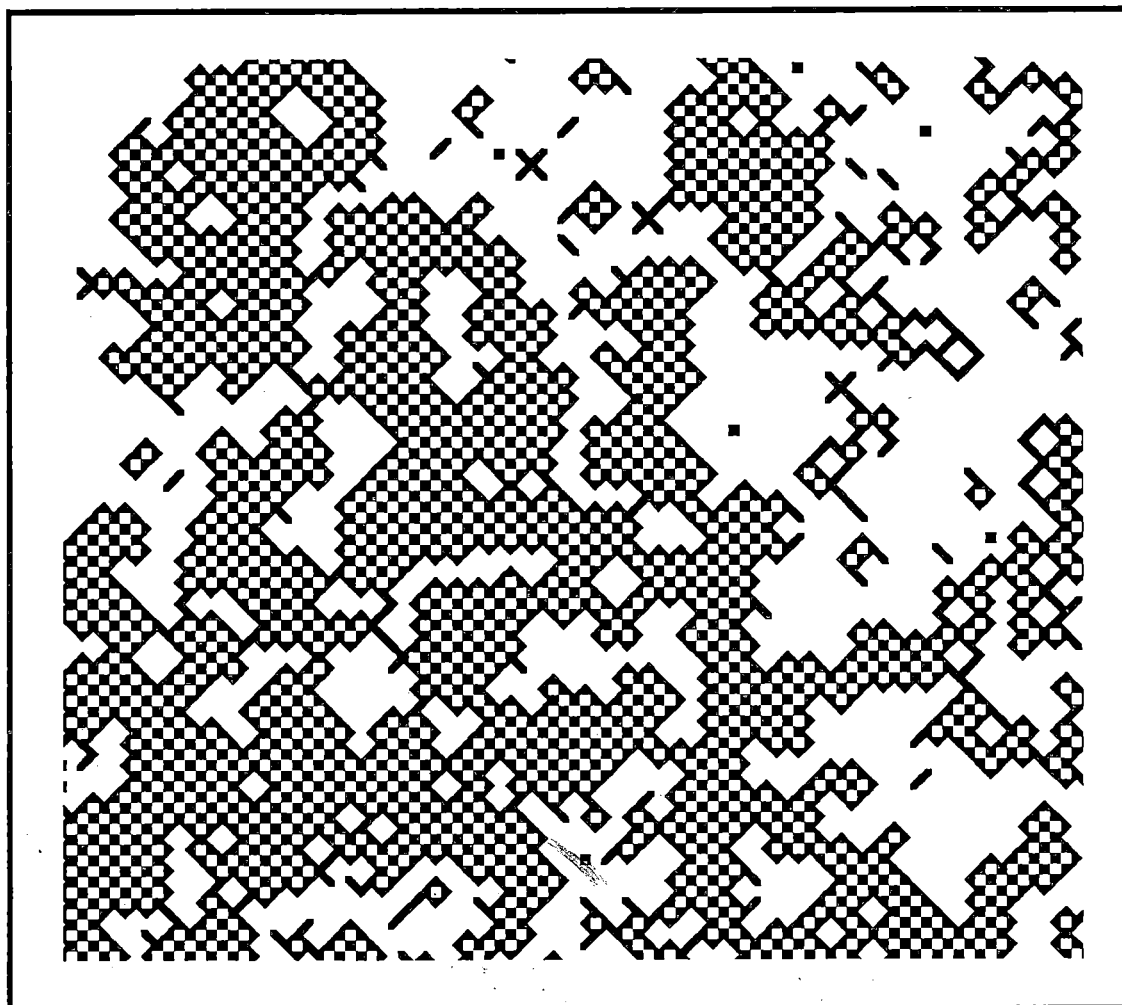


HIV / AIDS

INSTRUCTIONAL GUIDE FOR TEACHERS
Grades 4 through 5



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HIV/AIDS
INSTRUCTIONAL GUIDE FOR TEACHERS
GRADES 4 THROUGH 5

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Commissioner of Education

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Acting Assistant Commissioner
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New Jersey State Department of Education
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December, 1990

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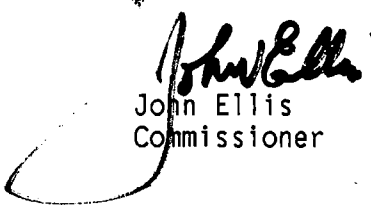
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FOREWORD

HIV/AIDS is emerging as one of the most significant health issues of our time. Currently, New Jersey ranks fifth among the states in the total number of AIDS cases reported.

The risk of HIV infection among our youth as they embark on their most productive years requires that HIV/AIDS prevention education start as early as possible. In February, 1990, the State Board of Education adopted regulations requiring New Jersey public schools to provide HIV/AIDS prevention education at the elementary as well as the secondary level.

Since education is the most valuable tool against the spread of HIV infection and AIDS, the New Jersey State Department of Education developed this instructional guide for teachers of fourth- and fifth-grade students to help New Jersey school districts implement AIDS education early. This guide offers schools strategies and methods to support the development of curriculum and instruction in the critical area of health education.



John Ellis
Commissioner

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HIV/AIDS INSTRUCTIONAL GUIDE FOR TEACHERS: GRADES 4-5

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TEACHING ABOUT AIDS*

Because of the serious health threat posed by HIV (Human Immunodeficiency Virus), the virus that causes AIDS, it is imperative that accurate and current information about the disease be incorporated into the existing health, family life, and other appropriate curricula in the elementary schools. In addition to learning the facts about AIDS, children need to be guided and encouraged to behave in ways that will ensure their health and safety.

The objectives and lessons for this instructional guide are designed specifically for **grades 4 and 5**. The focus of these units is on health life styles, responsible decision making, and positive alternatives to risk-taking behaviors.

These lessons are designed so that by the end of the **fifth grade**, students will:

- Understand that some diseases are caused by microorganisms and others by other factors; infectious diseases follow a cycle or "chain of infection";
- Understand the difference between facts and myths about HIV/AIDS;
- Practice behaviors that will enable them to achieve healthful life styles;
- Recognize positive alternatives to risk-taking behaviors; and
- Track and manage personal health by using a personal health profile.

The successful integration of HIV/AIDS related topics can best be accomplished in learning environments where:

1. Positive, open, and supportive climates are present;
2. The selection of content, activities, and resources is appropriate to the age of the students and their level of understanding and experience, and presented within the context of the general health and family life programs of the school;
3. The teacher takes advantage of those "teachable moments" to answer questions and to satisfy curiosity and interest;
4. Sensitive and "reflective listeners" help students clarify their own feelings and concerns;
5. Needless fears are allayed and students are helped to see that they have a measure of control over their health;

*Adapted from Growing Healthy; AIDS Integration Grades K-7. National Center for Health Education, 1989.

6. Where compassion, acceptance, and understanding are valued and modeled.

The elementary school teacher should be the central ingredient in an effective and integrated AIDS education effort. The teacher knows the children, their understandings, and concerns. The teacher is sensitive to the readiness of the children, to their environment, and to the standards, goals, and objectives of the local community.

Childhood is a period of wonder, curiosity, growing interest, and self-awareness. It is a time for development and building upon opportunities for success. In the elementary grades, the home and school are able to cooperate in laying the foundation for knowledge, values, and behaviors that can help children avoid HIV infection and become caring and responsible members of society.

HOW TO USE THIS GUIDE

This guide contains seven lessons which include: concepts, objectives, content, and suggested method of presentation. Also included are activities and sample worksheets which you may use to reinforce and personalize what students have learned in class. Before using any of these activities and exercises, the teacher should become familiar with the purpose of each, and how it relates to the guide for which it is designed.

LESSON ONE - DISEASES AND INFECTIONS

CONCEPT: Some diseases are caused by microorganisms, and others are caused by other factors. Infectious diseases follow a cycle or **chain of infection**.

OBJECTIVES:

1. Students will be able to distinguish between disease caused by microorganisms and those caused by other factors.
2. Students will be able to distinguish communicable from noncommunicable diseases and to understand that HIV/AIDS is a communicable disease.
3. Students should be able to understand the infectious disease cycle, or "chain of infection."

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask students how many have been ill during the past year; allow students to tell what their illnesses were and very briefly to share any other aspect of their illnesses that they care to. Explain that today the lesson will focus on the two major types of diseases and how they spread.

Distribute Worksheet 1 (page 6), and ask students to complete it individually. After about 10 minutes, have the students put their activity sheets aside and form small cooperative learning groups to develop a definition for the word **disease** and to provide as many examples of types of diseases as they can in a five-minute period of time. List the diseases on the board, and then ask the learning groups to divide the diseases into two classes: **noncommunicable** and **communicable**, those that cannot be transmitted from person to person and those that can be.

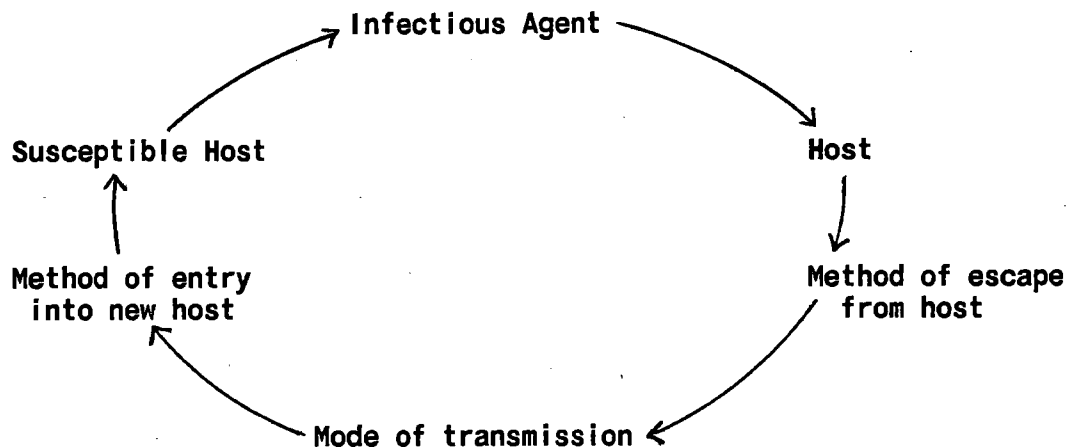
When the groups have finished this task, review the items on the board with the class to determine concept mastery. Explain that diseases may be classified as noncommunicable and communicable. Noncommunicable diseases are the kind that cannot be transmitted from one person to another. Heart disease, diabetes, hemophilia, and most cancers are of this type.

Communicable diseases are transmitted from person to person and are caused by infectious **germs** or microorganisms. These microorganisms include bacteria, fungi, parasites, and viruses. Viruses cause a number of diseases, including colds, flu, chicken pox, measles, mumps, and HIV/AIDS. Viruses are microscopic organisms that can infect cells. When our cells are infected by viruses, they often die.

The body has defenses against disease: barriers to germs (the skin, ear wax, hairs and mucus in the nose, tears in the eyes); the production of white blood cells to destroy germs; and the production of antibodies, chemicals that coat germs and help the white blood cells to destroy them.

Germs may enter the body through a break in the skin or mucous membrane or through the nose or mouth (respiratory tract). Germs are spread in a variety of ways: by direct contact with people (cough; sneeze) or by indirect contact (in food not properly refrigerated; in water; by insect or animal bites).

The **chain of infection** shows how a communicable disease can spread from person to person:



The spread of a disease requires that an infectious agent (a virus, bacterium, fungus, or parasite) find its way into a host and then be transmitted by some means into a new host. This process gets repeated incessantly and may potentially become an epidemic when it spreads to enough individuals.

The virus that causes AIDS is called the **Human Immunodeficiency Virus (HIV)**. It is a virus that infects and kills white blood cells, one of the body's most important defenses against germs. The person infected with this virus is no longer able to fight off infections, even infections from relatively harmless germs. Although HIV/AIDS is not so easily spread, especially to elementary school students, it is, nevertheless, a communicable disease; and it is wise for us to learn more about diseases and how we can guard against HIV infection.

ACTIVITY 1

DISEASE DETECTIVE

- Purpose:** To assist students in learning that HIV/AIDS is a communicable disease.
- Objective:** Students will define the term **disease** and classify various diseases as either **communicable** or **noncommunicable**.
- Materials:** Worksheet 1, pencil
- Time:** 10 minutes

Utilization

- A. This activity is intended to precede the group work indicated in Lesson One. The teacher should announce that the worksheet the students are about to be given is to be completed individually, then it will be used in group discussions afterwards.
- B. Distribute the worksheets, and ask students to work quietly and independently, checking the appropriate answers in the chart at the bottom of the page. If they are not sure of an answer have them write what they think is the answer and then make any corrections as necessary during the group and class discussions.
- C. After students have worked for about ten minutes, ask them to form small groups (of approximately 5-6 students each).



NICK STACY . . . DISEASE DETECTIVE

Write your definition of the word DISEASE in the space below.

Directions: Help Nick Stacy by placing a check in the correct column for each of the diseases listed.

DISEASE	COMMUNICABLE?	NONCOMMUNICABLE?
Common Cold		
Chicken Pox		
Cancer		
Heart Disease		
Hemophilia		
Flu		
HIV/AIDS		
Measles		
Diabetes		

LESSON TWO - A FURTHER INTRODUCTION TO HIV/AIDS

CONCEPT: HIV/AIDS is a disease that is hard to get, but impossible to get rid of because there is no cure.

- OBJECTIVES:**
1. Students will be able to understand that HIV/AIDS (Acquired Immune Deficiency Syndrome) is a disease that is very hard to get.
 - a. It is caused by the HIV virus, which weakens the ability of infected individuals to fight off disease.
 - b. People who have HIV/AIDS often develop a rare type of severe pneumonia, a cancer called Kaposi's sarcoma, and certain other diseases that healthy people normally do not get.
 2. The student will understand that HIV/AIDS is unlike most other communicable disease because there is no cure. Most people with HIV/AIDS will die.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask students how many of them have heard about HIV/AIDS. Have students share what they have heard. Reassure the students that they need not worry about getting HIV/AIDS because HIV/AIDS is very hard to catch and that they will be learning how to protect themselves from HIV infection.

Distribute Worksheet 2 (page 12) to inventory students' knowledge about HIV/AIDS. Instruct the class that they will be asked to complete the worksheet first, then check their answers as the lesson progresses. Allow time for students to complete Worksheet 2.

Explain that today, the class will explore how the body protects itself from infection, how some infections get communicated from person to person, and how HIV/AIDS is a very dangerous disease that is actually hard to get.

The body protects itself from infection in a number of ways. Basically, what the body does is to prevent germs from entering the body in the first place, and then it attacks and kills germs once they do get into the body.

The body's first defense against germs is the **skin**. The skin keeps germs out. Germs are also kept out by the **hairs** in the nose, the **mucus** when you sneeze or cough, and the **saliva** in the mouth. (Ask students to try to explain how it is that these defenses work to keep germs out.)

If, in fact, germs do get through these defenses through a break in the skin or through some other means, other defenses protect the body from the invading germs. These other defenses include **white blood cells**, which

attack and kill the invading germs, and **antibodies**, which are substances made by white blood cells to help destroy germs. Antibodies remain in the blood for a long while and are there to fight off the same germs if they should return.

The antibodies are part of the **immune system** that protects each of us from illness. Another part of the immune system and a defense against germs is the **T-helper cell**, a specific type of white blood cell which travels through the bloodstream, seeking out invading germs. When the T-helper cell locates a **pathogen** (germ), it signals other cells in the immune system to produce antibodies to attack and kill the pathogen. The HIV virus attacks the T-helper cells and actually changes them so that the damaged T cells are too weak to send signals to the immune system to fight off infection.

HIV/AIDS is a communicable disease that is passed from one person to another. It is caused by a special kind of virus called **Human Immuno-deficiency Virus** or **HIV**. The reason why this particular virus is so dangerous is that it destroys the body's immune system, leaving the body vulnerable to all kinds of invading germs. When a person is infected with HIV, he or she may remain healthy and not have any symptoms of the disease. A person like this is said to be an asymptomatic carrier of the virus. The person can infect others, however, from the moment he or she becomes infected. This period of time can be for as little as a few months or many years. Health experts are not certain why this is so. When something triggers the AIDS virus, it begins to act on the immune system of the body. The person starts to show signs of the infection. He or she may feel tired and lose weight and suffer from diarrhea, prolonged fever, or sweating at night. The infected person's body cannot fight off germs that can cause colds or other diseases. As the person's immune system weakens, he or she develops the full case of AIDS and eventually dies. There is currently no cure for HIV/AIDS, nor is there a vaccine to prevent it.

Although the germs for most communicable diseases are spread by casual contact, HIV/AIDS is not spread in this way. It is **not** spread by casual contact with other people, that is, coughing, sneezing, kissing, handshaking, touching, drinking from someone else's glass or cup or eating from someone else's plate or utensils, using the same toilet seats, swimming in the same pools, nor by animals or by insect bites (e.g., mosquitoes). HIV/AIDS can never be communicated by giving blood, for protective measures have been instituted to prevent that from happening. In short, you cannot get HIV/AIDS from being at home or at school with a person infected by the disease, nor through any of the normal types of casual contact that are likely to occur. It is not easy to catch HIV/AIDS.

NOTE: At this point in the development of the concept, the teacher will need to consider the age and degree of understanding of the students, as well as local district health and family life curricular objectives for specific grades. Before being introduced to the concept of sexual transmission of HIV/AIDS, students ought to be appropriately guided at home and school to an understanding of family life concepts related to a positive sense of human sexuality and responsible sexual behavior. In this way, the students can develop positive and comfortable feelings about their own sexuality and not learn about sexuality within the context of a dreaded disease.

HIV/AIDS is transmitted from person to person in three specific ways. It is transmitted by sexual intercourse with an infected person. It can be transmitted if two persons share the same needle or syringe when using drugs. It can be transmitted from mothers to babies if the mothers have the AIDS virus in their blood.

People who contract HIV/AIDS suffer from certain diseases that healthy people don't get, from a rare and severe form of pneumonia, and from a type of cancer known as Kaposi's sarcoma.

It is very important to prevent the AIDS virus from entering your body. You can prevent this from happening very easily. You know that having sexual intercourse is appropriate for mature adults, not children, so you will not have to worry about getting infected in this way. You also know not to use drugs illegally or to share needles or syringes. Finally, it is obvious that you are no longer a new baby.

ACTIVITY 2

HOW MUCH DO YOU KNOW ABOUT HIV/AIDS?

Purpose: To help students learn about HIV/AIDS and its effects on people who are infected.

- Objectives:**
1. Students will understand that AIDS (Acquired Immune Deficiency Syndrome) is a disease that is very hard to get:
 - a. It is caused by the HIV virus, which weakens the ability of infected individuals to fight off disease.
 - b. People who have HIV/AIDS often develop a rare type of severe pneumonia, a cancer called Kaposi's sarcoma, and certain diseases that healthy people normally do not get.
 2. The student will understand that HIV/AIDS is unlike most other communicable diseases because there is no cure. Most people with HIV/AIDS will die.

Materials: Worksheet 2, pencil

Time: 15 minutes

Utilization

- A. This activity provides students an opportunity to check their knowledge about HIV/AIDS before the information is presented in class.
- B. Students are asked to form small groups of 3-4 individuals in each and to review each item, marking the answers after consulting with each other.
- C. When the group disagrees as to whether an item is true or false, encourage the group to share this information with you and the rest of the class. Encourage the students to explain why they believe the answer is either true or false. Encourage students to exchange views on the matter, asking them to explain why they believe the answer is either true or false.
- D. After the groups have completed their work on the worksheet, review the answers with the entire class, having students tell you why they have chosen as they have. Collect the worksheets, but instruct the class that you will return them near the end of the lesson.

- E. Present the lesson about HIV/AIDS, then administer Worksheet 2 a second time, this time to the students individually. Return the students' first attempt at the worksheet, and have them compare their second performance with the first.
- F. Poll the class as to the comparisons.
- G. **ASK THE DOCTOR** (Supplemental Activity): As an extension activity for students who may have further questions, place a question box in the classroom so that students may ask questions about HIV/AIDS anonymously. The questions may be written on the supplemental activity sheet entitled "Ask the Doctors" and placed in the box. The teacher or health professional may then provide the answers in the same form.

WORKSHEET 2

HOW MUCH DO YOU KNOW ABOUT HIV/AIDS?

Directions: Read the following statements, and decide if the statement is True or False. Circle your answer for each statement.

- | | | |
|--|---|---|
| 1. Communicable diseases can be transmitted from one person to another. | T | F |
| 2. A cold is a communicable disease. | T | F |
| 3. HIV/AIDS is a communicable disease. | T | F |
| 4. Antibodies help protect us from germs. | T | F |
| 5. AIDS is caused by a virus known as HIV. | T | F |
| 6. Heart disease is communicable. | T | F |
| 7. HIV/AIDS cannot be prevented. | T | F |
| 8. The skin does not protect us from germs. | T | F |
| 9. Mucus in the nose and saliva help protect the body against germs. | T | F |
| 10. The body fights invading germs with white blood cells. | T | F |
| 11. T-helper cells signal the white blood cells to produce antibodies. | T | F |
| 12. T-helper cells can kill off the AIDS virus when it invades the body. | T | F |
| 13. HIV/AIDS can be transmitted by hugging. | T | F |
| 14. HIV/AIDS can be transmitted by sexual intercourse with an infected person. | T | F |
| 15. HIV/AIDS can be cured. | T | F |
| 16. If a person with HIV/AIDS sneezes on you, you will get HIV/AIDS. | T | F |
| 17. Sharing hypodermic needles can cause HIV/AIDS. | T | F |
| 18. Babies cannot get HIV/AIDS. | T | F |
| 19. HIV/AIDS is a deadly disease. | T | F |
| 20. HIV/AIDS can be prevented. | T | F |

MY GROUP SCORE _____

ASK THE DOCTORS



HERE'S MY QUESTION

THANK YOU FOR YOUR QUESTION. HERE'S THE ANSWER...

LESSON THREE - FACTS AND MYTHS ABOUT HIV/AIDS

CONCEPT: HIV/AIDS is spread through sexual intercourse with an infected person, use of injection equipment that an infected person has used, or from an infected mother to a newborn infant; it is not spread by other means.

- OBJECTIVE:**
1. Students will be able to distinguish between facts and opinions about HIV/AIDS.
 - a. It can be transmitted by sexual intercourse with an infected person; by using needles and other injection equipment that an infected person has used; and from an infected mother to infant before or during birth.
 - b. The AIDS virus cannot be caught by casual contact, that is by touching someone who is infected, by being in the same room with an infected person, or by donating blood.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Divide the class into cooperative learning groups of four students each, and explain that you will distribute a packet containing statements about HIV/AIDS to each team. (For materials and direction, see pages 17-19). Explain that many myths and fears have arisen as a result of the HIV/AIDS epidemic because it is still a recently discovered illness without a cure, and because it is a deadly illness. Our limited knowledge and justified fear about HIV/AIDS very often contribute to these myths and to misunderstandings about this dreaded disease. The best way to approach this problem is to learn about HIV/AIDS in terms of what it is, how it is transmitted, and how to avoid being infected by it.

Facts about HIV/AIDS

- FACT 1 A solution of household bleach and water (10 parts water, 1 part bleach) can kill the AIDS virus outside the body,
- FACT 2 There is nothing scientists have found as yet that will kill the AIDS virus once it has infected a person.
- FACT 3 The AIDS virus is found in most body fluids.
- FACT 4 The tears and saliva of an infected person have been found to contain small amounts of the AIDS virus.
- FACT 5 There have been no known cases of AIDS virus transmission through tears or saliva.

- FACT 6 HIV/AIDS cannot be transmitted through casual contact.
- FACT 7 The AIDS virus can be transmitted through the blood, semen, or vaginal fluids of an infected person.
- FACT 8 The AIDS virus can be transmitted by sharing contaminated needles and syringes.
- FACT 9 The AIDS virus cannot be transmitted when we go to our doctor for shots because all needles and syringes are sterile and are disposed of following use.
- FACT 10 Babies can become infected with HIV from their infected mothers before, during, or after birth.
- FACT 11 No one has gotten HIV/AIDS from working with and comforting people with HIV/AIDS.
- FACT 12 HIV/AIDS infection can be prevented by not having sexual intercourse.
- FACT 13 Adults need to know that one of the most effective ways to keep from getting HIV/AIDS is to maintain a mutually faithful relationship with an uninfected partner with whom they have sexual intercourse.
- FACT 14 HIV/AIDS can be prevented by saying NO to drugs and alcohol abuse.
- FACT 15 The AIDS virus does not discriminate. Anyone who engages in behavior that puts them at risk can become infected.
- FACT 16 Right now health and science experts are working hard to find a vaccine and a cure for HIV/AIDS.

Myths about HIV/AIDS

- MYTH 1 You can catch the AIDS virus from the sneeze of an infected person.
- MYTH 2 You can catch the AIDS virus from a kiss.
- MYTH 3 You can catch the AIDS virus from a shower.
- MYTH 4 You can catch the AIDS virus from the mouthpiece of the telephone.
- MYTH 5 You can catch the AIDS virus from sweat.
- MYTH 6 You can catch the AIDS virus from attending school with an infected classmate.

- MYTH 7 You can catch the AIDS virus from toilet seats, door knobs, or eating utensils.
- MYTH 8 You can catch the AIDS virus from drinking fountains.
- MYTH 9 You can catch the AIDS virus from an infected person's cup, plate, or glass.
- MYTH 10 Adults do not need to know or be concerned about HIV/AIDS.
- MYTH 11 Only people of a certain age, sex, race, ethnic group, sexual preference, or place of living get HIV/AIDS.
- MYTH 12 Everyone in the world will eventually get HIV/AIDS.

Allow for discussion by the students, and encourage their questions. Deal with their concerns, observations, and questions directly, factually, and sensitively. Some fourth- and fifth-grade pupils are ready for additional information. At this age, they are often interested in what the virus looks like and how it functions, and they will frequently hypothesize about cures. Remember, the teacher is incorporating information about the disease by using existing health and family life understandings.

ACTIVITY 3

FACTS AND MYTHS ABOUT HIV/AIDS

- Purpose:** To help students distinguish between facts and opinions (or myths) about HIV/AIDS.
- Objective:** Students will be able to distinguish between facts and opinions about HIV/AIDS.
- Materials:** Worksheet 3, construction paper, paste, crayons or markers.
- Time:** 20-30 minutes

Utilization

- A. Preparation: This activity is a cooperative learning exercise in which students will work in groups of four in a competitive game situation. Photocopy Worksheet 3 (page 19) so that you have one copy for each group. Cut each worksheet along the lines indicated to make 24 slips of paper, each containing a statement about HIV/AIDS, some of which are facts, and some of which are myths. Scramble the statements, and bundle them in preparation for the activity.
- B. Procedure: Give the class the following instructions:
1. In previous lessons, we have learned that HIV/AIDS is very dangerous because most people who get it will die from it. We also learned, however, that it is also a very hard disease to catch. Yet, people are more fearful of HIV/AIDS and people with HIV/AIDS than they need to be because they hear opinions or myths that are just not true.
 2. The purpose of this activity is to help you distinguish between **facts** and **opinions** so that you will not be more fearful of HIV/AIDS than you need to be.
- C. Divide the class into groups, using the "numbered head technique," i.e., have the students count off by fours to form four cooperative learning groups. Peer learning opportunity is the goal.
- D. Give the following instructions:
1. I will place in front of each group a bundle of statements about HIV/AIDS. You are not to touch this bundle until instructed to do so.
 2. When I give the signal, you are to sort the statements into two piles, one for those statements that you consider facts, and one for the statements that you consider to be opinions or myths.

3. (Select a leader for each group, and have him/her raise his/her hand when the group has separated the statements into the two piles.) I will note the time of completion for each group.
 4. When all groups have completed sorting the statements, I will review the entire list of statements to help you discover which are facts and which are opinions. I will then poll the groups to find out how many were correctly sorted.
 5. A 5-second penalty will be deducted from your completion time for each statement that has been sorted incorrectly. The team that finishes with the fastest completion time (adjusted for incorrect responses) is the winner.
 6. Ready? Begin.
- E. After the students have completed this activity, review the known facts and myths about HIV/AIDS (see pages 14-16).
- F. **FACTS AND MYTHS** (Supplemental Activity): Give each group a piece of construction paper to use in making a chart or poster that clearly distinguishes the statements that are facts from those that are myths. For example, students may wish to arrange these statements in two columns, pasting each statement under the appropriate heading: Facts about HIV/AIDS or Myths about HIV/AIDS. As an extension, students may want to go through copies of magazines to select and cut out appropriate pictures to reinforce the distinctions between facts or myths. Display the Fact/Myth posters.

WORKSHEET 3: FACTS AND MYTHS ABOUT HIV/AIDS

Directions to the Teacher: Reproduce as many copies of this page as you will have groups, one page per group. Cut the items apart, and scramble them so that the students may sort them into two piles, one of facts and one of opinions.

ORDINARY HOUSEHOLD
BLEACH CAN KILL THE
AIDS VIRUS OUTSIDE
OF THE BODY

NOTHING HAS BEEN FOUND
YET THAT CAN KILL THE
AIDS VIRUS IN THE
BLOODSTREAM

HIV/AIDS
CAN BE
PREVENTED

THE AIDS VIRUS CAN
BE FOUND IN MOST
BODY FLUIDS

TEARS AND SALIVA
HAVE SLIGHT TRACES
OF THE AIDS VIRUS

YOU CAN CATCH
THE AIDS VIRUS
IN SHOWERS

PEOPLE WHO GET
HIV/AIDS ARE
BAD PEOPLE

HIV/AIDS CAN BE
TRANSMITTED THROUGH
BLOOD, SEMEN, AND
VAGINAL FLUIDS

YOU CAN CATCH
HIV/AIDS
FROM SWEAT

HIV/AIDS CAN BE
PREVENTED BY NOT
HAVING SEXUAL
INTERCOURSE

HIV/AIDS CAN BE
TRANSMITTED THROUGH
SEXUAL INTERCOURSE
WITH AN INFECTED PERSON

ADULTS DON'T
EVER NEED TO
WORRY ABOUT
HIV/AIDS

YOU CAN CATCH HIV/
AIDS DRINKING FROM
SOMEONE ELSE'S GLASS
OR CUP

ONLY PEOPLE OF A CERTAIN
AGE, SEX, RACE, OR SEXUAL
PREFERENCE CAN GET HIV/
AIDS

YOU CAN CATCH
HIV/AIDS FROM
TOILET SEATS

BABIES CAN GET HIV/
AIDS FROM THEIR
INFECTED MOTHERS

THE AIDS VIRUS CAN BE
TRANSMITTED BY SHARING
CONTAMINATED NEEDLES

EVERYBODY'S
GOING TO GET
HIV/AIDS

YOU CAN CATCH THE
AIDS VIRUS BY A
KISS

NO ONE HAS GOTTEN THE
AIDS VIRUS FROM CONFORING
PATIENTS WITH HIV/AIDS

YOU CAN CATCH
HIV/AIDS FROM
DRINKING FOUNTAINS

NO KNOWN CASES
HAVE BEEN TRANS-
MITTED THROUGH
TEARS AND SALIVA

YOU CAN CATCH HIV/AIDS
FROM ATTENDING CLASS
WITH SOMEONE INFECTED
WITH THE AIDS VIRUS

YOU CAN CATCH
HIV/AIDS FROM
FROM SOMEONE'S
SNEEZE

LESSON FOUR - ACHIEVING A HEALTHFUL LIFE STYLE

CONCEPT: It is important to understand certain behaviors that contribute to a healthful life style.

- OBJECTIVE:**
1. Students will be able to understand behaviors which lead to a healthful life style, including:
 - a. Reasoning abilities regarding choices and their consequences.
 - b. The individual's control over health-related behaviors.
 - c. Respect for personal privacy.
 - d. The role of personal behavior in disease prevention.
 - e. The concept of risk and the consequences of risk-taking behaviors.
 - f. Responsibilities involved with family, friends, and school.
 - g. Recognition of the help and support that family, friends, and school can provide.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Introduce the lesson by sharing a fictitious situation with the class, describing a situation in which they are playing ball with a friend when the ball takes a bad bounce and goes into the street. They run after the ball in an effort to get it back; but all of a sudden, a car comes speeding toward the ball. Ask: "What is likely to happen if you continue to run after the ball?" Then ask, "What could you do to avoid getting hit by the car?"

Explain that sometimes people take risks because they want something but don't realize what the consequences are? In more extreme situations, people are aware of the consequences of their behaviors but do things anyway. This is the same as the situation with HIV/AIDS - a situation in which people take risks in spite of the fact that the consequences are rather severe. In fact, the consequences can be fatal. Yet, we do have some control over what happens to us. That control allows us to choose behaviors that are safe and healthy behaviors, behaviors that minimize our risk of getting hurt or catching disease.

Brainstorm with the class a list of healthy behaviors. The list may include:

1. Get proper amounts of sleep and rest.
2. Eat nourishing food every day.

3. Exercise every day.
4. Avoid using tobacco.
5. Avoid alcoholic beverages.
6. Avoid drug use.
7. Brush your teeth every day.
8. Practice good grooming.
9. Avoid playing near trash or hazardous materials.
10. When playing, be alert to possible danger, and follow safety rules.
11. Wash your hands before meals.
12. Wash your hands after going to the lavatory.
13. Cover your mouth when coughing or sneezing.
14. Go to the doctor, or stay home when sick.
15. Never accept rides from strangers.
16. Know whom you can go to when you have a problem.

At this point, you may add to the list (if these items have not been generated from the group) the following healthy behaviors related to minimizing the risk of getting HIV/AIDS:

1. We don't use illegal drugs.
2. We don't share razors, toothbrushes, ear-piercing needles, or any other item that may carry blood.
3. We do not engage in sexual intercourse.
4. We clean body fluid spills with a solution of bleach and water (1:10 solution).

Distribute Worksheet 4 (page 23), containing a situation wherein individuals are faced with decisions that may involve taking risks. Have students, in small groups, discuss the situation and their choices for appropriate behaviors. When the small groups have completed their deliberations, conduct a discussion of the situation with the entire class, inviting class members to tell what the appropriate healthy choices are.

Explain to the class that there are certain behaviors that contribute to a healthful life style. These **healthful behavior concepts** include:

1. Reasoning abilities - Consider the consequences of your actions before you act so that you can avoid doing something that is harmful to yourself.
2. Individual control - Remember that each person has control over health-related behaviors. Even though peers may pressure you to act in an unsafe way, you are the person in charge of yourself; you are in control. You will be the one who suffers from unhealthy choices, not your friends; so choose what's best for you.
3. Respect for personal privacy - Each person deserves to be who he or she is, and each has a right to privacy. No one has a right to interfere with your right to privacy; nor should you interfere with someone else's right to privacy.

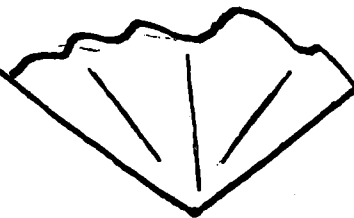
4. Personal behavior has a role in disease prevention. Think about your personal habits and how they may help prevent disease. If you engage in any behaviors that place your health in danger, eliminate those behaviors right away; get help if you need it.
5. Risk-taking can lead to some very painful and destructive consequences. Think very carefully before you take risks; think of the harm that can result before it happens.
6. Be a responsible person to yourself and to others. Being responsible to yourself involves choosing a healthful life style and avoiding unnecessary risks. Being responsible to others involves encouraging and helping them to choose a healthful life style and to avoid unnecessary risks.
7. Recognize that sometimes people need help to live in a healthful way, and it's okay to ask for that help. Help is available from our families, our friends, and our teachers and counselors at school. There are many people who love and care for you, and they do want to help you to be healthy and happy.

Following a discussion of these ideas, the class may be asked to complete Activity 4, which entails making posters related to these seven **healthful behavior concepts**. Have the students express the message of their posters in positive and thoughtful language or ideas.

WHAT DID YOU DECIDE?

HELPING ALICIA TO BE SURE

Alicia is visiting her cousin Elizabeth when some friends drop in to say hello. One of Elizabeth's friends is excited about having her ears pierced so that she can wear some of her sister's earrings. Elizabeth gets very excited and says, "Let's get a needle and pierce our own ears! I've seen my sister do it." Alicia isn't sure about doing this. What should she do? _____



ACTIVITY 4

ACHIEVING A HEALTHFUL LIFE STYLE

Purpose: To help students recognize specific behaviors or concepts that will enable them to achieve a healthful life style.

Objective:

1. Students will understand behaviors which lead to a healthful life style, including:
 - a. Reasoning abilities regarding choices and their consequences.
 - b. The individual's control over health-related behaviors.
 - c. Respect for personal privacy.
 - d. The role of personal behavior in disease prevention.
 - e. The concept of risk and the consequences of risk-taking behaviors.
 - f. Responsibilities involved with family, friends, and school.
 - g. Recognition of the help and support that family, friends, and school can provide.

Materials: paper, crayons, and/or colored pencils/markers

Time: 30 minutes

Utilization

- A. This activity may involve students' working individually or in groups to create posters related to the seven health concepts of this lesson.
- B. Allow students to select any one of the seven concepts, and ask them to create a poster that they believe will help people to understand the concept or to see it in a visual, concrete way.
- C. When the students have completed their posters, provide time for them to show and explain their posters to classmates.
- D. Display the posters in the classroom for everyone to see.
- E. As an additional motivation, you may want to conduct a poster contest and award prizes to the most creative, most colorful, most unusual, etc., posters in the class.

LESSON FIVE - MY PERSONAL HEALTH PROFILE

CONCEPT: An individual can track and manage personal health by using a personal health profile.

OBJECTIVE:

1. Students will be able to develop a personal health profile identifying:
 - a. Immunizations
 - b. Diseases
 - c. Medical conditions, allergies, and medications
 - d. Injuries
 - e. Surgery
 - f. Height and weight
 - g. Daily health practices

CONTENT AND SUGGESTED METHOD OF PRESENTATION

The focus of this lesson is on helping students to develop a personal health profile as a way to manage their own health-related decisions and achieve a healthful life style. To motivate students to do this, it may be helpful to begin by asking how many students have had an injury or have had surgery. Encourage them to talk about their experiences with reference to these events. Ask if they know what immunizations they have had, allowing students in the group to share about this. Then ask, "Why is it important or helpful to know what immunizations you have had?" Give students a chance to respond, then reinforce the point that maintaining a healthful life style requires that we not only choose healthful types of behaviors, but also make sure that we check ourselves periodically to be sure that we are managing our health in the best way that we can. Reinforce that, even though it is desirable to get a complete physical check-up periodically, it is even more desirable to manage our health on a consistent basis. We can do this by use of a **personal health profile**.

Distribute Worksheet 5, and have the children complete the worksheet. When the children have completed the worksheet, discuss with them what they discovered in the process about their own health and their health-related behaviors. If any students have some serious concerns about what they discovered, it may be helpful to refer these students to the school nurse or counselor at a time that is convenient.

Ask the students to review their list and identify the specific aspects of their personal health profile that will protect them from infectious diseases. Compile a list on the board of the specific items from the personal health profiles that will help to avoid infections. Discuss these items with the students.

As an additional activity, you may use Activity 5 (on page 28) to give students an opportunity to see how a personal health profile may help a person to track his or her personal health and to identify specific aspects of the individual's behavior that may contribute to the possibility of

getting an infection. Have the students review the sample personal health profile and identify specific aspects of the profile that are of concern. In a class discussion, have the students recommend specific changes of behavior to improve the person's chances of avoiding infection.

PERSONAL HEALTH PROFILE OF _____

IMMUNIZATIONS	DISEASES
MEDICAL CONDITIONS	INJURIES
SURGERY	HEIGHT AND WEIGHT

DAILY HEALTH PRACTICES:

- | | |
|---|--|
| _____ Enjoys a balanced diet | _____ Knows about HIV/AIDS and does not risk infection |
| _____ Gets plenty of sleep each night | _____ Says No to drugs |
| _____ Exercises regularly | _____ Says No to smoking |
| _____ Washes hands before meals | _____ Plays it safe and does not take chances |
| _____ Washes hands after using the toilet | _____ Talks to family, friends, or teachers when upset |
| _____ Practices sound dental care | _____ Buckles up in the car for safety |
| _____ Bathes and showers daily | _____ Says No to alcohol |
| _____ Keeps learning about ways to stay healthy | |

Signature _____

ACTIVITY 5

LOOKING AT BURT

Purpose: To help students realize how a personal health profile can help them to track and manage their own life style to make it as healthful as it can be.

Objective:

1. Students will be able to develop a personal health profile identifying:
 - a. Immunizations
 - b. Diseases
 - c. Medical conditions, allergies, and medications
 - d. Injuries
 - e. Surgery
 - f. Height and weight
 - g. Daily health practices

Materials: Sample Personal Health Profile, pencil

Time: 15 minutes

Utilization

- A. Place students into groups, and explain that you will give them a sample personal health profile that they are to review in an attempt to identify possible problem areas and to make recommendations to improve the profile where possible.
- B. After students have had an opportunity to review the profile and to identify their recommendations for improvements, conduct a discussion with the entire class so as to include everyone's suggestions for consideration. List the observations and corresponding recommendations for improvement on the chalkboard or chart paper.
- C. Discuss with the class how it might feel to be a concerned friend of the student with the problematic health profile. Then discuss how students can help themselves by maintaining and using their own personal health profile, and how they can help each other by giving feedback and encouragement to each other about their health practices.

DIRECTIONS: Review the Personal Health Profile of Burt Sampson and identify potential problem areas. List the recommendations that you would make to Burt to improve his Personal Health Profile in order to achieve a healthier life style.

PERSONAL HEALTH PROFILE OF BURT SAMPSON

IMMUNIZATIONS Measles; polio	DISEASES Chicken pox; flu
MEDICAL CONDITIONS Overweight	INJURIES Broken collar bone; broken arm; broken leg
SURGERY Tonsils	HEIGHT AND WEIGHT 5' 182 pounds

DAILY HEALTH PRACTICES:

- | | |
|---|---|
| ☐ Enjoys a balanced diet | ☐ Knows about HIV/AIDS and does not risk infection |
| ☒ Gets plenty of sleep each night | ☒ Says No to drugs |
| ☐ Exercises regularly | ☒ Says No to smoking |
| ☒ Washes hands before meals | ☐ Plays it safe and does not take chances |
| ☒ Washes hands after using the toilet | ☐ Talks to family, friends, or teachers when upset |
| ☐ Practices sound dental care | ☒ Buckles up in the car for safety |
| ☐ Bathes and showers daily | ☒ Says No to alcohol |
| ☐ Keeps learning about ways to stay healthy | |

Signature Burt Sampson

SUPPLEMENTAL ACTIVITY SHEET

LESSON SIX - RISK AND RISK-TAKING BEHAVIORS

CONCEPT: There are risk-taking behaviors that are likely to have serious consequences as to one's health.

OBJECTIVE:

1. Students shall be able to understand risk and identify some risk-taking behaviors such as:
 - a. Smoking
 - b. Drinking alcoholic beverages
 - c. Using illegal drugs
 - d. Sexual intercourse (**Note:** At this point in the development of the concept, the teacher will need to consider the age and degree of understanding of the students, as well as local district health and family life curricular objectives for specific grades. Before being introduced to the concept of the sexual transmission of HIV/AIDS, students ought to be guided appropriately at home and school to an understanding of family life concepts related to a positive sense of human sexuality and responsible sexual behavior. In this way, the students can develop positive and comfortable feelings about their own sexuality and not learn about sexuality within the context of a dreaded disease.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Write the word **risk** on the board, and ask the class to tell what this word means to them. If their comments do not produce this, ask, "What makes some things risky and others not risky?" You are concerned that students recognize that risk involves an element of harm and that harm may come to the person who engages in a risk-taking behavior.

On the chalkboard, write the word **consequence**, and ask the class to tell you what this word means to them. Ask, "Are all consequences bad or harmful?" When students have answered in the negative, ask for some examples of good consequences and some examples of bad consequences which are attached to behaviors that students engage in while at school or outside of school.

Explain that people choose behaviors because they believe those behaviors will bring them the good consequences that they desire. Unfortunately, there often are bad or harmful consequences as well; and in the desire to achieve the good consequences, people often ignore or underestimate the probability that the negative consequences will result. Even worse, people sometimes do not even realize that there are negative or harmful consequences, so in not knowing they cause great harm to themselves.

Explain to the class that in life many situations entail risks and we are faced with making choices or decisions whether or not to take the risks that are presented to us. Ask the class to describe risks that they have taken and the consequences that they have experienced from having taken those risks.

Explain that **prevention** is a means of removing or of minimizing the risks involved in certain behaviors. While life generally requires that we take certain risks, for risks are part of life, the healthy person takes care to prevent harm from occurring by developing a healthful lifestyle, by choosing behaviors carefully so as to avoid harmful consequences, and by avoiding high-risk situations and behaviors.

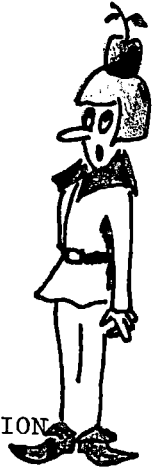
Divide the class into small groups, and distribute Worksheet 6 which asks students to evaluate certain kinds of behaviors in terms of the risks involved and to identify strategies for preventing harm or injury that may result from these behaviors.

When the class has completed Worksheet 6, ask each group to report their findings on the various behaviors, and compile a master list of prevention strategies for each item.

To emphasize the links between risk, consequences, and prevention, introduce students to Activity 6, **You Be the Judge**, in which they compose their own public service announcements on HIV/AIDS.

WHAT'S THE RISK?

Directions: For each behavior decide the risk level and place a check in either the HIGH or LOW risk column. Next tell what the consequences and prevention are for each behavior.



BEHAVIOR	RISK LEVEL		CONSEQUENCES	PREVENTION
	HIGH	LOW		
Smoking				
Skateboarding				
Sitting next to someone who has the AIDS virus				
Sharing needles and syringes				
Taking illegal drugs				
Going to school with someone who has the AIDS virus				
Drinking alcohol				
Exercising regularly				
Riding a bicycle				
Using someone else's comb				
Swimming with a friend				
Visiting a friend or relative who has HIV/AIDS				

ACTIVITY 6

YOU BE THE JUOGE

Purpose: To help students recognize that risks entail consequences that are frequently harmful.

Objective: Students shall understand risk and identify some risk-taking behaviors.

Materials: paper, pencil

Time: 30 minutes

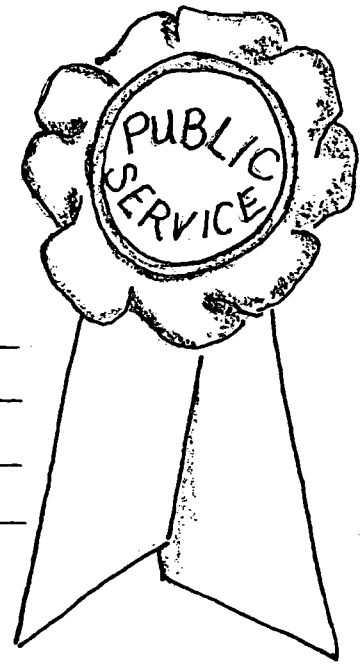
Utilization

- A. Divide the class into teams of 4-5 students each, and explain that they will be creating TV public service announcements to warn of the risks to individuals engaging in certain high-risk behaviors.
- B. Tell the class that each announcement will be presented to their classmates, and all of the announcements will be judged as to their effectiveness and creativity in conveying the risks involved in certain behaviors. (Videotaping of the announcements can provide for added motivation and enjoyment.)
- C. Incorporate the concept of high-risk behaviors associated with transmission of the AIDS virus by reminding the class that the AIDS virus is transmitted from person to person in three specific ways:
 1. It is transmitted by sexual intercourse with an infected person.
 2. It is transmitted when people share the same needle/syringe when using drugs.
 3. It is transmitted from mothers to babies if the mothers have the AIDS virus in their blood.
- D. Remind the students that the high-risk behaviors for HIV/AIDS infection include any behaviors in which there is an exchange of blood or bodily fluids. Prevention of HIV/AIDS infection does not mean avoiding casual contact with infected persons; it means avoiding high-risk behaviors that would place you into contact with the blood, semen, or vaginal fluids of an infected person.
- E. Provide the following guidelines for the skits:
 1. Each announcement is to be 60 seconds in length (as would be the case for a television commercial or public service message).

2. The announcements are to focus on the means of transmission identified above.
 3. The announcements will be judged for their effectiveness and creativity.
- F. After students have performed their announcements, ask the members of the class to judge the announcements in the form of a written review or critique, i.e., length, creativity, realism, clarity of message, impact of message, and accuracy of facts.
- G. Optional: To motivate students, you may wish to videotape the skits for playback and even for sharing with other classes.

YOU BE THE JUDGE

HERE IS WHAT I LIKED ABOUT THIS ANNOUNCEMENT:



THE MESSAGE OF THIS ANNOUNCEMENT WAS:

HERE IS WHAT I LEARNED FROM THIS ANNOUNCEMENT:

LESSON SEVEN - POSITIVE ALTERNATIVES TO RISK-TAKING BEHAVIORS

CONCEPT: Risk-taking behaviors may be avoided by using positive alternatives that are not injurious to one's health.

OBJECTIVE: Students shall identify positive alternatives to risk-taking behaviors.

- a. Understand how responsibilities differ from student to student.
- b. Develop an awareness of the knowledge and life skills necessary to make responsible, health-related choices and to take appropriate action.
- c. Explore decision-making skills, refusal skills, coping behaviors, self-responsibilities, and self-esteem in themselves and others.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

For dramatic effect, you may want to bring in a closed container that is not transparent and announce, "In this container I have some really fat, juicy worms that I dug up just last night." (You may want to enliven this with some histrionics, i.e., opening the container and manifesting delight over how "fat and squishy-looking" the worms are). Continue by saying, "And do you know what? I have one big, fat, juicy worm for each of you to eat." After the students' reactions have subsided, say, "Actually, I don't have any worms in here, but what if I were really serious about that and serious about wanting you to eat one? What would you do, assuming, of course, that you didn't really want to eat one?" Make a list on the board of the students' responses.

Explain that, in a very real way, we are often pressured by others to do things that are distasteful to us or, even worse, very harmful to us. Frequently, the other persons who are pressuring us in this way are our peers and friends. Sometimes, it isn't easy to just say "no."

Continue by announcing that today's lesson is going to focus on specific strategies for you to use as positive alternatives to risk-taking behaviors. The specific strategies include:

1. Decision-making skills
2. Refusal skills
3. Coping behaviors
4. Feeling good about and taking responsibility for yourself

Decision-making skills and refusal skills are very closely related. The decision-making skills involve a strategy for deciding how to behave, preferably in a healthful way that rejects high-risk behaviors. The **refusal**

skills help you to act on the decisions that you have made in your best interest and to fight back against the pressure that others may use to get you to do what is harmful to you and what you have decided not to do.

Responsible decision making involves five basic steps. (This material is adapted from AIDS: The Preventable Epidemic, developed by the Oregon State Health Division):

1. Identify the problem or situation.
2. Identify ways to deal with the problem.
3. Evaluate each alternative, using these criteria:
 - a. Would the results of my decision be healthful?
 - b. Would the results of my decision be safe?
 - c. Would the results of my decision be legal?
 - d. Would the results of my decision show respect for myself and for others?
 - e. Would the results of my decision follow my parents'/guardians' guidelines?
4. Make a responsible decision, and act on it.
5. Evaluate your decision and its consequences.

Once you have made a responsible decision, it is very important that you act on the decision and not give in to pressures from others to do something else. There are a number of refusal strategies* that you need to know how to use:

1. Say "No," and say it with conviction (i.e., say it as though you really mean it).
2. Say "NO," and no more.
3. Say "NO," and explain why not.
4. Avoid situations and places where you might be pressured to do something you don't want to do.
5. Leave.

Saying "no" to others and acting on your responsible decisions is part of your responsibility to yourself. This responsibility is an important one because you are a very special and unique individual who contributes to our world by your presence. Your special talents and skills are a benefit to so many people, people whom you may not be aware of. In future years, you will

*Adapted from Growing Healthy: AIDS Integration, Grades K-7, published by the National Center for Health Education, 1989.

bring your talents and abilities to countless others whom you have not met yet. That is why it is so important for you to make responsible choices that will protect you from harm and death.

At this point, it would be appropriate to have the students complete the Self-esteem Inventory (Worksheet 7) and then form small groups of 4-5 students to share what they have written on the inventory. Discuss with the class that self-esteem involves our recognizing in ourselves those qualities that make us unique and special. Explain that we should avoid trying to evaluate ourselves by comparing ourselves to others because other people have different qualities and different responsibilities in life. Some people have more responsibility than we do while others have less, and that's okay. What is important is that we handle our own responsibilities to the best of our ability - and our most important responsibility is to ourselves.

It is helpful for students to realize that being responsible to themselves and to others also entails learning **coping behaviors**, behaviors that will enable them to respond appropriately and effectively in stressful situations and/or situations that present a danger to their health and happiness. Activity 7 (pages 40-41) will provide students with an opportunity to discover some of the coping behaviors that will help them in stressful circumstances.

WORKSHEET 7: POSITIVE ALTERNATIVES TO RISK-TAKING BEHAVIORS

MY SELF - ESTEEM INVENTORY

Directions: Complete each of the following statements about yourself. What you say here is not bragging; it's a way of reminding yourself about the good things that you do and the good qualities that you have.

I LIKE MYSELF BECAUSE...

OTHERS LIKE ME BECAUSE...

MY THREE BEST QUALITIES ARE...

- 1)
- 2)
- 3)

THREE THINGS THAT I HAVE DONE IN THE LAST WEEK THAT I AM PROUD OF ARE...

- 1)
- 2)
- 3)

THREE THINGS THAT I HAVE DONE IN MY LIFETIME THAT I AM PROUD OF ARE...

- 1)
- 2)
- 3)

RESPONSIBILITIES THAT I HAVE AT HOME AND AT SCHOOL ARE...

ACTIVITY 7

POSITIVE ALTERNATIVES TO RISK-TAKING BEHAVIORS

- Purpose:** To help students identify specific alternatives to risk-taking behaviors and to develop coping skills to handle pressure situations that may lead to risk-taking.
- Objective:** Students shall identify positive alternatives to risk-taking behaviors.
- Materials:** paper, pencil
- Time:** 30 minutes

Utilization

- A. Divide the class into groups of 4-5 each, and explain that they will be given a scenario in which a young person is being pressured to take a risk that is very dangerous. Students are to follow the five-step decision-making process that they have learned, and explain what the student should do in that situation.

A Suggested Scenario

Carlos and his mother and sisters recently moved into the neighborhood. He was nervous about entering his new middle school. A bright and artistic young man, Carlos wants to make friends and to be part of school activities, especially in the Art Club.

During his first ten days, Carlos didn't say much; but soon Ron, Brian, and Sarah made him feel welcome and part of their group, and Carlos was walking home from school each day with his new friends. One day, Sarah's older brother stopped the group near the market and handed Brian what looked to Carlos like drugs. Carlos soon learned that they were, and he was invited to Brian's house where the group planned to hang out -- and to take the drugs.

Carlos understands the risk involved in this behavior, but he likes Ron, Sarah, and Brian and wants them to like him. What should he do when Ron says, "Come on, Carlos, it's O.K."

- B. Instruct the groups to apply the following model* for responsible decision making:

* Adapted from AIDS: The Preventable Epidemic, developed by the Oregon State Health Division).

1. Identify the problem or situation.
 2. Identify ways to deal with the problem.
 3. Evaluate each alternative, using these criteria:
 - a. Would the results of my decision be healthful?
 - b. Would the results of my decision be safe?
 - c. Would the results of my decision be legal?
 - d. Would the results of my decision show respect for myself and for others?
 - e. Would the results of my decision follow my parents'/guardians' guidelines?
 4. Make a responsible decision and act on it.
 5. Evaluate your decision, and its consequences.
- C. After the groups have deliberated and decided on their course of action, ask each group to report to the class.
- D. Within the groups, have the students complete this follow-up to the scenario given above:
- Carlos has decided not to go with the group to Brian's house and told the group so. He said simply, "Listen, I really like you guys and want to be friends, but it is dangerous to take drugs. I won't do it, but I want to still be a member of the group. The others begin to pester Carlos, first urging, then making fun of his fears. How should Carlos respond each time he is pressured by the others?
- E. Once again, have the groups report their decision, explaining also why it is okay for Carlos not to participate in this risk.
- F. Explain that Carlos is special and has a right not to take a dangerous risk such as that presented by the group. Explain further that Carlos' artistic talent is part of what makes him special and that he does not have to take such a risk to feel good about himself.

HOW MUCH DO YOU REMEMBER ABOUT HIV/AIDS?

TRUE OR FALSE

- | | | |
|---|---|---|
| 1. Communicable diseases can be transmitted from one person to another. | T | F |
| 2. A cold is a communicable disease. | T | F |
| 3. HIV/AIDS is a communicable disease. | T | F |
| 4. Heart disease is a communicable disease. | T | F |
| 5. HIV/AIDS is caused by a virus known as HIV. | T | F |
| 6. HIV/AIDS cannot be prevented. | T | F |
| 7. The skin does not protect us from germs. | T | F |
| 8. Mucus in the nose and saliva protect the body against infection. | T | F |
| 9. The body fights invading germs with white blood cells. | T | F |
| 10. Antibodies help protect you from germs. | T | F |
| 11. T-helper cells signal the white blood cells to produce antibodies. | T | F |
| 12. T-helper cells can kill off the HIV/AIDS virus when it invades the body. | T | F |
| 13. HIV/AIDS can be transmitted by hugging. | T | F |
| 14. HIV/AIDS can be transmitted by sexual intercourse with an infected person. | T | F |
| 15. HIV/AIDS can be cured. | T | F |
| 16. If a person with HIV/AIDS sneezes or coughs on you, you will get the infection. | T | F |
| 17. Sharing hypodermic needles and syringes can lead to HIV infection. | T | F |
| 18. Babies can not get HIV/AIDS. | T | F |
| 19. HIV/AIDS is a deadly disease. | T | F |
| 24. HIV/AIDS can be prevented. | T | F |

My score

GLOSSARY OF TERMS

acquired	Received or gotten
AIDS	Acquired Immune Deficiency System - a disease that destroys the immune system in a person
antibody	A part of the blood that helps kill germs
casual contact	Normal everyday interaction with other persons, including hugging, kissing, or sharing eating utensils or towels
deficiency	A lack of something
donate	To give something
epidemic	Wide and rapid spread of a disease
hemophilia	A disease in which the blood does not clot as it should
HIV	Human Immunodeficiency Virus which causes AIDS
immune	Protected against a disease
immune system	The body's system to fight off infection through infection-fighting cells
Kaposi's sarcoma	A rare form of cancer
pneumonia	A disease of the lungs
risky	Dangerous
system	A sign of a disease
t-cell	A white blood cell that helps to detect and get rid of disease
transmit	To send from one person to another
virus	A tiny germ that can grow and multiply only in living cells

ANSWERS TO COMMON HIV/AIDS QUESTIONS

ASKED BY ELEMENTARY

SCHOOL CHILDREN

Listed below are questions about HIV/AIDS that may be asked by children in the elementary grades, as well as suggested answers. Although no one can anticipate all the questions his or her students may ask, we know that children are naturally curious about their world and about what happens around them. Children hear about HIV/AIDS from the television, adult conversation, their friends, or from literature that is available to them. Some children have members of the family, or friends, or neighbors who are living with the AIDS virus. It is important, therefore, that teachers cultivate a classroom climate that encourages children to ask questions about HIV/AIDS and reassures children that they can protect themselves against infection.

Children need answers to their questions that are factual, articulate, and appropriate to their age, interest, and understanding, and which meet the standards and objectives of the local school and community. The following questions and answers are intended to guide the teacher in his or her handling of HIV/AIDS related questions often raised by children.

Answers to questions to which teachers or counselors cannot respond may be obtained by calling the New Jersey AIDS Hotline at 1-800-624-2377.

The AIDS Epidemic

1. What is AIDS?

AIDS stands for Acquired Immune Deficiency Sndrome. AIDS is the name of a serious disease that causes people to become very ill. Most people with AIDS will die.

2. How do people get AIDS?

AIDS is not like a cold or the flu. It is easy to catch a cold or flu from another person. You become ill for a short time, and then you get better. However, AIDS is different. It is very hard to catch. People get AIDS from a virus called HIV which enters their bodies. People who have the AIDS virus may have gotten it by having sex with a person who had it. They may have gotten the AIDS virus when they took drugs and shared the drug needle and syringe used by someone with AIDS. They may also have gotten the virus at birth from their mother who had it. Before we knew how to test for the virus, some people accidentally got the AIDS virus from a blood transfusion they had to have when they were sick. Today, the hospitals know how to check all the blood they give to make sure that it doesn't have the AIDS virus in it.

3. Can children get AIDS?

The AIDS virus is very hard for children to get. Some babies got the AIDS virus from their mothers when they were born because their mothers had it. A small number of others got the virus from blood transfusions before hospitals knew how to check blood for the AIDS virus.

4. Can animals get AIDS?

No, dogs and cats and other animals cannot get AIDS.

5. How did AIDS start up?

Scientists are not sure how AIDS first began. You needn't worry about AIDS because it is very hard for children to catch. At home and in school, you will be learning more about how to keep your bodies healthy and how to avoid getting the AIDS virus.

6. Will everyone in the world eventually get AIDS?

No. People today know much more about how AIDS is spread. Scientists are hard at work learning more about the virus that causes AIDS and how people can protect themselves from AIDS infection.

What AIDS Is

1. What is a virus?

A virus is a microscopic organism that causes disease. Can you name some diseases that are caused by viruses? (flu, common cold, chicken pox, measles. AIDS is a disease caused by the AIDS virus.)

2. What happens to people when they are infected with the AIDS virus?

When a person becomes infected with the AIDS virus, he or she may not look sick or get sick for a long time. However, the AIDS virus causes damage to the immune system or that part of the body which helps protect us from many of the germs that would cause us to be sick.

3. What does the AIDS virus look like?

The AIDS virus is extremely small -- so small that we must use a powerful microscope to see the virus.

4. Is the AIDS virus like the viruses that cause the chicken pox or measles?

No. When we get the chicken pox, we become ill. While we are at home resting and taking our medicine, special cells in our bodies, called white blood cells, find the chicken pox viruses and destroy them. These special cells in our bodies remember what the chicken pox virus looks like so that when the chicken pox virus enters our bodies again, our special cells rush to kill off these viruses.

AIDS is caused by a special virus. When someone gets the AIDS virus, their white blood cells cannot fight off the harmful AIDS virus. This causes serious damage to the immune system of the body, and the body cannot defend itself from other harmful viruses.

5. What does it feel like when you have the AIDS virus?

The AIDS virus affects people differently. Some people feel just fine even though they have the virus in the bodies. Doctors tell us that some people who have the AIDS virus can live for many years without even knowing that they are infected. Other people, however, can develop signs of the infection after a shorter period of time. They become very tired, lose weight, and have swollen glands and fevers which never seem to go away. Remember though, just because you have a fever, a cold, or swollen glands, it does not mean you have the AIDS infection. If you practice good health habits and take good care of yourself, you won't have to worry about getting the AIDS virus.

6. How do people know if they have the AIDS virus?

The doctor needs to give the person a special test to find out if the AIDS virus is in his or her body. That is why it is so important for each of us to take care of ourselves and practice good health habits.

7. How long do people have the AIDS virus?

Doctors believe that once a person becomes infected with the AIDS virus, the virus will remain with him or her for as long as he or she lives and that he or she can infect others.

8. How does the AIDS virus grow once it gets into a person's body?

Once the AIDS virus enters a person's body, it goes into healthy cells and tricks those cells into making more of the viruses. As our cells produce more and more AIDS viruses, they seriously damage the body's ability to fight off the other germs with which it comes in contact.

An AIDS Virus Infection

1. How long does it take for the AIDS virus to cause someone to have AIDS?

That is a difficult question. The AIDS virus affects people differently once they are infected. Health experts cannot determine how many of the people who become infected with the virus will actually develop the illness called AIDS. Some people who are infected do become ill from the effects of the virus within just a few months of their infection. Most of these people die within two years. Others can carry the virus in their bodies for several years without becoming ill from AIDS. Once the virus in these people becomes active, however, they begin to get ill because their immune systems have been weakened. Their condition can worsen until they finally develop the full AIDS illness and eventually die.

2. Does anyone not die from AIDS?

We are not sure because health experts are not able to answer this question as yet.

3. Does a person who infects another person with the AIDS virus lose the virus from their body?

No. The AIDS virus stays with the infected person and the other person, who becomes infected.

4. Why can't the body kill the AIDS virus?

Although doctors know a great deal about human cells, they are still not certain what has to be done to help the human body to kill the AIDS virus. Perhaps someone in our class will someday solve this mystery.

5. Are there people who have AIDS who will not die from it?

Most people with AIDS will die. However, doctors say that this is a very hard question to answer. Those who are studying AIDS need to learn more about it before they can answer this question.

6. Is AIDS very contagious?

The AIDS virus is not very contagious, certainly not as contagious as other viruses which cause us to catch cold, the flu, or chicken pox. If the AIDS virus gets outside the body it dies very quickly. The virus cannot live outside the body.

7. How do people get the AIDS virus?

(NOTE: At this point, the teacher will need to consider the age and maturity of the children, as well as the local district policies and health/family life curricular objectives for specific grades.)

The AIDS virus is found in certain body fluids of people who are infected -- mostly blood and semen. The virus can be transmitted or passed to another person by these fluids during sex or by sharing drug needles and syringes. It can be transmitted by a woman to her baby and by blood that has the virus in it -- but we know that hospitals now check blood very carefully for the virus before giving it to people who need blood transfusions.

8. Can you get AIDS from taking drugs?

We have learned at home and at school that we should take only the drugs that our doctors want us to take. Some people take drugs illegally and carelessly. They use needles and syringes when they take drugs. When these people take drugs with others and they share the needles and syringes, they are behaving dangerously. The blood of a person who is infected with the AIDS virus can stay on the drug needle and often enter the body of the next person who shares the needle or syringe.

9. Can we get the AIDS virus when the doctor gives us a shot?

No. The doctor uses needles and syringes that have been carefully sterilized for our safety.

10. How do babies get the AIDS virus?

A mother who is infected with the AIDS virus can pass the virus along to her baby during the time that the baby is growing inside her. The baby can also be infected during birth and after the baby is born, when the mother nurses the baby.

11. Can you get the AIDS virus from a blood transfusion?

Blood that is donated and used for transfusions to others is carefully checked for the AIDS virus.

12. Can you get the AIDS virus from sex?

Yes, if a person's sex partner has the AIDS virus.

(NOTE: It is recommended that teachers of young children be prepared to answer questions about human sexuality in a manner that is appropriate to the age and maturity level of the students and the values and curricular objectives of the school and community.

13. Can you get the AIDS virus from being around someone who has it?

No, we cannot get the AIDS virus by being around, touching, playing with, or working with someone who has the AIDS virus. People who care for family members who have AIDS have not gotten the virus in their contact with them. **Remember**, AIDS is very hard to get. It is only when we do not take care of ourselves and behave in ways that might be harmful to our health that we increase our chances of getting AIDS.

14. Can you get AIDS from kissing?

No. Scientists have found that the AIDS virus is not passed to others by kissing.

15. If someone who has the AIDS virus sneezes near us, can we get AIDS?

You cannot get the AIDS virus from someone who is infected and sneezes near or on you.

16. Is the AIDS virus found in the saliva and tears of someone who is infected?

The AIDS virus has rarely been found in human saliva and tears. Anytime the AIDS virus is found in saliva and tears, it is in such a small amount that we need not be afraid of getting the AIDS virus.

17. Can you get the AIDS virus from the air, water, or food?

No. We cannot get the AIDS virus from toilets, swimming pools, restaurants, drinking fountains, or other things we use each day.

18. Can mosquitoes pass the AIDS virus to people?

No. The AIDS virus cannot be transmitted by mosquitoes or other insects.

19. Can a person get the AIDS virus from being bitten by someone with AIDS?

No one has ever become infected from being bitten by an infected person.

AIDS Virus Prevention

1. Can the doctor give us a vaccine to prevent us from getting AIDS?

No. Scientists are hard at work trying to discover ways to prevent and to cure AIDS, but so far they have not found a vaccine.

2. Can AIDS be cured?

No. At this time, doctors are working to find a cure for AIDS. A special medicine called AZT can help control the growth of the virus in people with AIDS. This special drug has allowed them to live longer with the disease.

AIDS Treatment

1. Do you have to go to the hospital when you have AIDS?

People who have AIDS often need to go to the hospital because their bodies cannot fight off other diseases that take advantage of their damaged immune system. At other times, a person with AIDS feels well enough to come to school or to work.

2. How can we find out more about AIDS?

We can learn more by asking our parents and teachers questions. The school nurse can help us learn more about AIDS and about staying healthy; and we can go to the library to read about viruses, AIDS, and ways that we can prevent the spread of the AIDS virus.

AIDS Social Issues

1. Who can get AIDS?

Anyone whose risky behavior places them in contact with the virus can get AIDS. It doesn't matter how old you are, where you live, or your race, or where you are from, or whether you are male or female. That is why you should be AIDS smart and behave in ways that will ensure your good health.

2. Can children who have the AIDS virus come to school?

Yes. Children with the AIDS virus cannot cause others to get AIDS just because they attend school together. Sometimes children with AIDS need to be absent from school because they may not feel well enough to attend. People with AIDS want to be with their family and friends, and they want to come to school and participate in school activities. They want to feel welcome as we all do.

3. Can teachers who have the AIDS virus come to school?

Yes. People with the AIDS virus can continue to work and study and go shopping or to the movies.

RESOURCES FOR TEACHERS

The following resource topics are included in this section:

Basic Information for Teachers
Student Books and Pamphlets
Information for Parents
The Immune System
Filmstrips, Films, and Videos
Teaching Guides

Word to the Teacher: The decision to utilize any of the resources that are provided in this guide should be made after review. Consideration should be given to the age and maturity level of the students, as well as to local policies, curricular objectives, and standards.

The New Jersey departments of Health and Education are acknowledged for their publication, AIDS Instructional Guide for Teachers, Grades 6 Through 8.

BASIC INFORMATION FOR TEACHERS

AIDS and Children: Information for Teachers and School Officials

Local Red Cross or American Red Cross
AIDS Education Office
1730 D Street, N.W.
Washington, D.C. 20006 (Free)
(202) 737-8300

A short brochure that explains what AIDS is, why it is spreading, its cause, how it is transmitted, school issues, and the problems for children with AIDS.

AIDS Fear and Facts, 1986 (No. 639)

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016 (\$1 single copy)
(212) 683-4331

This 28-page pamphlet gives an overview of the illness AIDS. Studies are cited that can dispel misconceptions regarding transmission.

AIDS: Impact on the Schools, 1986

Capitol Publications
1300 N. 17th Street, Box 9672
Arlington, Virginia 22209
(703) 528-5400

A report regarding facts about the disease, litigation, community case studies, and school policy development.

AIDS in the Public Schools, Volume 1, 1986

National School Boards Association
169 Duke Street
Alexandria, Virginia 22314 (\$15)
(703) 838-6722

This 55-page report covers medical and legal facts about the illness, as well as policy issues for schools.

AIDS: What Does It Mean to You?, 1987

Margaret P. Hyde
Elizabeth H. Forsyth, M.D.
Walker and Company
New York, New York 10019 (\$13.95)
(212) 265-3632

A 116-page book that examines HIV and AIDS. It explores important topics relative to the transmission, prevention, and need for showing sensitivity and compassion to those with AIDS. A comprehensive list of information sources is provided.

Does AIDS Hurt?: Education Young Children about AIDS, 1989

Marcia Quackenbush and
Sylvia Villa real
Network Publications
A Division of ETR Associates
Santa Cruz, California (\$14.95)
(800) 321-4407

A source of answers to questions about AIDS education, this 149-page book offers suggestions for teachers and parents in dealing sensitively and appropriately with AIDS information and children. Includes helpful network organization listing.

Facts about AIDS, Winter, 1986

U.S. Public Health Service
Room 721-H, HHH Building
200 Independence Avenue, S.W.
Washington, D.C. 20201 (Free)

A pamphlet that answers basic questions about HIV and AIDS.

HIV Infection and AIDS, 1989

Local Red Cross or American Red Cross
AIDS Education Office
1730 D Street N.W.
Washington, D.C. 20006 Free)
(202) 737-8300

A short brochure that explains what AIDS is and how AIDS is transmitted; deals with misconceptions about transmission; and stresses preventive measures.

How to Answer a Child's Questions About AIDS, 1990

Minnesota AIDS Project
2025 Nicollet Avenue South
Minneapolis, Minnesota 55404 (\$4.50 - Includes
(612) 870-7773 Handling)

A colorful 17" x 2" poster and 12-page teaching guide listing the questions children most often ask about AIDS and suggesting exercises and activities.

Human Immunodeficiency Infection in the United States: A Review of Current Knowledge, 1989

National AIDS Information Clearinghouse
P.O. Box 6003
Rockville, Maryland 20850 (Free)
(800) 458-5231

A comprehensive examination of HIV and AIDS that provides geographic and demographic data, along with an analysis of trends and implications for the future, as well as tables, graphs, and references.

MMWR: Guidelines for Effective School Education to Prevent the Spread of AIDS, 1989

National AIDS Information Clearinghouse
P.O. Box 6003
Rockville, Maryland 20850 (Free)
(800) 458-5231

A comprehensive guide to planning and implementing an effective AIDS education program, with specific recommendations for the elementary grades.

Responding to HIV and AIDS, 1989

The Health Information Network
100 Colony Square, Suite 200
Atlanta, Georgia 30361 (Single copy free)
(404) 875-8819

A special publication developed for NEA members, this 35-page booklet provides current information about HIV and AIDS, HIV antibody testing, the handling of blood and other body fluids in schools, and the need for care and compassion in dealing with persons living with AIDS. Complete listing of educational agency resources and hotlines.

Surgeon General's Report on Acquired Immune Deficiency Syndrome

AIDS
P.O. Box 14252
Washington, D.C. 20044 (Free)

This 16-page booklet provides basic facts about the disease and lists organizations around the country where people can get more information. The Surgeon General stresses teaching our nation's youth through school programs.

"Teaching Children About AIDS." Instructor, V. 97, N. 2, September, 1987

Jane Schall and Mary Harbaugh (Periodical)

An article with suggestions for elementary classroom teachers regarding the teaching of AIDS information.

The AIDS Challenge: Prevention Education for Young People, 1988

Marcia Quackenbush, Mary Nelson (ed.)
with Kay Clark
Network Publications
A Division of ETR Associates
Santa Cruz, California (available for purchase)
(800) 321-4407

A collection of essays on medical and health aspects of AIDS. Discusses the role of parents and teachers in the education of children about AIDS.

"The National History of AIDS." Natural History, May 1986, pp. 78-81.

American Museum of Natural History
Central Park West 79th Street
New York, New York 10024
(800) 247-5470

This magazine article examines the nature of viruses, retroviruses, and the AIDS virus.

What Everyone Should Know About AIDS, 1987
AIDS Information For YOUNG People, 1987

Channing L. Bete Co. Inc.
South Deerfield, MA 01373 (Single copies free on requests)

Two 15-page illustrated booklets that explain what AIDS is, the cause, how the immune system works, transmission, and prevention. These booklets are also available in Spanish and Kreol through the New Jersey State Department of Health. AIDS Information for Young People is written at the fourth-grade reading level.

What You Should Know About AIDS, 1989

U.S. Public Health Service
National AIDS Information Clearinghouse
P.O. Box 6003
Rockville, Maryland 20850 (Free)
(800) 458-5231

This pamphlet provides information about AIDS and its transmission. It helps dispel misconceptions about the spread of AIDS.

100 Questions and Answers About AIDS

New York State Department of Health
AIDS Institute Corning Tower
Room 1931, Empire State Plaza
Albany, New York 12210 (Limited copies)

A question and answer format that answers the most commonly asked Questions regarding the illness, children with AIDS, prevention, and care for the patient. Highly readable.

STUDENT BOOKS AND PAMPHLETS

AIDS Education Series

An Informative Program for Elementary Age Students)

Barbara Welch
Jo Ann Cooper
Arden Martenz
Mar Co
P.O. Box 1052
Doylestown, Pennsylvania

An illustrated, 19-page information-activity booklet for early elementary school children which deals with germs, communicable and non-communicable diseases, germ fighting, and AIDS. Facts about infectious diseases are handled in an age-appropriate manner.

AIDS Questions and Answers for Kids, 1990

Linda Schwartz
Beverly Armstrong
The Learning Works, Inc.
P.O. Box 6187
Santa Barbara, California 93160 (\$3.95)

Written for fifth- and sixth-grade children, this 24-page book provides answers to common questions about AIDS and provides information about AIDS transmission and prevention. Provides student activities for understanding and follow-up.

AIDS: What You Need to Know, 1989

Weekly Reader
P.O. Box 16626
Columbus, Ohio 43216-6626 (\$2.95)

A 32-page booklet written for students in grades 4-6. This booklet provides a comprehensive, age-appropriate and illustrated handling of AIDS -- current knowledge about AIDS, transmission, prevention, and what is being done to help people with AIDS. Glossary.

Friends for Life, 1988

Barbara Aiello and Jeffrey Shulman
Twenty First Century Books
38 South Market Street
Frederick, Maryland 21701 (\$12.95)

Students in a fifth grade learn about courage and understanding when they learn that their video club sponsor has AIDS.

Learning About AIDS

Alvin and Virginia Silverstein
Enslow Publishers
Box 777
Hillside, New Jersey 07205 (\$15.95)

This book, written for older elementary school students, will help answer questions about AIDS, its transmission, prevention, and how it affects the body. Illustrations and glossary,

Terry The Friendly Dragon Helps You to Be AIDS Smart

Creative Graphics
127 South Main Street
Mount Vernon, Ohio 43050
(614) 392-4327

Terry the Friendly Dragon talks to children in this 16-page activity book. Emphasizes good health habits and how AIDS is not spread.

The Kids on the Block Program on AIDS, 1990

The Kids on the Block, Inc.
9385-C Gerrwig Lane
Columbia, Maryland 21046 (\$200)
(800) 368-KIDS

The award-winning Kids on the Block puppets serve as a way to talk to students in grades 5-6 about AIDS, its transmission and prevention. The script focuses on a number of critical issues, including abstinence, prevention, misconceptions, values and choices, and compassion for people who have AIDS. Package includes two handcrafted puppets, two scripts (English and Spanish translations), props, and classroom activities and resources.

Understanding AIDS, 1987

Ethan A. Lerner, M.D., Ph.D.
Sargent-Welch Scientific Company
7400 North Linden Avenue
P.O. Box 1026
Skokie, Illinois 60076-8026 (\$9.95)

Recommended for upper elementary students, this book explains the facts about AIDS in seven stories about children whose lives are touched in some way by AIDS. The book seeks to help children overcome irrational fears about the

disease and to provide sensible information about at-risk behavior (English and Spanish versions).

When Your Friend Has HIV Infection, 1989

HIV Important News, 1989

Children's National Medical Center
111 Michigan Avenue N.W.
Washington, D.C. 20010-2970 (Free)
(242) 745-3495

Two brochures for children that talk about the AIDS virus and how it is not transmitted.

INFORMATION FOR PARENTS

AIDS and Parents: Information For Parents of School Age Children

Local Red Cross or American Red Cross
AIDS Education Office
1730 D Street, N.W.
Washington, D.C. 20006 (Free)
(202) 737-8300

A short brochure that explains what AIDS is, why it is spreading, its cause, transmission, school-related issues, and problems for children with AIDS.

AIDS and the Education of Our Children: A Guide for Parents and Teachers, 1988

U.S. Department of Education
Consumer Information Center
Dept. ED
Pueblo, Colorado 81009

A booklet that discusses the facts about AIDS, its transmission, and what parents and teachers need to know to help protect children from AIDS. Guidelines for selecting educational materials on AIDS is provided along with sources of additional information of AIDS.

AIDS and the Public Schools

New Jersey Department of Health
AIDS Program
John Fitch Plaza CN-360
Trenton, New Jersey 08625-0360 (Free)

A short brochure giving basic facts about the disease, as well as school guidelines.

AIDS Education at Home and School, 1987

National PTA
700 Rush Street
Chicago, Illinois 60611-2571 (Free)
(312) 787-0977

AIDS: What Do We Tell Our Children?, 1987

Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, Illinois 60015 (Video \$345)
(800) 621-2131

Host Carol Burnett talks forthrightly to parents, educators, and health care providers about AIDS. Burnett asks the experts questions regarding AIDS and

how to teach children about the disease. Provides suggested strategies for promoting positive behaviors for young people.

"AIDS: What Parents Want to Know." Pre-K Today, March 1988

A single page article written for parents/guardians of young children. Provides commonly asked questions and answers about AIDS and parental concerns. (Periodical)

From Parent to Parent: Talking to Our Kids About Aids, 1987

The Minnesota AIDS Project
2025 Nicollet Avenue South
Minneapolis, Minnesota 55404 (Free)
(612) 870-7773

An informative booklet for parents who would like to learn more about HIV and AIDS and what to tell their children and teenagers.

How to Talk to Your Children About AIDS

SIECUS
New York University
32 Washington Place
New York, New York 10003 (Free single copies)

A 4-page booklet for parents of pre-school to high school age children. Provides suggestions for parents on how to discuss AIDS at home.

Support from the Home Team: Families Talk to School-Age Children About AIDS, 1989

Pennsylvania Department of Education
Bureau of Basic Education Support Services
Parent and Family Involvement Services
333 Market Street
Harrisburg, Pennsylvania 17126-0333 (Free)
(8C10)66Z-608Cr

A brochure that offers suggestions to parents/guardians on what children need to know about AIDS and tips on how parents can talk to children about AIDS.

Talking With Your Child about AIDS, 1988

Jane Hiatt
Network Publications
A Division of ETR Associates
P.O. Box: 1830
Santa Cruz, California 95061-1830 (Free)
(408) 438-4080

A 5-page brochure which helps parents learn more about when, what, how to talk to children about the disease.

The ABC'S: Talking About HIV with Children, 1989

Children's National Medical Center
111 Michigan Avenue N.W.
Washington, D.C. 20010-2970 (Free)
(202) 745-3495

A brochure that offers guidelines for parents when talking with children about AIDS.

What Do Our Children Need to Know About AIDS? Guidelines for Parents, 1988

Alissa Ralston
HIV Education
567 Cedarberry Lane
San Rafael, California 94903 (\$4.95)
(415) 472-5852

These helpful guidelines stress the development of a positive self-esteem and value system, and decision making and communication skills as important objectives of AIDS education programs for children.

When A Child's Test is HIV Positive, 1989

Children's National Medical Center
111 Michigan Avenue N.W.
Washington, D.C. 20010-2970 (Free)
(202) 745-3495

A brochure for parents/guardians that helps answer questions if their child tests HIV positive.

THE IMMUNE SYSTEM

Germs and What They Do, 1966

Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, Illinois 60015 (Video \$180
(800) 621-2131 Rental \$40)

Students are introduced to various microorganisms that cause disease. Stresses good health habits as keys to helping the body fight germs.

Germs Make Me Sick!: A Health Handbook for Kids, 1975

Parnell Donahue, M.D.
Helen Capellaro
Illustrated by Kelly Oechsli
Alfred A. Knopf Publishers
New York:

Inspector Bodyguard Patrols the Land of U, 1986

Vicki Cobb
Illustrated by John Sandford
Simon and Schuster, Inc.
New York

Sniffles, Sneezes and Contagious Diseases, 1982

Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, Illinois 60015 (Video \$250
(800) 621-2131 Rental \$40)

Animated video shows how the immune system defends the body against germs.

What Happens When You Catch a Cold?, 1986

Joy Richardson
Illustrated by Colin and Moira MacClean
Gareth Stevens Publishing
7221 West Green Tree Road
Milwaukee, Wisconsin 53223

Your Immune System: A First Book, 1982

Alan E. Course, M.D.
Franklin Watts Publications
New York

FILMSTRIPS, FILMS, AND VIDEOS

A Gift of Time (Pediatric AIDS), 1989

Disney Educational Productions
Coronet/MTI Films and Videos
108 Wilmot Road
Deerfield, Illinois 60015 (Video \$280)
(800) 621-2131

A documentary for parents and teachers about the medical and social challenges associated with the very young with AIDS.

AIDS Alert for Youth

Creative Media Group, Inc.
123 Fourth Street NW
Charlottesville, Virginia 22901 (Video \$125
(804) 296-6138 dental \$45)

A 20-minute cartoon video that answers commonly asked questions about AIDS in a clear way (Grades 5-8).

AIDS: You Write the Prescription, 1988

John H. Dossett, M.D.
The Continental Press, Inc.
520 East Bainbridge Street
Elizabethtown, Pennsylvania 17022 (\$39)
(800) 233-0759

Dr. Dossett discusses AIDS, its cause, transmission, and prevention with a class of older elementary school children (Grades 3-6).

Ask Me About AIDS, 1988

Odyssey in Learning Corporation
Three Bankers Drive
Washington Crossing, Pennsylvania 18977 (Video \$150)
(215) 493-1675

Utilizing a colorful cartoon format, this video discusses what AIDS is, illuminates misconceptions regarding its spread, and allays fears of children regarding infection. A teacher's guide and pupil activity masters are included (Grades 2-3).

Beginnings: You Won't Get AIDS, 1990

AIMS Media
6901 Woodley Avenue
Van Nuys, California 91406-4878 (Video \$295
(800) 367-2467 dental \$50)

Provides reassuring, age-appropriate information about AIDS. Combines animation, action, and song to allay children's fears and answers questions regarding how AIDS is spread.

Food for Thought, 1988

Odyssey in Learning Corporation
Three Bankers Drive
Washington Crossing, Pennsylvania 18977 (Video \$150)
(215) 493-1675

"Drac" learns what AIDS is, deals with misconceptions about transmission, and allays children's fears. Teacher's guide and pupil activity masters included (Grades 4,5,6).

I Have AIDS - A Teenager's Story

Children's Television Workshop
National AIDS Information Clearinghouse
P.O. Box 6003
Rockville, Maryland 20850 (\$12)
(800) 458-5231

Young Ryan White discusses the facts about AIDS to other young people with dignity, sensitivity, and courage.

Think It Through with Winnie the Pooh Series, 1989

Disney Educational Productions
Coronet/MTI Films and Videos
108 Wilmot Road
Deerfield, Illinois 60015 (Each Video \$280)
(800) 621-2131

Two separate videos which promote self-esteem, building and sustaining interpersonal skills, forming positive peer groups and accepting differences.

Thumbs Up for Kids: AIDS Education, 1989

Media Express, Inc.
AIMS Media
6901 Woodley Avenue
Van Nuys, California 91406-4878 (Video \$250)
(800) 367-2467

Ruby Peterson ("Miss Nancy" on Romper Room) teaches young children about good health, germs, and AIDS through lively song and activities. Allays children's fears about AIDS and uses "healthy helpers" to serve as positive role models for children.

What is AIDS? 1988

Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, Illinois 60015
(800) 621-2131

(Video \$335)

This award-winning video depicts how the body fights viruses. Explores how the AIDS viruses can enter and affect the body.

TEACHING GUIDES

AIDS Prevention Guide, 1989

National AIDS Information Clearinghouse
P.O. Box 6003
Rockville, Maryland 20850 (Free)
(800) 458-5231

Single page summaries of information, recommendations, and guidelines for talking about AIDS with children. Materials are suitable for duplication. Listing of telephone hotlines.

Here's Looking at AIDS and You

Roberts, Fitzmahan & Associates
Comprehensive Health Education Foundation
22323 Pacific Highway S.
Seattle, Washington 98198-7253 (\$495)

A complete program for teaching about AIDS. The teacher's guide contains lessons, information sheets, learning games, videos, books, and transparencies. Offers information about AIDS, develops social skills, and explores the personal impact of AIDS.

HIV/AIDS Prevention Education Guide, 1989

San Diego County Office of Education
6401 Linda Vista Road
Graphics #212
San Diego, California

This curriculum emphasizes personal and social skill development; allays children's fears about AIDS but provides appropriate information; extensive resource section, teaching tips, and answers to commonly asked questions.

Into Adolescence: Learning About AIDS, 1988

Jory Post and Carole McPherson
Network Publications
A Division of ETR Associates
P.O. Box 1830
Santa Cruz, California 95061-1830
(408) 438-4080

A 232-page curriculum guide for teaching about HIV and AIDS. Offers specific lesson plans, suggested student activities, and appropriate teaching strategies. Charts, illustrations, sample worksheets, checklists, and glossary.

AIDS Prevention Through Education Sample Curriculum K-5, 1988

South Dakota Department of Education and Cultural Affairs
700 Governors Drive
Pierre, South Dakota 29201

AIDS: The Preventable Epidemic Curriculum K-12, 1987

Oregon Department of Education
700 Pringle Parkway S.E.
Salem, Oregon 97310

AIDS Virus Information Package, 1986

Ohio Department of Health
Division of Health Promotion and Education
Box 118
Columbus, Ohio 43266-0188 (No cost)

Alabama Course of Study: Health Education, 1988

Alabama Department of Education
Montgomery, Alabama 36130

Doing the Right Thing: Teaching About AIDS, 1989

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625

Growing Healthy; AIDS Integration Grades K-7, 1989

National Center for Health Education
30 East 29th Street
New York, New York 10016

Health - AIDS Instructional Guide K-12, 1989

New York Department of Education
Albany, New York 12234

Health Education Content Standards, 1987

Delaware Department of Education
P.O. Box 1402, Townsend Building
Dover, Delaware 19903

HIV/AIDS Prevention Curriculum Guide K-12, 1989

Tennessee Department of Education
100 Cordell Hull Building
Nashville, Tennessee 37219

Presenting AIDS: A Resource Guide for Inservice Education on Acquired Immune Deficiency Syndrome and Educational Implications

Minnesota Department of Education
550 Cedar Street
Saint Paul, Minnesota 55101 (No cost)

Responsible Healthy Lifestyles: Teacher Resource File for AIDS Education 3-12, 1989

Utah Department of Education
250 East Fifth Street
Salt Lake City, Utah 84111

Teaching About AIDS, 1986

AIDS Council of Northeastern New York
315 Hamilton Street
Albany, New York 12210 (No cost)
(518) 434-4686

Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome, 1988

Marcia Quackenbush and Pamela Sargent
ETR Associates
1700 Mission Street, Suite 203
P.O. Box 1830
Santa Cruz, California 95061-1830 (\$14.95)
(408) 429-9822

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