

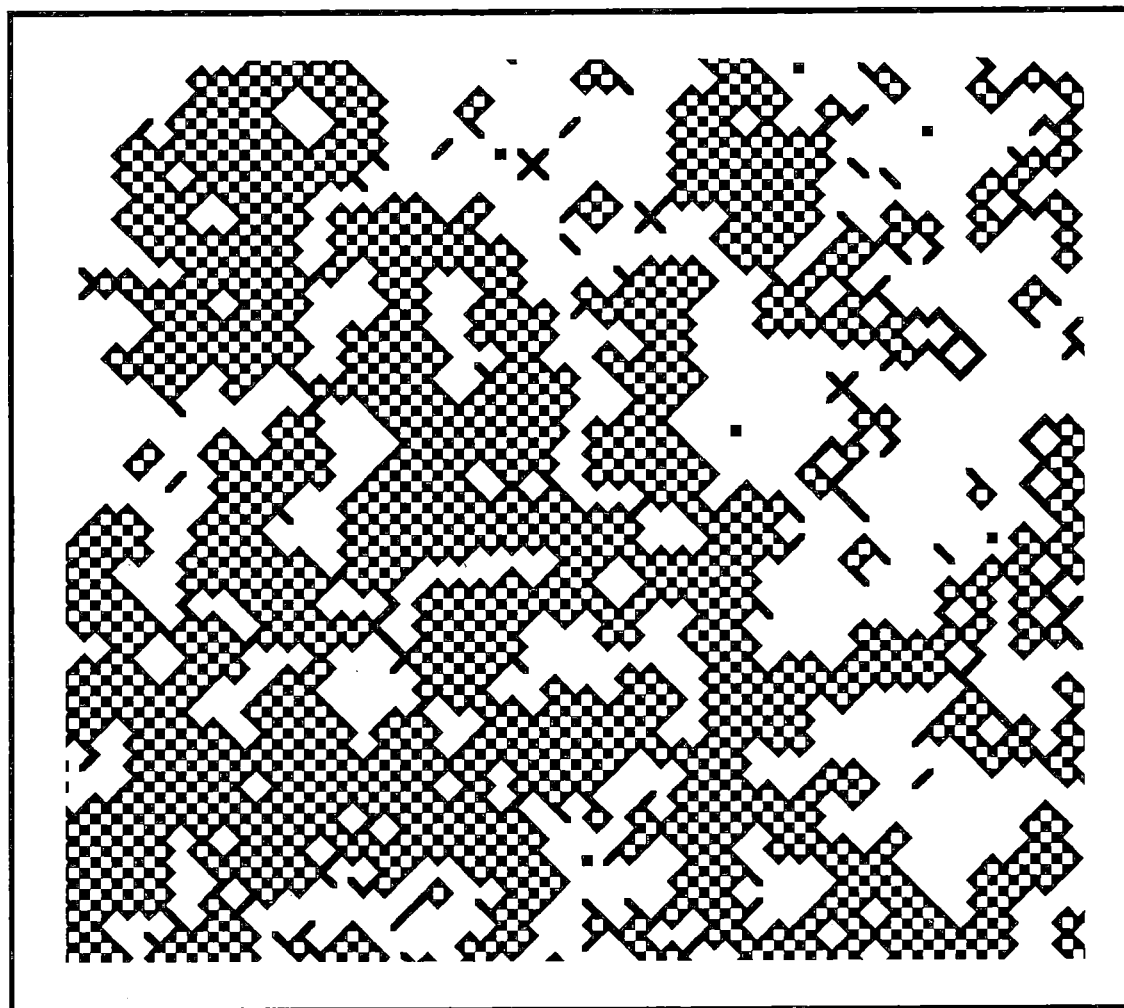
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HIV / AIDS

INSTRUCTIONAL GUIDE FOR TEACHERS
Grades K through 3



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HIV/AIDS
INSTRUCTIONAL GUIDE FOR TEACHERS
GRADES K THROUGH 3

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FOREWORD

The HIV/AIDS epidemic 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 in the elementary as well as the secondary level.

Since education is the most valuable tool we have to prevent the spread of HIV infection and AIDS, the New Jersey State Department of Education has developed the K-3 instructional guide to encourage New Jersey school districts to begin 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 K through 3

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HIV/AIDS INSTRUCTIONAL GUIDE FOR TEACHERS GRADES K THROUGH 3

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 students in **kindergarten through third grade**. The focus of these units is on health lifestyles, responsible decision making, and practicing skills to prevent the spread of germs.

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

- Understand that some diseases are communicable and some are not;
- Understand that the spread of communicable disease including AIDS can be prevented;
- Practice behaviors that reduce the spread of communicable disease within the context of daily activity;
- Understand that AIDS is a disease that is hard to catch;
- Accept their unique qualities and have a positive regard for themselves and others; and
- Recognize risk behaviors and methods for prevention.

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;

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

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;
6. 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 to 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 is a supplemental section containing **Activities and Exercises** 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 - COMMUNICABLE AND NONCOMMUNICABLE DISEASES

CONCEPT: Some diseases are communicable, and some are not.

- OBJECTIVES:**
- 1) The student will be able to define the terms **communicable** and **noncommunicable**.
 - 2) The student will be able to identify diseases that are communicable.
 - 3) The student will be able to identify diseases that are noncommunicable.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask the students to tell you what they know about germs. Clarify any misconceptions by explaining that germs are very tiny things that can be seen only with the help of special tools. A microscope is one tool that can be used to see germs.

Show a microscope to the students. (Use a picture if an actual microscope is not available. See Diagram A.)

Show pictures of what germs would look like under a microscope. (See Diagram B.)

Explain that there are both good germs and bad germs. Good germs are germs that aren't harmful. They can make special kinds of bacteria that are used in making special foods, such as vinegar and sour cream. Ask students to explain why some germs might be considered bad. Explain that bad germs can make people sick with diseases, such as colds, flu, and chicken pox. Ask if any of the children have been sick with these diseases. Explain that the sickness starts when the bad germs enter the body through openings, such as the eyes, mouth, ears, or even through cuts or injuries on our skin.

Students should be told that not all diseases are spread by germs. Some diseases are caused by a problem in the body where a body part does not work the way it is supposed to. Ask students if they know any examples of such problems. Supplement their input with these examples.

When a person has allergies his/her body is very sensitive to certain things such as dust, pollen, or even some types of foods. This disease is called a **noncommunicable** disease because it is not caused by the spread of germs.

A person with heart problems also has a **noncommunicable** disease. His or her heart does not work properly, but the problems are not caused by the spread of germs.

Cancer is another **noncommunicable** disease. It cannot be passed from one person to another through the spread of germs.

Some diseases are caused by the spread of germs. These are called **communicable** diseases. We can catch these diseases from other people if they spread their germs to us. Ask the children to describe how they think germs are spread.

Even though we can't see germs, we know that they can be spread in different ways. (List them.)

Germs can be spread:

1. when we sneeze or cough (germs travel through the air).
2. when we share items that someone has been eating or drinking from, such as glasses, straws, and food.
3. when we put our mouth where another person has put his or her mouth, such as on toys, pencils, pens.
4. by touching things that have germs on them, such as dirty hands, toys, pens, pencils.
5. through blood.

The bad thing about the spread of germs is that we can't see it happening. The good thing is that there are many things we can do to prevent or stop the spread of germs before it happens. In our next lesson, we will learn what we can do to prevent the spread of germs that cause communicable diseases. Before we end this lesson, let's see what you have learned about communicable and noncommunicable diseases.

WHAT DO YOU THINK?

1. Your best friend has chicken pox, and you have never seen what chicken pox looks like. Should you visit your friend?
2. One of your friends is allergic to dogs. He invites you over to his house to play after school. Should you visit this friend?
3. Your grandpa has heart disease. He wants you to come to his house to celebrate his birthday. Can you catch this disease from him?

WHAT HAVE YOU LEARNED?

1. What is a germ? (A germ is a small thing that we cannot see that can cause disease.)
2. How can germs be spread? (Germs can be spread by coughing or sneezing, by sharing items that have been in another person's mouth, by touching things that have germs on them, and through blood. Germs are also spread when they enter any openings in our bodies.)

3. What does the word **communicable** mean? (contagious, can be spread from one person to another)
4. What does the word **noncommunicable** mean? (not contagious, cannot be spread from one person to another)
5. Name two examples of a communicable disease. (colds, flu, chicken pox, measles, etc.)
6. Name two examples of a noncommunicable disease. (cancer, heart disease, allergies, etc.)

HOME EXTENSION ACTIVITY: See Home Extension Sheet A.

MATERIALS: microscope or Diagram A; Diagram B; Home Extension Sheet A

DIAGRAM A

Microscope

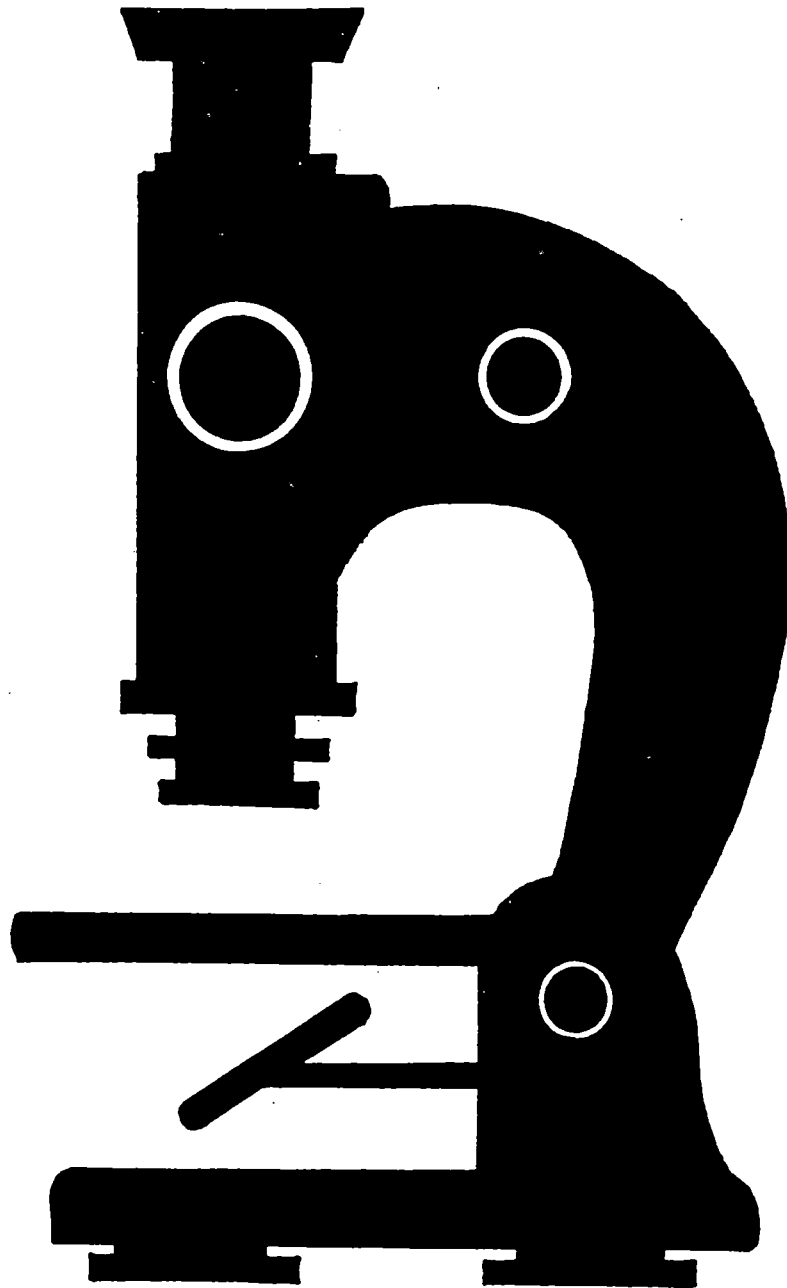
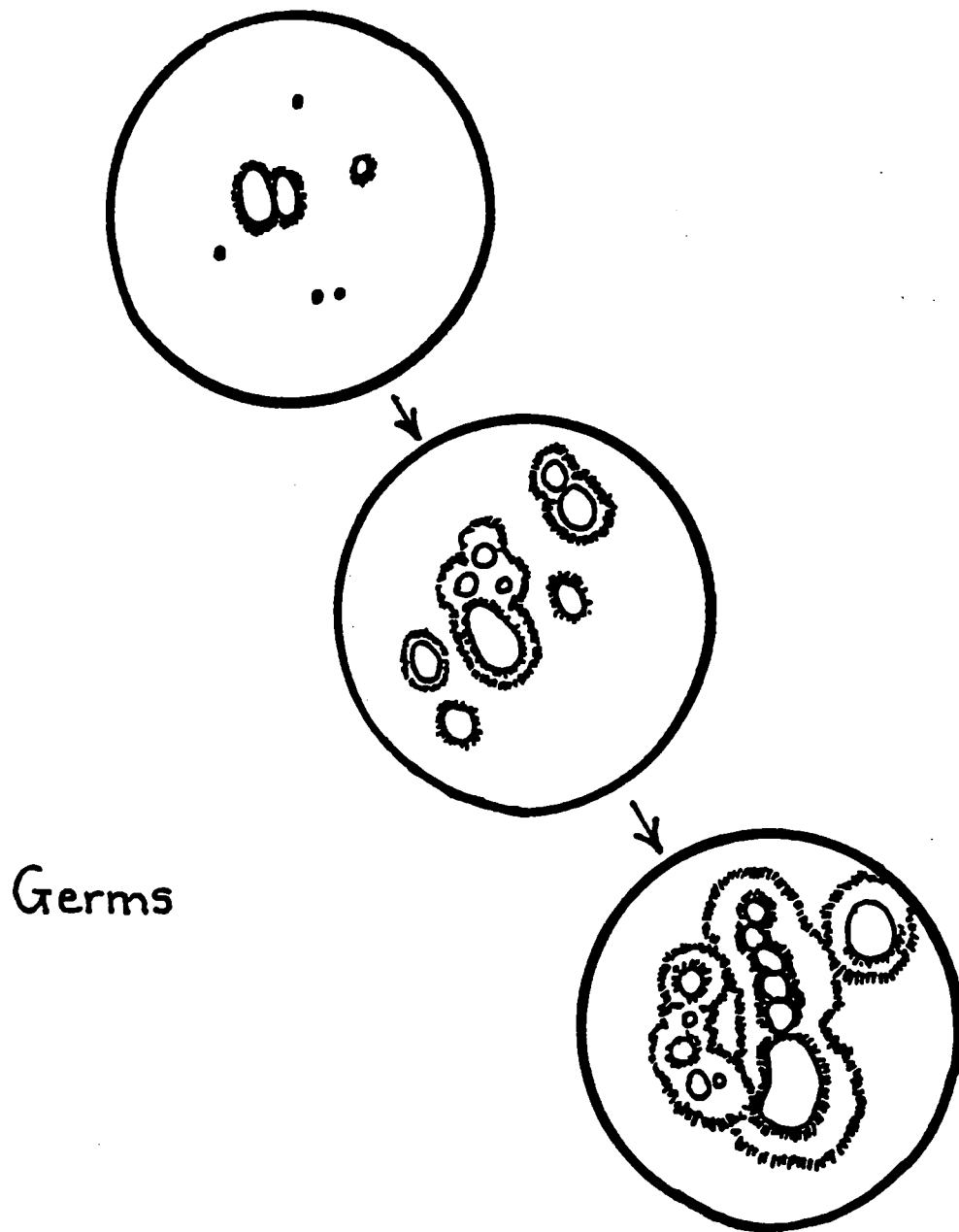


DIAGRAM B



HOME EXTENSION SHEET A

Dear Parents:

Your child has been studying about the ways germs are spread. The following methods of spreading germs were discussed:

- a) by coughing or sneezing;
- b) by sharing items that were in another person's mouth (glasses, foods, straws, etc.);
- c) by touching things that had germs on them (toys, pencils, another person's hands); and
- d) through blood.

The assignment for your child is to draw a picture showing one of the ways that germs are spread.

LESSON TWO - PREVENTING THE SPREAD OF COMMUNICABLE DISEASES

CONCEPT: Communicable diseases can be prevented by taking measures to prevent the spread of germs. Such measures may include washing hands, covering the mouth while coughing, using tissues with a cold, and seeing the nurse when you are sick.

OBJECTIVE: The student will be able to identify methods to prevent the spread of communicable diseases.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask the students to explain the difference between communicable and noncommunicable diseases. Tell them that today they are going to learn what they can do to prevent the spread of communicable diseases.

Review the ways that germs are spread.

- a) Germs are spread through the air when we sneeze or cough. [Demonstrate the "spray" of germs with a can of hair spray against some type of background, such as a piece of paper or cardboard.]

What could be done to prevent the germs from spreading in this way? (Use a tissue; cover your mouth.)

We can prevent the spread of germs by using tissues and by covering our mouths when we cough. [Demonstrate the difference by covering the nozzle with a tissue.]

- b) Another way germs are spread is by sharing items that were in another person's mouth.

How can we prevent the spread of germs in this way? (By not putting food, cups, straws, silverware, toys, pens, pencils, etc., in our mouths after they've been used by others.)

- c) Germs are also spread by touching things that contain germs. These germs can then be spread to us through body openings, such as our eyes, ears, and mouth. Since we often use our hands to touch things that contain germs, one of the best ways to prevent the spread of these germs is by keeping our hands clean.

There is a good way to wash your hands so that you can get rid of any germs that may be on them. [Demonstrate the following procedure, and then have the students practice it individually. If you don't have access to a sink you can act out the procedure.]

1. Wet your hands with soap and warm water.
2. Rub your hands together well.
3. Wash all the parts of your hands, as well as your wrists.

4. Rinse with warm water.
5. Dry your hands with a paper towel.
6. Use the towel to touch the handles to turn off the water.
7. Throw the towel away.

[Explain to students that it is very important to use warm water to kill the germs. Rub a bit of petroleum jelly on your hands, and sprinkle with pepper. (The pepper is used to represent germs.) Then use warm water and compare how much better warm water works at getting rid of germs. Encourage students to try this at home with the help of an adult and Home Extension Sheet B.]

- d) Germs are also spread through blood. One way we can prevent the spread of germs is to avoid touching blood. If we need to stop ourselves or someone else from bleeding, we should use a towel, tissue, or bandage; and we should be sure to wash our hands carefully afterwards. We will learn more about these techniques in our first aid session.

We have learned a lot about how germs are spread. Let's see how many ways you can recognize. [On separate sheets of paper, list the ways that germs can be spread. Have students take turns picking a paper and pantomiming the method of transmission listed on the paper. The other students must try to guess which method of transmission is being described.]

QUESTIONS FOR DISCUSSION AT CLOSE OF LESSON:

1. What should you do when you have to cough or sneeze? (Cover your mouth; use a tissue.)
2. What should you do when someone offers you a bite of something they are eating? (Say, "No thank you.")
3. What are the main steps in handwashing?
 - a) Wet your hands with soap and warm water.
 - b) Rub your hands together well.
 - c) Wash all the parts of your hands, including your wrists.
 - d) Rinse well with warm water.
 - e) Dry your hands with a paper towel.
 - f) Use the towel to touch the handles to shut off the water.
 - g) Throw the towel away.
4. When should you wash your hands?
 - a) before and after meals
 - b) after going to the bathroom
 - c) after sneezing or coughing
 - d) after giving someone or yourself first aid
 - e) after touching anything that looks dirty
5. What should we do when we're sick with a communicable disease, such as chicken pox, the flu, or a bad cold? (stay at home until we are well)

HOME EXTENSION ACTIVITY: See Home Extension Sheet B.

MATERIALS: hairspray, tissues, sink, soap, warm water, paper towels,
slips of paper, pencil; Home Extension Sheet B

HOME EXTENSION SHEET B

Dear Parents:

Your child is learning about the proper way to wash hands in order to prevent the spread of germs. One of the points that we emphasize is the importance of using warm water and soap. The activity described below may be a fun way for your child to better understand this concept.

1. Rub petroleum jelly or vegetable oil on your hands.
2. Sprinkle hands with pepper or cinnamon.
3. Wash with cold water.
4. Observe results.
5. Now try using warm water and soap.
6. Discuss the results with your child.

LESSON THREE - INTRODUCTION TO HIV/AIDS

CONCEPT: HIV/AIDS is a communicable disease that is hard to catch. It is more common in adults than in children. Scientists are working hard to find a cure to help stop the spread of HIV/AIDS.

NOTE: Each teacher should consult the district curriculum guidelines and consider the age and maturity of the class before presenting this material.

OBJECTIVES:

- 1) The student will be able to identify ways that HIV/AIDS cannot be spread.
- 2) The student will recognize that scientists are working hard to find a cure for HIV/AIDS at this time.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask the children what they know about HIV/AIDS. Explain that this is a disease that causes some adults to get very sick. While there are some children who have gotten this disease, adults are more likely to get sick from this disease. HIV/AIDS is caused by some of the bad germs we talked about before, but the HIV/AIDS germs are harder to catch than germs that cause colds, sore throats, and other communicable diseases.

A lot of people are scared about getting HIV/AIDS because they don't know how hard it is to catch. They don't know a lot of the facts about this disease. Today, we're going to learn some important facts about this disease.

HIV/AIDS is hard to catch. You cannot get HIV/AIDS:

- a) when someone sneezes or coughs
- b) from touching something a person with HIV/AIDS has touched
- c) from hugging or kissing a person with HIV/AIDS
- d) from sharing food or drinks with a person who has HIV/AIDS
- e) from shaking hands with a person who has HIV/AIDS
- f) by being bitten by mosquitoes or other insects
- g) by giving blood or having a blood test
- h) by being in school with someone who has HIV/AIDS

One way that a person can catch HIV/AIDS is from the blood of a person who has HIV/AIDS. Because of this, we should avoid touching blood from another person.

Ask the children why they think we need to learn about HIV/AIDS. Bring out the following points:

- a) It is a communicable disease that is spread by germs.
- b) People who get HIV/AIDS usually become very sick.

- c) Although there is not a cure for HIV/AIDS at this time, there are things we can do to prevent this disease from spreading; and we need to know what things we can do. That is why we are learning about this disease. The more we know about it, the less chance there is that we will get it because we will know what to do to prevent this disease.

Proceed with Exercise A. (Older students may respond in writing, and the results should be discussed together. Younger children may respond orally, and discuss the results together.)

MATERIALS: Exercise A

EXERCISE A

Let's see how much you know about HIV/AIDS. Answer **Yes** or **No** to the following questions.

- | | | |
|-----------|-----|---|
| YES or NO | 1. | HIV/AIDS is a communicable disease. |
| YES or NO | 2. | There is a cure for HIV/AIDS. |
| YES or NO | 3. | More adults have HIV/AIDS than children. |
| YES or NO | 4. | You can get HIV/AIDS by touching someone with the disease. |
| YES or NO | 5. | You can get HIV/AIDS by sitting near someone with the disease. |
| YES or NO | 6. | You can get HIV/AIDS by giving blood. |
| YES or NO | 7. | You can get HIV/AIDS by coming in contact with the blood of a person who has the disease. |
| YES or NO | 8. | There are things you can do to prevent yourself from catching HIV/AIDS. |
| YES or NO | 9. | HIV/AIDS is hard to catch. |
| YES or NO | 10. | HIV/AIDS causes people to get very sick. |

LESSON FOUR - CARING FOR MINOR CUTS AND INJURIES

CONCEPT: There is a proper way to care for minor cuts and injuries to prevent the spread of germs and infection.

OBJECTIVES:

- 1) The student will be able to describe the reason and procedure for the proper treatment of minor cuts and injuries.
- 2) The student will be able to demonstrate the procedures for the proper treatment of minor cuts and injuries.
- 3) The student will be able to demonstrate the proper response to emergency situations in the home, school, and community.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask the children if they have ever been cut or hurt before. Allow children to share stories of what happened and how they took care of their injuries.

Today, we're going to learn how to take care of cuts and injuries. What might be the first thing you would do when you get cut or hurt in some way? It is very important that you get help from an adult, especially if the problem is serious. Sometimes, it is hard to know how badly you are hurt, so it is always best to tell an adult and to get their help.

Here are some things to do to care for small cuts and injuries. You can probably do these things with the help of an adult. [At this point, you may want to invite a health care professional to demonstrate these techniques. If this is not possible, then the teacher can perform the demonstration.]

For small cuts and scrapes:

1. Wash the skin with warm water and soap to get rid of dirt and germs.
2. Dry the skin with a clean paper towel or cloth.
3. Use ointments or creams with the help of an adult.
4. Put a bandage on the injured area to keep out dirt and germs.

For a bloody nose:

1. Put pressure on the bridge of the nose.
2. Use tissues to catch the flow of blood.

3. Be sure to throw away tissues afterwards.
4. Wash hands carefully with warm soap and water.

ROLE PLAY: Have students role play the proper treatment of each of these injuries.

MATERIALS: warm water, soap, paper towels, tissues, ointments or creams, bandages

LESSON FIVE - RECOGNIZING RISK BEHAVIORS AND METHODS OF PREVENTION

CONCEPT: Certain behaviors and situations present risks to one's personal health and safety. There are methods to protect oneself from such risks. Resource people are available to help when one is exposed to risks.

NOTE: Each teacher should consult the district curriculum guidelines and consider the age and maturity of the class before presenting this material.

- OBJECTIVES:**
- 1) The student will be able to distinguish risk and non-risk behaviors.
 - 2) The student will be able to identify at least three people to go to for help when faced with a difficult situation.
 - 3) The student will be able to describe techniques to use to avoid risks to personal health and safety.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask the students what the word **risk** means. Explain that a risk is something that involves a chance of harm, loss, or danger. Tell students that you are going to describe several situations so they can think about what kinds of activities are risky and should be avoided. For each example, have students raise their hand if they think it would be a risk to health or safety. Have them keep their hand down if they don't think it is a risk.

Situation 1

You are walking home from school, and a stranger offers you a ride home.

Is this a risky situation? (Discuss responses.)

This is definitely a risky situation. You should **never** get in the car with a stranger. The best thing to do is to say **no** and quickly go tell an adult whom you know and trust.

Situation 2

One of the kids in your class has HIV/AIDS. As you get on the bus you see that no one is sitting with her. You sit down in the seat next to her.

Is this a risky situation? (Discuss responses.)

There are not any health or safety risks here because you **cannot** get HIV/AIDS by sitting next to someone with the disease.

Situation 3

Your baby brother had a bad cold. While you were holding him, he was coughing and sneezing. You washed your hands with cold water after you put him down.

Is this a risky situation? (Discuss responses.)

This could be a risk to your health because you might catch your brother's cold. Even though you washed your hands, you only used cold water. You need to use warm water and soap to wash away germs.

Situation 4

A friend offers to share an ice cream cone with you.

Is this a risky situation? (Discuss responses.)

If you decide to have a taste, you are putting yourself at risk for catching germs from your friend's mouth; or you may give your germs to your friend. We should not share food or drink with others once we have tasted these items.

Situation 5

You are walking along the street, and you find a hypodermic needle. You stoop down to pick it up to get it out of the way.

Is this a risky situation? (Discuss responses.)

This is definitely a risk to your health and safety. Used hypodermic needles can carry germs and disease. Don't touch them! Tell your parents or another adult about the needle you saw so they can contact the right people who will remove the needle safely.

ROLE PLAY: Let's practice these situations that we've just discussed.
[Using the same situations described above, have students act out their solution to each situation.]

QUESTIONS FOR DISCUSSION AT CLOSE OF LESSON:

1. What are some examples of risky situations? (getting in the car with a stranger; not washing one's hands properly; touching dangerous items; sharing food or drinks; having someone try to give you a bad touch.)
2. Whom can you go to when you need help in dealing with risky situations? (a trusted adult, such as a parent, teacher, nurse, minister, etc.)

3. What are some things you can do to avoid getting into risky situations? (try not to walk alone; do not share food or drink with others; do not take rides from strangers; practice good health habits; do not touch dirty or dangerous items that you find; do not let anyone touch you in a way that you do not like; do not keep important secrets from your parents or adults that can help you.)

LESSON SIX - RELATING TO PEOPLE WHO HAVE HIV/AIDS

CONCEPT: HIV/AIDS is hard to catch. You can be friends with someone who has HIV/AIDS and need not fear catching the disease. There are things we can do to help people who have HIV/AIDS and other diseases.

NOTE: Each teacher should consult the district curriculum guidelines and consider the age and maturity of the class before presenting this information.

- OBJECTIVES:**
- 1) The student will be able to explain why it is not dangerous to play with children who have HIV/AIDS.
 - 2) The student will be able to identify ways we can help others with HIV/AIDS or other diseases.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask children to describe how they feel when they are sick. Explain that often when we are sick, we don't feel like doing much. Sometimes, people with HIV/AIDS are very sick, and yet at other times they might feel fine.

Ask children to describe what helps them feel better when they are sick. Brainstorm to compile a list of things we can do to help people with HIV/AIDS and other diseases. Some suggestions might include the following:

- a) be a true friend
- b) play together [Stress the fact that it is perfectly safe to play with someone who has HIV/AIDS because HIV/AIDS cannot be caught by playing with someone.]
- c) help the person feel loved and accepted
- d) help make the person feel welcome in your home, school, church, etc.
- e) send cards to cheer the sick person and let him or her know that you are thinking of him/her
- f) visit the sick person to cheer him/her and let him/her know that you care
- g) call the sick person to cheer him/her and let him/her know that you are thinking about him/her

Call a local nursing home or rehabilitation center to obtain the names of patients who do not get many visitors or cards. Assign one or more names per student, and have students create friendship cards to send to the patients.

QUESTIONS FOR DISCUSSION AT CLOSE OF LESSON:

1. Why is it safe to play with someone who has HIV/AIDS? (HIV/AIDS is hard to catch. You cannot catch it by playing with someone who has it.)
2. What can we do to help people who have HIV/AIDS and other diseases? (Be a friend, show our care and concern by visiting, calling, sending cards, making the person feel welcome wherever he or she is.)

MATERIALS: construction paper, markers, crayons, list of names and addresses of patients for card projects

LESSON SEVEN - DEVELOPING POSITIVE REGARD FOR SELF AND OTHERS

CONCEPT: Students need to recognize and accept their unique qualities to have a positive regard for themselves and others. The child that develops a strong positive sense of self-esteem is less likely to succumb to peer pressure to enter into risk behaviors.

OBJECTIVES:

- 1) The student will be able to identify unique qualities about themselves.
- 2) The student will be able to display positive regard for him/herself and others.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Ask the students if they know what fingerprints are and what they are used for. Explain that fingerprints are often used to identify people because every person has his or her own set of fingerprints. No two people in the world have the same exact prints, not even twins.

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

Ask in what ways the people in the room are alike, and discuss responses. Explain that although we are all alike in many ways, each of us is different and unique or special in some way. We need to accept others as they are.

Ask students to think about what makes each one of them special or unique. Explain that just as winners of a race receive a winning ribbon, each student will receive a ribbon today because all are winners for just being themselves. Tell them that they are going to celebrate the things that make them special, and that each is going to tell about that specialness by decorating his or her own ribbon. [See Diagram C for the ribbon pattern.]

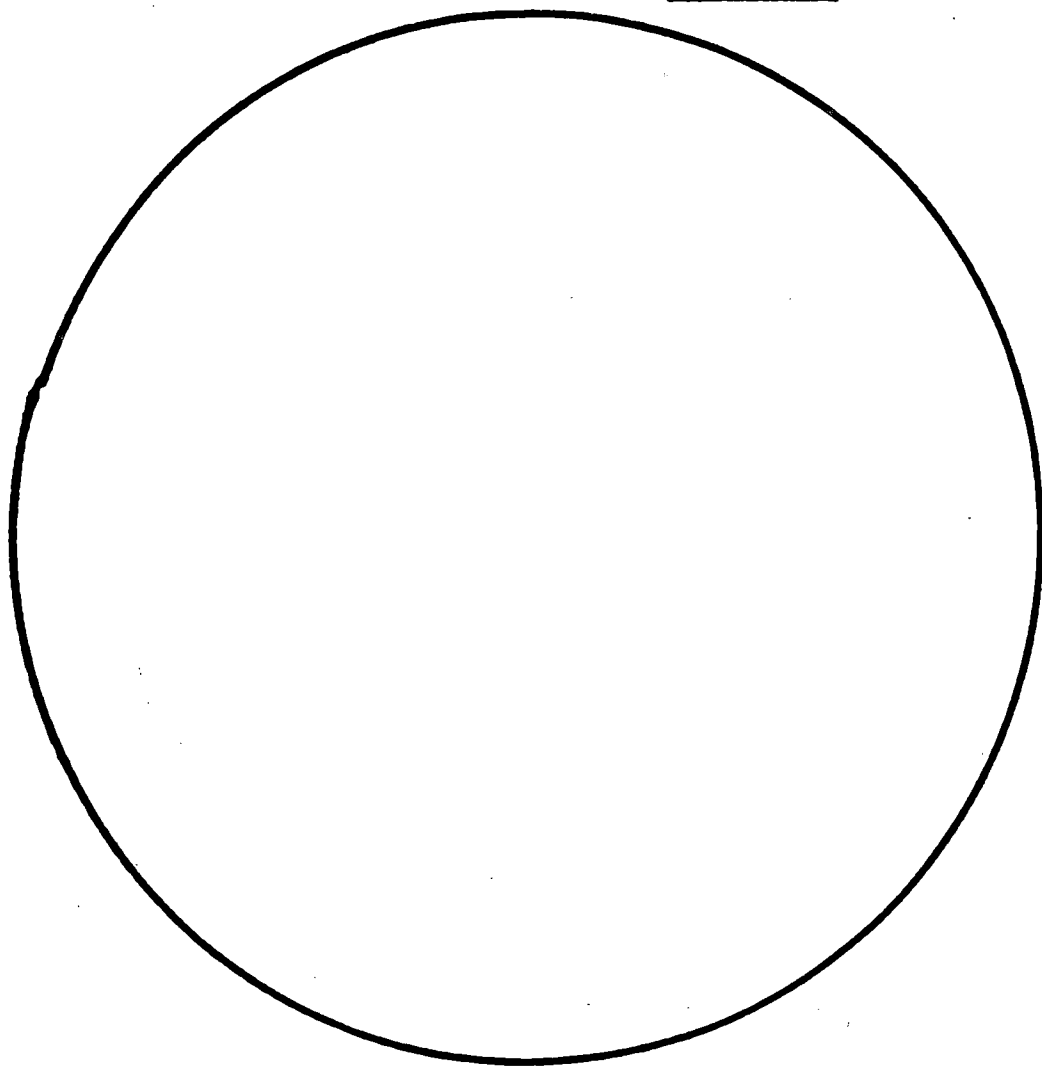
Have each student trace and cut out his or her own circle pattern. In the center of the circle, have students print "I AM SPECIAL." Around the sides of each circle, the student will draw pictures of qualities or characteristics that make him or her special. Students may include things they do well or some things that they like about themselves. Teachers can write words in for younger children and label the pictures that they draw.

Once their circles are completed, have the students trace and cut out the ribbon pattern and attach to the circle. The students may choose to use their favorite colored paper for the ribbons as another way of expressing themselves. Students can then share the results with their classmates. The ribbons can be worn or displayed on a bulletin board. Encourage the children to listen attentively while each child shares the information from the

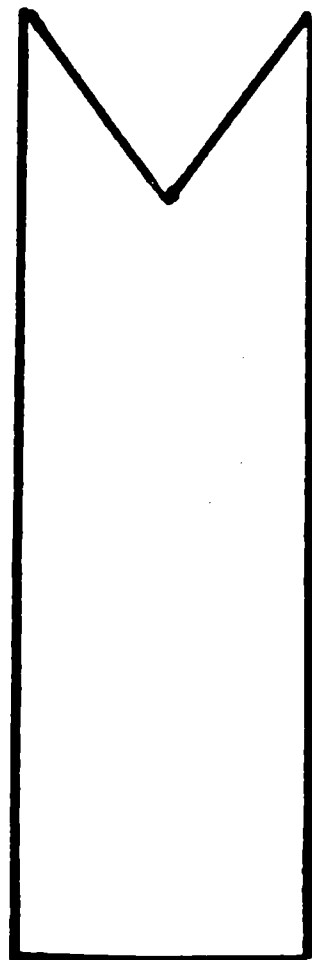
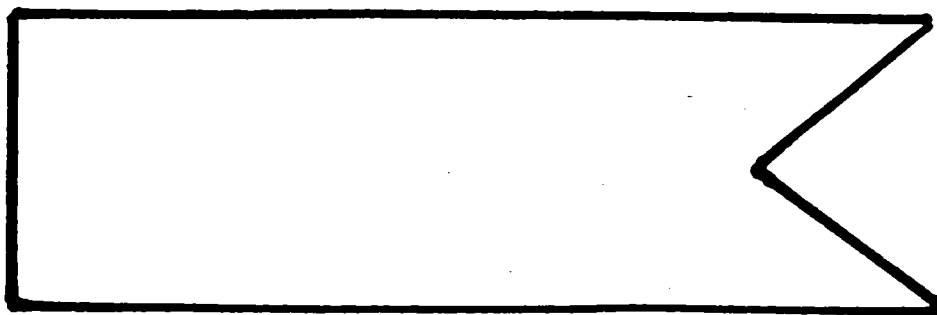
ribbon. Applause at the end of each presentation would further help to boost each child's sense of confidence and self-esteem.

MATERIALS: ink pad, paper, wet towels, soap for clean-up, Diagram C, scissors, glue construction paper, crayons or markers.

DIAGRAM C



Sample
ribbon



GLOSSARY OF TERMS

The following terms are described in language that would be understandable for children in grades K through 3.

<u>AIDS</u>	a disease that is hard to catch usually found in adults
<u>communicable</u>	contagious; can be spread from one person to another
<u>contagious</u>	can be spread easily
<u>disease</u>	a sickness or illness
<u>germ</u>	a tiny thing seen only with a microscope that may cause disease
<u>HIV</u>	the germ that causes AIDS
<u>microscope</u>	a tool used for seeing things that cannot be seen with the eyes alone
<u>noncommunicable</u>	not contagious; cannot be spread from one person to another
<u>prevent</u>	to stop or keep from happening
<u>risk</u>	something that involves the chance of danger or harm
<u>unique</u>	something that is special or different from others; one of a kind

ACTIVITIES AND EXERCISES

Following are a variety of activities and exercises designed to reinforce material taught in the instructional guide. Seven different examples are given to account for different levels of student age and maturity. Some activities may require worksheets, which are located at the end of this section.

INDEX OF ACTIVITIES AND EXERCISES

1. **How To Be Healthy**
Students will learn songs that review the principles of good health.
2. **Bug Busters**
Students will construct caterpillar bugs with each part of the body listing a method of germ prevention.
3. **Health-0**
Students will participate in a bingo-type game that reviews basic facts about HIV/AIDS presented in class.
4. **Mural Myth-Breakers**
Students will work in groups to create a mural that describes ways that HIV/AIDS cannot be transmitted.
5. **Student Scavenger Hunt**
Students will participate in a scavenger hunt to find out unique characteristics and qualities about their classmates.
6. **Child of the Week**
Each child will have the opportunity to share information about him- or herself and family during a special week that focuses on him or her.
7. **Security Blankets**
Students will decorate sheets that identify people who help them feel safe and secure when they are in need of help.

1. How To Be Healthy

Purpose: To acquaint students with steps they can take to become and remain healthy.

Objective: The student will be able to state what he or she can do to develop and maintain good health.

Time: 10-15 minutes

Utilization:

A. Ask the students how many of them know the song, "If You're Happy and You Know It". Tell them that today they are going to learn some special verses to help them remember good health habits.

B. Recite the special verses of the first stanza of the song as indicated below. Then have students sing the stanza with you.

If you want to be real healthy, wash your hands.
If you want to be real healthy, wash your hands.
If you want to be real healthy, then you really need to know this,
If you want to be real healthy, wash your hands.

C. Repeat the same procedure for the following stanzas, and then sing the song as a whole.

If you want to be real healthy, brush your teeth.
If you want to be real healthy, brush your teeth.
If you want to be real healthy, then you really need to know this,
If you want to be real healthy, brush your teeth.

If you want to be real healthy, get good rest.
If you want to be real healthy, get good rest.
If you want to be real healthy, then you really need to know this,
If you want to be real healthy, get good rest.

If you want to be real healthy, eat good foods.
If you want to be real healthy, eat good foods.
If you want to be real healthy, then you really need to know this,
If you want to be real healthy, eat good foods.

If you're healthy and you know it, clap your hands.
If you're healthy and you know it, clap your hands.
If you're healthy and you know it, then you really ought to show it,
If you're healthy and you know it, clap your hands.

D. Tell the students that you have another song to teach them that will help them remember how to wash their hands. Sing the following song,

using the appropriate hand motions. Then have them join you. (This song is sung to the tune of "Here We Go Round The Mulberry Rush".)

This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands, to get them nice and clean.

First we turn the warm water on, the warm water on, the warm water on,
First we turn the warm water on, and then we use the soap.

Next we rub our hands real hard, our hands real hard, our hands real hard,
Next we rub our hands real hard, and then we rinse them off.

Last we have to dry them off, to dry them off, to dry them off,
Last we have to dry them off, and then we are all done.

2. Bug Busters

Purpose: To review steps that can be taken to prevent the spread of germs.

Objective: The student will be able to identify techniques that can be used to prevent the spread of germs.

Materials: construction paper, crayons, Diagram D

Time: 25-35 minutes

Utilization:

- A. Review with students the steps they can take to prevent the spread of germs. List them on the board. Explain that sometimes germs are called "bugs". Today they are going to become "Bug Busters" who help to prevent the spread of germs or bugs.
- B. The first step in becoming a "Bug Buster" is to make the bug's body. Demonstrate for students how to draw (or trace and cut out) four or more circles to make the body. Draw a face on the first circle, and place legs on the remaining circles. (See Diagram D.)
- C. The next step involves labeling the body parts with messages of how to prevent the spread of germs. On each circle, the student should list one thing that can be done to prevent the spread of germs.
- D. Have students share their "Bug Busters" with their classmates. Hang up to display results.

Diagram D



3. Health-0

Purpose: To review facts related to the HIV/AIDS curriculum.

Objective: The students will be able to recall information concerning the HIV/AIDS curriculum.

Materials: Health-0 Boards (Worksheet A), Question List, Worksheet B), markers

Time: 15-25 minutes

Utilization:

- A. Tell the students that today they are going to be playing a game like "bingo" to help them review what they have learned about health and disease.
- B. Use the Question List (Worksheet B) to ask questions. Explain directions to students. The students will search their game boards (Worksheet A) to find the proper response. Once the response is located, a marker will be placed on that box. The first student to fill a row horizontally, vertically, or diagonally is the winner. Be sure to go through each question again with the winner to verify that responses are correct.
- C. For an additional challenge, ask questions until someone fills the entire game board.

WORKSHEET A

HEALTH-O GAMEBOARD

germ	fingerprint	tissue	children	warm
microscope	HIV/AIDS	send cards	hug	risk
communicable	Touch	FREE SPACE	play	scientists
get help from an adult	before meals	unique	Chicken Pox	blood
cancer	adults	Say "No"	cold	noncommunicable

WORKSHEET B

QUESTIONS FOR HEALTH-0

NOTE: Some questions have more than one possible answer. Be sure to verify the answer the student gives for each question.

1. What is another word that means "special"? (unique)
2. What type of water should be used in washing your hands? (warm)
3. You shouldn't be afraid to _____ people who have HIV/AIDS. (touch, hug)
4. What is the first thing you should do when someone gets hurt? (get help from an adult)
5. At what age are people most likely to get HIV/AIDS? (adults)
6. Each person has a different _____. (fingerprint)
7. What should you do when someone tries to give you a "bad touch"? (say "no", get help from an adult)
8. What is an example of a noncommunicable disease? (cancer)
9. What is an example of a communicable disease? (chicken pox, cold, HIV/AIDS)
10. Which group of people are working to find a cure for HIV/AIDS? (scientists)
11. What is an example of something you can do for someone who is sick with HIV/AIDS or another disease? (send cards, visit)
12. What is an example of a time when you should wash your hands? (before meals)
13. What is the name of a tiny living thing that can cause sickness? (germ)
14. What disease is very hard to catch? (HIV/AIDS)
15. What do you need to use to be able to see germs? (microscope)
16. What do you call something that is dangerous to do? (risk)
17. A disease that can be spread from one person to another is said to be _____. (communicable)
18. We should not be afraid to _____ with people who have HIV/AIDS. (play)
19. What should you use when you sneeze? (tissue)
20. Where is one place that HIV/AIDS germs can be found? (blood)

4. Mural Myth-Breakers

Purpose: To help clear up misconceptions about how HIV/AIDS is transmitted.

Objective: The student will be able to draw examples of ways that you cannot get HIV/AIDS.

Materials: large mural paper, crayons or markers

Time: 30-60 minutes (This activity may need to be spread over several days.)

Utilization:

- A. Discuss with students the ways that HIV/AIDS cannot be spread. List responses on the board. Divide students into groups. Each group is responsible for drawing a scene on a mural that shows one way that HIV/AIDS cannot be spread. The class should create a title for the mural and label each scene appropriately.
- B. Have each group discuss the message of their scene with the class.

5. Student Scavenger Hunt

Purpose: To help students to get to know and appreciate each others' likenesses and differences.

Objective: The student will be able to identify unique qualities about class members.

Materials: Scavenger Sheets (Worksheet C*), pencils

Time: 15-20 minutes

Utilization:

- A. Ask the students if they have ever been on a scavenger hunt. Describe what a scavenger hunt is, and explain that today they are going to go on a "Student Scavenger Hunt" to search out facts about their classmates.
- B. Instruct students to take their Scavenger Sheets and try to answer as many questions as possible by asking their classmates questions.
- C. As the students complete all the questions on the sheet, discuss the results together. Ask the students what information they have found to be most surprising.

***NOTE:** Teachers may wish to create their own Scavenger Sheets to make them more personal. The questions on Worksheet C are examples that may be used.

WORKSHEET C: SCAVENGER SHEETS

See how well you know your classmates. How many questions can you find the answer to?

- _____ 1. Who has brown hair?
- _____ 2. Who has blue eyes?
- _____ 3. Who has curly hair?
- _____ 4. Who has a younger brother?
- _____ 5. Who knows how to play the piano?
- _____ 6. Who has a birthday in May?
- _____ 7. Who has an older sister?
- _____ 8. Who likes broccoli?
- _____ 9. Who likes pizza?
- _____ 10. Who has been to another country?
- _____ 11. Who has had the chicken pox?
- _____ 12. Who walks to school?
- _____ 13. Who plays on a team for some type of sport?
- _____ 14. Who is a Cub Scout or Brownie?
- _____ 15. Who has the next birthday in this class?

6. Child of the Week

Purpose: To help students develop self-esteem and recognize their unique qualities.

Objective: The student will be able to tell others about him- or herself and family by sharing personal photographs and items.

Materials: Students will supply personal photographs and items of interest to share with the class.

Time: 15 minutes per week

Utilization:

- A. Assign each student one week of the school year during which he or she will be the **child of the week**. In the first day of that week, the child will share pictures and items of special meaning with the class. The pictures should be displayed on a bulletin board or somewhere in the classroom. The other students should also be given the opportunity to ask questions to the child sharing the pictures and items.
- B. Explain that this is that child's special week, and that during this week, that child will get special privileges. You should decide which privileges to award. Some ideas may include being the line leader or the teacher's assistant, or maybe the child could be exempt from homework for one night.

7. Security Blankets

Purpose: To help students be aware of people they can go to when they need help.

Objective: The students will be able to draw and label three resource people to seek out in time of need.

Materials: old sheets cut into smaller sections, markers, clothesline or bulletin board

Time: 25-35 minutes

Utilization:

- A. Review the importance of seeking adult help when students are facing difficult problems or situations. List suggestions of the people who may be of help to the children in a time of need.
- B. Ask the students what a security blanket is. Explain that just as a security blanket gives a child a sense of being safe, certain people can serve as our security blankets by helping us when we have a problem.
- C. Tell the students that today they are going to make security blankets that show the people who can help them when they are in need. Each child is to draw and label three people who can help him or her face a difficult problem or situation.
- D. Have students share results. Hang sheets on clothesline or on a bulletin board display.

Adapted from Teaching Children To Love Themselves. Michael E. Knight, Terry Lynne Graham, Rose A. Juliano, Susan Robichaud Miksza, and Pamela G. Tonnies. Englewood Cliffs, NJ: Prentice Hall, Inc., 1982.

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 about how they 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 a 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 enters 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 also help us learn more about AIDS and about staying healthy. We can also 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 department 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 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 request)

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

Germes and What They Do, 1966

Coronet/MTI Film and Video
108 Wilmet 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.

Germes 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 Wilmet 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 (Video \$335)
(800) 621-2131

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.

K-B AIDS Curriculum Resource Kit, 1989

California Comprehensive Health
Education Resource Center
321 Wallace Avenue
Vallejo, California 94590
(707) 557-1592

A collection of ten AIDS curricula developed for elementary and middle schools; reference materials and information.

Saving a Generation, 1990

WETA Educational Activities
P.O. Box 2626
Washington, D.C. 20013 (\$94.95)
(800) 445-1964

A program for teachers (grades 4-12) consisting of two videotapes and a 12-page guide. Teachers are presented with strategies and techniques for addressing HIV and AIDS in the classroom. The guide offers further suggestions of how to overcome personal barriers and deal with sensitive issues.

Terry and His Friends Present AIDS Education: Curriculum Teaching Guide K-6, 1987

Creative Graphics
127 South Main Street
Mount Vernon, Ohio 43050 (\$95 Per Guide
(614) 392-1337 \$175 for K-6 Program)

Two separate 37-page spiral bound guides (one each for K-3 and 4-6) containing B sample lessons. Provides suggested vocabulary, sample activity/worksheets, and notes for the teacher.

CURRENT STATE GUIDES

AIDS Education Resource Guide K-12, 1989

Missouri Department of Education
P.O. Box 480
Jefferson City, Missouri 65102

AIDS: Instruction About Acquired Immune Deficiency Syndrome in Wisconsin Schools, 1987

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841

AIDS Instructional Guide for Teachers Grades 6 Through 8, 1987

New Jersey Department of Health, and
New Jersey Department of Education
AIDS Education Unit
225 West State Street, CN 500
Trenton, New Jersey 08625-0500

AIDS Instructional Guide for Teachers 9 Through 12, 1987

New Jersey Department of Health, and
New Jersey Department of Education
AIDS Education Unit
225 West State Street, CN 500
Trenton, New Jersey 08625-0500

AIDS: K-12 Curriculum Planning Guidelines, 1988

Montana Department of Education
State Capitol
Helena, Montana 59620

AIDS: Our Problem Too: A K-12 Education Program

Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

AIDS Prevention Guide Grades K-12, 1988

The School District of Philadelphia
Office of Curriculum
Philadelphia, Pennsylvania 19123

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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