me behind the school at lunch."
- "What are we going to do?"
- "Let's smoke a cigarette?"
- "Why?"
- "Come over to my house."
- "Who's there? Who's coming? What are we going to do? What would your parents say?"

(continued on next page)

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.7 continued

### Content

### Teaching/Learning Strategies

Emphasize to students that all decisions involve personal choice and that everyone has the right to make his or her own choice. Hand students the statement of "My Rights" from the DARE curriculum. Ask students to write their own interpretations of the statement in their journals, using personal or hypothetical examples.

#### My Rights©

I have a right :

- be happy and treated with care and understanding
- be respected as a person. I am special. I am unique
- be safe
- say no
- state what I feel and to hear what others have to say
- to learn

Encourage students to use the decision-making model discussed in the objective 5.6 for helping them recognize and deal with threatening situations.

Discuss various strategies for saying "no" to negative situations. Ask students to suggest some they have used.

Practice "saying no" skills by having students line up in two lines. Each student in one line makes a negative pressuring statement while the student in the second line uses a "saying no" strategy. Have each student take a turn at being both the pressurer and the pressured.

## HIV/AIDS PREVENTION EDUCATION

Objective: 5.8 The student will list and locate sources of help for substance use/abuse and resources for HIV/AIDS information.

This objective relates to: Health SOL 5.4; HIV/AIDS 4.7, 6.7; NHES 1, 2, 4, 5 & 7

### Content

#### Human resources

- Parents
- Relatives
- Teachers
- School nurse
- School psychologist
- School social worker/visiting teacher
- Doctor
- Guidance counselor
- Religious representative

#### Mass media resources

- Newspaper
- Phone book (yellow pages)
- Television
- Library
- Internet

#### Community resources

- Local health department
- State department of health
- AIDS service organizations
- Mental health agencies
- Health clinics
- Other community/health organizations
- Religious representatives
- Hotlines

### Teaching/Learning Strategies

Discuss the concept of "people helping people." Sometimes we help others, and sometimes others help us (e.g., neighborhood clean-up campaigns, taking homework to sick friends, helping with chores).

Explain that people who have a drug-related or HIV/AIDS problem themselves or who are involved with a friend or family member who has such a problem need help. It is okay to ask for help with problems.

Have students create a class bulletin board of "Helping Hands" for substance use/abuse and HIV/AIDS information. Each student can trace his or her hand on colored construction paper, cut it out, and affix it to the board with one source of help (a phone number, name, brochure, etc.) that he or she has investigated.

Invite speakers from community agencies to visit the class and discuss the services and resources they provide in regard to substance abuse and HIV/AIDS.

## HIV/AIDS PREVENTION EDUCATION

Objective: 6.1 The student will explain the interrelationships of the functions performed by the body systems.

This objective relates to: Health SOL 5.18, 6.16; NHES 1, 2 & 7

### Content

The body systems and their functions

- Skeletal (gives the body a framework)
- Muscular (enables movement)
- Integumentary (covers the body)
- Respiratory (helps breathing)
- Circulatory (moves blood through the body and carries food and oxygen to cells)
- Immune (protects the body from disease)
- Nervous (enables thinking and action)
- Digestive (changes food into a form cells can use)
- Endocrine (produces hormones that affect how body cells work)
- Reproductive (allows for birth of children)

The interrelationships of the body systems

- The motor and sensory nerves transfer brain messages into body actions.
- The muscular system moves all the body parts.
- The skeletal system provides the framework to hold all organs, glands, and muscles in place.
- The respiratory system relies upon the circulatory system for the distribution of oxygen.
- The digestive system uses blood to supply nutrients to the body.
- Hormones secreted by the endocrine glands affect changes in body structure and in the growth of secondary sex characteristics.
- The immune system protects the body from disease and allows all body parts to keep functioning.

### Teaching/Learning Strategies

Emphasize the organs in each of the body's systems and how these systems affect personal well-being, growth, development, and total fitness.

Using a body part, give examples of how the body systems interact. For example, the hand would be unable to withdraw from heat unless the nervous system, muscular system, and skeletal system work together. The eye cannot act as a sense organ without the movement of muscles and the traveling of impulses through the nervous system.

Have students work in groups to describe ways body parts and systems interact. Have students present their examples visually through skits, drawings, etc. Students could take the roles of the various body parts (brain, heart, legs, etc.) and "walk through" their various functions and interactions with other systems.

## HIV/AIDS PREVENTION EDUCATION

Objective: 6.2 The student will explain the concept of immunity, both natural and by means of vaccines.

This objective relates to: Health SOL 6.8; NHES 2 & 7

### Content

Definition of immunity--the body's resistance to disease

The body's natural defenses against germs

- Skin
- Hair (nose hair and eyelashes)
- Mucus
- Tears
- Saliva
- White blood cells
- Antibodies
- T-helper cells

The function of a healthy immune system

- The body creates antibodies to help destroy germs.
- Foreign particles (germs) are attacked and neutralized by the antibodies.
- Immunity is produced against certain microorganisms or their toxins (poisons).

The results of a breakdown of the immune system

- The body can get a number of diseases that would not affect a healthy body (mainly infections and cancers).
- Death usually results.

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### Teaching/Learning Strategies

Review the body's natural defenses against disease germs:

- The skin keeps germs out of the body.
- Mucus (a sticky liquid) traps germs in the nose, throat, mouth, windpipe, and lungs.
- Hair--Nose hairs sweep mucus and germs to the throat where they can be coughed or swallowed. Cilia (eyelashes) protect the eyes from dust and germs.
- Saliva (a liquid in the mouth) kills or weakens germs; it can be coughed up or swallowed.
- Stomach acid kills germs that are swallowed with mucus.
- Tears clean eyes of dust particles and kill germs.
- White blood cells attack and kill invading germs.
- Antibodies (substances made by white blood cells) help destroy germs.
- T-helper cells (specific types of white blood cells) travel through the bloodstream, seeking out invading germs, locating them, and signaling other cells in the immune system to produce antibodies to attack and kill the pathogen germ.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.2 continued

### Content

HIV's effects on the immune system

- HIV attacks T-helper cells responsible for directing the immune system's functions. (T-helper cells are like an "orchestra conductor"—without the conductor to direct activities, the immune system shuts down.)
- The HIV reproduces and kills more cells.
- The immune system breaks down when the T-helper cells become too weak to send signals to the immune system to fight off infection.
- The body can no longer fight off infections/cancers.
- A person develops opportunistic diseases/cancers and is classified as having AIDS.
- Death usually follows.

Vaccines

- Some control diseases, such as smallpox, rabella, Hepatitis B Virus, chickenpox, (German measles), measles, mumps, diphtheria, whooping cough, polio, and tetanus.
- An HIV vaccine is now being researched but is not now FDA-approved for use.

### Teaching/Learning Strategies

Using a two-column chart, show students how a healthy immune system functions against infection. Then show what happens when HIV invades the body.

- A healthy immune system.
  - The cold virus invades the body.
  - The immune system creates antibodies.
  - The person becomes ill with a cold.
  - The cold virus is destroyed by T-helper cells.
  - The immune system remains intact.
  - The person becomes well.
- An HIV-infected immune system
  - The HIV invades the body.
  - The immune system creates antibodies.
  - The HIV is not killed.
  - The HIV attacks T-helper cells, takes over the cells, and begins reproducing.
  - The immune system breaks down.
  - The person becomes ill and susceptible to many kinds of infection or cancers.
  - The person usually dies.

Explain that when we have certain diseases (e.g., chicken pox, measles, mumps, polio), some white blood cells produce antibodies right away to fight off the germs. Some other white blood cells do not act immediately but act as memory cells to make the correct antibodies in the future. Long after we are cured of chicken pox, and if those germs enter our bodies again, the memory cells quickly make the antibodies to attack the germs so that we won't get sick again with chicken pox.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.2 continued

### Content

### Teaching/Learning Strategies

Define vaccine as a small dose of killed or weakened germs. These germs are not strong enough to make us sick but do cause some white blood cells to make antibodies against the disease and some to become memory cells for the disease. That is why vaccines are given to babies and later to children during the first six years of life. Emphasize that at present there is no FDA-approved vaccine to prevent HIV/AIDS, but research is continuing.

Ask students if they remember getting vaccinated for certain diseases when they were young. Name some diseases to which vaccines give us immunity. (Tetanust booster and Hepatitis B Virus vaccine are due by the sixth grade year.)

Encourage students to look in magazines and newspapers for articles about new developments in fighting disease, especially HIV/AIDS.

Students might enjoy using creative dramatics to bring to life the concept of immunity to disease. Ask students to assume the roles of the various body parts involved in fighting disease and act out first-person accounts of the function of these parts.

## HIV/AIDS PREVENTION EDUCATION

Objective: 6.3 The student will review basic facts about sexually transmitted diseases including HIV/AIDS.

This objective relates to: FLE 5.14, 6.4, 7.6, 7.11; Health SOL 5.7, 7.6; NHES 1 & 3

### Content

Definitions of STD and AIDS

- STD (sexually transmitted disease)--any of a number of diseases transmitted through various forms of sexual contact
- AIDS (acquired immune deficiency syndrome)--a disease caused by a virus (HIV) which breaks down the body's immune system, making it vulnerable to opportunistic diseases and cancer

Types of sexually transmitted diseases (STDs)

- HIV
- Herpes
- Chlamydia
- Gonorrhea
- Syphilis
- Hepatitis B
- Genital warts (Human papilloma virus)
- PID (pelvic inflammatory disease)

Germs causing transmission

- Viruses
- Bacteria

Ways STDs are spread

- Through sexual intercourse (oral, anal, vaginal)

General symptoms of STDs

- Skin changes (sores, blisters, bumps, rashes) around the genitals

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### Teaching/Learning Strategies

Have students write everything they know about sexually transmitted diseases on 3"x5" cards, one item per card. Arrange students in small groups and ask them to divide the cards into stacks as to whether the group feels the items are "fact" or "fiction." Have each group present its stacks of cards to you. Go through them and lead a class discussion, making sure that all the facts are correctly identified and that students understand what items are not facts.

Through commercial and teacher-made charts, review the causes of sexually transmitted diseases, general symptoms, and methods of transmission. Students need to know that these diseases are spread through bacteria and viruses that are exchanged during sexual contact and that there is no cure for HIV/AIDS or herpes simplex II. Students also need to know the general symptoms of these diseases so that if students are sexually active and have any one of the symptoms, they will know to seek the care of a physician, the only person who can properly diagnose and treat STDs.

Students should also understand that the listed symptoms may be associated with conditions other than sexually transmitted diseases. These conditions may also require care from a physician.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.3 continued

### Content

- The need to urinate frequently
- Irritation (burning) or pain with urination
- Genital itching, burning
- Noticeable pelvic pain (females)
- Discharge from sex organs
- Unpleasant odor from genitals
- Swollen glands and fever
- No symptoms at all**

Ways HIV is transmitted

- Through sexual intercourse (oral, anal, or vaginal) with an infected person
- By blood-to-blood contact (e.g., from sharing injectable drug needles (including steroids); giving first aid without gloves; becoming "blood brothers"; sharing tattoo; ear-piercing needles, and/or body piercing needles)
- By an infected mother to her unborn baby

Ways HIV is not transmitted

- By insects or pets
- Through casual contact (shaking hands, hugging, kissing)
- In public pools
- Through sneezing or coughing
- In tears
- On objects (phone, doorknob, dishes, towels, toilets, pens)
- By donating blood to blood banks or having a blood test

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### Teaching/Learning Strategies

Guide students in listing the ways

HIV/AIDS differs from other STDs:

- There is currently no cure for HIV/AIDS.
- HIV/AIDS is usually more fatal than other STDs.
- HIV/AIDS receives more attention from the media.
- People are more afraid of HIV/AIDS than they are of other STDs.
- Many people who admit they are at risk for other STDs would not think they are at risk for HIV/AIDS.

Encourage students to read the newspaper daily for the most current information on HIV/AIDS since researchers are continuing to learn about this disease.

## **HIV/AIDS PREVENTION EDUCATION**

Objective: 6.3 continued

### **Content**

### **Teaching/Learning Strategies**

General symptoms that can be specific to HIV/AIDS

- Unexplained, persistent fatigue
- Unexplained fever, shaking chills, drenching night sweats lasting longer than several weeks
- Unexplained weight loss greater than ten pounds without dieting
- Swollen glands lasting more than two months
- Pink to purple flat or raised blotches or bumps occurring on or under the skin
- Persistent white spots in the mouth
- Persistent diarrhea
- Persistent dry cough accompanied by shortness of breath

Continued emphasis is on alleviating the fear of HIV/AIDS

## HIV/AIDS PREVENTION EDUCATION

Objective: 6.4 The student will identify choices which promote good health.

This objective relates to: FLE 5.5, 5.5, 5.7, 5.8, 5.11, 5.12, 5.13, 5.14, 6.10, 7.4, 7.6, 7.77;  
Health SOL 5.6, 5.20, 6.1, 6.13, 6.15, 7.5, 7.9, 7.19;  
NHES 3, 5, 6 & 7

### Content

### Teaching/Learning Strategies

The concept of individual choice/  
responsibility

(continued on next page)

The importance of positive self-esteem

Choosing good health habits that are  
important for disease prevention

- Getting proper nutrition
- Exercising
- Practicing sound hygiene
- Getting proper rest
- Seeking medical assistance
- Following medical advice
- Getting immunized
- Avoiding alcohol, tobacco, and other drugs
- Choosing not to engage in sexual activity  
until marriage

Reasons for choosing to postpone sexual  
intercourse until marriage (abstinence)

- To prevent sexually transmitted diseases
- To prevent unwanted pregnancy
- To avoid the medical implications of teen  
pregnancy
- To avoid emotional implications
- To delay responsibilities (emotional,  
social, physical) until ready for  
commitment

Reasons for choosing to say "no" to illegal  
drugs or to enter a treatment program

- The physical side effects of drug abuse
- Physical dependency
- The harmful effects on growth and  
development
- Overdoses

Explain to students that each of us is responsible for his or her own well-being. We make choices about food, drink, clothes, activities, friends, etc. These choices can be harmful or healthful.

Have students brainstorm healthy choices vs. harmful choices. Write responses on the chalkboard or chart paper.

Emphasize that those who make harmful choices probably have low self-esteem. If we care about ourselves, we would not choose to get sick or be harmed by not eating well, not exercising, hanging out with the wrong crowd, etc. Healthy people have positive self-esteem and make choices that indicate "self-care," caring about themselves

physically, emotionally, spiritually, and socially.

If the students' previous brainstorm of healthy habits did not include examples relative to social, emotional, and spiritual health, provide examples, such as thinking positively (mental), handling stress (emotional), choosing good friends (social), and believing in a sound value system (spiritual).

Using the theme "I Like Me and I'm Worth It," have students make a list, write a paper, create a collage, or otherwise illustrate their actions/choices which show they care about themselves.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.4 continued

### Content

- Interacting within a violent culture
- Interfacing the legal system
- Impairing judgment, thus creating other negative behaviors
- The harmful effects on emotional/mental health
- Potential harm to interpersonal relationships

### Teaching/Learning Strategies

Ask students to write in their journals a list of "I will..." statements reflecting what they will do personally to promote their own good health. This list will be their "Personal Health Pledge."

Ask students to write for a period of time (two weeks, a month, etc.) a journal entry describing anything they have done each day to promote their own good health or to keep their "Personal Health Pledge."

Emphasize to students that the only sure way to avoid sexually transmitted diseases (STDs), including HIV, and pregnancy is to abstain from sexual activity. Discuss reasons for choosing to postpone sexual intercourse until marriage (abstinence).

Ask students to brainstorm reasons for choosing to say "no" to drugs. Explain the added effect drug use can have on one's decision not to have sexual intercourse. Drugs can impair judgment and lead one to have sexual intercourse, which may cause pregnancy, STDs, or HIV. The use of injectable drugs can also put one at risk of contracting HIV.

## HIV/AIDS PREVENTION EDUCATION

Objective: 6.5 The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.

This objective relates to: FLE 5.11, 5.12, 6.12; Health SOL 5.10, 6.12, 7.11; NHES 2, 5, 6 & 7

### Content

Definition of problem (See Teaching/Learning Strategies)

Steps in the decision-making/problem-solving process

- Identify the problem.
- Ask questions or gather information about the problem.
- List the alternatives for solutions.
- Predict the consequences of the alternatives.
- Choose an alternative.
- Identify an action plan.
- Act.
- Evaluate the short-term and long-term effects of the choice.

Problem-solving

- Making decisions
- Responding to negative risk situations

Strategies for not participating in negative risk behaviors

- Use assertive communication skills.
- Ask questions to determine if the situation will involve trouble (why? where? what? who?).
- Say plainly and simply, "I just don't want to... because..." (give reasons).
- State the consequences (legal, school, family, personal).

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### Teaching/Learning Strategies

Clarify the concept of problem as 1) a difficult situation, 2) an unanswered question, or 3) a feeling of uncertainty. Having a problem creates stress for a person.

Brainstorm problems students may have or have had (e.g., whether to go on a camping trip, worried about middle school, feeling that "no one likes me," etc.).

Explain that when we have a problem, we need to solve it by following certain steps. List these steps on the chalkboard or chart paper.

Together with the class, "walk through" the steps in the decision-making process using a common hypothetical problem sixth-graders face. Write each step on the board as you solve the problem together. Allow ample time for discussion.

Ask students to make their own decision-making model in their journals by writing down the steps in solving a personal problem.

Tell students that it is okay to ask for help from a parent or some other adult when they have a problem.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.5 continued

### Content

- Suggest an alternative.
- Keep saying "no" over and over again like a broken record.
- Reverse the pressure; say, "If you loved me, you would not pressure me" or "If you were my friend, you would not pressure me."
- Leave the situation; say, "I'm going."
- Don't apologize.
- Seek assistance from a trusted adult.

### Stress caused by decision-making

- Definition of stress
- Physical effects of stress
  - Headache
  - Fatigue
  - Backache
  - Stomachache
  - Insomnia
  - Loss of appetite
  - Proneness to accidents
  - Feelings of helplessness, hostility, anger, depression, guilt, and lethargy
- Appropriate ways of dealing with stress
  - Seek help from your "support group" (family, friends, teachers, counselors, anyone you trust).
  - Get lots of physical exercise.
  - Find ways to relax (listening to music, shopping, talking with friends).
  - Look for role models who remain calm in a crisis. Ask them how they handle stress.
  - Eat right and get sufficient rest.
  - Use the problem-solving/decision-making model; don't leave solutions/decisions to chance.

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### Teaching/Learning Strategies

Discuss the fact that many problems students have are the result of peer pressure to take negative risks, which have harmful personal, school, family, or legal consequences. In these situations students must think, decide, and act quickly; however, decisions are always easier if you just pause to consider the consequences. Ask yourself, "Is it healthful? legal? Would my parents approve?"

Brainstorm strategies for refusing to participate in negative risky behaviors. Emphasize assertive communication skills:

- Words (positive language that uses "I" messages, e.g., "I think..., I feel...)
- Body language (strong, straight posture; firm stance; freely moving arms, not folded or in pockets)
- Eye contact (look the person directly in the eyes)
- Voice tone (firm, clear, of moderate loudness)

Role-play strategies for saying "no" to negative risks, or have students prepare skits illustrating these strategies.

Explain to students that decision-making can create stress or feelings of uncertainty, fear, or being out of control. People with high self-esteem deal with stress better because they have confidence in their abilities to solve problems/make decisions. People with low self-esteem often try to handle stress by using alcohol and other drugs. Such actions lead to

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.5 continued

### Content

- Be kind to yourself. Believe in yourself. Set realistic goals and accept some failure as perfectly normal.
- Keep a sense of humor and have fun.
- When you feel stress, practice deep-breathing exercises.
- When you feel stress, say, "This is a stupid thing to do to my body."
- Take a deep breath slowly.
- Think about what stress is in your head and as you breathe out slowly, imagine the stress "flowing" out through your mouth.
- Take a second deep breath.
- Now think about the stress in your body, and as you breathe out, imagine the stress "flowing" out through your hands and feet.

Predicting the effects of decisions on

- On short-term goals
- On life-long goals

### Teaching/Learning Strategies

more problems because alcohol and drugs impair one's ability to make decisions.

List the most common physical signs of stress. Assure students that everyone suffers from stress; however, some people deal with stress more appropriately than others.

Ask students to relate things that cause them stress and the ways they deal with stress. Discuss these ways as appropriate or inappropriate. Lead students to making a list of appropriate ways of dealing with stress. (See the list under "Content.")

As a group, practice the suggested deep-breathing exercises for stress relief. This would be a good activity for the beginning of each class.

Discuss how decisions affect both short-term and life-long goals. Bad decisions, such as doing something illegal, can lead to police records, and a ruined reputation. Help students see that sometimes what seems to be okay for a moment's pleasure can have overwhelming, life-long effects (e.g., having sexual intercourse can lead to pregnancy or possible HIV/AIDS infection).

## HIV/AIDS PREVENTION EDUCATION

Objective: 6.6 The students will demonstrate ways to build good relationships and explain the importance of these relationships.

This objective relates to: FLE 6.7, 7.15; Health SOL 5.12, 5.14, 6.11; NHES 3, 5, & 7

### Content

Definition/importance of relationships

Behaviors necessary for developing good relationships

- A good self-concept (self-esteem)
- Self-discipline
- Recognition that other people need self-esteem and love
- An understanding and sensitivity to the wide variety in people's characteristics and abilities (e.g., ethnic background, social/economic class, disabilities, religion)
- Practice of the "golden rule"--treat others the way you want to be treated
- Concern for others, including those with disabilities
- Respect for proper authority
- Acceptance of responsibility for self in relation to others
- The ability to listen to others and understand how they feel
- The ability to cooperate rather than be selfish
- A respect and tolerance for individual differences and points of view
- Friendliness
- Loyalty
- Honesty
- Learning to control negative feelings (anger)

Building positive relationships with

- Family members
- Peers
- Neighbors
- Teachers/adults in authority

### Teaching/Learning Strategies

Define relationships as connections between persons or groups. Explain to students that they have different relationships with different people--one kind of relationship with their friends, a different relationship with their teachers, and still a different kind of relationship with their families. Building relationships is an important part of having a good self-image because getting along with others helps you feel accepted and valued. Getting along with others does not mean, however, that you always agree with other people, especially if you think they are wrong. Also you don't have to be friends with everyone. Most people have only a few close friends, but it is also important to get along with people who are not friends (e.g., adults in authority, neighbors, etc.).

Ask students to brainstorm behaviors that are necessary for good relationships. Write these on the chalkboard or chart paper.

Have students begin to build relationships within their own classroom by having a "People Search." This would be a good activity for the beginning of the year. Give students a piece of paper with a list of people to search for and time to move around, interact, and find classmates who fit the description. For example:

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## HIV/AIDS PREVENTION EDUCATION

Objective: 6.6 continued

### Content

### Teaching/Learning Strategies

- Someone who has lived in another state is...
- Someone who has an unusual pet is...
- Someone who plays a musical instrument is...
- Someone who collects something is...
- Someone whose favorite sport is football is .... etc.

Engage students in discussing/role-playing the following:

- Ways to meet new people
- Ways to introduce yourself/others
- Ways to cultivate friendships
- Ways to resolve misunderstandings/disagreements
- Ways to make an assertive apology (not an excuse)
  - Say how you feel.
  - Say how you feel.
  - State your intention (e.g., "I feel badly that I broke your watch that I borrowed yesterday. I am not usually so careless. I will replace it.").

