

AIDS and the ESE Student..... A Perspective

ESE individuals are people first.... this should be the focus of our teaching. Most ESE students are able to learn socially appropriate sexual behaviors and able to demonstrate responsibility and self-control. The increasing threat of AIDS and other STD=s makes it essential that education be provided for these students. AProtecting@ students from learning about AIDS can have serious negative consequences such as unplanned pregnancies, exploitation, victimization, STD=s, and AIDS. Lesson plans have been developed on topics relevant for ESE students to empower them to live safely and healthy.

ESE STUDENT CHARACTERISTICS WHICH MAY AFFECT LEARNING

Each ESE student is an individual with unique characteristics. Everyone learns differently. Some people with academic challenges require the same information, but need it presented several times and in several different approaches/modalities before they are empowered. Cognitive areas that may represent the need for unique and specialized strategies include:

- ! Attention span, selective attention and focus*
- ! Organizing information for recall*
- ! Physiological limitations*
- ! Receptive skills stronger than expressive*
- ! Application of knowledge/skills to new tasks*
- ! Failure to use previous experiences and consequences to help solve future problems*

The AIDS War Room was a team of ESE teachers from the Elementary, Middle, and High School levels who cooperatively set out on a mission to create some exciting, detailed, and hands-on lesson plans to compliment and enhance the AIDS: Get the Facts!, knowledge-based curriculum. License is granted and encouraged for ESE teachers to continue our mission to stretch the boundaries of the human mind and get this message to our students through adaptions, games, and other creative ideas.

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<i>LESSON IV:</i>	<i>Review Facts through Educational Game</i>
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Content Area	CBC Correlation
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LESSON VI: *Hypodermic Needles*

Grade/Course:	K-4 ESE
Content Area	CBC Correlation
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Science	K.VI.1-3.A; 1.VI.1-3.A; 2.VI.1-3.A; 3.VI.1-3.A; 4.VI.1-3.A

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Grade/Course:	K-2 ESE
Content Area	CBC Correlation
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Math	K.IV.1.4.A

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Grade/Course:	4-5 ESE
Content Area	CBC Correlation
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Grade/Course:	K-5
Content Area	CBC Correlation
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Objective: 7
Competency: A

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Course: Science
Component: VII (Human Growth & Development)
Objective: 7
Competency: A

LESSON III: *HIV Transmission*

Course: Science
Component: VII (Human Growth & Development)
Objective: 7
Competency: A

LESSON IV: *Psychosocial Aspects of HIV/AIDS*

Course: Language Arts
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Objective: 7
Competency: B

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Competency: A

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Course: Health/Life Management Skills
Component: XII (Sexually Transmitted Diseases)
Objective: 1-5
Competency: A

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Course: Health/Life Management Skills
Component: XII (Sexually Transmitted Diseases)
Objective: 1-5
Competency: A

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Course: Math (Algebra I)
Component: III (Patterns & Functions)
Objective: 1
Competency: A

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Course: Language Arts (English I)
Component: II (Composition)
Objective: 7
Competency: B (a)

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Course: Language Arts (English I)
Component: V (Informational Reading)
Objective: 1
Competency: A (b) (c)

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Course: Language Arts (English 2)
Component: IV (Listening/Speaking/Viewing)
Objective: 2
Competency: A (a) (b) (c)

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*and Concerns***

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Course: Social Studies (American Government)
Component: III (Civic Responsibility)
Objective: 3
Competency: A (a) (b) (c)

ELEMENTARY SCHOOL LESSONS

INFOMERCIAL UNIT OVERVIEW

LESSONS I-V

LESSON I: Acronyms HIV/AIDS
LESSON II: How HIV is Transmitted
LESSON III: Identify HIV tests
LESSON IV: Review Facts through Educational Game
LESSON V: Infomercial for HIV/AIDS
Grade/Course: 4-5 ESE
Content Area CBC Correlation
Social Studies 5.V.1-5.A
Science 4.VI.1-3.A; 5.VI.1-3.A
Language Arts 4.IV.A.B; 5.IV.A.B
Math 4.V.1-3.A; 5.V.1-6.A

LESSON VI: *Hypodermic Needles*

Grade/Course: K-4 ESE
Content Area CBC Correlation
Language Arts K.I.9.A.B; K.IV.1.A; 1.II.1.A; 1.IV.2.A.B; 2.II.1.A;
2.IV.2.4.A.B; 3.II.1.A; 3.IV.4.7.A.B.; 4.II.1.A; 4.IV.4.7.A.B.
Science K.VI.1-3.A; 1.VI.1-3.A; 2.VI.1-3.A; 3.VI.1-3.A; 4.VI.1-3.A

LESSON VII: *Good Health Habits*

Grade/Course: K-2 ESE
Content Area CBC Correlation
Language Arts K.11.1.A; K.IV.7.A; K.V.1.A; 1.II.1.A; 1.IV.2.A.B; 1.V.2.A;
2.II.1.A; 2.IV.2.A.B
Science K.VI.2.3.A; 1.VI.2.3.A; 2.VI.2.3.A
Math K.IV.1.4.A

LESSON VIII: *Coping With Loss*

Grade/Course: 4-5 ESE
Content Area CBC Correlation
Language Arts 4.II.3.6.7.A; 5.II.2.5.6.13.A

LESSON IX: *Psychosocial Aspects of HIV/AIDS*

Grade/Course: K-5
Content Area CBC Correlation
Language Arts K.II.A.a; 1.II.9.12.14.A; 2.II.2.4.8.15.16.A; 3.II.2.5.6.8.A;
4.II.3.6.7.A; 5.II.2.5.6.13.A

Grade/Course:	4-5 ESE
Content Area:	CBC Correlation
<i>Social Studies</i>	5.V.1-5.A
<i>Science</i>	4.VI.1-3.A; 5.VI.1-3.A
<i>Language Arts</i>	4.IV.A.B; 5.IV.A.B
<i>Math</i>	4.V.1-3.A; 5.V.1-6.A

Objective

Students will be able to identify the acronyms AIDS and HIV.

Activity

1. Write on the Board AIDS - HIV. Create a graphic organizer by writing the headers: Knows, Wants to Know, and Learned. (Suggestion: Use white plastic garbage bag to tape up and write on. It can be removed and taped back up at end of unit.) Record student responses in the first two columns.
2. Define HIV - Write on board - Read to and choral read with students. It may be necessary to use pronunciation by syllable. Discuss/permit students to share first hand knowledge. Repeat for AIDS. Use G-1 through G-3 to assist.
3. Review/teach what a cell is with students and define virus and infection. Explain the differences and use G-4 through G-8 to teach the stages of HIV and AIDS.
4. Introduce vocabulary word infomercial--write on the board, have class repeat word, define, have students orally repeat word with definition.
5. Introduce/discuss commercials, songs, printed adds, brochures, and the role each plays as an infomercial in getting the message to the public. Write medium type and cost under each. Explain that they will be working in cooperative groups to create an infomercial. Teacher created cooperative groups for each median type (Suggestions: T.V., radio, newspaper, brochure, or any combination).
6. Explain and assign class work. Cooperative groups are to brainstorm and create title and cover page illustrations. Students are not locked into initial brainstorming. Have students share this stage with class and ask students to make suggestions of color, etc. (Check understanding of information and task).
7. Collect and store for next day.
8. Close by asking students what they learned today?

Materials Needed

Graphic Organizer/White plastic bag (Kitchen tall-12 gallon)

Variety of white and colored paper
Crayons, markers, pencils
Dictionaries
Newspaper, magazine, brochures

Assessment

Score on rubric: Group Work, Title, and Cover Page

LESSON II: How HIV is Transmitted

Grade/Course: 4-5 ESE

Content Area:*Social Studies**Science**Language Arts**Math***CBC Correlation***5.V.1-5.A**4.VI.1-3.A; 5.VI.1-3.A**4.IV.A.B; 5.IV.A.B**4.V.1-3.A; 5.V.1-6.A***Objective**

Student will be able to describe how HIV infection is and is not transmitted.

Activity

1. Present information on how HIV is transmitted. Write on board and have students recite. Repeat lesson discussing ways in which HIV is not transmitted. When students are fluent, erase board. (See attached optional handouts various levels.) See Supplements 1 and 2.
2. Elicit ways in which HIV is and is not transmitted and write responses on board, checking for understanding (re-teach if necessary).
3. Explain and assign students to incorporate this information into their infomercial. Facilitate by visiting each group and checking progress using clip board method. (See attached form.)

Materials Needed

Student Created Cover Page with Title and Design

Variety of white and colored paper

Crayons, markers, pencils

Dictionaries

Newspaper, magazine, brochures

Assessment

Score group progress on Clip Board form

CLIP BOARD FORM

TEAM NAME:

<u>Members Name</u>	<u>Record</u>	<u>Contributing</u>	<u>Accuracy</u>	<i>Appropriate Group</i> <u>Interaction</u>
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

TEAM NAME:

<u>Members Name</u>	<u>Record</u>	<u>Contributing</u>	<u>Accuracy</u>	<i>Appropriate Group</i> <u>Interaction</u>
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

TEAM NAME:

<u>Members Name</u>	<u>Record</u>	<u>Contributing</u>	<u>Accuracy</u>	<i>Appropriate Group</i> <u>Interaction</u>
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

KEY: 4 points = A 3 points = B 2 points = C 1 point = D

LESSON III: Identify HIV Tests

Grade/Course: 4-5 ESE

Content Area: CBC Correlation
Social Studies 5. V.1-5.A
Science 4. VI.1-3.A; 5. VI.1-3.A
Language Arts 4.IV.A.B; 5.IV.A.B
Math 4. V.1-3.A; 5. V.1-6.A

Objective

Students will be able to identify the tests used by the medical community to test for antibodies to HIV.

Activity

1. Review what HIV stands for and how it is transmitted.
2. Introduce Vocabulary: antibodies, blood samples, detect
3. On the board write TESTING. Elicit ideas of where and how testing occurs. Explain the types of testing and time span involved. See Supplement.
4. Conduct Question and Answer session reviewing how HIV is transmitted and tested. Explain the difference between confidential (done at doctor=s office, and if positive, results must be reported) and anonymous (done at a clinic, and no names are used, and therefore cannot be reported).
5. Explain and assign class work - incorporate new information into infomercial. Use 4 Ps (Pause, Praise, Prompt and Proceed) to verify groups= progress. Record on Clip Board Form. (Suggestion: Permit those students capable of producing information on computer to do so.)

Closure

Ask students what they have learned about testing. (May use guided questions for prompts)

Materials Needed

Variety of white and colored paper
Student created cover design
Crayons, markers, pencils
Dictionaries
Newspaper, magazine, brochures

Assessment

Score on Clip Board form (found in Lesson II)

Supplement

1. *ELISA* (Enzyme-linked-immunosorbent-assay) is an HIV test that tests for HIV antibodies. This is usually the first test given as it is sensitive to HIV antibodies within drawn blood. This is a cost effective test and is offered free of charge and anonymously through the Florida Department of Health or agencies such as Community AIDS Resource, Inc. Results are sent to a laboratory and results given within 10 -14 days.
2. *WESTERN BLOT* is another HIV test that tests for HIV antibodies. This test determines the exact part of HIV against which antibodies have been targeted. This test usually is given after the ELISA in order to confirm that test=s results. To obtain a HIV positive status, both tests must be positive results.
3. *ORASURE HIV-1* is another HIV antibody test, yet is becoming more and more widespread as it is an oral test. A collection pad is placed between the gum and cheek for a few minutes. This pad collects a sample (oral mucosal transudate) where HIV antibodies, if present, could be. The sample is then placed in a solution and sent to a lab for the results within 10 days.
4. *PCR TEST* (Polymerase chain reaction) is a test that can detect small fragments of genetic material belonging to a specific virus. Thus, this test checks directly for the HIV Virus and not the anti-bodies.
5. *P24* Antigen is comparable to the ELISA, but instead of detecting HIV antibodies, the test detects the protein P24. This protein is in the core of HIV and is most prevalent during initial infection.
6. *HOME TEST KITS*. Some people choose not to visit their doctor or go to a clinic for an HIV test, so companies are now marketing home test kits. Results are processed in a laboratory and can be obtained from a phone call.

Notes

Due to the sensitive issue surrounding HIV testing, it is strongly recommended that you take an HIV test in a reputable clinic or with your doctor, where pre and post test counseling will be available.

If you decide to take an anonymous test (such as the ELISA or ORASURE at the Department of Health), you will only be classified as a number. The advantage is that no one knows who you are, and your name will never be reported if you are HIV positive. Confidential testing is available through your primary care physician, which for some is a reassuring advantage, but if you do receive a positive result your name will be reported to the Centers for Disease Control.

LESSON IV: Review Facts Through Educational Game

Grade/Course: 4-5 ESE

Content Area: CBC Correlation
Social Studies 5.V.1-5.A
Science 4.VI.1-3.A; 5.VI.1-3.A
Language Arts 4.IV.A.B; 5.IV.A.B
Math 4.V.1-3.A; 5.V.1-6.A

Objective

Students will demonstrate knowledge of HIV/AIDS while playing Jeopardy.

Activity

1. Review the facts for HIV and AIDS - transmission, prevention, and testing. Read from Jeopardy cards.
2. Set up HIV/AIDS Jeopardy.
3. Explain rules and point system.
4. Choose two team captains/or divide room in half.
5. Conduct game for one-half of class time.
6. Students divide into cooperative groups and finalize medium presentations.

Closure

Add up scores, declare a winner, and review answers given incorrectly to ensure understanding.

Materials Needed

Variety of white and colored paper
Student created cover design
Crayons, markers, pencils
Dictionaries
Newspaper, magazine, brochures
Teacher prepared index cards with HIV/AIDS facts
Masking tape to create jeopardy columns on board

Assessment

Score on Clip Board form (found in Lesson II)

RULES FOR JEOPARDY

- 1) ***A minimum of two teams are required to play plus a question reader and/or score keeper.***
- 2) ***Flip a coin; roll a dice, etc. to determine who goes first.***
- 3) ***The team who goes first now controls the board and selects a category and points of the question to be asked. The reader will read the question and the team has 15 seconds to confer with their team for the answer. The other team is given the opportunity to answer if the wrong answer is given, time expires, or no response is given. If the team gives the correct answer, they may steal the points and gain control of the board.***
- 4) ***If no correct answer is received by either team, the question is placed in a pile by the reader and will be addressed after the game as a review/closure activity.***
- 5) ***When a correct response is given, the card may be given to that team to be added up by the team at the end, or given to the score keeper to add the score.***
- 6) ***When all cards have been addressed off the board, the game is over. If there is a tie score, the reader/teacher may ask a question to the selected representative from each team. Use a bell that they can ring in or a drum for deaf/hard of hearing students. Students love this kind of interactive game.***
- 7) ***Reward winning team with a tangible object or praise.***
- 8) ***Teachers may want to create their own set of appropriate questions that can be saved and used over and over with this game. When questions are laminated on cards, they could be attached to the board using clip magnets or masking tape. A student could be assigned to turn the cards over as the category is requested, like in real Jeopardy, where questions are hidden from players.***

SUGGESTED JEOPARDY QUESTIONS

<i>POINTS</i>	<i>ACRONYMS</i>	<i>TRANSMITTED True or False</i>	<i>TESTING</i>
100	What does the H in HIV stand for?	HIV can be transmitted in swimming pools.	Which test is done first: The Western Blot or ELISA
200	<i>What does the A in AIDS stand for?</i>	<i>You can catch HIV by Hugging someone who is infected.</i>	<i>The Elisa and Western Blot test confirm results of _____ test</i>
300	<i>What does V In HIV stand for?</i>	<i>You cannot get HIV by sharing needles.</i>	<i>If I go to the doctor and have an HIV test, the test is considered confidential or anonymous?</i>
400	<i>What do AIDS stand for?</i>	<i>A pregnant mother who has HIV can pass the virus to her unborn baby.</i>	<i>The Orasure HIV-1 test, collects a sample called Mucosal Transudate</i>
500	<i>What does HIV stand for?</i>	<i>Sexual intercourse with an infected person is one way HIV is transmitted.</i>	<i>Name the three types of tests.</i>

Sample Checklist

Check - ____ = *minimal*

Check ____ = *acceptable*

Check+ ____ = *outstanding*

	Important Details	Illustration	Understandable
Team # ____ =s	____	____	____
Presentation			
Names	Participated with Group		Contributed to Presentation
_____	____		____
_____	____		
_____	____		
_____	____		
_____	____		____

	Important Details	Illustration	Understandable
Team # ____ =s	____	____	____
Presentation			
Names	Participated with Group		Contributed to Presentation
_____	____		____
_____	____		____
_____	____		____
_____	____		____
_____	____		____

	Important Details	Illustration	Understandable
Team # ____ =s	____	____	____
Presentation			
Names	Participated with Group		Contributed to Presentation
_____	____		____
_____	____		
_____	____		
_____	____		
_____	____		____

LESSON V: Infomercial for HIV/AIDS

Grade/Course: 4-5 ESE

Content Area: CBC Correlation
Social Studies 5.V.1-5.A
Science 4.VI.1-3.A; 5.VI.1-3.A
Language Arts 4.IV.A.B; 5.IV.A.B
Math 4.V.1-3.A; 5.V.1-6.A

Objective

Students will present completed infomercial on HIV/AIDS demonstrating their skill and understanding of the information.

Activity

1. Conduct jeopardy review for 15 minutes.
2. Cooperative group work for 15 minutes to practice presentation.
3. Distribute rubric sheet and explain to students how to score.
4. Begin student presentation; collect rubric and review score/grade.
5. Record in grade book. Display work around the room.

Closure

Discuss with students the cost of each medium used and the amount of people it can reach. Decide as a class how important this information is and the best way to get the message to all the people. Ask students *AWhat did you like best about the presentations?@ Complete Graphic Organizer by reviewing AWWhat I want to Learn@ and AWWhat I Learned.@*

Materials Needed

Graphic Organizer
Variety of white and colored paper
Crayons, markers, pencils
Dictionaries
Newspaper, magazine, brochures
Teacher prepared index cards with HIV/AIDS facts
Masking tape to create jeopardy columns on board

Assessment

Score of rubric for presentation: Group work, oral presentation, visual presentation

Suggested Follow-up Activities

Have students prepare poster for AIDS Awareness Week

Watch a video on HIV from the Dade County approved listing

Record presentations and on air announcements during AIDS Awareness Week.

Variations

Replace act of drawing with pictures cut from a magazine;

Create a brochure, as a whole class, in place of group

Have students keep a health/science dictionary of new vocabulary

Have students write up questions for Jeopardy

RULES FOR JEOPARDY

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500	What does HIV stand for?	Sexual intercourse with an infected person is one way HIV is transmitted.	Name the three types of tests.

Sample Checklist

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_____	_____		_____
_____	_____		
_____	_____		
_____	_____		
_____	_____		_____

	Important Details	Illustration	Understandable
Team # ____ =s	_____	_____	_____
Presentation			
Names	Participated with Group		Contributed to Presentation
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____

	Important Details	Illustration	Understandable
Team # ____ =s	_____	_____	_____
Presentation			
Names	Participated with Group		Contributed to Presentation
_____	_____		_____
_____	_____		
_____	_____		
_____	_____		
_____	_____		_____

LESSON VI: *Hypodermic Needles*

Grade/Course: **K-4 ESE**

Content Area: **CBC Correlation**

Language Arts

K.I.9.A.B; K.IV.1.A; 1.II.1.A; 1.IV.2.A.B; 2.II.1.A; 2.IV.2.4.A.B; 3.II.1.A;
3. IV.4.7.A.B; 4.II.1.A; 4.IV.4.7.A.B

Science

K.VI.1-3.A; 1.VI.1-3.A; 2.VI.1-3.A; 2.VI.1-3.A; 3.VI.1-3.A; 4.VI.1-3.A

Objective

Students will be able to recognize a hypodermic needle, know the parts, its uses, and what to do if one is found.

Overview

Many young students have heard expressions such as HIV and AIDS, but are not yet cognitive to its real meaning. As educators, it is our responsibility to empower even young children about these issues and attempt to teach them about related dangers. The elementary child may not comprehend how HIV is transmitted, but we can alert them to the dangers of bad hygiene, health care, and touching unidentified objects.

Statistics prove that one way of transmitting HIV is through unclean needles. If a child finds one in the street or in a park, they must be equipped with the knowledge of identifying what it is and know what to do. This lesson will teach the students of these dangers and offer the correct procedure in dealing with a hypodermic needle, if it is found.

Activity

1. Write >Hypodermic Needle= on board. Show a picture of the hypodermic needle. Say the name of the picture and point to the word.
2. Elicit responses on how the hypodermic needle is used. Write responses on board. (Guide responses toward: injection of medicine such as shots, illegal drugs into the body, and donating blood). Expand on any items students are not familiar with.
3. Using the overhead, show each part as it is labeled. The three parts are: the barrel, plunger, and needle. Review the parts with students by pointing to the part. Erase the labeling and choose students to come to board and label as part is called out.
4. Describe how each part is used and point to each part:
Barrel holds the liquid.
Plunger pushes the liquid through the needle.
Needle is placed under skin, usually in a vein.
5. Ask students: AWhat would you do if you saw a hypodermic needle on the ground or on the playground?@ Guide students to say ADon=t Touch!@ and AGet an Adult.@"

6. Discuss with students that often drug users will share needles. The blood gets on the needle and they throw them on the ground when they are done. Those needles may be infected with HIV.
7. Explain that HIV is a virus that leads to AIDS which kills. One of the ways to catch HIV is by touching and getting stuck by an infected needle. That is why you should not touch!
8. Role play with students, giving various situations to give each student practice in what to do when they see a hypodermic needle. Encourage all students to reply and practice replying.
9. Distribute student worksheet and explain that they are to label the parts and fill in the blanks with the correct words. Collect and grade.

Closure

Ask students to name good ways hypodermic needles are used. Ask students what they will do if they find a hypodermic needle on the floor? Who will you tell?

Materials

Overhead and machine
Hypodermic Needle (optional)
Worksheets for each student

Assessment

Class worksheets

Adaptations

May be used as a two-day lesson and incorporated into journals.

If available, retrieve the syringes from FOSS measurement kit, this will permit student to touch barrel and plunger.

NAME: _____

DATE: ____/____/____

DIRECTIONS: Look at each part carefully. Label each part by cutting the correct word out and gluing it in place.

HYPODERMIC NEEDLE

PLUNGER

BARREL

Put picture here

NEEDLE

DIRECTIONS: Read each sentence. Fill in the blank with the best word.

don't touch
barrel

plunger
blood

vein
get help

medicine
needle

1. If you find a hypodermic needle on the playground you should _____ and _____.
2. You are not to touch a needle because it may have _____ on it.
3. Medicine goes into the _____ part of the hypodermic needle.
4. The _____ is placed under the skin, usually in a vein.
5. The _____ pushes the medicine through the barrel into the needle.
6. The Hypodermic Needle is used when: getting shots, giving blood and getting _____.

LESSON VII: *Good Health Habits*

Grade/Course: K-2 ESE

Content Area **CBC Correlation**

Lang. Arts K.11.1.A; K.IV.7.A; K.V.1.A; 1.II.1.A; 1.IV.2.A.B; 1.V.2.A; 2.II.1.A;
2.IV.2.A.B

Science K.VI.2.3.A; 1.VI.2.3.A; 2.VI.2.3.A

Math K.IV.1.4.A

Objective

Students will be able to demonstrate good health habits, define a disease, and define HIV as the virus which causes AIDS.

Overview

HIV and AIDS awareness needs to be introduced to young students. Too many playgrounds, yards, and streets contain contaminated needles just waiting for a young child to stumble on it. Many young students have heard expressions such as HIV and AIDS, but are not yet cognitive to its real meaning. As educators, it is our responsibility to empower even young children about these issues and attempt to teach them the necessity for good health routines and about the related dangers of diseases. The elementary child may not comprehend how HIV is transmitted, but they can begin to prepare their bodies to fight off germs through a balanced healthy daily regiment. This lesson will arm the students with information on these dangers and offer them a guide to maintaining a healthy body.

Activity

- 1 Elicit student responses to "What do Health Habits Mean?" and record on the board. Be sure that they include (or prompt them) eating healthy foods from different food groups, get plenty of sleep, and keep clean by washing (especially hands after bathroom and before eating). Record these as a triangle. A triangle has no beginning or end and each piece is dependent on the other. Opportunity to teach/review a triangle.
- 2 Check for understanding by giving children two triangle pieces of paper of different colors. One color has "healthy habits" written on it and the other "bad habits". Instruct students to raise the appropriate color triangle to the situation presented.

Situation 1. The children in Miami are watching TV late at night.

Or

The children in Hialeah went to bed very early after their baths.

Situation 2. Jose takes a shower in the morning and at night.

Or

Maria fights every day with her mother and often gets away without taking a shower.

Situation 3. Pierre goes home everyday after school and eats a chocolate bar.

Or

LaKeisha walks home everyday after school and eats an orange as a snack.

3. Introduce word *ADisease@* by writing on board. Explain disease is a sickness that prevents the body from working and can usually be recognized (seen) by symptoms and signs. Relate how germs are spread (coughing, handshake, sharing drinking glasses, not washing hands after bathroom, dirty tissues, sneezing, and putting fingers in the mouth). Good health habits enable the body to fight the germs (rest to give the body a chance to fight germs, eat right to give body fuel to fight, and clean to prevent more germs from entering). *See worksheets for Spreading Germs.*
4. Introduce HIV as a virus. On board write IVH and have students place letters in the correct order and then read it. Explain that it is a virus that leads to AIDS. Remember, although the common cold and HIV are both viruses, they are contracted in different ways. Students need to be clear on how HIV is not contracted.
5. Explain and assign class worksheets. **Collect and grade.** Distribute and explain weekly homework.

Closure

Review with students the important aspects of good health and ask them AIIs there something you do each day that can be changed to improve your health? What are you going to change?

Materials

Worksheets

2 colors of prepared triangles C Good health/Bad Health

AIDS: Get the Facts! Book

Homework

Assessment

Student worksheets

Adaptations

Replace holding of triangles to verbal responses

Copy information from board into notebook

Illustrate good and bad health habits

Develop mini plays demonstrating good and bad choices

Further develop into a two or three day lesson

LESSON VIII: *Coping with loss*

Grade/Course: 4-5 ESE

Content area: **CBC Correlation**
Language Arts 4.II.3.6.7.A; 5.II.2.5.6.13.A

Objective

Students will demonstrate understanding that grief is a natural reaction to loss.

Overview

As more and more new statistics on HIV and AIDS are being reported, certain age groups are increasing. Current statistics show that the state of Florida has over 20,000 reported cases of people with AIDS. Estimates show that 1,000 of those reported cases are under the age of 19. The elementary ESE student may not have the full cognitive skills to fully comprehend this issue. As they mature, they will be able to understand not only the virus and the tests, but also the social issues involved. One of which is the way in which young people have to face the fact that family, parents, and friends may be diagnosed HIV positive. It is important for young children to be able to express their feelings in a caring environment and to be given strategies in dealing with certain emotions that HIV and AIDS will evoke. This lesson will introduce the sensitive issue of coping with loss, whether it is losing a game or a person to a disease.

Activity

Begin with students brainstorming names of games. Use the resultant list to discuss emotions/feelings associated with a favorite game. Set up role-playing game situations with one or more students representing the winning side and another student or group the losing side. After a few scenarios, conduct a discussion on feelings when losing a game. Question: What could you say to a friend who has lost a game and is feeling sad? **Introduce** idea that losing a game is only one kind of loss that makes us sad. **Cluster** other losses that cause sadness. (Include some of your own contributions. Be sure that *Alosing a pet@*, *Aa friend moving away@*, *Asomeone dying@*, and *Aa person living with HIV/AIDS@* are in the cluster. Further discussion comparing losing a game vs. losing a person to death might be necessary. Teachers may need to talk about severity of loss, human denominator, etc. within each cluster. **Finally**, have students write and illustrate something people can do or say to help someone who has had a loss.

Materials

Colored construction paper
Markers and pens

Assessment

Written illustrated product

Adaptations

Students list many ways of helping someone who has had a loss
Use magazines for pictures and construct a class collage of helping activities
Students, in groups, develop and present their own scenario of loss and sympathy

LESSON IX: *Psychosocial aspects of HIV/AIDS*

Grade/Course: K-5

Content Area CBC Correlation
Language Arts K.II.A.a; 1.II.9.12.14.A; 2.II.2.4..8.15.16.A; 3.II.2.5.8.A; 4.II.3.6.7.A;
5.II.2.5.6.13.A

Objective

The student will be able to make a get well card for a person living with HIV.

Overview

Although many educators and students know certain facts about HIV and AIDS, there are still many myths concerning the epidemic. Many people still have misconceptions about HIV and AIDS and this can lead to misunderstandings. Knowledge about HIV and AIDS is constantly changing, but one thing is for sure: HIV is a virus that is only transmitted between humans and there are only a few ways of transmission. HIV is a virus that can be avoided. This means that no one need develop AIDS, ever, with the right precautions taken.

Unfortunately, today=s ESE student is a part of the AGeneration X@ that has many more global problems to deal with than their parents. They are one of the fastest growing groups being diagnosed with HIV. The city of Miami has the second largest number of pediatric AIDS cases. This lesson will bring home the reality that today=s teens are living with HIV, but are living longer if diagnosed early, and take care of themselves. Students, during, and after this activity, will develop a more sensitive view of people with HIV and AIDS. They will develop a better awareness of empathy, by knowing that other children their age, though different, have certain problems to overcome everyday.

Preparation

Prior to the lesson, it is recommended that the teacher contact University of Miami School of Medicine Pediatric Infectious Disease and Immunology Department at (305-243-6676), Community AIDS Resource, Inc. at (305-667-9296), or Miami Children=s Hospital at (305-666-6511, ext. 2399) to obtain information.

Activity

1. The teacher will ask students how they feel like when they are sick, and discuss their responses.
2. Discuss the different types of illnesses, including AIDS.
3. The teacher will then ask students what are some of the things that make them feel better when they are sick and write them on the chalkboard. If students do not mention get well cards, make sure that it is included.

4. Tell students that their assignment is to make get well cards for AIDS patients. Each student is to receive a recipient's name to customize their card.
5. Brainstorm ideas to write in a card to make someone who is ill feel better. Write on board. This will help with spelling words that would commonly be used. Instruct students to draft their card. Explain the editing and revising process.
6. When draft has been completed, brainstorm again on ideas to illustrate the card. Again emphasis is on cheerful and colorful. Have students draw in pencil before coloring. Check the pencil drawing before issuing crayons. While students are drawing, edit the written portion of the card.
7. Have students construct, inscribe, and decorate their cards.
8. Teacher will mail or deliver the cards to the recipients.

Assessment

Get well cards!

Adaptation

Students may use classroom computers to make their cards.

Have students who are unable to write or use computer to dictate

Cut pictures from magazines or old wallpaper pattern books to illustrate cards.

MIDDLE SCHOOL LESSONS

LESSON I: *The Facts of HIV/AIDS/Telephone Interviews*

Course: Science
Component: I (Scientific Process Skills)
Objective: 7
Competency: A

LESSON II: *Introduction to HIV/AIDS/Vocabulary*

Course: Science
Component: VII (Human Growth & Development)
Objective: 7
Competency: A

LESSON III: *HIV Transmission*

Course: Science
Component: VII (Human Growth & Development)
Objective: 7
Competency: A

LESSON IV: *Psychosocial Aspects of HIV/AIDS*

Course: Language Arts
Component: II (Composition)
Objective: 7
Competency: B

LESSON V: *Interpret Graphs*

Course: Language Arts/Mathematics 1, 2, 3
Component: I (Reading Applications)/V (Statistics and Probability)
Objective: 10/1-7
Competency: A(c)/A

LESSON VI: *Mandatory HIV Testing-Debate*

Course: Civics
Component: III (Civic Responsibility)
Objective: 4
Competency: B (b)

LESSON I: *The facts of HIV/AIDS/Telephone Interviews*

Grade/Course: M/J Science

Component: I (Scientific Process Skills)

Objective: 7 (The student will be able to find answers to their own questions on HIV/AIDS by interviewing someone from the Centers for Disease Control (CDC) via telephone.

Competency: A

Overview

Although many educators and students know certain facts about HIV and AIDS, there are still many myths concerning the epidemic. Many people still have misconceptions about HIV and AIDS and this can lead to misunderstandings. Knowledge about HIV and AIDS is constantly changing, but one thing is for sure: HIV is a virus that is only transmitted between humans and there are only a few ways of transmission. HIV is a virus that can be avoided. This means that no one need develop AIDS, ever, with the right precautions taken.

Unfortunately, today=s ESE student is a part of the AGeneration X@ that has many more global problems to deal with than their parents. They need to understand the dangers of HIV and AIDS. Often they are afraid to ask questions of professionals, usually turning to their peers for answers. This lesson will empower the students by offering them an environment in which to ask questions concerning HIV and AIDS. By calling the AIDS Hotline, the students will have the opportunity to gather correct information that may answer their own personal questions, dispel certain myths, and delineate certain prejudices. The activity will also show the students the process of how one can utilize a resource which can be generalized to other inquires.

Preparation

Teacher must set up this activity at least one day in advance by calling the CDC AIDS hotline at 1-800-342-AIDS. Also, the teacher and students must have access to a speaker phone during the activity.

Activity

1. The teacher will write HIV/AIDS on the chalkboard and ask students to write anything they know about these acronyms for one minute on their own paper.
2. Elicit students= responses and write them on the chalkboard, labeled AWhat You Know.@
3. Next, ask students what they would like to know about HIV/AIDS, and write their responses in question form on the chalkboard, labeled AWhat You Want to Know.@
4. Call the CDC AIDS hotline as arranged, and have students get responses to their question via the speaker phone.

5. Go back to the students= questions labeled AWhat You Want to Know,@ and ask them to answer the questions based on their telephone interview. Write their responses on the chalkboard, labeled AWhat You Learned.@

Assessment

Questions formulated, answers to questions, and participation during the activity.

Adaptations

Higher level students may take the information and write a paragraph using main idea and supporting details. Students may also make posters or oral presentations on what they learned.

*The Deaf and Hard of Hearing may call 1-800-243-7889 for TTY service.

LESSON II: Introduction to HIV/AIDS/Vocabulary

Grade/Course: M/J Comp. Science 2

Component: VII (Human Growth & Development)

Objective: 7 (The student will, after a series of lectures and reading assignments, display the definitions and differences between HIV and AIDS, on a visual poster.)

Competency: A

Overview

As the world gears towards the new millennium, AIDS (Acquired Immune Deficiency Syndrome) has become almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of our conscience. Yet for an estimated 1 million Americans and 30 million people world wide, the HIV virus is still active and very prevalent. HIV (Human Immunodeficiency Virus) is the virus that, by eventually eating away at your body's immune system, can lead to AIDS. The clinical definition of a person with AIDS has now changed to a person with a T-Cell count of less than 200 with at least one opportunistic disease. This means that with proper medication and a healthy lifestyle, people who are HIV positive, (a person that has contracted the HIV virus), are living healthier and longer lives. These people have been tested and are aware of the implications of certain lifestyle behaviors.

Unfortunately, the growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers / young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. (One half of all new HIV infections occur in people under the age of 25, and AIDS is the sixth leading cause of death among 15-24 year-olds!). The alarming thing about the current numbers is that these are the reported cases. Some people choose not to know and some people have inaccurate testing done (see window period lesson #VI English 1-V-1-A under senior high school lessons). It is essential that today's students arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current statistics and information. Many of today's ESE students lack the social skills and assertiveness in seeking out the current and correct knowledge. Many say that they know about these issues, relying on peer information, yet after this lesson of visually seeing the difference between HIV and AIDS, they will begin to fully grasp how this epidemic is impacting their generation.

Activity

The teacher will pass among the class a set of blank flash cards with one card having an X on it. The teacher will instruct the students that whoever has the marked card to keep it a secret. The students will then exchange the card amongst themselves. Again, the teacher will ask whoever now has the marked card to keep it a secret. The class will exchange the cards once again. The teacher will now ask all 3 people who had the marked card to identify themselves. Starting with the first student, the teacher will explain that this person contracted* the HIV virus and passed it on to the second student. Then explain that student number 2 passed it on, inadvertently, to the last student who now has the card. This is how quickly and silently the virus can be passed among humans.

Write the acronym HIV on the board, or pass out supplement *. Explain each letter in detail. When explaining H for Human, give the students hypothetical situations* to see if they fully understand. When explaining I for Immunodeficiency, the teacher may want to show a picture, slide or video (depending on teacher and student knowledge) to explain the immune system and T-Cells. For V, a drawn picture may suffice or a video or transparency may be needed. HIV is a virus that latches on to the outer part of cell (CD4) and injects its own RNA (genetic material) into the T-Cell. The T-Cell then produces a new pro-virus, unknowingly (because the cell naturally reproduces), which is a T-Cell now infiltrated by HIV. Discuss the definitions with the students and have them repeat the information back to you. Encourage them to make notes.

Repeat the process for the acronym AIDS. Use whatever examples best meet the needs of the ESE students receiving instruction. Reiterate that HIV and AIDS are different. HIV is a virus, that over time (usually 5-10 years) breaks down the body=s immune system, meaning it cannot fight off certain diseases, which leads to AIDS*.

With this knowledge and written notes, have the students cut out brochures* and type up definitions and examples. Have the students make large posters including visuals and correct information.

Materials

Flash Cards, (Overhead, transparencies), (Slides), (VCR, Video) Poster Board, Marker Pens, Brochures.

Assessment

To produce a display poster defining both HIV and AIDS and stating the differences between both.

(Teacher made assessment tool).

Adaptations

* During the card game, depending on the ESE students, the teacher may want to give examples on how HIV is transmitted. Otherwise explain this later in another lesson.

* Supplement can be adapted to certain needs through a transparency, sentence strips, orally dictated, or signed.

* When checking to see what the student has learned, the teacher can pose scenarios for the students to answer: Can a mosquito give a human HIV or can a human give a dog HIV? The teacher could also have the student quiz each other.

* The teacher could bring in certain brochures or books on the subject or assign the student homework to research this them.

* The teacher may want to use this example as a kinesthetic way to teach the class. A good visual example is to take the student with the marked card, explaining that today is when they contracted HIV. The student should be literally walked for 7 seconds; each second representing a year that

the T-Cells are being attacked by the retro virus-HIV. This is a good way to show that HIV eventually leads to the stage of AIDS.

Notes to the teacher

This lesson may be used in Language Arts or Social Studies to introduce this sensitive topic. Please note that you may not be an expert on this subject, so further reading may be essential. Also, people do not specifically die from AIDS, but the body's ineptitude in fighting off the opportunistic diseases caused by HIV.

Supplement

Many educators and students often confuse HIV and AIDS. This supplement clearly defines both and offers you some explanations

HIV STANDS FOR HUMAN IMMUNODEFICIENCY VIRUS.

This is a human virus. It cannot be transmitted from insects or animals. (Mosquitoes can't give you HIV or AIDS!) Immunodeficiency means that your body's immune system is not functioning properly. Virus means a microscopic inanimate object that invades cells, takes control, and by using the cell's resources, produces more viruses. HIV is a retro virus that progresses slowly to, over a certain period of time, AIDS.

AIDS STANDS FOR ACQUIRED IMMUNE DEFICIENCY SYNDROME.

Acquired means that you have to do something to acquire HIV and (maybe) ultimately AIDS. You do not just suddenly wake up one morning and the virus is in you. Immunodeficiency, again, means that your immune system is not working properly, and Syndrome means a collection of symptoms.

The clinical definition of a person having AIDS is one with a T-Cell count of less than 200 and having at least one opportunistic disease.

The modes of transmitting HIV are:

- 1) **SEX:** HIV is found in semen, blood, and vaginal fluids. It can be transmitted through unprotected sexual contact whether vaginal, anal, or oral sex.
- 2) **SHARING NEEDLES:** A needle works like a vacuum. Blood will be left in a needle, so sharing a needle for drug use, tattoos, or steroids is like receiving a direct transfer.
- 3) **BLOOD TO BLOOD CONTACT:** Possible open sores in mouth or sexual organs, and even rarely, from a transfusion or organ transplant.
- 4) **MOTHER TO FETUS OR NEWBORN:** Blood may pass from mother to fetus in the womb or at birth. If the mom is HIV positive there is a 15-25% chance the baby may get HIV from the mother's milk.

LESSON III:

HIV Transmission

Grade/Course: M/J Science

Component: VII (Human Growth & Development)

Objective: 7 (The student will be able to recognize how easily the HIV virus can be transmitted through sexual activity.)

Competency: A

Overview

Although many educators and students know certain facts about HIV and AIDS, there are still many myths concerning the epidemic. Many people still have misconceptions about HIV and AIDS and this can lead to misunderstandings. Knowledge about HIV and AIDS is constantly changing, but one thing is for sure: HIV is a virus that is only transmitted between humans and there are only a few ways of transmission. HIV is a virus that can be avoided. This means that no one need develop AIDS, ever, with the right precautions taken.

Unfortunately, today=s ESE student is a part of the AGeneration X@ that has many more global problems to deal with than their parents. They need to empower themselves with the current knowledge so as to stay alert to the dangers of HIV and AIDS. After this lesson, the students will see how deadly and quietly the HIV virus can spread among humans.

Activity

1. Explain that each student will receive a bag of candy, an index card, and a pencil. Explain that students will circulate around the room and exchange a few candies with each other. Tell them that they don=t have to exchange candies with anyone of they do not want to, but that they must get a signature on the index card from everyone with whom they do exchange candies. Tell them not to eat the candy until the end of the exercise!
2. Hand out the materials and give participants about five minutes to exchange candies and names. Then ask them to be seated.
3. Find out who got the most signatures. Ask everyone to lift up their bags and have the two people with stars on their bags stand up. Explain that they were the only ones to start out with green candies and that the green candies represent the HIV virus. Then ask anyone who now has the green candies to stand up. Explain that because they exchanged candies with an infected person, they may also be infected (remember, students need to understand that candy does not give them HIV. Explain that exchanging candies in this activity represents participating in risky behaviors with that person. A review on ways HIV is and is not transmitted may be needed). Continue by asking anyone who has a signature from any of the people standing (even if they do not have green candies) also to stand. They are also at risk for HIV infection unless they have a small Ac@ in the upper right hand corner of the card; those people may sit down because they used condoms and were protected from the virus.
4. On the back of their index cards, have students write their reaction to the activity.
5. Finally, discuss the activity with the students. See suggested discussion questions.

Materials

M & M candies (or other multicolored candies or objects), index cards, pencils, small brown paper bags for each student.

Assessment

Teacher-made observation checklist of student's performance (see attached sample).

DISCUSSION POINTS

- 1) How did the people with the star on their bags feel? How did others feel about these people?
- 2) Initially, how did people feel about those who were not exchanging candies? Did those feelings change when the object of the exercise was revealed? How did the people feel who were not exchanging candies? Discuss the benefits of abstinence/postponement of sexual intercourse.
- 3) How did the people who used condoms feel at the end of the game? Discuss condoms and HIV prevention.
- 4) Participants probably did not get much of a chance to interact with someone before exchanging candies. Sometimes people have spent very little time with, or know very little about someone before they have intercourse. Discuss the risks involved.

OBSERVATION CHECK LIST

STUDENTS:

**PARTICIPATED
IN ACTIVITY**

**CONTRIBUTED
TO DISCUSSION**

**INDEX CARD
REACTION**

Check- = minimal

Check = satisfactory

Check+ = outstanding

LESSON IV:

Psychosocial aspects of HIV/AIDS

Grade/Course: M/J Language Arts

Component: II (Composition)

Objective: 7 (The student will be able to write a friendly letter to a person living with HIV.)

Competency: B

Overview

Although many educators and students know certain facts about HIV and AIDS, there are still many myths concerning the epidemic. Many people still have misconceptions about HIV and AIDS and this can lead to misunderstandings. Knowledge about HIV and AIDS is constantly changing, but one thing is for sure: HIV is a virus that is only transmitted between humans and there are only a few ways of transmission. HIV is a virus that can be avoided. This means that no one need develop AIDS, ever, with the right precautions taken.

Unfortunately, today=s ESE student is a part of the AGeneration X@ that has many more global problems to deal with than their parents. They are one of the fastest growing groups being diagnosed with HIV. The city of Miami has the second largest number of pediatric AIDS cases. This lesson will bring home the reality that today=s teens are living with HIV, but are living longer if diagnosed early, and take care of themselves. Students, during, and after this activity, will develop a more sensitive view of people with HIV and AIDS. They will develop a better awareness of empathy, by knowing that other children their age, though different, have certain problems to overcome everyday.

Preparation

Prior to the lesson, it is recommended that the teacher contact University of Miami School of Medicine Pediatric Infectious Disease and Immunology Department at (305-243-6676), Community AIDS Resource, Inc., at (305-667-9296), or Miami Children=s Hospital at (305-666-6511, ext. 2399)

Activity

1. Discuss the 5 parts of a friendly letter with the students (heading, greeting, body, closing, and signature).
2. Using the chalkboard or overhead, write a friendly letter with assistance from the students.
3. Have each student write his/her own friendly letter to a person living with HIV.
4. Make corrections in structure, grammar, and punctuation, and have students rewrite their final drafts.
5. Teacher will mail students= letters to their pen-pals.

Assessment

Final draft of letters.

Adaptations

Students may make get well cards, draw pictures, or make a group collage.

LESSON V: *Interpreting Graphs*

Grade/Course: M/J Language Arts/MJ Mathematics 1, 2, 3

Component: I (Reading Applications)/V (Statistics and Probability)

Objective: 10/1-7 (Students will be able to read and interpret graphed statistics on HIV/AIDS.)

Competency: A(c)/A

Overview

As the world gears towards the new millennium, AIDS (Acquired Immune Deficiency Syndrome) has become almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of our conscience. Yet for an estimated 1 million Americans and 30 million people world wide, the HIV virus is still active and very prevalent. HIV (Human Immunodeficiency Virus) is the virus that, by eventually eating away at your body's immune system, can lead to AIDS. The clinical definition of a person with AIDS has now changed to a person with a T-Cell count of less than 200 with at least one opportunistic disease. This means that with proper medication and a healthy lifestyle, people who are HIV positive (a person that has contracted the HIV virus) are living healthier and longer lives. These people have been tested and are aware of the implications of certain lifestyle behaviors.

Unfortunately, the growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers/young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. One half of all new HIV infections occur in people under the age of 25, and AIDS is the sixth leading cause of death among 15-24 year-olds. The alarming thing about the current numbers is that these are the reported cases. Some people choose not to know and some people have inaccurate testing done. It is essential that today's student arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current statistics and information. It is hoped that by researching this subject and visually seeing the results on a graph, students will begin to fully grasp how this epidemic is impacting their generation.

Activity

1. Discuss transparency of a graph (Parts of the graph, type of graph, information given).
2. Ask students several questions which can be answered by the graph, and elicit from students additional questions which can be answered by information on the graph. Write students' questions on the chalkboard.
3. Pass out copies of a different graph. Students, individually or in cooperative teams, will develop a series of questions based on the graph (exact number to be determined by teacher based on knowledge of students.)

Assessment

Answers to questions posed by teacher, student developed questions

Materials

Copies of bar/circle graph, transparency of a different graph, overhead projector.

Adaptations

Can be used with any type of graph (bar, circle, line, or pictograph). Also appropriate for interpreting tables and charts. Can be extended by making copies of student questions and used as a quiz or game. Students may also use the information to write summaries. This lesson may be used as a mathematics lesson where students would construct their own graphs, or charts, based on given information.

LESSON VI: Mandatory HIV Testing-Debate

Grade/Course: M/J Civics

Component: III (Civic Responsibility)

Objective: 4 (The students will be able to present an argument in favor of, or against, a proposed law for mandatory HIV testing)

Competency: B (b)

Overview

Although many educators and students know certain facts about HIV and AIDS, there are many sensitive topics that arise from this issue. The total number of HIV infected people in the United States is **estimated** to be from 650,000 to 900,000. This translates into approximately 1 in 300 people. The cumulative AIDS cases in the United States as of 3-31-98 were 644,991.

Unfortunately, today=s ESE student is a part of the AGeneration X@ that has many more global problems to deal with than their parents. They are one of the fastest growing groups being diagnosed with HIV. The city of Miami has the second largest number of pediatric AIDS cases. This lesson will bring home the reality that today=s teens are impacted by HIV and one day, due to necessity, legislation may be passed that will effect each and everyone of them. This activity will allow the students to not only express their feelings towards the topic, but also show them the correct procedure in debate and argument. It will empower them with the notion of civic responsibility as their vote will be impacting many others.

Activity

1. Write the statement ABeginning next school year, all middle and high school students must be tested for HIV@ on the chalkboard.
2. Ask students to write a response to this statement on their own paper.
3. Elicit some of their responses and discuss them.
4. Separate the students into two random groups and randomly assign each group one side of the argument (toss a coin, pick a number, etc.)
5. Give both groups an ample amount of time to prepare for their arguments (library research or teacher-provided materials.)
6. Have both groups present their arguments backed by facts, one at a time in front of the class.
7. Deaf/hard of hearing students might need this activity done orally (with sign language.)

Materials

Paper, pencils, research materials (pamphlets, books, etc.)

Assessment

Arguments presented by both groups assessed by a teacher-made checklist (see example attached).

SENIOR SCHOOL LESSONS

LESSON I:

Decision-Making

Course: Health/Life Management Skills
Component: IV (Responsible Decision Making Process)
Objective: 1-5
Competency: A

LESSON II:

Class Booklet of HIV/AIDS Facts

Course: Health/Life Management Skills
Component: XII (Sexuality Transmitted Diseases)
Objective: 1-5
Competency: A

LESSON III:

Introduction to HIV/AIDS

Course: Health/Life Management Skills
Component: XII (Sexuality Transmitted Diseases)
Objective: 1-5
Competency: A

LESSON IV:

Statistics of HIV Infected Teenagers/Young Adults

Course: Math (Algebra I)
Component: III (Patterns & Functions)
Objective: 1
Competency: A

LESSON V:

HIV Tests Compare & Contrast

Course: Language Arts (English I)
Component: II (Composition)
Objective: 7
Competency: B (a)

LESSON VI:

The Window Period of an HIV Test

Course: Language Arts (English I)
Component: V (Informational Reading)
Objective: 1
Competency: A (b) (c)

LESSON VII: *Knowledge of Facts Concerning HIV/AIDS*

Course: Language Arts (English 2)
Component: IV (Listening/Speaking/Viewing)
Objective: 2
Competency: A

**LESSON VIII: *Community Service Project on HIV/AIDS Information
and Concerns***

Course: Social Studies (American Government)
Component: III (Civic Responsibility)
Objective: 3
Competency: A (a) (b) (c)

LESSON I: Decision-Making

Course: Health/Life Management Skills

Component: IV (Responsible Decision-Making Process)

Objective: 1-5 (Students will make connections between choices/decisions and consequences).

Competency: A

Overview

The fastest growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers / young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. (One half of all new HIV infections occur in people under the age of 25, and AIDS is the sixth leading cause of death among 15-24 year-olds!). The alarming thing about the current numbers is that these are the reported cases. It is essential that today=s high school students arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current information. Today=s ESE student is part of the AGeneration X@ that has many more global problems to deal with than their parents. They need to empower themselves with knowledge in order to use good judgment in making decisions. After this lesson student should understand that being responsible means understanding the consequences of what we do.

Activity

Post several pictures that show people involved in different activities. Have students explain the actions or situations in each picture. Write the word **Choice** on the board, overhead, or chart. Ask what choices are being made. We make choices every day. Beside AChoice,@ write the word **Decision**. Cluster choices and post (Be sure to include your own.) Write **Consequences**. What happens as a result of a choice/decision? Lead a discussion with the students of a choice/decision made and the consequences that followed. Now, pass out previously prepared cards (file folders work well) with topics for discussion. Elicit from students choices that need to be made and possible consequences of wrong decisions. **Note:** Be sure that abstinence and HIV/AIDS are a part of the discussion on sexual activity. Finally, have students draw a picture showing a good choice/decision. Post students= work.

Materials/preparation

Several pictures of people involved in activities.

Chart paper or several transparencies and overhead projectors.

Decide on topics for discussion - Write topics on construction paper or in file folders.

Some suggested topics: Brushing Teeth, Cutting class, Drinking and driving, Tobacco, Sexual Activity, HIV/AIDS, and others of your choice.

Assessment

Student responses.

Class clusters activity.

Picture of choice/decision.

Adaptation

Set up a role-playing scenario with students acting out consequences.

Write captions for the picture.

Use large roll of paper and create class collage rather than individual pictures.

Use magazines and have students locate pictures and tell stories about decisions and consequences.

LESSON II: *Class Booklet of HIV/AIDS Facts*

Course: Health/Life Management Skills

Component: XII (Sexually Transmitted Diseases)

Objective: 1-5 (Students will demonstrate knowledge of facts about HIV/AIDS by developing a page for a class booklet, illustration with a caption).

Competency: A

Overview

As the world gears toward the new millennium, AIDS (Acquired Immune Deficiency Syndrome) has become almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of our conscience. Yet for an estimated 1 million Americans and 30 million people world wide, the HIV virus is still active and very prevalent. HIV (Human Immunodeficiency Virus) is the virus that, by eventually eating away at your body's immune system, can lead to AIDS. The clinical definition of a person with AIDS has now changed to a person with a T-Cell count of less than 200 with at least one opportunistic disease. This means that with proper medication and a healthy lifestyle, people who are HIV positive (a person that has contracted the HIV virus) are living healthier and longer lives. These people have been tested and are aware of the implications of certain lifestyle behaviors.

Unfortunately, the growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers/young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. (One half of all new HIV infections occur in people under the age of 25, and AIDS is the sixth leading cause of death among 15-24 year-olds!). The alarming thing about the current numbers is that these are the reported cases. Some people choose not to know and some people have inaccurate testing done. It is essential that today's high school students arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current information. It is hoped that by researching this subject, students will begin to fully grasp how this epidemic is impacting their generation.

Activity

Choose an approved video from the M-DCPS AV library. Write the title of the video (film) on the board. Facilitate a discussion with students making predictions on the content of the film. Show the film. Students are to write at least one fact from the film and/or one question they want answered about the film. Following the film, discuss their predictions. Then, elicit the facts (questions) from the students and record them on the large paper. Students now illustrate their fact and write the fact as a caption to illustration. Emphasize creativity, clarity, and legibility. Finally, collect all pages, copy, collate, and return to the students as a class-produced HIV/AIDS booklet. Place originals in students' work portfolios.

Materials/preparation

County approved video
TV/VCR or In school closed circuit TV
Colored markers, poster-size paper

Assessment

Participation in discussions
Fact/question from film
Illustrated page with a caption
Class booklets (List all student contributors as authors).

Adaptations

Some students may need peers to read aloud for their fact.
Allow students to write for their peers from dictation.
Higher functioning students can elaborate on the one sentence caption.
Extend into fact and opinion. Give students colored paper one color for **FACT**, and a different color for **OPINION**. Students hold up paper in response to statements.

LESSON III: *Introduction to HIV/AIDS*

Course: Health (Life Management Skills)

Component: XII (Sexually Transmitted Diseases)

Objective: 1-5 (The Student will, after a series of lectures and reading assignments, display the definitions and differences between HIV and AIDS, on a visual poster).

Competency: A

Overview

As the world gears toward the new millennium, AIDS (Acquired Immune Deficiency Syndrome) has become almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of our conscience. Yet for an estimated one million Americans and 30 million people world wide, the HIV virus is still active and very prevalent. HIV(Human Immunodeficiency Virus) is the virus that, by eventually eating away at your body=s immune system, can lead to AIDS. The clinical definition of a person having AIDS has now changed to a person with a T-Cell count of less than 200 with at least one opportunistic disease. This means that with proper medication and a healthy lifestyle, people who are HIV positive (a person that has contracted the HIV virus) are living healthier and longer lives. These people have been tested and are aware of the implications of certain lifestyle behaviors.

Unfortunately, the growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers / young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. (One half of all new HIV infections occur in people under the age of 25, and AIDS is the sixth leading cause of death among 15-24 year-olds!). The alarming thing about the current numbers is that these are the reported cases. Some people choose not to know and some people have inaccurate testing done (see window period lesson #VI English 1-V-1-A). It is essential that today=s high school student arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current statistics and information. Many of today=s ESE students lack the social skills and assertiveness in seeking out the current and correct knowledge. Many say that they know about these issues, relying on peer information, yet after this lesson of visually seeing the difference between HIV and AIDS, they will begin to fully grasp how this epidemic is impacting their generation.

Activity

The teacher will distribute a set of blank flash cards with one card having an X on it. The teacher will instruct the students that whoever has the marked card to keep it a secret. The students will exchange the cards among themselves. Again, the teacher will ask whoever now has the marked card to keep it a secret. The class will exchange the cards once again. The teacher will now ask all three people who had the marked card to identify themselves. Starting with the first student the teacher will explain that this person contracted* the HIV virus and passed it onto the second student. Then explain that student number 2 passed it on, inadvertently, to the last student who now has the card. This is how quickly and silently the virus can be passed among humans.

Write the acronym HIV on the board, or pass out supplement*. Explain each letter in detail. When explaining H for Human, give the students hypothetical situations to see if they fully understand. When explaining I for Immunodeficiency, the teacher may want to show a picture, slide, or video (depending on teacher and student knowledge) to explain the immune system and T-Cells. For V, a drawn picture may suffice or a video or transparency may be needed. HIV is a virus that latches onto the outer part of a cell (CD4) and injects its own RNA (genetic material) into the T-Cell. The T-Cell then produces a new pro-virus, unknowingly (because the cell naturally reproduces), which is a T-Cell now infiltrated by HIV. Discuss the definitions with the students and have them repeat the information back to you. Encourage them to make notes.

Repeat the process for the acronym AIDS. Use whatever examples best meet the needs of the ESE students receiving instruction. Reiterate that HIV and AIDS are different. HIV is a virus that over time (usually 5-10 years) breaks down the body's immune system, meaning it cannot fight off certain diseases, which leads to AIDS.

With this knowledge and written notes, have the students cut out brochures and type up definitions and examples. Have the students make large posters including visuals and correct information.

Materials

Flash Cards, (Overhead, transparencies), (Slides), (VCR, Video) Poster Board, Marker Pens, Brochures.

Assessment

To produce a display poster defining both HIV and AIDS and stating the differences between both.

(Teachers made assessment tools).

Adaptations

- * During the card game, depending on the ESE students, the teacher may want to give examples on how HIV is transmitted. Otherwise, explain this later in another lesson.
- * The supplement can be adapted to certain needs through a transparency, sentence strips, orally dictated, or signed.
- * When checking to see what the student has learned, the teacher can pose scenarios for the students to answer: Can a mosquito give a human HIV or can a human give a dog HIV?

- The teacher could also have the students quiz each other.
- * The teacher could bring in certain brochures or books on the subject or assign the student homework to research this them.
 - * The teacher may want to use this example as a kinesthetic way to teach the class. A good visual example is to take the student with the marked card, explaining that today is when they contracted HIV. The student should be literally walked for 7 seconds; each second represents a year that the T-Cells are being attacked by the retro virus-HIV. This is a good way to show that HIV eventually leads to the stage of AIDS.

Notes to the teacher

This lesson may be used in Language Arts or Social Studies to introduce this sensitive topic. Please note that you may not be an expert on this subject, so further reading may be essential. Also, people do not specifically die from AIDS, but the body's ineptitude in fighting off the opportunistic diseases caused by HIV.

Supplement

Many educators and students often confuse HIV and AIDS. This supplement clearly defines both and offers you some explanations

HIV STANDS FOR HUMAN IMMUNODEFICIENCY VIRUS.

This is a human virus. It cannot be transmitted from insects or animals. (Mosquitoes can't give you HIV or AIDS!) Immunodeficiency means that your body's immune system is not functioning properly. Virus means a microscopic inanimate object that invades cells, takes control, and by using the cell's resources, produces more viruses. HIV is a retro virus that progresses slowly to, over a certain period of time, AIDS.

AIDS STANDS FOR ACQUIRED IMMUNE DEFICIENCY SYNDROME.

Acquired means that you have to do something to acquire HIV and (maybe) ultimately AIDS. You do not just suddenly wake up one morning and have the virus. Immunodeficiency means that your immune system is not working properly, and Syndrome is a collection of symptoms. The clinical definition of a person having AIDS is one with a T-Cell count of less than 200 and having one opportunistic disease.

The modes of transmitting HIV are:

- 1) **SEX:** HIV is found in semen, blood, and vaginal fluids. It can be transmitted through unprotected sexual contact whether vaginal, anal, or oral sex.
- 2) **SHARING NEEDLES:** A needle works like a vacuum. Blood will be left in a needle, so sharing a needle for drug use, tattoos or steroids is like receiving a direct transfer.
- 3) **BLOOD TO BLOOD CONTACT:** Possible open sores in the mouth or sexual organs, and even rarely, from a transfusion or organ transplant.
- 4) **MOTHER TO FETUS OR NEWBORN:** Blood may pass from mother to fetus in the womb or at birth. If the mom is HIV positive there is a 15-25% chance, the baby may get HIV from the mother's milk.

Lesson IV: Statistics of HIV Infected Teenagers/ Young Adults

Course: Math (Algebra I)

Component: III (Patterns & Functions)

Objective: 1 (The student will gather data and construct two graphs representing current statistics of HIV positive teenagers).

Competency: A

Overview

As the world gears toward the new millennium, AIDS (Acquired Immune Deficiency Syndrome) has become almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of our conscience. Yet for an estimated 1 million Americans and 30 million people world wide, the HIV virus is still active and very prevalent. HIV (Human Immunodeficiency Virus) is the virus that, by eventually eating away at your body's immune system, can lead to AIDS. The clinical definition of a person having AIDS has now changed to a person with a T-Cell count of less than 200 with at least one opportunistic disease. This means that with proper medication and a healthy lifestyle, people who are HIV positive (a person that has contracted the HIV virus) are living healthier and longer lives. These people have been tested and are aware of the implications of certain lifestyle behaviors.

Unfortunately, the growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers / young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. (One half of all new HIV infections occur in people under the age of 25, and AIDS is the sixth leading cause of death among 15-24 year-olds!). The alarming thing about the current numbers is that these are the reported cases. Some people choose not to know and some people have inaccurate testing done [see window period lesson #VI English 1-V-1-A]. It is essential that today's high school student arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current statistics and information. It is hoped that by researching this subject and visually seeing the results on a graph, students will begin to fully grasp how this epidemic is impacting their generation.

Activity

The teacher will write on the board (25%) before the students enter the room. Once seated, the teacher will repeat the words, *Atwenty-five percent.* The teacher will ask if the students know what this statistic means. If a student does, the teacher will repeat the answer. If no one knows, then the teacher will give the answer: that 25% of new HIV cases are between the ages of 13-22. The teacher should ask if anyone knows what AIDS and HIV stand for and what their definitions are. (See Supplement).

Ask the class to take out a pen and answer the pre-test*. (See Assessment).

Have the students= brainstorm* ideas as to where they can gather research* on current statistics. The teacher should review their ideas and pass out any materials he or she has to assist them with the research. Once research articles and magazines have been collected, the teacher should review them to see if the correct information is present. If a student is struggling to find information on HIV positive teens, then the teacher can offer some other alternative resources. *Have the students decide on two different graphs* (bar, circle, line etc.) and plot the information that they have researched. Model each step and try to use an overhead projector or large graph paper. Have students assist you on each step drawing from their previous knowledge.

Materials

Teacher handbooks such as: AIDS: Get the Facts!, or AIDS: What Teens Need to Know by Barbara Christie-Dever; magazine or pamphlets from Centers for Disease Control or Florida Department of Health; graph paper; rulers; pencils; data chart; teachers made pre-test and post tests; and overhead projectors.

Assessment

Grade the graphs for accuracy and correct informative legend.

Have the students invent five original questions for their peers to answer (as a review for the post-test). Post test.

Adaptations

- * With the pre-test, certain ESE students would benefit from reviewing certain key words and possible clarification of what is being asked of them. Others may have to receive and take the test orally.
- * When Brainstorming, use your own judgment on whether the class should be divided into small groups, large groups, or no groups at all. Certain ESE students need to have set ground rules for input, appropriate behavior, and respecting each others= opinion.
- * Depending on the ESE students you teach, research can be in-depth or as minimal as needed. Certain students may work in groups, looking for the information. Others may use the library if capable.
- * Alternative research can be through resources such as the Internet, guest speakers, peer education groups (if available), phone calls to Department of Health, or Hospitals.
- * You may give the post-test as a multiple choice and have them circle the correct answers.
- * Check that all materials are approved for use in Miami-Dade County Public Schools.

Note to teacher

This math lesson can be used in conjunction with Language Arts, Life Management Skills, or Social Studies.

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Acquired means that you have to do something to acquire HIV and (maybe) ultimately AIDS. You do not just suddenly wake up one morning and the virus is in you. Immunodeficiency, again, means that your immune system is not working properly, and Syndrome means a collection of symptoms.

The clinical definition of a person having AIDS is one with a T-Cell count of less than 200 and having one opportunistic disease.

The modes of transmitting HIV are:

- 1) **SEX:** HIV is found in semen, blood, and vaginal fluids. It can be transmitted through unprotected sexual contact whether vaginal, anal, or oral sex.
- 2) **SHARING NEEDLES:** A needle works like a vacuum. Blood will be left in a needle, so sharing a needle for drug use, tattoos, or steroids is like receiving a direct transfer.
- 3) **BLOOD TO BLOOD CONTACT:** Possible open sores in mouth or sexual organs, and even rarely, from a transfusion or organ transplant.
- 4) **MOTHER TO FETUS OR NEWBORN:** Blood may pass from mother to fetus in the womb or at birth. If the mom is HIV positive there is a 15-25% chance, the baby may get HIV from the mother's milk.

Assessment: Pre-test

- 1) What is HIV?
- 2) What is the difference between HIV and AIDS?
- 3) How many teenagers/ young adults are HIV positive in your county/city or state?
- 4) Which ethnic group in your county/city or state has the largest amount of HIV cases?
- 5) Are more males or females HIV positive in your county/city or state?

Assessment: Post-test

- 1) What is the difference between HIV and AIDS?

- 2) What is AIDS?

- 3) What is HIV?

- 4) Are more males or females HIV positive in your county/city or state?

- 5) How many teenagers/ young adults are HIV positive in your county/city or state?

- 6) Which ethnic group in your county/city or state has the largest amount of HIV cases?

LESSON V: HIV Tests Compare & Contrast

Course: Language Arts (English I)

Component: II (Composition)

Objective: 7 (The student will, after a lecture and discussion on the different types of HIV tests, compare and contrast, classify and define at least 4 out of 6 tests).

Competency: B (a)

Overview

As the world gears toward the new millennium, AIDS has become, almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of the world=s conscience. Yet for an estimated 1 million Americans, the HIV virus is still very active. On a more positive note, people who contract HIV are living longer and healthier lives due to new drugs, changes in lifestyle, and early detection.

Due to HIV being a silent disease, once contracted, there are no major symptoms (see supplement # 3) showing that you have the virus. Later on (as many as 5 years) is when a person may show actual symptoms such as fevers, night sweats, and nausea.

It is important to get tested for possible HIV infection and there are a few choices to choose from. It is extremely important to understand what each HIV test actually tests for, their names, and what the differences are. Also, some are more advantageous than others, depending on the individual choosing to take a test. This lesson is imperative to be fully understood* as many ESE students may have thought about getting tested. They need to empower themselves with the knowledge of accessibility and accuracy rates of HIV tests. This lesson is a required prerequisite to lesson VI on the AWindow Period@ [CBC# V-I-A (b) (c)].

Activity

The teacher will show a pre-approved video* (such as The Gift) to capture the student=s attention.

If using AThe Gift,@ the teacher could discuss some of the scenes in detail to review previous lessons and student=s prior knowledge of this subject. Discuss how the little girl deteriorated throughout the video toward her death and how today people with HIV (and AIDS) are living longer. Probe the students to see if they have any reasons for this. The teacher should then talk about early detection and pass out Supplement #2*. If the class is big enough, separate into 6 groups and have them research more about each test. Each group (or student) can discuss their test and others can make notes. Using a Venn diagram or any other graphic organizer, compare and contrast each test.

Allow students time to study each test and its characteristics*.

Other pre-approved videos may be substituted. Teachers of deaf/hard of hearing students should refer to their Captioned Media Program Catalog which contains some pre-approved videos.

Materials

Graphic Organizers, brochures, tests (if available), VCR, and video.

Assessment

The student will define, classify, compare, and contrast at least 4 HIV tests.

Adaptations

- * When selecting a video, choose one that is short in length. *The Gift* is a rock video that deals with pediatric and adolescents living with HIV and AIDS. It may be very suitable for some and not for others. Preview the possible selections.
- * With supplement # 2, the teacher may want to revise it to meet the needs of the ESE students receiving instruction. Instead of a handout, a transparency may be made.
- * While studying each test, if the class is short on time, the teacher may bring in literature on each test, available from different agencies (see supplement # 4).
- * Each test has its own characteristics. The teacher may be able to purchase/order or borrow certain tests such as the ORASURE or a Home Test Kit.

Notes to Teacher

This lesson may be used in conjunction with Social Studies, Applied Life Management Skills, and Science. With a Science lesson the teacher would have to do more research concerning Retro Viruses, Antibodies, DNA, and RNA.

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- 4) ***MOTHER TO FETUS OR NEWBORN:*** Blood may pass from mother to fetus in the womb or at birth. If the mom is HIV positive there is a 15-25% chance, the baby may get HIV from the mother's milk.

Supplement II

Types of HIV Tests

1. **ELISA** (Enzyme-linked-immunosorbent-assay) is an HIV test that tests for HIV antibodies. This is usually the first test given as it is sensitive to HIV antibodies within drawn blood. This is a cost-effective test and is offered free of charge and anonymously through the Florida Department of Health or agencies such as Community AIDS Resource, Inc. Results are sent to a laboratory and results given within 10 -14 days.

2. **WESTERN BLOT** is another HIV test that tests for HIV antibodies. This test determines the exact part of HIV against which antibodies have been targeted. This test usually is given after the ELISA in order to confirm that test=s results. To obtain an HIV positive status, both tests must be positive results.

3. **ORASURE HIV-1** is another HIV antibody test. It is becoming more and more widespread as it is an oral test. A collection pad is placed between the gum and cheek for a few minutes. This pad collects a sample (oral mucosal transudate) where HIV antibodies, if present, could be. The sample is then placed in a solution and sent to a lab for the results within 10 days.

4. **PCR TEST** (Polymerase chain reaction) is a test that can detect small fragments of genetic material belonging to a specific virus. This test checks directly for the HIV Virus and not the antibodies.

5. **P24 Antigen** is comparable to the ELISA, but instead of detecting HIV antibodies, the test detects the protein P24. This protein is in the core of HIV and is most prevalent during initial infection.

6. **HOME TEST KITS** Some people choose not to visit their doctor or go to a clinic for an HIV test so companies are now marketing home test kits. Results are processed in a laboratory and can be obtained from a phone call.

Supplement III

PHASES OF HIV:

Phase 1. *Initial Infection:*

2 weeks, may exhibit Aflu-like@ symptoms; sharp drop in number of T-Cells.

Phase 2. *Asymptomatic:*

2 weeks 5 years. No symptoms.

Phase 3. *HIV Symptomatic:*

5-7 years. Symptoms such as fevers, night sweats, fatigue, nausea, diarrhea, skin disorders.

Phase 4. *AIDS:*

7-10 years. T-Cell count (sample taken from blood in healthy people should average 1,000B1,500) and at least 1 opportunistic disease (such as Kaposi=s Sarcoma).

Supplement IV

PHONE NUMBERS:

<i>National AIDS Hotline</i>	1-800-342-AIDS
<i>Florida AIDS Hotline</i>	1-800-FLA-AIDS (352-2437)
<i>Community AIDS Resource, Inc.</i>	(305) 667-9296
<i>Department of Health</i>	(305) 377-5174
<i>Miami Dade County Public Schools HIV/AIDS Education Program</i>	(305) 995-7118
<i>Florida International University Wellness Center*</i>	(305) 348-4080

[^] *Anonymous Testing*

* *Confidential Testing*

LESSON VI: The Window Period of an HIV Test

Course: Language Arts (English 1)

Component: V (Informational Reading)

Objective: 1 (The student will, after a series of research, reading, and writing activities, write a two page factual report on the HIV test=s AWindow Period@).

Competency: A (b) (c)

Overview

Many educators and students know certain facts pertaining to HIV and AIDS: An estimated 30 million people worldwide have HIV or AIDS. Each year an estimated 50,000 Americans become newly infected with HIV. There are 4 main modes of transmitting HIV. Many Americans are acknowledging this epidemic and are trying to change certain sexual behaviors by learning about new methods of protection, whether it is abstinence or use of a latex condom. As discussed in a previous lesson, CBC# II-7-B (a), there are different tests one can take to verify if they have contracted the HIV virus (see supplement # 2). Unfortunately, some ESE students may feel the need to be tested but never fully understand the actual results. Some may have troubling questions to ask, but once in the presence of a counselor, they lack the social skills and assertiveness in asking the right questions or obtaining up to -date literature.

The window period, for most people, including ESE students, is not comprehended. They fail to fully grasp; what an HIV test is really testing for, what the results mean, and the pitfalls of the AWindow Period.@ This often is the most confusing and misunderstood characteristic of HIV testing, yet it is the most important. After this lesson, they will be armed with enough factual information concerning the AWindow Period@ to write an essay that will not only reinforce what they have learned, but will help others in learning more about this subject.

Activity

The teacher will present a fictitious scenario *of a young man attempting to lure his girlfriend to the bedroom (see supplement #3).

Two student volunteers will role-play the two characters. At the end of the scene the girl states, AWell, he does love me, and his HIV test is negative.@ At this point the teacher will approach the class and interrupt shouting AStop! HIV Police. Don=t move!@ The teacher must ask the group as to what information was misinformed.

The teacher will thank the volunteers and explain that the girl does not know the real facts about an HIV test. The teacher may then ask the class why this is so, or review the previous lesson on the types of HIV tests.

The teacher will hand out certain phone numbers (see supplement #4) and ask the students to find out how, and where, someone can get an HIV test.

After discussing the findings on HIV tests, the teacher will draw a horizontal line on the board. Using today's date, the teacher will pose the scenario that Person A engages in a risky behavior and contracts HIV. 2 months pass by and that person decides to take an ELISA blood test or an Ora Sure test (both offered free of charge by the Department of Health). When person A gets the results back, Person A is very relieved to see the results were negative. This is inaccurate because the antibodies needed to fight HIV have not yet developed within the body. Explain the test is inaccurate because the antibodies need an average of 3 weeks to 3 months to develop (in order to attempt to fight the virus) if one has contracted HIV.

Start with today's date and move down the line in 1 month increment and explain when you get to the testing date that person A has contracted HIV, but the person's antibodies have not yet developed. Keep going down the line to 3 months and visually draw the positive sign stating that this is when Person A should have been tested. Using a different color, draw another line indicating the first date (today) and the date 3 months from that point. This is what they call **The Window Period.**

If the ESE students are tactile learners, you can do the same activity using snap on blocks and have each block represent the months. The point is that people have to wait for the window period in order to get an accurate test.

The alarming fact is that Person A now believes, and thinks they have proof too, that he or she does not have the virus and may engage in risky behaviors, thus, infecting others. Going back to the fictitious scenario, the girl believed that her guy was negative; his test paper did show that. Yet, when was the test taken? Did he allow for the window period? Was it really his test paper, as anonymous testing deals with numbers and not your name?

Choose different dates (point of infection and dates you should be tested) and have the students come to the board and give examples making sure they show the window period.

At this point you may want a guest speaker or a peer educator comes in to enhance this lesson.

Have the students make drafts for their reports* and gather brochures or pamphlets for them to cut out to add to their final drafts. Criteria for the report must include: Definition of HIV, the modes of transmission, where you can get a test, how do you set up an appointment, the name of the test, the type of test, what HIV tests actually test for, when you should be tested (The Window Period), and what the results mean.

Materials

Telephone, snap on blocks (optional), chalk, pamphlets, brochures.

Assessment

The student will write a two page factual report, *fully explaining (with visual pictures if desired) the window period of HIV testing.

Adaptations

- * With the scenario, adjust to meet the needs of your ESE students, age, maturity, and gender. The scene does not have to be a male or female in a house. It could place the couple at a party, or in a car. The teacher may want to write the dialogue and have the students invent the rest.
- * As the police officer, the teacher may create an unusual I.D. card or use costumes to enhance the characters. Also, another student may role play this part.
- * Some ESE students may require the teacher to model how to find the number, make a call, and ask the right questions. This could be adapted to a separate lesson and practiced a few times before actually making a real call. Some students may need a TTY or access to the Florida Relay Service (1-800-243-7889).
- * The draft reports could be a homework assignment or a small group activity.
- * To assess the essays, see Supplement # 5 as an example of the criteria that students must be able to demonstrate that they are cognitive of the Window Period.

Notes to Teacher

This lesson is extremely important and sometimes very misunderstood. HIV spreads among people who generally think that they are negative because they never fully understood the Window Period. Attached are some notes giving general information on testing which is a prerequisite to understanding the Window Period. All students need knowledge of the types of HIV testing [see lesson CBC # II-7-B (a)] before understanding the Window Period. This lesson and the lesson on the types of HIV tests can be adapted to a science lesson (study of HIV virus and antibodies), or Social Studies (implications on family/community on getting a test and receiving a positive result).

Supplement I

Many educators and students often confuse HIV and AIDS. This supplement clearly defines both and offers you some explanations

HIV STANDS FOR HUMAN IMMUNODEFICIENCY VIRUS.

This is a human virus. It cannot be transmitted from insects or animals. (Mosquitoes can't give you HIV or AIDS!) Immunodeficiency means that your body's immune system is not functioning properly. Virus means a microscopic inanimate object that invades cells, takes control, and by using the cell's resources, produces more viruses. HIV is a retro virus that progresses slowly to, over a certain period of time, AIDS.

AIDS STANDS FOR ACQUIRED IMMUNE DEFICIENCY SYNDROME.

Acquired means that you have to do something to acquire HIV and (maybe) ultimately AIDS. You do not just suddenly wake up one morning and the virus is in you. Immunodeficiency, again, means that your immune system is not working properly, and Syndrome means a collection of symptoms.

The clinical definition of a person having AIDS is one with a T-Cell count of less than 200 and having at least one opportunistic disease.

The modes of transmitting HIV are:

- 1) ***SEX:*** HIV is found in semen, blood, and vaginal fluids. It can be transmitted through unprotected sexual contact whether vaginal, anal, or oral sex.
- 2) ***SHARING NEEDLES:*** A needle works like a vacuum. Blood will be left in a needle, so sharing a needle for drug use, tattoos, or steroids is like receiving a direct transfer.
- 3) ***BLOOD TO BLOOD CONTACT:*** Possible open sores in mouth or sexual organs, and even rarely, from a transfusion or organ transplant.
- 4) ***MOTHER TO FETUS OR NEWBORN:*** Blood may pass from mother to fetus in the womb or at birth. If the mom is HIV positive there is a 15-25% chance, the baby may get HIV from the mother's milk.

Supplement II

Types of HIV Tests

1. **ELISA** (Enzyme-linked-immunosorbent-assay) is an HIV test that tests for HIV antibodies. This is usually the first test given as it is sensitive to HIV antibodies within drawn blood. This is a cost-effective test and is offered free of charge and anonymously through the Florida Department of Health or agencies such as Community AIDS Resource, Inc. Results are sent to a laboratory and results given within 10 -14 days.

2. **WESTERN BLOT** also tests for HIV antibodies. This test determines the exact part of HIV against which antibodies have been targeted. This test usually is given after the ELISA in order to confirm that test=s results. To obtain an HIV positive status, both tests must be positive results.

3. **ORASURE HIV-1** is another HIV antibody test. It is becoming more and more widespread as it is an oral test. A collection pad is placed between the gum and cheek for a few minutes. This pad collects a sample (oral mucosal transudate) where HIV antibodies, if present, could be. The sample is then placed in a solution and sent to a lab for the results within 10 days.

4. **PCR TEST** (Polymerase chain reaction) is a test that can detect small fragments of genetic material belonging to a specific virus. This test checks directly for the HIV Virus and not the antibodies.

5. **P24 Antigen** is comparable to the ELISA, but instead of detecting HIV antibodies, the test detects the protein P24. This protein is in the core of HIV and is most prevalent during initial infection.

6. **HOME TEST KITS** Some people choose not to visit their doctor or go to a clinic for an HIV test so companies are now marketing home test kits. Results are processed in a laboratory and can be obtained from a phone call.

Notes

Due to the sensitive issue surrounding HIV testing, it is strongly recommended that you take an HIV test in a reputable clinic or with your doctor where pre and post test counseling will be available.

If you decide to take an anonymous test (such as the ELISA or ORASURE at the Department of Health), you will only be classified as a number. The advantage is that no one knows who you are and your name will never be reported if you are HIV positive.

Confidential testing is available through your primary care physician which for some is a reassuring advantage, but if you do receive a positive result your name will be reported to the

Center for Disease Control.

Supplement III

Scenario

A young man is sitting on a sofa, watching T.V. A knock on the door is heard and he looks to the door and ignores it. He puts up the volume of the T.V. The knock is louder this time so the man shouts.

Man: Come in, it should be open. (A girl enters and hugs him, even though he is still sitting.)

Girl: Heh, baby. What=s up?

Man: Game=s nearly finished. How are you?

Girl: (sitting on him): Things are cool. Did you go?

Man: (He looks at her, nodding his head).

Girl: (hitting him) Well! (He plays with her hair and still says nothing.)

Girl: (hitting him again) Tell me! Please!. (He gets up and turns off the TV and turns down the light.)

Man: Here you are...My final proof of my love for you. (He pulls out a piece of paper and hands it to her. She takes it but hesitates in opening it.)

Girl: Just tell me.

Man: Go on. Look for yourself. It= s good news. (She opens it quickly, smiles and then runs into his arms.)

Girl: Wow. It= s negative. Awesome. Not that I thought..... You know.

Man: Told you I was clean. I haven=t been with many women. But I have waited a long time for you honey. Is tonight the night?. (She pulls away, and sits down.)

Girl: Honey, where are your parents?

Man: Tampa, for a week.

Girl: Do you have the things?

Man: No we decided it would be better without, right?

Girl: But.....

Man: You know I love. Now I want to show you.

Girl: Honey. You are so sweet. (She hugs him and turns to the audience.)

Girl: Well, he does love me and his HIV test is negative!

Supplement IV

<i>National AIDS Hotline</i>	1-800-342-AIDS
<i>Florida AIDS Hotline</i>	1-800-FLA-AIDS
<i>Community AIDS Resource, Inc.</i>	(305) 667-9296
<i>Department of Health</i>	(305) 377-5174
<i>Miami Dade County Public Schools AIDS Education Office</i>	(305) 995-7118
<i>Florida International University Wellness Center*</i>	(305) 348-4080

^Anonymous Testing

**Confidential Testing*

Supplement V

Rubric Assessment

1) Draft	10 points
2) Define HIV	5 points
3) Modes of transmission (reasons why you would consider taking an HIV test; planning on having a baby, had unprotected sex, had multiple partners, shared a needle shooting steroids, received a tattoo.)	6 points
4) Where you can get a test?	5 points
5) How you can set up an appointment?	5 points
6) Name of test?	4 points
7) Type of test (Anonymous or confidential).	5 points
8) What do the HIV tests actually test for?	10 points
9) When you should be tested (Window Period)?	40 points
10) Actual results and meaning.	5 points
11) Other information or pictures/cover.	<u>5 points</u>
	100 points

LESSON VII: KNOWLEDGE OF FACTS CONCERNING HIV/AIDS

Course:	Language Arts (English 2)
Component:	IV (Listening/Speaking/Viewing)
Objective:	2 (Students will design and deliver an oral presentation demonstrating knowledge of HIV/AIDS).
Competency:	A

Overview

As the world gears toward the new millennium, AIDS (Acquired Immune Deficiency Syndrome) has become almost a thing of the past. Lawmakers and the general public have let this epidemic slip to the back of our conscience. Yet for an estimated 1 million Americans and 30 million people world wide, the HIV virus is still active and very prevalent. HIV (Human Immunodeficiency Virus) is the virus that, by eventually eating away at your body's immune system, can lead to AIDS. The clinical definition of a person with AIDS has now changed to a person with a T-Cell count of less than 200 with at least one opportunistic disease. This means that with proper medication and a healthy lifestyle, people who are HIV positive (a person that has contracted the HIV virus) are living healthier and longer lives. These people have been tested and are aware of the implications of certain lifestyle behaviors.

Unfortunately, the growing numbers of HIV positive people are minority women, young adults, and teenagers. Current statistics show that teenagers / young adults between the ages of 13-29 are one of the fastest growing groups of HIV positive people. (One half of all new HIV infections occur in people under the age of 25 and AIDS is the sixth leading cause of death among 15-24 year-olds!). The alarming thing about the current numbers is that these are the reported cases. Some people choose not to know and some people have inaccurate testing done. It is essential that today's high school students arm themselves with knowledge on HIV and AIDS and that teachers share this responsibility by keeping up with current information. It is hoped that by illustrating this subject and preparing a presentation, students will begin to fully grasp how this epidemic is impacting their generation.

Activity

Write HIV/AIDS on a chalkboard (overhead, newsprint, poster paper). Brainstorm prior knowledge. Place students into cooperative groups and supply each group with poster paper, markers, and highlighters. Each member of a group receives a copy of the same particular selection. (Different for each group). In their groups, students are to read the passage and highlight or underline important ideas, words, and/or details. (Students can decide within each group to read aloud in turns, have a designated reader, or read silently). As a group, Students decide on the most important ideas and illustrate those ideas and details on the poster using pictures, diagrams, and some words. Each student **must** contribute to the poster illustrations. Finally, each member of the group participates in the presentation to the entire class. Displays are posted in the classroom.

Materials/Preparation

4 to 5 different one page selections on HIV/AIDS (Sample selections are included. Other county-approved information and articles are available. See AIDS: Get the Facts!)

Large poster paper or newsprint

Markers, highlighters, crayons

Decide on method of grouping students for cooperative activity

Checklist or rubric for evaluation (Sample provided)

Assessment

Participation with cooperative team

Oral presentation with contribution by each member

Poster with main idea and details illustrated

Adaptations

Color code the selections by group.

Show one film (from the approved county list) to the entire class. Then put students in groups to develop poster that illustrates important details from the film.

Read one selection aloud to class. Pause periodically for students to recall information using AW@ questions. Use the selection as introduction to discussion on HIV/AIDS.

Give the entire class the same selection and use Ajump-in@ reading. Have students highlight details and/or items they have questions about. Now, either in groups or individually, have students prepare an illustration for some highlighted material and present to the entire class.

Extend by having students write a fully developed paragraph with main idea and supporting details.

Sample Checklist

Check - ___ = minimal
 Check ___ = acceptable
 Check+ ___ = outstanding

	Important Details	Illustration	Understandable
Team # ___ =s	___	___	___
Presentation			
Names	Participated with Group		Contributed to Exhibit
_____	___		___
_____	___		___
_____	___		___
_____	___		___
_____	___		___

	Important Details	Illustration	Understandable
Team # ___ =s	___	___	___
Presentation			
Names	Participated with Group		Contributed to Exhibit
_____	___		___
_____	___		___
_____	___		___
_____	___		___
_____	___		___

	Important Details	Illustration	Understandable
Team # ___ =s	___	___	___
Presentation			
Names	Participated with Group		Contributed to Exhibit
_____	___		___
_____	___		___
_____	___		___
_____	___		___
_____	___		___

**LESSON VIII: Community Service Project on HIV/AIDS
 Information or Concerns**

Course: Social Studies (American Government)

Component III: Civic Responsibility

Objective: 3 (The student will, design and implement a community service project to fulfill the required community service hours).

Competency: A (a) (b) (c)

Overview

As more and more new statistics on HIV and AIDS are being reported, certain age groups are showing an increase in new reported cases. The Department of Health issues a surveillance report reporting the new statistics on HIV and AIDS cases. But these are the reported cases! What about all the people who never, ever get tested?

Part of the high school experience is to fulfill a community service project by the time a student graduates. This lesson will empower the ESE student with the opportunity not only to fulfill these hours but also to understand the importance of citizen involvement in their community.

This lesson should be addressed before December so as to be implemented throughout the school* during World AIDS Day.

One in forty people in Miami-Dade County are HIV positive! That is a fact. The high school student is at a delicate stage in their maturation. The perils they have to face will be better dealt with if they are equipped with, not only the knowledge of this subject, but also the social skills in openly discussing certain problems HIV and AIDS encompass. This will lead to implementation of answers to these problems.

Activity

The teacher will show a pre-approved video (check your M-DCPS AV catalog), to review what the students have previously learned. Engage the students in a conversation probing them about certain concerns or troubling questions that they have. Decide on a community project that they can be involved in by contacting certain agencies to help sponsor the poster competition*.

The students will devise a questionnaire for the students to ask around school. Gather data and separate into categories such as age groups or high school levels.

From the data collected, assign each student a section or question which will be their heading for the poster. *Once the posters are completed, display* them within the school and ask outside professionals to assess them. Arrange for the students to create a Public Service Announcement to inform the school=s students and faculty to visit the exhibition.

Materials

Video, VCR, Poster Board, Questionnaire, (Display Easel), (Field Trip).

Assessment

Teacher made assessment on group discussion.

Teacher or student evaluation of posters.

Community Service: See attached Check List

Adaptations

- * This lesson does not have to be limited to the school. The class may be able to implement this within the community.
- * To help sponsor the project, check with community resources such as Dade Partners, The United Way, Community AIDS Resource, Inc., or Florida International University=s Generation Safer Sex.
- * To expand the project beyond an exhibition of posters, the students could invent a Public Service Announcement for morning announcements; either advertising the exhibit or HIV and AIDS information. Some students may want to take it further and make a video.
- * The poster competition and exhibit do not have to be limited to the class; it could be offered to the ESE Department or the entire school.
- * The exhibit doesn't have to be limited to the school. A field trip could be arranged to display it within the community or at the sponsor=s place of business.

Notes to Teacher

This is not an introductory lesson to HIV and AIDS. It is a suggested culminating activity following others lessons on this subject.

Sample Checklist

Check - ____ = *minimal*

Check ____ = *acceptable*

Check+ ____ = *outstanding*

	Important Details	Illustration	Understandable
Team # ____ =s	____	____	____
Presentation			
Names	Participated with Group		Contributed to Exhibit
_____	____		____
_____	____		____
_____	____		____
_____	____		____
_____	____		____

	Important Details	Illustration	Understandable
Team # ____ =s	____	____	____
Presentation			
Names	Participated with Group		Contributed to Exhibit
_____	____		____
_____	____		____
_____	____		____
_____	____		____
_____	____		____

	Important Details	Illustration	Understandable
Team # ____ =s	____	____	____
Presentation			
Names	Participated with Group		Contributed to Exhibit
_____	____		____
_____	____		____
_____	____		____
_____	____		____
_____	____		____
