

## HIV/AIDS PREVENTION EDUCATION

Objective: K.1 The student will describe the differences between being healthy and being sick and practicing good hygiene.

This objective relates to: Health SOL K.5, 1.4; HIV/AIDS 1.1; NHES 1, 2, 3 & 4

<b>Content</b>	<b>Teaching/Learning Strategies</b>
Feelings of being healthy --Lots of energy --Eating well --Feeling positive about self	Ask the class to brainstorm a list of words that complete the phrases, "When I am well, I feel..." and "When I am sick, I feel..."
Signs and symptoms of being sick --Headache --Upset stomach --Unexplained sleepiness --Soreness or pain --Fever	Ask students to brainstorm a list of activities a person can participate in when he or she feels well. Also, make a list of things a person feels like doing when he or she is sick.  Have the students compare their two lists. Ask which activities allow the most fun and allow them to do things with friends.
Good hygiene --Hand washing --Sneezing --Wet, do not touch	Have students draw a face to show how they felt the last time they were sick. Then ask them to draw a picture to show what they like to do most when they feel well.  Practice hand washing with "glow in the dark" wash. Students can see how well they wash. Teach students handwashing procedures: --Remove jewelry and store in a safe place prior to initial handwashing (replace jewelry after final handwashing). --Wash hands vigorously with soap under a stream of running water for approximately 10 seconds. --Rinse hands well with running water, and thoroughly dry with paper towels. --If soap and water are unavailable, bacteriostatic/bacterial wet towelettes, "handi-wipes," or instant hand cleaner may be used.  (For more information, please refer to the <i>Virginia School Health Guidelines</i> , 2 <sup>nd</sup> edition, found in each school building.)

## HIV/AIDS PREVENTION EDUCATION

Objective: K.2 The student will differentiate between infectious (communicable) and noninfectious (noncommunicable) diseases.

This objective relates to: HIV/AIDS K.3, 1.1; NHES 1, 2, 3 & 7

### Content

Definition of germs

Kinds of germs

- Bacteria and viruses
- Good and bad germs

Ways germs are spread

Definition of infectious disease--a disease that can be "caught" or spread from one person to another by germs

Examples of infectious diseases

- Flu (viral)
- Colds (viral)
- Measles (viral)
- Mumps (viral)
- Chicken pox (viral)
- Strep throat (bacterial)
- HIV/AIDS (viral)

Definition of noninfectious disease--a disease that cannot be "caught" or is not spread from one person to another

Examples of noninfectious diseases/  
disabilities

- Diabetes
- Cancer
- Heart disorders
- Allergies
- Asthma

### Teaching/Learning Strategies

Define germs as very small organisms that can spread disease. Point out that germs are too small to be seen without the assistance of special lenses, such as microscopes. Identify bacteria and viruses as types of germs.

Explain that there are both good germs and bad germs. Good germs are not harmful; they are used in making special kinds of foods, such as vinegar and sour cream. Bad germs, on the other hand, can enter the body and make people sick with diseases, such as colds, flu, and chicken pox. Germs enter the body through openings in the body, such as the eyes, mouth, and ears, or through cuts on the body.

Explain that germs are spread through the air, through water, through blood, or on contaminated objects when people do not do the following: wash hands thoroughly, get immunized, use tissues, cover the mouth when sneezing or coughing, or wash utensils between uses. Doing these things routinely creates the healthy behaviors which are the focus of objective K.3. Explain good basic hygiene.

Explain that diseases caused by germs are known as infectious diseases. Other diseases, called noninfectious diseases, are not passed from person to person but are caused by a problem in the body when a body part doesn't work properly (e.g., diabetes, heart disease).

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## HIV/AIDS PREVENTION EDUCATION

Objective: K.2 continued

### Content

### Teaching/Learning Strategies

Practice hand washing.

Ask students to brainstorm the names of some diseases. Write the names on circular cardboard shapes. Hold up a container and help students classify the diseases by putting into the net the names of the infectious diseases (that can be "caught") and leaving out of the net the noninfectious ones (that cannot be "caught").

If students suggest HIV/AIDS as an infectious disease, tell them that they are correct. Emphasize that HIV is not transmitted in the same manner as other infectious diseases (e.g., chickenpox, the common cold) and that HIV/AIDS is much more serious than other infectious diseases.

Chickenpox is a frequent infection found in elementary classes. A student who is positive for HIV is at extreme risk in a classroom with chickenpox.

If students continue to ask about HIV/AIDS, tell them that HIV/AIDS is a serious sickness. People get the disease by exchanging blood with an infected person (as in becoming "blood brothers," giving first aid without gloves, or sharing drug, tattoo, or body-piercing needles). Infected mothers can also pass the disease to their unborn children. Deal with discussing HIV/AIDS according to your school division's guidelines for this grade level.

## HIV/AIDS PREVENTION EDUCATION

Objective: K.3 The student will demonstrate healthy behaviors that lead to disease prevention.

This objective relates to: Health SOL K.1, K.2, K.11, K.12, K.13, K.14, 1.1, 1.2, 1.3; HIV/AIDS K.2, 1.3; NHES 5 & 6

### Content

Definition of germs--tiny living things (e.g., bacteria and viruses) that cannot be seen but which can carry diseases from one person to another

Ways germs enter the body

- By inhalation (breathed in from the air)
- By ingestion (swallowed in food or water)
- By direct skin contact (from dirty hands, towels)
- By insects (mosquito and tick bites)
- By blood (if exchanged)
- By animals (bites from rabid pets, wildlife)

Healthy behaviors that can prevent the spread of germs

- Washing hands
- Covering mouth when sneezing or coughing
- Using clean cooking and eating utensils
- Using tissues to blow nose
- Keeping foreign objects out of the mouth
- Keeping flies and insects off food and utensils
- Washing certain foods
- Not eating food dropped on the floor
- Not sharing partially eaten food or drink
- Not exposing oneself to blood (no tattooing, body-piercing, or becoming "blood brothers")
- Saying "no" to drugs and alcohol

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### Teaching/Learning Strategies

Review the definition of germs and the ways germs enter the body.

Ask students to draw a picture of one way germs are spread.

Tell students that diseases can be prevented by healthy behaviors that prevent the spread of germs. Brainstorm a list of these behaviors.

Explain to students that using water when washing hands is important in order to kill germs. Illustrate by rubbing petroleum jelly/lotion on your hands and sprinkling them with glitter (to represent germs). If a sink is available, demonstrate the proper way to wash hands, including using the towel to turn off the water after you have washed your hands. Discuss times when hands should be washed. (See "Handwashing Techniques" in the Virginia School Health Guidelines, 2<sup>nd</sup> Edition.)

Explain that the body is a group of systems in balance. These systems require proper health practices to keep the body in balance and in a state of wellness. Help students understand that they are personally responsible for their own health and wellness. Tell them that they make choices that show they care about themselves and want to be healthy. Explain the concept of choice with examples of choices students make (e.g., which TV show to watch, what to name a pet, how to spend money).

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## HIV/AIDS PREVENTION EDUCATION

Objective: K.3 continued

### Content

--Giving no first-aid assistance when blood is present  
(If it is wet, do not touch get an adult)

Choices that may help lead to good health

- Making wise food choices
- Getting adequate rest (8-10 hours of sleep)
- Getting regular exercise
- Having regular medical and dental check-ups
- Getting immunized
- Practicing personal hygiene
- Dressing appropriately (for the weather)
- Maintaining a clean environment
- Expressing feelings (e.g., laughing, crying)
- Fostering relationships with family (playing, sharing thoughts and feelings)

### Teaching/Learning Strategies

Make a list of healthy choices students can make for themselves, such as:

- Choosing to eat healthy food (fruit, etc.) instead of "junk" food (potato chips, candy)
- Playing outdoors instead of watching TV
- Going to bed at a regular time and getting 8-10 hours of sleep
- Brushing/flossing teeth daily
- Wearing a coat in cold weather
- Bathing daily

Divide a piece of paper/posterboard into two sections. Have students list "junk" food examples or make a collage of examples of "junk" food in one section of the paper. Then have students list or find pictures of healthy snacks and foods to complete their chart or collage.

Have students cut out pictures to make a collage illustrating healthy behaviors and choices such as those listed above. Display the collage in the room.

Alternately, you may wish to ask each student to draw a picture of a healthy thing to do to prevent disease. Bind the pictures together to create a big class book showing healthy behaviors and choices.

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## HIV/AIDS PREVENTION EDUCATION

Objective: K.3 continued

### Content

### Teaching/Learning Strategies

Have students sing a song about healthy behaviors. To the tune of "If You're Happy and You Know It," make up verses about healthy behaviors. For example:

--If you want to be real healthy, (wash your hands),

--If you want to be real healthy, (wash your hands),

--If you want to be real healthy, then you really need to know this,

--If you want to be real healthy, (wash your hands).

Continue singing stanzas each time inserting a different healthy behavior.

## HIV/AIDS PREVENTION EDUCATION

Objective: K.4 The student will recognize the dangers of potentially hazardous substances.

This objective relates to: Health SOL K.1, 1.1; HIV/AIDS K.3, 1.1; NHES 3, 4 & 5

### Content

Definition of terms

--Poisonous

--Safe

--Unsafe

Common household substances that are dangerous if used improperly

--Bleach

--Cleaners

--Medicines

--Cosmetics

--Gasoline

--Paint

--Alcohol

--Lighter fluid

--Plants

--Pesticides

--Sprays (hair)

--Glue

Consequences of the improper use of hazardous substances

--Effect on skin

--Effect on internal organs

--Effect on eyes

--Effects of certain fumes on respiratory tract

### Teaching/Learning Strategies

Introduce the concept of poison--a material that harms the body. Then tell students that there are safe and unsafe (poisonous) things to eat and drink. Some safe things we choose to eat and drink for good health are apples, orange juice, and water. However, some things around the house are unsafe (poisonous) to eat or drink. Ask students to brainstorm these. For example: bleach, household plants, medicines (without adult supervision), etc.

Label one grocery bag "Safe" and one bag "Unsafe." Bring in clean, empty containers/packages of household products and have students place them in the appropriately labeled bag. Be sure containers have been properly washed. Another approach is to affix "Mr. Yuk" poison prevention stickers to facsimiles of dangerous household products. (Check with our local poison control center for resources.)

Obtain a large roll of paper big enough for outlining each child's body. Have each child lie on the paper; then you, a paraprofessional, or parent volunteer trace the body outline of each child. Have students cut out pictures of items that are safe for the body and paste them inside the body outline. Have them cut out pictures of unsafe substances, place them outside the body outline, and label them with the universal symbol for "no" (Ø).

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: K.4 continued

### **Content**

### **Teaching/Learning Strategies**

Explain that it is unsafe for children to eat or drink medicine without adult supervision. Discuss with students that some medicines, such as chewable vitamins, may taste like candy but are harmful if taken in large quantities.

Discuss with students where hazardous household products and medicines should be kept in a house.

Discuss the dangers of hazardous substances on the skin, eyes, and internal organs.

## HIV/AIDS PREVENTION EDUCATION

Objective: K.5 The student will respond appropriately to the approaches of people the student knows and does not know.

This objective relates to: FLE K.6, K.7, K.8, K.9, 1.11, 1.12; Health SOL K.9, K.17, 1.19; HIV/AIDS 1.8; NHES 3, 4, 5, 6 & 7

### Content

Greeting friends and acquaintances

Definition of stranger--anyone you do not know

Appropriate responses in various situations

--Talking to community helpers who are strangers (nurse, fireman, store clerk, plumber)

--Responding to strangers when you are with a parent

--Getting away from a stranger who tries to touch you, give you something, or ask you to do something

Definitions of safe touch and unsafe touch

--safetouch--(1) touching that can be done in front of anyone, (2) touching that is not a secret, (3) touching that makes a child feel happy and not uncomfortable, (4) touching that is done to assist with bathing or to provide medical care

--unsafe touch--(1) touching on private parts of the body (the areas covered by a bathing suit), (2) touching to be kept secret, (3) touching that could produce unhappy, uncomfortable, scared, or confused feelings, (4) hitting, kicking, pinching, biting, pulling hair, pushing

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### Teaching/Learning Strategies

Tell students that appropriate expressions of affection and touching are important for their well-being as well as for their family's well-being. Physical affection from family and friends usually represents good touching.

Define the differences in friends/family members and strangers. Role-play situations involving family/friends and strangers to show students how to respond in both situations. Discuss that while hugging may be a "safe touch" with friends, it is not an appropriate greeting for strangers.

Using a doll, show students the differences in safe touches and unsafe touches.

Role-play how students should respond to negative touches and report them when they occur. For example, ask students, "If a stranger offers you candy (puppy, etc.) and says to come with him or her for more, what should you do?"

--Say "no" loudly.

--Get away.

--Yell for help.

--Tell a trusted adult.

Having a police officer as part of the teaching team can be helpful to students on this issue.

## **HIV/AIDS PREVENTION EDUCATION**

Objective: K.5 continued

### **Content**

### **Teaching/Learning Strategies**

Responding to unsafe touches

- Say "no" in a loud voice.
- Look the person directly in the eyes.
- Use strong body language indicating you mean what you say.
- Get away.

Reporting an unsafe touch

- Tell a trusted adult (a parent, teacher, grandparent, guardian, minister).
- Continue to report the touch until someone listens and responds.

## HIV/AIDS PREVENTION EDUCATION

Objective: K.6 The student will develop positive social relationships within the family and community.

This objective relates to: FLE K.1, K.2, K.3, K.4, K.5, K.6, 1.1, 1.2, 1.3; Health SOL K.4, K.6, K.7, K.9, 1.6, 1.7, 1.8; NHES 4, 5, 6 & 7

### Content

Definitions of terms

- Group--a number of persons or things that form one whole
- Respect--accepting the rights of others
- Consideration--thoughtfulness
- Kindness--gentleness, helpfulness
- Courtesy--having good manners, being thoughtful of others
- Cooperation--working together
- Disappointment—loss of hope, desire, or expectation
- Frustration--discouraged
- Anxiety—extreme worry

Description of positive and negative behaviors

- Positive--smiling, helping, listening, sharing, respecting privacy, praising, encouraging
- Negative--gossiping, invading a person's privacy, bullying, frowning, fighting, yelling

Effects of behavior on others

- Positive--people want to be with you
- Negative--people avoid you; they don't want to be around you

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### Teaching/Learning Strategies

Emphasize to students that they are always part of some group, for example:

- A family
- A church
- A class
- A team
- Others

Have students draw pictures of their favorite group activity at school (lunch, reading group, playground, etc.)

Compare positive behaviors that cause people to want to be with you or to have fun with you in a group (e.g., smiling, sharing, playing) with negative behaviors that cause people not to want to be with you (e.g., frowning, teasing, fighting). This can be done on chart paper with words and pictures representing positive (+) behaviors and negative behaviors (-).

With students, role-play expressions of courtesy that contribute positively to group relations (e.g., please, thank you, excuse me, hello, goodbye, I'm sorry).

Role-play situations such as:

- How to handle a bully on the playground
  - walk away
  - get an adult
- How to treat a new student in the school.

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## HIV/AIDS PREVENTION EDUCATION

Objective: K.6 continued

### Content

Appropriate verbal and nonverbal ways to express both pleasant and unpleasant feelings

- Affection (playing together, sharing, helping)
- Happiness (smiling, singing)
- Sadness (crying)
- Anger (walking or doing physical activity)
- Disappointment (talking to a friend or trusted adult)
- Excitement (dancing, clapping)
- Frustration (talking to a friend or trusted adult)
- Fear/anxiety (talking to a friend or trusted adult)

Benefits of the appropriate expression of feelings

- Family happiness
- Friends (because people like you)
- A positive feeling about self (self-esteem)

Awareness of unacceptable types of expressions and why they are unacceptable

- Cursing
- Screaming
- Stomping, hitting

Behaviors contributing to a happier family life

- Listening
- Helping with chores
- Caring for personal belongings
- Cooperating
- Playing with siblings
- Hugging, healthy touching
- Praising, encouraging, supporting
- Sharing activities

### Teaching/Learning Strategies

Tell students that the ways a person expresses feelings can be appropriate (see suggestions in "Content") or inappropriate (e.g., screaming, stomping, cursing).

Discuss with students appropriate ways to express both positive and negative feelings.

For example:

- Sadness - talk to a trusted friend or adult about why you are sad; cry
- Anger - take a walk or do some physical activity to help you get over your anger
- Happiness - laugh, sing, dance

Discuss with students the steps in:

1) making a request--“Will you please pick up my pencil?” 2) accepting a reasonable "no" response—“Can I ask you about it later?” 3) accepting feedback—“Thanks for your help” or “I’ll try to do better next time.” Have students role-play poor/good examples. Have the class point out mistakes in the poor examples.

Explain that everyone is a member of a family, regardless of its structure (e.g., families with two parents, families with one parent, families with multiple parents i.e., stepparents). Ask students to describe their families.

Have students brainstorm things they can do at home to help make a happier family. For a period of time, ask students to report each day what specific things they have done at home to be a better family member and to make their family happier. Have students draw pictures of their families and something they have done to make a happier family.

## HIV/AIDS PREVENTION EDUCATION

Objective: K.7 The student will experience success and positive feelings about self.

This objective relates to: FLE K.1, 1.1; Health SOL K.5, K.7; NHES 2, 3, 5, 6 & 7

### Content

Taking pride in one's body

- Accepting physical differences
- Accepting strengths and weaknesses
- Accepting a compliment

Experiencing success in school and at home

- Performing classroom tasks/home chores
- Using and storing personal belongings and work materials
- Completing work assignments/chores
- Cooperating and interacting with the group/family
- Respecting the rights and feelings and possessions of others

Handling routine situations effectively

- Sharing
- Dealing with negative behaviors
- Showing courtesy and good manners
- Accepting responsibility
- Respecting ethnic differences
- Accepting physical differences and disabilities

### Teaching/Learning Strategies

Ask students if they know what fingerprints are and why they are used. Explain that fingerprints are used to identify people because no two people have identical fingerprints, not even twins.

Using ink pads and paper, have each student make his or her own set of fingerprints. Allow students to compare them and note similarities and differences. Display the prints.

Identify ways in which students are alike (physical characteristics, birth months, favorite food, etc.) and ways in which they are different or special (sex, height, weight, names, talent, behavior, etc.). Help students understand that it is okay to be different or "special." Each of us is unique or "special" in some way. Explain the importance of being friendly toward everyone in the group and accepting others as they are.

Help students make their own name badges that reflect the specialness of each of them. This is a good activity for early in the year because students can wear the badges, and you can learn their names more easily.

Cut out paper dolls of boys and girls. Let each student color or draw on the doll to make the doll resemble himself/herself. Display these on a bulletin board with the title "We All Are Special."

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## HIV/AIDS PREVENTION EDUCATION

Objective: K.7 continued

### Content

### Teaching/Learning Strategies

Have students draw pictures of something they do well and something they don't do well. Explain that we all are alike in that we all have strengths and weaknesses. This is okay--even adults have weaknesses (they forget things, get angry, etc.).

Focus on each student's birthday as his or her "special day." On that day have each student give a compliment to the birthday girl or boy. Show students how to accept a compliment with a smile, a "thank you," "I'm so glad you like that," etc.

Have students brainstorm things they can do at home and at school that will make them feel good about themselves. Compliment students when they do these things in class.

Discuss the importance of accepting and respecting differences in everyone. Individuals of different ethnic groups and those with physical or mental disabilities are to be respected and accepted for their differences. Have students cut out pictures to make a bulletin board illustrating different people engaged in different activities.

It is important that you as a teacher create a classroom environment that will enable each student to experience success and positive feelings about himself/herself. Listen to each child and accept his/her feelings and opinions openly and without put-downs. Insist that each child show courtesy and good manners to you and the other children.

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: K.7 continued

### **Content**

### **Teaching/Learning Strategies**

Protect each child from physical and emotional infringements by other children. If situations erupt in the classroom, stop and take the time then to talk about sharing, respecting others' property, etc.

Encourage parents to reinforce these positive experiences at home.

## HIV/AIDS PREVENTION EDUCATION

Objective: K.8 The student will demonstrate when and where to go for help.

This objective relates to: FLE K.11; Health SOL K.24; NHES 2, 4, 5 & 7

### Content

Occasions when care and support are needed

- An accident
- A lost person
- Illness (self or others)
- A family crisis (divorce, moving, abuse, death)
- Fire

Deciding where to go for help

Reasons and procedures for using emergency numbers "0" and "911"

Ways care and support can be given by family members, school personnel, and community helpers

- Medical care
- Physical affection
- Counseling
- Shelter

### Teaching/Learning Strategies

Explain that at times we all get ill, hurt, concerned, frightened, lost, or see a dangerous situation. It is important to know what to do at these times. Brainstorm a list of situations when a child might need help. Then make a list of individuals that may be called upon for specific situations (e.g., parents/adults, relatives, teachers, school nurse, principal, police officers, doctor, pharmacist, religious leader, counselor). Post this information by the telephone.

Go over reasons and procedures for using the emergency numbers "0" and "911." Stress that these are emergency numbers and should be used as such.

Have each student learn and recite his or her full name, address, telephone number, and where to go for help if he/she is lost in a mall or other public place.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.1 The student will continue to differentiate between infectious (communicable) and noninfectious (noncommunicable) diseases.

This objective relates to: HIV/AIDS K.2, K.3, 2.1; NHES 1, 2, 3 & 5

### Content

Review the definition of infectious disease--a disease that can be "caught" or spread directly or indirectly from one person to another

Causes of infectious diseases

--Germs--bacteria, viruses, and other organisms that enter the body through direct or indirect contact

Examples of infectious diseases

--These require immunization for school attendance

--Mumps (viral)

--Measles (viral)

--Small pox (viral)

--Polio (viral)

--Diphtheria (bacterial)

--Tetanus (bacterial)

--Whooping cough (bacterial)

--Rheumatic fever (bacterial)

--Hepatitis B

--No vaccine available

--Pneumonia, colds, flu (viral)

--Pneumonia (bacterial)

--Chickenpox (viral)

--Mononucleosis (viral)

--Strep throat (bacterial)

--HIV/AIDS (viral)

--Meningitis (bacterial)

--Meningitis (viral)

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### Teaching/Learning Strategies

Tell students that infectious diseases can be passed from person to person because they are spread by germs. Germs (bacteria and viruses) are very small (invisible to the eye) organisms that can spread disease. That is why it's not a good idea to come to school when you have the flu, measles, etc. You might give the disease to someone else. Infectious disease germs can be passed directly or indirectly to other people through droplet sprays during coughing or sneezing or by touching the same books an infected person has touched. Other diseases, such as allergies and asthma, however, are noninfectious and cannot be passed from person to person by germs. Handwashing is important in preventing disease after using the bathroom, before eating, and when you are ill with a cold or flu.

Tie a piece of yarn from a ball to your finger. Pass the ball to another student and have him/her loop the yarn over one finger. Continue passing the ball in this manner until all students have yarn looped over their fingers and can visualize how germs which cause infectious diseases are spread.

Ask students to brainstorm a list of diseases that can be "caught" and diseases/disabilities that cannot be "caught." List these on the chalkboard or chart paper in chart form.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 1.1 continued

### Content

--Rabies (viral) –transmitted by unvaccinated animals

Review of the definition of noninfectious disease--one that cannot be "caught" or spread from one person to another

Examples of noninfectious diseases

- Cancer
- Heart disease
- Diabetes
- Allergies
- Asthma

### Teaching/Learning Strategies

Point out that many infectious diseases are easily spread. HIV/AIDS is not spread easily but can be spread. The mention of HIV/AIDS as an infectious disease will lead directly to objective 1.2.

Explain to students that some diseases are more serious than others. For example, colds, flu and allergies can make us sick, but these diseases are not usually life-threatening. People with HIV/AIDS are living longer today because of new medications. Cancer and heart disease can be life-threatening.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.2 The student will know that HIV/AIDS is a serious disease.

This objective relates to: Health SOL 1.3, 1.5; NHES 1, 2, 3, 5 & 6

### Content

Definition of immune system—the body's ability to fight infection and disease.

Definition of the disease AIDS--acquired immune deficiency syndrome. At present AIDS is a condition caused by a virus that breaks down the body's immune system, making it unable to fight off infection and disease. The virus causing AIDS is called HIV (human immunodeficiency virus).

Some of the ways the HIV/AIDS virus is not transmitted

- By playing together
- By coughing
- By sneezing
- By sharing toys or food
- By toilet seats
- By kissing or hugging
- By swimming
- By casual contact
- By insect bites
- By pets

Some of the ways the HIV is transmitted

- By exchanging blood with an infected person (becoming "blood brothers" or giving first aid without wearing gloves)
- By touching hypodermic needles
- Through contacting blood

Emphasis is on alleviating the fear of contracting HIV/AIDS

### Teaching/Learning Strategies

Most students at this age do not need and cannot understand detailed facts and statistics about HIV/AIDS and behaviors that put one at risk of infection. However, they may have heard about the disease on TV, in magazines, or from older siblings. Respond to students' questions with the simplest answers. Most will be satisfied to learn that it is unlikely they will be exposed to HIV/AIDS through casual contact in their activities at home or in school. Of particular concern may be a child with HIV/AIDS who is attending school. The information given students should eliminate their anxiety and fear of casual contact with HIV-infected persons and offer them a sense of control over their own health. Assure students that if they are not infected with the disease, they do not have to get it. HIV/AIDS is very hard to get, and they will not get it just by being near or touching someone who has it.

Tell students that HIV is causing some people to get very sick.

Respond to students' questions directly and simply (limiting responses to what is asked). Provide very basic information as a foundation for more detailed information in later grades. Deal with discussing HIV/AIDS as a sexually transmitted disease according to your school division's guidelines for this grade level.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.3 The student will continue to demonstrate behaviors that lead to disease prevention.

This objective relates to: Health SOL K.1, K.2, K.11, K.12, K.13, K.14, 1.1, 1.3, 2.3, 2.4; HIV/AIDS K.2, 1.1, 1.2, 2.2; NHES 1, 2, 3, 5 & 6

### Content

Definition of germs--tiny living things (bacteria and viruses) that cannot be seen but which can cause disease

Ways germs are transmitted

- By people
- By animals or insects
- By air
- By water
- By food
- By blood

Healthy behaviors that can prevent germ transmission

- Washing hands
- Covering mouth and nose when sneezing or coughing
- Using clean cooking and eating utensils
- Using tissues to blow nose
- Keeping foreign objects out of the mouth
- Keeping flies and insects off food and utensils
- Washing certain foods before eating them
- Not eating food dropped on the floor
- Not sharing partially eaten food/drink
- Keeping hands out of the mouth
- Not sharing towels
- Not exposing oneself to blood (no tattooing or "blood brother" rituals)
- Giving no first aid when blood is present (get an adult)

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### Teaching/Learning Strategies

Point out to students that germs (e.g., bacteria and viruses) which cause infectious diseases can enter the body through direct contact, such as by kissing, touching, or through indirect contact, such as by inhaling germs from a sneeze or by using an infected person's eating utensils, toothbrush, clothing, or sharing food with an infected person.

Teach the use of gloves, direct pressure for a bleeding wound with thick material (bandage, dressing, many paper towels, etc.)

Ask students to brainstorm things they do or choices they make at home or in the classroom to help prevent the spread of infectious diseases. Part of this may be done by having students pantomime healthy behaviors (e.g., washing hands, using tissues, being immunized, covering mouth, etc.). List students' responses on the chalkboard or chart paper.

From this list have students create a checklist titled "My Personal Wellness Chart" to take home and share with family members. Have students complete this daily checklist/ chart for a period of time (e.g., two weeks).

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## HIV/AIDS PREVENTION EDUCATION

Objective: 1.3 continued

### Content

- Choices that lead to good health
- Making wise food choices
  - Getting adequate rest (8-10 hours of sleep per day)
  - Maintaining physical fitness
  - Practicing dental hygiene (brushing, flossing)
  - Practicing personal hygiene (washing hands, bathing)
  - Getting immunized
  - Having regular medical and dental check-ups
  - Dressing appropriately (for the weather)
  - Maintaining a clean environment (preventing littering, cleaning up litter, covering garbage)
  - Fostering relationships with family and friends (e.g., playing, sharing thoughts and feelings)
  - Expressing feelings (laughing, crying, etc.)
  - Saying "no" to drugs, alcohol and other unhealthy behaviors.

### Teaching/Learning Strategies

Point out to students that the immunizations they were required to have before coming to school were to protect them from catching infectious diseases. Small pox and polio are diseases that have been controlled by immunizations. Tell students to ask their parents what immunizations they have had and make a list of these on the students' Personal Wellness Charts.

Create a class bulletin board showing how to prevent disease. Explain that germs are sometimes called "bugs;" therefore, the whole class is going to make a giant "Bug Buster." On a large circular piece of paper, each student will draw a picture illustrating a healthy behavior or choice. Ask each student to dictate to you a sentence about his/her picture. Write the sentence below the picture. For example:

- "My polio vaccination protects me from disease."
- "My staying home with chicken pox protects others from getting it."
- "My doctor gives me a shot to keep me well."
- "I wash my hands before eating to kill germs."
- "I eat fruit for a snack instead of candy to give me good nutrition."

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 1.3 continued

### **Content**

### **Teaching/Learning Strategies**

Draw a face on a smaller circle that represents the bug's head. Attach the students' circles to the smaller circle to create the "Bug Buster's" body.

Introduce the concept that smoking and using alcohol are unhealthy choices that people make in their lives. Smoking can cause diseases such as cancer. Drinking alcohol can physically harm the body and cause alcoholism when a person can't stop drinking.

Point out unhealthy behaviors that relate to HIV/AIDS disease (e.g., using injectable drugs, sharing needles, exchanging blood).

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.4 The student will know the benefits and dangers of drugs and household substances.

This objective relates to: Health SOL K.1, K.4, 1.1, 1.2, 1.16; HIV/AIDS K.3, K.4, 2.3; NHES 1, 2, 5 & 7

### Content

Definition of drug - any chemical substance that changes the way the body works

Definition of medicine and the difference between prescription medicine and over-the-counter medicine

Definition of herbal medicine

Positive effects of drugs

- Benefits of medicines
- Safety rules for use of medicines

Adverse effects of drugs

- Misuse of prescription drugs
- Caffeine
- Nicotine
- Alcohol
- Street (illegal) drugs

Common household substances that are dangerous if used improperly (ingested, sniffed, etc.)

- Bleach
- Cleaners
- Medications
- Cosmetics
- Gasoline
- Solvents
- Acids
- Pesticides
- Paint
- Plants

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### Teaching/Learning Strategies

Define medicine as drugs that can help people feel better or fight germs in the body if used correctly.

Differentiate between prescription medicines and over-the-counter medicines. Prescription drugs (e.g., penicillin) are authorized by a doctor and are to be taken only by the person whose name appears on the prescription label. Over-the-counter medicines (e.g., cough syrup, aspirin) can be bought and taken by anyone without a doctor's order. Bring in sample empty containers of both kinds of medicines.

Discuss the benefits of medicines.

- Help the body maintain balance when it is out of balance (sick)
- Immunize against disease
- Prevent, control, and treat infection
- Prevent fever, discomfort, and pain due to accident, injury, or illness

Define herbal medicine as medication derived from herbs that are irregulated by Food and Drug Administration (FDA). Forty percent of Americans are trying them. Herbal medication can be bought and taken by anyone without a doctor's order.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 1.4 continued

### Content

- Lighter fluid
  - Sprays (hair)
  - Glue
  - Alcohol
  - White-out
- Consequences of improper use of household substances
- Effect on skin
  - Effect on internal organs
  - Effect on eyes
  - Effects of certain fumes on respiratory tract

### Teaching/Learning Strategies

- Discuss the hazards of street (illegal) drugs.
- Make the body sick and/or tired.
  - Causes the mind to make mistakes, and
  - Prevents the brain from thinking clearly.
- List directions for taking medicines.
- Take medicine only with the advice of a physician.
  - Take medicine in the presence of a parent, doctor, nurse, or other responsible adult.
  - Never share medicines.
  - Store medicines properly.
  - Understand the importance of tamper-resistant caps.
  - Follow the directions for taking the medicine. (Read some from the visual sample containers you brought to class.)
  - Throw out old medicines.
  - Never take a prescription drug with someone else's name on it.
- Have students name or cut out pictures of household substances which are poisonous if ingested or sniffed. List/paste these on chart paper labeled "Dangerous Household Substances."
- Discuss the dangers of medicines, drugs, and household substances on the body (burning eyes, skin, lungs, etc.) and what to do if these substances are used improperly.
- Call Poison Control.
  - Call "911."
  - Wash eyes with cold water.
  - Tell an adult immediately.
- If medicine is taken improperly or in overdose, one must have one's stomach pumped.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.5 The student will describe ways family members care for and help one another during times of wellness and sickness.

This objective relates to: FLE K.6, K.7, 1.4, 1.5, 2.6; Health SOL K.9, 2.5, 2.7; NHES 2, 5 & 7

### Content

Definition of family—a group of people who are biologically related and/or who live in the same household (Taber's Cyclopedic Medical Dictionary, Edition 18).

Definition of affection--fondness, liking

Special times when family members show care and help other family members

- When someone has done something well
- When someone is sad
- When someone is sick
- When there is a change in the family (birth, death, adoption, separation, divorce, remarriage, new siblings)
- During family gatherings
- During holidays

Ways family members show they care about and help one another

- By attending activities of each other
- By respecting each other's privacy
- By sharing in household tasks
- By understanding each other's feelings and any special needs that may exist (as with disabilities)
- By being honest and kind
- By being cheerful about work and play
- By not saying things to hurt others' feelings
- By listening to others with respect
- By being dependable
- By caring for one's belongings
- By playing with siblings
- By helping care for pets

### Teaching/Learning Strategies

Have students dictate their definitions or characteristics of family and affection and record their answers on the chalk board or chart paper. Comment on the variety of definitions and relate to the variety of kinds of families.

Have students draw pictures of their families. Mount pictures on the bulletin board and note the many kinds of families. For example: extended, nuclear, single-parent, adoptive, foster, blended (step family).

Have children brainstorm times when family members need help and caring.

Ask students to tell the class about family experiences and something they do or have done at home to show caring for or to help family members. You might wish to have them draw a picture or part of a mural showing caring or helping behaviors.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.6 The student will experience continuing success and good feelings about self.

This objective relates to: FLE K.1, 1.1, 2.1; Health SOL K.7, 1.6, 2.5, 2.8; HIV/AIDS K.6, K.7, 1.7, 2.4; NHES 1, 2, 3, 5 & 6

### Content

Taking pride in one's own body

- Accepting physical differences
- Receiving a compliment

Experiencing success in school and at home

- Completing tasks/chores
- Cooperating/interacting
- Using and caring for personal belongings/work materials
- Respecting the rights/possessions/feelings of others
- Maintaining a positive attitude

Handling routine situations effectively

- Sharing
- Showing courtesy and respect
- Accepting responsibility
- Dealing with negative behaviors

Accepting others

- Giving compliments
- Showing respect for ethnic differences
- Accepting physical differences and disabilities
- Recognizing talents
- Accepting the feelings of others

Acceptable ways of expressing negative feelings

- Talking about feelings
- Walking away from a negative situation
- Substituting another activity for the one causing the problem

### Teaching/Learning Strategies

Explain that every person is unique and has special talents that make him or her different from all others. Students may routinely express their special talents and experience feelings of success in the classroom by reading stories, participating in a "sharing time," writing stories and sharing them with the group, or having stories placed on a bulletin board.

As a group, name ways class members have worth. Tell ways in which people are similar and different (e.g., physical characteristics, behavior, talents, feelings and responses to situations). Explain special abilities students have.

Discuss with students how to give and to receive compliments. Have students practice playing both roles.

- Giving compliments
  - Address the person by name.
  - State the compliment.
  - Tell how you feel about the person or characteristic. (e.g., "Beth, you are a good listener in class, and that helps me do my job better.")

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## HIV/AIDS PREVENTION EDUCATION

Objective: 1.6 continued

### Content

### Teaching/Learning Strategies

- Receiving a compliment
- Say "thank you."
- Do not use negatives, such as "No, I don't" or "You don't mean that," etc. These indicate a lack of self-esteem. Rather, say "Thank you very much. I'm glad you think I'm a benefit to the class."

Explain that respect for others begins with respecting and liking yourself. To experience respect from others, you must first show them respect. Students may perform skits to act out respect for others through good manners.

Explain that it is all right to have a range of feelings (happy, sad, angry, confused) and that there are appropriate and inappropriate ways to deal with feelings. Explore feelings through movement. As you call out an action word, (anger, happiness, sadness, etc.), have students move to show that feeling. Discuss specific body language examples (frowns, folded arms, pointing fingers, etc.). Practice acceptable ways of expressing feelings. For example, show feelings of anger without being aggressive.

In small groups, allow students to talk about the range of feelings, what causes certain feelings to arise, and ways to deal with strong feelings (both positively and negatively).

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 1.6 continued

### **Content**

### **Teaching/Learning Strategies**

Have students express feelings and acceptable ways to deal with feelings through drawings, paintings, collages, or booklets containing pictures and a sentence. Talk about how learning to deal with feelings can lead to success.

Read stories about feelings in general or specific feelings.

One of the keys to the achievement of this objective is the classroom environment you establish. Praise students' successes and give them many opportunities to succeed (by completing assignments, cooperating, caring for materials, etc.). When they do not behave appropriately, make them aware of what they have done that may cause others to have bad feelings. Point out behaviors that cause others to feel good about themselves.

Spend some time talking with students about how to maintain a positive attitude.

Communicate with parents that you would like them to reinforce successful experiences and self-esteem at home.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.7 The student will demonstrate an awareness of and respect for the rights and feelings of others.

This objective relates to: FLE K.2, 1.3, 1.9, 2.6; Health SOL 1.3, 1.5, 1.6, 1.8, 2.5, 2.8; HIV/AIDS K.6, K.7, 1.6, 2.4; NHES 4, 5 & 7

### Content

Difference between feelings (emotions) and behavior (the way we act as a result of our thoughts and feelings)

Effects of behavior on relationships

- Positive
- Negative

Positive behaviors (to develop through classroom activities)

- Recognition of and respect for others' feelings, opinions, and possessions, including others who may have a chronic illness or disability
- Good manners as a way to express courtesy and respect for others
- Cooperation with others

### Teaching/Learning Strategies

Explain that all people have feelings or emotions (e.g., happiness, sadness, anger, etc.) and that feelings are okay.

Explain that feelings influence behavior, but that a person can control his or her behavior and the ways he or she expresses feelings. For example, it is possible to feel angry without behaving aggressively. (This idea is discussed in objective 1.6.)

Introduce the term consequence--the result of a decision or a behavior--and help students see the positive and negative effects of certain behavior on others (e.g., yelling at a younger sister, sharing your lunch, keeping a friend's secret or telling it, breaking a rule, etc.).

It is very important to link behavior and consequence. Example, if you take medicine improperly, or in overdose, you must have your stomach pumped.

With students, develop and display in the classroom a list of class rules that will help everyone show respect for the rights of others. For example:

- Always ask permission before borrowing someone's supplies.
- Wait to speak until no one else is talking.

Establish specific consequences for rule violations and explain the reasons for these consequences.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 1.7 continued

### Content

### Teaching/Learning Strategies

Play games and perform activities that require students to express courtesy, to listen to the opinions of others, to accept those opinions even when they are different from their own, and to show respect for others' possessions. Praise students when they illustrate positive behaviors and encourage them to correct negative ones.

Practice cooperation with others in group situations (e.g., sharing).

Discuss with students how to work within a small group and emphasize cooperation, group identity, and the individual's role within the group. Play the "Rafting Game." Carpet squares may be used as a raft. Start with a large raft and take squares away to make it smaller. The idea is to get all the students on the smallest raft possible. Create a story to explain the decreasing size and the importance of keeping everyone on the raft.

Play the "Robot Game." Students need to be paired as partners for this activity. A robot has been built by a clever scientist in one of the laboratories. The robot cannot see and must be taken around many obstacles (boxes, chairs, tables, etc.) to reach the second laboratory to receive its eyes. The scientist must tell the robot how to progress (forward, backward, right, left, stop, go, etc.) in order to reach the goal. If the robot touches an obstacle, it will break apart and must be taken back for other repairs. Each student will play both roles of robot and scientist. After students have played one role, reverse the roles and have them play the other.

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.8 The student will continue to respond to the approaches of people he or she knows and does not know.

This objective relates to: FLE K.8, K.9,1.12, 2.7; Health SOL 1.19, 2.18, 2.19; HIV/AIDS K.5, 2.5; NHES 3, 5 & 7

### Content

Definition of a stranger--anyone you do not know. Comparison of stranger, family, and friend.

Appropriate responses in various situations

- Greeting friends and acquaintances
- Talking to community helpers who are strangers (nurse, fireman, store clerk, plumber)
- Responding to strangers when you are with a parent
- Getting away from a stranger who tries to touch you, give you something, or ask you to do something

Definitions of safe touch, and unsafe touch

--safe touch--(1) touching that can be done in front of anyone, (2) touching that is not a secret, (3) touching that makes a child feel happy and not uncomfortable, (4) touching that is done to assist with bathing or to provide medical care

--unsafe touch--(1) touching on private parts of the body (the areas covered by a bathing suit), (2) touching to be kept secret, (3) touching that could produce unhappy uncomfortable, scared, confused, feelings, (4) hitting, kicking, pinching, biting, pulling hair, pushing

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### Teaching/Learning Strategies

Discuss the meanings of friends, family, and strangers. Emphasize that family and true friends should never ask you to do something unsafe or harmful.

Ask students to list ways that the people in their families show affection and good touching. In going over the complete list, star (\*) expressions of physical affection. Explain that physical affection is part of a loving family if the touching is good touching.

Read a story about affection. Discuss the many times we give and receive hugs in our families. Let students draw a picture of such a time and write about it.

Explain to students that when a person (other than the doctor or a parent/guardian giving a child a bath) touches the body's private parts, students should know to say "no" to the inappropriate touch whether initiated by a person familiar or unfamiliar to them.

Students should get away from the negative situation and tell some trusted adult (parent, teacher, school nurse, school counselor, minister, grandparent, or guardian) about the situation.

Programs like "Hugs and Kisses" by Theater IV from Richmond or individuals from local sexual abuse support groups may help in the delivery of this material.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 1.8 continued

### Content

Responding to bad touches from family members, neighbors, strangers, and others

- Say "no" in a loud voice.
- Look the person in the eyes.
- Use strong body language (mean what you say).
- Get away.

Reporting a bad touch

- Tell a trusted adult (parent, teacher, grandparent, guardian, school nurse, school counselor, minister).
- Continue to report the touch until someone listens or responds.

### Teaching/Learning Strategies

Explain to students what to do if someone gives them a bad touch. Simplify the steps for them by writing on the chalkboard or chart paper:

- Say "no"
- Run away
- Tell someone (a parent, teacher, etc.)

Present hypothetical situations and have students practice refusal skills. For example: Pose these questions: "What if a stranger approaches you on the playground and offers you a pill or candy? What if someone offers you a ride when you are walking to a friend's house?"

## HIV/AIDS PREVENTION EDUCATION

Objective: 1.9 The student will recognize feelings of wellness and will know to report symptoms of illness to responsible persons.

This objective relates to: FLE K.10, 2.2; Health SOL K.5, K.24, 1.4, 1.5; HIV/AIDS K.1, K.8, 2.6; NHES 1, 2, 3, 4, 5, & 6

<b>Content</b>	<b>Teaching/Learning Strategies</b>
Factors that encompass wellness and illness	Discuss symptoms to look for as indicators of illness, such as fever, pain, upset stomach, headache, extreme sleepiness, stress, etc.
Symptoms of illness that need to be reported	Compare these symptoms with the feelings and attitudes that are associated with being well, such as happiness, excitement, friendliness, playfulness, cooperativeness, alertness and lack of stress.
--Fever	
--Pain	
--Upset stomach	
--Unexplained sleepiness	
--Headache	
--Soreness	
--Sleeplessness	
--Rash	
Responsible persons to report illness to	Tell students that if they have any of the symptoms of illness discussed, they should tell an adult (a parent, school nurse, school counselor, teacher, babysitter, etc.) because signs of illness often cannot be detected outwardly by someone else.
--Parents/guardians	
--Child-care providers	
--Teachers	
--Grandparents	
--Siblings (older)	
--Other relatives	
--Family friends	
--School nurse	
--School social worker/visiting teacher	
--Principal	
--Police officer	
Services of health professionals and community resources	Ask students to relate personal experiences about visits to the dentist, doctor, pharmacist, or hospital to stay or to receive treatment.
--Hospital	
--Clinic	
--Doctor	
--Ambulance squad	
--Social services agency	
--Pharmacist	
--Religious representative	Have students cut out pictures and make a class collage of people who can help in times of illness.

## HIV/AIDS PREVENTION EDUCATION

Objective: 2.1 The student will review the facts about HIV/AIDS as a serious infectious (communicable) disease.

This objective relates to: HIV/AIDS 1.2, 3.1; NHES 1, 2 & 3

### Content

Definition of the disease AIDS (acquired immune deficiency syndrome)--that HIV is a caused by a virus that breaks down the body's immune system, making it unable to fight off infections and cancers.

Some of the ways HIV is not transmitted

- By playing together
- By using public toilets
- By sharing toys or food
- By kissing
- By coughing or sneezing
- By insect bites
- By pets
- By casual contact (sitting next to someone)
- By hugging or touching
- By using public swimming pools
- By donating blood

Some of the ways HIV is transmitted

- By exchanging blood with an infected person (as in becoming "blood brothers" or giving first aid without gloves)
- By sharing needles (injectable drug, tattoo, or ear-piercing) with an infected person

Emphasis is on alleviating the fear of contracting HIV

### Teaching/Learning Strategies

Review information that HIV infection can be transmitted to other people but that most young children do not have to worry about getting the virus. Explain that HIV cannot be transmitted by holding hands or touching objects an infected person has touched. If a student does not have the virus, he or she does not have to get it.

If the idea of the sexual transmission of HIV is mentioned by students, deal with their questions simply. Limit your responses to what is asked and what is in accordance with your school division's guidelines for this grade level. You will want to allay children's fears about getting the disease through casual contact. The point is to make students aware of HIV/AIDS, not to frighten them.

## HIV/AIDS PREVENTION EDUCATION

Objective: 2.2 The student will continue to practice good personal health habits.

This objective relates to: FLE 1.10, 3.3, 3.4; Health SOL 1.1, 1.3, 1.10, 1.11, 1.12, 1.13, 1.14, 2.3, 2.4, 2.10, 2.11, 2.12, 2.13, 2.14, 3.7, 3.9, 3.10, 3.11, 3.13, 3.14; HIV/AIDS 1.3, 3.4; NHES 1, 2, 3 & 5

### Content

Definitions of health and habit

Good personal health behaviors that keep the body well

- Cleanliness
- Dental hygiene (brushing, flossing)
- Proper nutrition
- Frequent exercise
- Adequate rest/sleep
- Medical check-ups
- Wearing proper clothing for seasonal changes

Other habits that prevent the spread of disease

- Washing hands before eating and after using the bathroom
- Covering the mouth and nose when sneezing and coughing
- Using clean eating utensils
- Keeping objects and hands out of the mouth
- Keeping flies and other insects off food and utensils
- Using tissues to blow nose
- Washing certain foods before eating them
- Not sharing food
- Not sharing towels
- Not eating food dropped on the floor
- Avoiding people that may be sick
- Not touching blood from another person

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### Teaching/Learning Strategies

Define health as the general condition of the body and mind.

Define habit as anything done on a regular basis (e.g., getting a snack after school, going to bed at 8:00 p.m., etc.).

Explain to students that we all need to develop good health habits to keep our bodies and our minds well.

Ask students to brainstorm a list of habits they perform before school, at home, at meals, in school, etc., to maintain good health.

Ask students to use the habits named in the brainstorming, to prepare a checklist of statements of things they will do routinely for good health. Ask students to take their lists home and share them with their families. Have students keep the checklist over a period of time (2 weeks) to reflect their personal responsibility for their own health.

When talking about good personal health, students at this level probably do not think about their mental and emotional health. Stress that it is important to develop good mental and emotional health because the mind/emotions can have some control over the physical health.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 2.2 continued

### Content

Good health habits that keep the mind well  
--Liking oneself  
--Recognizing/handling stress (extreme fear, anxiety, crisis, or joy)  
--Developing appropriate leisure-time activities  
--Having friends  
--Talking with an adult when upset

### Teaching/Learning Strategies

Emphasize that the ways students spend their free time contribute to their mental and emotional health as well as to their physical health. Have students draw a pie-shaped graph and label each piece with an activity they do during free time (watch TV, exercise, sleep, eat, play, etc.). The size of the pieces should correspond to how much time they spend on the activity.

Have students draw a new circle and label it "My Healthy Wheel of Fortune." Divide the circle into pie-shaped pieces and label each piece with a new leisure-time activity (e.g., reading, exercising, playing sports, making things, talking with friends). Display these circles in the classroom and discuss the variety of new activities suggested. Point out that these types of activities help us deal with stress in our lives and keep our minds/emotions in balance.

## HIV/AIDS PREVENTION EDUCATION

Objective: 2.3 The student will define drugs as substances that affect the mind and/or body functions.

This objective relates to: Health SOL 1.2, 2.1, 3.1, 3.13; HIV/AIDS 1.4; NHES 1, 3 & 6

### Content

Definitions of terms

- Drugs
- Habit-forming (addictive)
- Toxic

Identification of drugs (legal and illegal)

- Alcohol (found in beer, wine, wine coolers, liquor)
- Nicotine (found in cigarettes, smokeless tobacco, cigars—legal for adults)
- Caffeine (found in coffee, tea, chocolate, and some soft drinks)
- Prescription drugs (penicillin, antibiotics, etc.)
- Over-the-counter drugs (Tylenol, aspirin, cough medicine, etc.)
- Street drugs (marijuana, cocaine, heroin, crack, etc.)

Ways drugs can affect the mind and/or body functions

- Positive effects of prescription or over-the-counter medication, if taken properly
- Helps the body maintain balance when it is out of balance (sick)
- Immunizes against disease
- Prevents, controls, and treats infection
- Prevents fever, discomfort, and pain due to accident, injury, or illness
- Adverse effects of other drugs, such as alcohol, nicotine, caffeine, and street drugs

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### Teaching/Learning Strategies

Define drugs as substances that change the way the mind and/or body works. Identify legal drugs, such as prescription drugs, over-the-counter medicines, alcohol, nicotine, caffeine, and illegal drugs, such as street drugs (heroin, cocaine, crack, marijuana etc.).

Explain that prescription and over-the-counter medicines, when used properly, can have positive effects on the body and that alcohol, nicotine, caffeine, and street drugs have negative effects on the body. Emphasize that any medicine can be dangerous if it is taken improperly. Caution students never to take medicine unless it is given by a parent, doctor, dentist, or trusted adult.

Ask students to tell of incidents they have seen on TV or in movies or have read about that show the negative effects of alcohol, nicotine, and other drugs. List these negative effects on the chalkboard or chart paper.

Help students understand that commonly used chemical and household substances can be toxic (poisonous) and that some substances can be habit forming (addictive). Therefore, it is dangerous to ingest, sniff, or touch poisonous substances such as gasoline, cleaners, acids, solvents, glue, hairspray, plant food, soap, etc.

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## HIV/AIDS PREVENTION EDUCATION

Objective: 2.3 continued

### Content

- Alcohol
- Causes sleepiness
- Makes a person feel tired
- Makes a person dizzy
- Makes a person act silly
- Makes a person sick
- Damages liver, brain, heart
- Is habit forming (addictive)
  
- Nicotine
- Can cause cancer in lungs, mouth, throat, nose
- Clogs respiratory system
- Causes bad breath and yellow teeth
- Constricts blood vessels
- Is habit forming (addictive)
  
- Caffeine
- Increases heart rate
- Causes insomnia
- May be linked to heart disease, cancer, kidney disturbances, low blood sugar, hyperactivity
  
- Street drugs
- Can cause infants to be premature, stillborn, or addicted (of pregnant drug-using mothers)
- Elevates blood pressure, heart rate, respiratory rate, body temperature
- Can cause convulsions, seizures, coma
- Can cause death (from overdose)
- Can lead to HIV/AIDS, hepatitis (from sharing needles)

### Teaching/Learning Strategies

Caution students that poisonous household substances can often look like another substance if these substances are stored in glass jars (e.g., rubbing alcohol can resemble water).

Also, some prescription medicines (i.e., pills or capsules) may look like candy.

Caution students NEVER to eat/drink substances they find around the house unless students are sure of what they are eating or drinking. It is always safe to consult an adult first.

Have students work in small groups to create slogans to discourage the use of alcohol and drugs (e.g., "Nicotine Is Nasty, Drugs Are Dumb, Drugs Are Deadly"). Display these slogans around the room.

Divide students into small groups, each group representing a drug (alcohol, caffeine, nicotine, street drugs). Have each group present a skit demonstrating the harmful effects of the drug assigned to the group. For example: "I am alcohol. I cause people to be dizzy and might stumble when they walk," etc.

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 2.3 continued

### **Content**

- Causes brain damage
  - Can create psychological and physical dependency
- Diet drugs
  - increased heart rate
  - increased insomnia
  - may decrease school performance
  - may lead to cardiac dysfunction and death

### **Teaching/Learning Strategies**

## HIV/AIDS PREVENTION EDUCATION

Objective: 2.4 The student will continue to develop positive social relationships within the family and community.

This objective relates to: FLE 1.3, 1.4, 2.4, 2.5, 2.6; Health SOL 1.3, 1.5, 1.6, 2.5, 3.12; HIV/AIDS 1.5, 1.6, 1.7, 3.5, 3.6, 3.7; NHES 3, 5, 6 & 7

### Content

Definitions of family and friend

Behaviors that contribute to the happiness of a family

- Helping with chores
- Using courtesy and good manners
- Cooperating in work and play
- Caring for personal belongings
- Playing with or helping siblings

Behaviors that contribute to good friendships

- Being dependable
- Sharing
- Cooperating in work and play
- Being honest and kind
- Listening to others with respect
- Not saying things to hurt others' feelings
- Helping others when they need help
- Being cheerful about work and play
- Using good manners and courtesy
- Accepting others' attitudes and feelings
- Providing positive reinforcement to others

Physical affection:

- Shown to family members and friends
- Not shown to acquaintances and strangers

Occasions to show physical affection

- In greeting and departing
- At celebrations
- In showing concern or praise

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### Teaching/Learning Strategies

Ask volunteers to name qualities of a family and a friend. Write responses on the chalkboard or chart paper. Create definitions for family and for friend that encompass the major qualities students have mentioned.

Emphasize that a caring family and real friends will like/love us and want the best for us at all times. Caring family and friends will never ask us to do things that are wrong or harmful. (see content in Objective 1.8)

Ask students to brainstorm a list of behaviors that help to create happy feelings in the family. Create another list of characteristics of a good friend. As a group, ask students to complete such statements as:

- "To make things better at home, within the next week, I will..."
- "I try to be a good friend by..."

Have students bring pictures to make a class collage showing different facets of family life and friendship. Students may want to bring pictures of their own families.

Discuss the idea of physical affection, the occasions to show physical affection, and the appropriate people whom one should give physical affection--family members and friends,

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## HIV/AIDS PREVENTION EDUCATION

Objective: 2.4 continued

### Content

Appropriate ways to show affection

- With a hug and/or a kiss
- With a pat on the back
- With a handshake

Ways to show respect for others

- Accept differences among people (ethnic, religious, personality, physical)
- View persons with a chronic illness or disability as unique individuals with many strengths

### Teaching/Learning Strategies

not acquaintances and strangers. Discuss appropriate ways to show affection.

Discuss ways to show affection and respect for people who are different (i.e., those who may be disabled, aged, physically different, ethnically different, etc.).

Create a hypothetical situation that involves the enrollment of a new student in class. Select two groups of students from the class for a role-play situation. One group will demonstrate excluding behaviors, and the second group will demonstrate including behaviors toward the "new kids" in the group. Discuss the impact of these behaviors on the new student and on the entire class atmosphere of the class.

Create a class song to the tune of "Row, Row, Row Your Boat" to welcome new students. For example:

"Welcome, welcome, welcome Sally,  
Welcome to our group.  
We are glad to have you here,  
We hope you'll join our troop."

Have a "Special Needs" Awareness Day. Set aside several hours for children to try out wheelchairs, crutches, glasses, hearing devices, communication devices, casts, and safe medical supplies so that they can better understand, accept, and respect those family and community members who have special needs. Be cautious about keeping students' focus on the purpose of the activity.

## HIV/AIDS PREVENTION EDUCATION

Objective: 2.5 The student will identify and demonstrate refusal skills.

This objective relates to: FLE 1.12, 2.7, 3.11; Health SOL 1.19, 2.2, 2.18, 3.3, 3.24;  
HIV/AIDS 1.8, 3.4; NHES 3, 5 & 6

### Content

Definition/examples of trust

Questions to ask when making a decision

- Is it safe?
- Does it hurt me or anyone else?
- Would my parents/teachers approve?
- What are the consequences?
- Is it legal?

Refusal skills

- Say "no" loudly and as soon as possible.
- Look the person in the eyes.
- Look as if you mean it.
- Walk or run away.

Reporting inappropriate touches or offers of drugs

- Tell a trusted adult (parent, teacher, grandparent, school nurse, school counselor).
- Continue to report until someone listens or responds.

### Teaching/Learning Strategies

Define the term trust as a feeling of confidence in someone (e.g., trusting someone with a secret, talking with a classroom teacher or guidance counselor openly and sharing your feelings, sharing personal possessions with friends when you know they will be returned intact).

Brainstorm a list of adults (or particular groups) that can be trusted, such as a parent, teacher, school nurse, school counselor, member of the clergy, grandparent, guardian, police officer, firefighter, rescue squad worker.

Explain that we can usually trust our family and true friends because they will not ask us to do anything that is wrong or will harm us. However, we have to learn to make wise decisions so that we can determine whether to say "yes" or "no" (a refusal) to requests or demands made on us. Sometimes children may be tempted by strangers (people we don't know), "friends," or even family members to perform actions that are wrong or harmful. Students must know how to ask the appropriate questions (See "Content") that will help them to make wise decisions. (This relates to content in Objective 1.8)

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## HIV/AIDS PREVENTION EDUCATION

Objective: 2.5 continued

### Content

### Teaching/Learning Strategies

Help students be alert to potential danger from people, such as staring, following, bribing, offering rides, getting too close, "friendly" coercion, and inappropriate touching. Use videotapes, films, or skits to help students know how to deal with these dangerous situations. Ask students what actions would be appropriate in situations such as the following:

- Someone offers you a ride in a car
- Someone asks you to walk in the woods
- Someone offers you candy
- Someone asks you to come into his or her house
- Someone asks you to steal

Students should advance in their readiness to say "no" to drugs or negative situations, be able to walk away from dangerous conditions, and tell a trusted adult about the experience.

Care must be taken to avoid defining discipline as "inappropriate" or "unwanted" touches.

Have students design posters encouraging other students to say "no" to inappropriate approaches.

Individually or in groups, students may write stories explaining how students can be confronted and deal with negative situations.

## HIV/AIDS PREVENTION EDUCATION

Objective: 2.6 The student will name relatives, neighbors, and individuals in the community who can fulfill the health needs of youth.

This objective relates to: Health SOL 2.5,2.7,3.9,3.16; NHES 2, 4, 5 & 7

### Content

Situations where help may be needed

- Getting sick or hurt on a playground
- Getting sick or hurt at a friend's home
- Getting sick or hurt at school
- Getting sick or hurt when home alone

Parents'/guardians' phone number(s) at home and work

People to call for help if parents are not there

- "911" number
- Neighbors
- Relatives
- Doctor
- Family friends

Family doctor's name and phone number

Role of community health-care workers

- Hospital
- Doctor
- Rescue squad
- Fire Department
- Health Clinic/Department

### Teaching/Learning Strategies

Ask students to brainstorm a list of situations when they may need health care or help. Then discuss procedures for obtaining help in each situation.

As a homework assignment, have each student, with the help of parents, make a list of people and phone numbers the student can contact in an emergency (home and at work). For example: mother, father, teacher, police, hospital, doctor, fire, religious representative, neighbor, relative. Post the list by the telephone.

Upon request by the teacher or nurse, the student should be able to give the name and phone number of his or her doctor (if they have a doctor).

Students should know procedures for using a pay phone (with and without money) in an emergency situation.

Have students role-play ways to get help in emergency situations (on the playground, at home alone, at school, when lost). Teach children the responsible use of the "911" emergency number.

Make a list of nonfamily/community members who provide care and support for children (e.g., teachers, social workers, medical personnel, child-care personnel). Discuss ways that each person/group is helpful.

## HIV/AIDS PREVENTION EDUCATION

Objective: 3.1 The student will identify HIV/AIDS as a serious infectious disease.

This objective relates to: HIV/AIDS 2.1, 3.2, 3.3, 4.1, 4.2, 4.3 Health SOL 3.7, 3.8;  
NHES 1, 2, 3 & 7

### Content

Facts about the disease AIDS

- It is caused by a virus (HIV).
- It is a disease that can be gotten from someone else's body fluids.
- It weakens the body's immune system and makes it unable to fight infection or cancer.
- It is usually a fatal (deadly) disease.
- There is no known cure for HIV/AIDS.
- HIV infection can be prevented.

Ways HIV is not transmitted

- By shaking hands
- By getting a shot from the doctor
- By using a public phone
- By playing with a friend who has AIDS
- By hugging
- By kissing (unless there are cuts or sores in the mouth)
- By classroom contact
- By coughing
- By sneezing
- By touching toilet seats
- By touching door knobs
- By sharing food, pencils, toys, dishes
- By insect bites
- In swimming pools
- By pets
- By giving blood or having a blood test

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### Teaching/Learning Strategies

Students should understand that although HIV/AIDS is a serious illness, it is hard to get and is not easily spread from person to person by casual contact.

Most students at this age do not need and cannot understand detailed facts and statistics about HIV/AIDS. In order to ease needless anxiety and give students a sense of control over their own health, reassure them that they are not in danger of getting HIV/AIDS from normal day-to-day contact.

Have students cut sheets of paper into strips and write on the strips the ways HIV/AIDS is and is not transmitted. Then have students draw a chart with two columns. Title one "How A Person Gets HIV/AIDS" and the other "How A Person Does Not Get HIV/AIDS." Paste the strips of paper in the appropriate columns. Deal with the issue of HIV/AIDS as a sexually transmitted disease according to your school division's guidelines for this grade level.

Create a mural depicting how HIV is not transmitted.

## **HIV/AIDS PREVENTION EDUCATION**

Objective: 3.1 continued

### **Content**

### **Teaching/Learning Strategies**

Ways HIV/AIDS is transmitted

- By exchanging blood with an infected person  
(as in becoming "blood brothers" or giving  
first aid without gloves)
- By sharing needles (injectable drug, tattoo,  
body-piercing) with an infected person
- By an infected mother to her unborn baby
- By sexual intercourse

Emphasis is on alleviating the fear of  
contracting HIV/AIDS

## HIV/AIDS PREVENTION EDUCATION

Objective: 3.2 The student will state various ways the body may become diseased.

This objective relates to: Health SOL 3.7, 4.5, 4.8; HIV/AIDS 2.1, 3.1, 4.1, 4.3;  
NHES 1, 2, 3 & 5

### Content

Causes of infectious (communicable) diseases (e.g., colds, measles, mumps, chicken pox)

- Germs
- Bacteria
- Viruses

Ways germs are spread

- By people
- By food
- By animals
- By air
- By water
- By blood

Definition of epidemics--outbreaks of contagious diseases that spread rapidly among more individuals in an area than expected

Causes of noninfectious (noncommunicable) diseases (e.g., diabetes, heart disorders, cancer)

- Heredity
- Lifestyle
- Unknowns

### Teaching/Learning Strategies

Have students brainstorm a list of common diseases. Help them classify the list into two categories: infectious (communicable) or noninfectious (noncommunicable). Discuss the causes of both kinds of disease.

Illustrate the spread of disease germs by sprinkling glitter on your hand. Shake a student's hand; then have this student shake another student's hand, etc. Tell students that the glitter represents infectious disease germs which are spread from person to person. When everyone has glitter on his/her hands, students will understand how epidemics develop (e.g., flu epidemics or a measles outbreak at school).

To illustrate the containment of noninfectious disease germs, put a glove on your hand to cover the glitter. Explain to students that you still have disease germs; however, they cannot be spread. Shake hands with the class to show that no more glitter (infectious disease germs) is spread to others. Explain that noninfectious diseases may be caused by heredity (i.e., genes from parents), lifestyle (i.e., a poor diet can sometimes exacerbate symptoms of diabetes or heart disorders), or environment (i.e., asbestos may cause cancer). Some noninfectious diseases have unknown causes.

## HIV/AIDS PREVENTION EDUCATION

Objective: 3.3 The student will recognize major organs and systems of the human body and describe their functions.

This objective relates to: Health SOL 3.16, 4.19,5.18; NHES 3

### Content

Major organs of the body

- Heart
- Lungs
- Stomach
- Brain

Major systems of the body

- Respiratory
- Digestive
- Circulatory
- Immune
- Nervous
- Skeletal
- Skin (the largest system of the body)
- Reproductive System

Interrelationships of body systems

- The nervous system transfers brain messages into body actions.
- The respiratory system depends on the circulatory system for distributing oxygen in the body.
- The digestive system depends on the blood (circulatory system) to supply nutrients to the body.
- The immune system protects the whole body from disease and allows the other systems to continue functioning.
- Integumentary system modulates fluid hydration, is the first line of defense from infection, and maintains body heat.

### Teaching/Learning Strategies

Most health textbooks have numerous activities and worksheets that relate to this objective. Many nonprofit health agencies, such as the American Heart Association, the American Cancer Society, and the American Lung Association, have pictorial representations of some of these body systems.

Divide the class into six groups. Each group will select a body system to study. Students will read from library or health texts about the system. Each group will present to the class a report that includes

- the name of the body system
- the main job of the system
- how the system does its job
- how the system interrelates with other systems
- how to keep the system healthy.

Students may use creative dramatics in their reports. Group members may play the roles of the parts of a particular system, (e.g., the heart, the lungs, the stomach) and give first-person accounts of their functions.

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 3.3 continued

### **Content**

### **Teaching/Learning Strategies**

Alternately, students may use body movement to demonstrate the function of a system. For example, students may demonstrate the immune system by selecting roles of specific parts of the system: form a circle; have a narrator stand inside the circle and talk about how the immune system protects against illness. When disease germs approach the circle, antibodies go out of the circle, attach to the germs, and then destroy the unhealthy germs. As long as the system remains intact, the system kills the germs and the person remains healthy.

When students understand the workings of each major system, discuss ways the systems work together in order for the whole body to function properly.

## HIV/AIDS PREVENTION EDUCATION

Objective: 3.4 The student will identify good health habits and safety practices that contribute to wellness.

This objective relates to: FLE 3.3, 3.4, 3.10, 3.11; Health SOL 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 3.3, 3.7, 3.9, 3.10, 3.11, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 4.21, 4.22, 4.23; NHES 1, 3, 5 & 6

### Content

### Teaching/Learning Strategies

Personal health habits contributing to wellness

Have students write in journals a list of completions to the statement: "To keep healthy, I..."

--Physical

--Proper nutrition

--Frequent exercise

--Medical and dental check-ups

--Avoidance of drug use

--Sufficient rest/sleep

--Cleanliness

--Mental/Emotional

--Recognizing and handling stress

--Developing appropriate leisure-time activities

--Having friends

--Liking oneself (self-esteem, positive feelings)

Write the word "wellness" on the chalkboard or chart paper and circle the word. Then draw four lines and circles going out from the original word like branches. Write the words "Physical," "Emotional," "Mental," and "Safety" in the circles. Ask students, using the lists they created in their journals, to brainstorm a list of habits that help keep them healthy (physically, emotionally, and mentally) and safe.

Students can make a "wellness" flower or tree. Cut out petals or leaves and write on each petal/leaf a behavior that contributes to total wellness. Tape leaves to the tree.

Safety practices to decrease risks

--At home (crossing streets, wearing seat belts)

--At school (fire drills)

--In personal life (saying "no" to, getting away from, and telling a trusted adult about inappropriate touches)

--During leisure-time activities (on a bicycle, on the playground)

--Getting help when injured (from a trusted adult)

--Not touching another's blood (call an adult)

Encourage students to develop appropriate leisure-time activities. Have a "Hobby Fair," to which students bring materials related to their hobbies, display the materials, and talk about their hobbies.

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## **HIV/AIDS PREVENTION EDUCATION**

Objective: 3.4 continued

### **Content**

### **Teaching/Learning Strategies**

Have students make posters or give skits promoting various safety practices at home, at school, or at play.

Explain the dangers of touching the blood of others. The HIV and other bloodborne germs like hepatitis B can be spread through the blood. Warn students against "blood brother" rituals tattooing/body piercing, giving first aid without wearing gloves, or using some type of barrier. However, stress that if they do have an accidental exposure to someone else's blood, to wash the area thoroughly and tell an adult it happen

