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INSTRUCTIONAL GUIDE FOR TEACHERS

GRADES 6 THROUGH 8

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TEACHING AIDS

New Jersey Department of Health and New Jersey Department of Education

AIDS: INSTRUCTIONAL GUIDE FOR TEACHERS

GRADES 6 THROUGH 8

New Jersey Department of Health
New Jersey Department of Education

E. Steven Saunders, Jane K. DeMaio and Donna M. Fonte

Fall, 1987

AIDS INSTRUCTIONAL GUIDE FOR TEACHERS: GRADES 6-8

CONTENTS

	<u>PAGE</u>
TEACHING ABOUT AIDS	i
ACKNOWLEDGEMENT	ii
PRE TEST/POST TEST	1
LESSON ONE - <u>AIDS: THE IMMUNE SYSTEM</u>	2
LESSON TWO - <u>AIDS: THE SPECTRUM OF HIV INFECTION</u>	3
LESSON THREE - <u>AIDS: BLOOD-BORNE TRANSMISSION AND ITS PREVENTION</u>	5
LESSON FOUR - <u>AIDS: SEXUAL TRANSMISSION AND ITS PREVENTION</u>	6
LESSON FIVE - <u>AIDS: THE LACK OF TRANSMISSION THROUGH CASUAL CONTACT</u>	7
LESSON SIX - <u>AIDS: A MATTER OF INDIVIDUAL RESPONSIBILITY</u>	8
LESSON SEVEN - <u>AIDS: MYTHS AND STEREOTYPES</u>	10
GLOSSARY	11
ANSWERS TO COMMON AIDS QUESTIONS	13
ACTIVITIES AND EXERCISES.	17
RESOURCE LIST	36

TEACHING ABOUT AIDS

The New Jersey State Department of Education recommends including the topic of AIDS in the following curricular and program activities:

1. family life/health education study of sexually transmitted diseases.
2. drug and alcohol education when intravenous drug use is discussed.
3. science classes that include instruction in immunology, genetics, and/or communicable diseases.
4. intervention counseling of identified student drug users.

The AIDS Instructional Guides for grades 6-8 and grades 9-12 a product of the joint efforts of the New Jersey Department of Health, the New Jersey Department of Education, and member organizations of the AIDS Education Task Force of the New Jersey Department of Health. All decisions regarding the use of these Guides are within the jurisdiction of local governing bodies. These Guides are offered as one of many resources available to educators.

Although the Guides were written for the majority of sixth to twelfth grade students, teachers should adapt the material to the ability levels of their students.

The teacher should be able to create a "safe" environment in which students can discuss the topic freely. The teacher should also be able to lead group and value-clarification activities and to communicate with students, with ease, sensitivity, and tact and in an objective, unbiased manner.

Even though AIDS is a serious health issue, education about AIDS should be complemented by other Sexually Transmitted Disease (STD) information. A young person is more likely to be affected by another STD than by AIDS. Nearly one-half____or ten million____of those affected by an STD are under age 25. This statistic can be used to demonstrate the extent to which AIDS-related high risk behaviors are prevalent among young people.

It should be noted that AIDS-related issues may evoke controversial issues. These Guides are intended to provide factual information. A Resource List has been included to provide a variety of supporting materials for use by educators. It is intended that these materials will assist in addressing issues that may arise.

It is the sincere intent of all involved in the preparation of the Instructional Guides to provide information to educators working with New Jersey's youth population.

Information and inquiries may be referred to:

New Jersey Department of Health
AIDS Education Unit
John Fitch Plaza CN 360
Trenton, New Jersey 08625-0360
609-633-2751

New Jersey Department of Education
225 West State Street CN 500
Trenton, New Jersey 08625-0500
609-984-1890

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PRE/POST TEST

Decide whether the following statements are true or false. Circle the T for true or F for false after each statement.

TRUE OR FALSE

1. Abstinence is 100% effective in preventing the transmission of HIV through sexual intercourse. T F
2. When a person has AIDS, his/her immune system stops working; and as a result, the individual's body cannot fight off disease. T F
3. When a person is infected with human immunodeficiency virus (HIV), he/she will always have symptoms. T F
4. ARC, also known as AIDS-related complex, is a wasting away syndrome that sometimes precedes AIDS. T F
5. A person who does not have symptoms of AIDS cannot transmit the virus to another person. T F
6. Human immunodeficiency virus (HIV) is a blood-borne virus, which means that you cannot get it through the air like you can other viruses. T F
7. HIV is present in large amounts in blood and semen. T F
8. The risk of transmission of HIV by way of blood transfusions has been greatly reduced to even less due to the HIV antibody screening test. T F
9. An infected mother cannot transmit the virus to her unborn child. T F
10. Sharing contaminated intravenous needles is a way in which HIV is transmitted from one person to another. T F
11. During sexual intercourse, an infected male or female can transmit the virus to his or her partner. T F
12. The virus that causes AIDS is not transmitted through casual contact such as hugging, sharing food, dancing, etc. T F
13. For a person to become infected with HIV, the virus must be carried out of the infected person's body in semen or blood and enter the other person's bloodstream. T F
14. There are things individuals can do to protect themselves from being infected with HIV. T F
15. AIDS stands for acquired immunodeficiency syndrome. T F
16. Using condoms during intercourse is one way of reducing the risk of transmission of HIV. T F

LESSON ONE - AIDS AND THE IMMUNE SYSTEM

- CONCEPT** AIDS is an infectious disease which is caused by the human immunodeficiency virus.
- NOTE** It is recommended that a unit on the reproductive system precede the use of this instructional guide.
- OBJECTIVES** The students will be able to:
- 1) explain the acronym A-I-D-S,
 - 2) define AIDS as an infectious disease which is caused by a virus called human immunodeficiency virus (HIV), and
 - 3) explain how the immune system functions.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Have the students brainstorm in small groups what they think the acronym A-I-D-S means. After about 5 minutes, ask them to report back to the large group, and write all responses on the board. If they do not come up with the correct response, tell them that it stands for acquired immunodeficiency syndrome. Take each word and define it for them, asking students for input.

- ACQUIRED** - Acquired is something that we get after we are conceived. (You may have to define conceive for students - tell them it is when the egg and sperm meet. Whatever we get from the sperm and egg relates to heredity; anything after that point is acquired). Something that is acquired cannot be hereditary. We inherit things like our eye and hair color. There are also some diseases that we inherit, such as sickle cell anemia. We don't inherit AIDS. (If students ask about babies being born with AIDS, tell them that babies get the virus that causes AIDS from the mother's blood and that later you will discuss this in more detail).
- IMMUNO** - Immuno relates to our immune system. The immune system is the body's defense against disease. It is like an army defending a country. The soldiers in the army are white blood cells.
- DEFICIENCY** - We do not have something, or we have too little of it. When one is immunodeficient, it means that he/she has an immune system that does not work. The soldiers (white blood cells) are too weak or too few to fight.
- SYNDROME** - A syndrome is a group of symptoms, any or all of which may be present when a person has a disease.

Therefore, AIDS stands for acquired immunodeficiency syndrome. This disease is not hereditary, and its presence means that the body's defense against some infections and cancers has been destroyed resulting in specific symptoms.

In order to understand the effect that AIDS has on the immune system, we first need to understand how the immune system functions. The immune system is the body's defense against disease, and it is just one of the organ systems that make up our body. Examples of other systems are the digestive system, the reproductive system, and the respiratory system. Organs make up a system. The immune system is composed of lymph nodes, spleen, thymus, and bone marrow. This can be compared to the digestive system composed of organs such as the stomach, intestines, and gall bladder. Organs are composed of cells. White blood cells (lymphocytes) are the major cellular component of the immune system. When a foreign bacterium or virus enters our body, our white blood cells recognize it as something that should not be there. They then send signals to the rest of the immune system so that it can begin destroying the foreign bacteria or viruses. This is how we fight off disease. When a person has AIDS, the white blood cells stop working. Therefore, they cannot send their signals to the rest of the immune system, and our body cannot fight off disease.

To acquire this disease one must be infected with the virus that causes it. This virus is called human immunodeficiency virus and its abbreviation is HIV. AIDS is an infectious disease, which means we can get it from someone else. Later we will tell about how it is spread from one person to another. For now it is important to remember that the virus is found mainly in blood and semen.

MATERIALS AIDS Information for Young People

This booklet may be used as a general overview for class discussion. It should be distributed to the students to share with their families.

LESSON TWO - AIDS: THE SPECTRUM OF HIV INFECTION

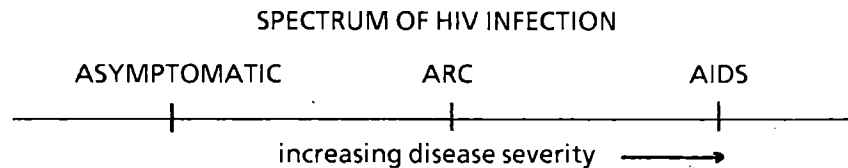
CONCEPT There is a spectrum of HIV infection which includes AIDS (the most severe manifestation), AIDS-related complex (ARC), and asymptomatic infection.

OBJECTIVES The students will be able to:

- 1) explain the spectrum of HIV infection by identifying the three categories of resulting outcomes.
- 2) recognize that the majority of people infected are in the asymptomatic category.
- 3) explain that the symptoms may not show up for 7 or more years after infection.
- 4) explain that a person who appears healthy can transmit the AIDS virus.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Draw the following diagram on the board and fill in as you proceed. (See next page).



Begin by telling the class that not everyone infected by HIV develops AIDS. About 30%-50%, or greater, of those infected by the virus will eventually develop AIDS. The majority of the remaining individuals develop no symptoms at all and appear to all concerned as healthy individuals. When a person is infected with the virus but shows no symptoms, he/she is referred to as asymptomatic. It is important to note that because the person has the virus in his or her body, he/she can transmit it to someone else. He or she carries the virus but may have no symptoms. Thus, we call the person an asymptomatic carrier. See next page.

Some people infected with the virus will develop AIDS-RELATED COMPLEX or ARC, which is a wasting syndrome that usually precedes AIDS. People in this group have symptoms such as chronic swollen glands, chronic diarrhea, weight loss, persistent fevers, fatigue, or night sweats. Ask the students what the word chronic means. It is important to explain that these symptoms do not go away like the symptoms of a cold or flu.

When a person with ARC develops certain malignancies or opportunistic infections (that is, infections that do not pose a threat to people with normal immune function, but which seize the opportunity to infect those with immune dysfunction), he/she is then classified as having AIDS. Define malignancy for the students. Write the word OPPORTUNISTIC on the board. Once you do this, ask them to explain why people infected with HIV are more likely to become very ill if they get an opportunistic infection.

Once infected by the virus, a person may remain without symptoms anywhere from 6 months to seven or more years after that infection. This means that a healthy person can have the virus in his/her blood and not appear sick for seven or more years.

ASYMPTOMATIC	<u>AIDS-RELATED COMPLEX</u> (ARC)	<u>ACQUIRED IMMUNODEFICIENCY</u> <u>SYNDROME</u> (AIDS)
Virus enters the body from someone else's blood or semen - Although no symptoms of infection, still capable of transmitting the virus to someone else.	<u>Chronic</u> swollen glands <u>Chronic</u> diarrhea & weight loss Night sweats Fever Fatigue (Define Chronic)	Chronic swollen glands Chronic diarrhea & weight loss Persistent fevers or night sweats Persistent unexplained cough Thick, whitish, hairy coating on tongue or in throat Purplish spots or bumps <u>PLUS</u> - Certain malignancies or Opportunistic infections (Define malignancy, opportunistic infection)

QUESTIONS FOR DISCUSSION

1. Have you heard of any other virus with which a person can be infected and not show symptoms of illness? Explain. (Hepatitis B virus)
2. Why is it important to know that some people are asymptomatic carriers? (transmission/prevention)?
3. What kinds of diseases have similar symptoms to ARC? (Mononucleosis) What is important to remember about these symptoms in regard to ARC? (They are chronic in ARC)
4. What is an opportunistic infection, and how does it relate to AIDS? (They are caused by organisms that do not usually affect people with healthy immune systems. They cause the infections that usually lead to the death of someone with AIDS.)

LESSON THREE - AIDS: BLOOD-BORNE TRANSMISSION AND ITS PREVENTION

CONCEPT Transmission of HIV from person to person requires that the virus leave the infected individual via blood or semen and enter another's bloodstream. This can be blocked by taking certain preventive measures.

OBJECTIVES The students will be able to:

- 1) identify the three routes of blood-borne HIV transmission.
- 2) explain how the transmission of HIV via the blood can be prevented.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Begin by telling the students that today you will talk about how HIV is spread from person to person and ways of preventing this. Explain that HIV is a blood-borne virus and there are more HIVs in the blood than anywhere else in the body. That is why BLOOD is the BODY FLUID that most readily transmits infection from one person to another. Another place where there is a high concentration of HIV is semen. Transmission of HIV from person to person requires that the virus leave the infected individual via blood or semen and enter the other person's bloodstream. We will first talk about the 3 ways in which blood has been implicated in the transmission of AIDS.

Ask the students what they have heard about how AIDS is spread via blood? List all responses on board. Then review each, correcting misinformation. The following 3 ways should be listed and discussed.

- 1) Sharing contaminated intravenous needles - Small amounts of blood from an infected person may remain in the needle and syringe and are injected directly into the bloodstream of the next person who uses the needle.
- 2) Pregnancy and birth process - An infected mother can transmit the virus to her unborn baby via the placenta or while the baby is being born.
- 3) Receipt of contaminated blood or blood products - People who may have received a unit of infected blood or blood product prior to June 1985.

Tell the class that 3 has been addressed by the medical field. The risk of transmission of HIV via blood transfusion has been greatly reduced due to the HIV antibody screening test instituted in June 1985, and removal of all units of blood testing positive from the nation's blood supply. Blood products, such as Factor VIII used to treat hemophilia, are now treated with heat to kill the virus on top of the screening test done on all units of blood initially collected for eventual use in blood product preparation. Remember, you cannot get AIDS from donating blood — ever.

Once this has been explained and questions posed by students have been addressed, tell them to brainstorm how transmission of the virus through contaminated needles and pregnancy can be blocked. Then divide the class into small groups, and ask them to discuss what they would say to: 1) someone about using drugs intravenously; and 2) a woman who uses intravenous (IV) drugs or whose male sex partner uses intravenous drugs.

What you would want from the students includes:

- 1) Do not start using intravenous drugs. One exposure to the AIDS virus via needle sharing may be enough to cause you to get AIDS.
- 2) As a woman who is at high risk of being infected, you could transmit the virus to your unborn child, who would likely develop AIDS. Avoid becoming pregnant.

Summarize and tell the class that later you will discuss how AIDS is spread through sexual intercourse and related preventive measures.

LESSON FOUR - AIDS: SEXUAL TRANSMISSION AND ITS PREVENTION

CONCEPT AIDS is a sexually transmitted disease (STD) that can be prevented.

OBJECTIVES The student will be able to:

- 1) cite abstinence as a way of preventing transmission of HIV.
- 2) cite that HIV is found in high concentrations in semen.
- 3) explain how semen infected with HIV can cause AIDS if it gets into another person's body during sexual intercourse.*
- 4) explain how condoms can help prevent infection with HIV if used during sexual intercourse.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Start by writing on the board the concept from the previous lesson on blood-borne transmission of HIV.

Remind students that HIV is found in high concentrations in semen as well as blood, and that it can be transmitted from an infected individual to a non-infected individual through semen to blood contact. How does the semen get into the bloodstream during sexual intercourse?

During intercourse, there may be rips or cuts in the lining of the body's mucous membranes, without one knowing it. They may be so small that you would not see any blood or spotting. Virus in a man's semen can enter the bloodstream through the cut. Recent scientific evidence has suggested that cuts may not even be necessary to allow HIV to enter the blood stream, because the virus can penetrate mucous membranes. Many people in New Jersey have developed AIDS as a result of having sex with an infected partner.

PREVENTION HOW TO REDUCE THE RISK OF TRANSMISSION

Once again in small groups, have students come up with guidelines they would recommend to reduce the transmission of HIV. Process as a large group and be certain to include the following:

- 1) Abstinence from sexual intercourse is 100% effective in preventing the [sexual] transmission of HIV.
- 2) Using a condom can greatly reduce the risk of getting AIDS through sexual intercourse. Remind students that the condom acts as a barrier that prevents semen from entering the other person's body, thus minimizing semen to blood contact.

*See glossary

LESSON FIVE - AIDS: THE LACK OF TRANSMISSION THROUGH CASUAL CONTACT

CONCEPT The virus that causes AIDS is not transmitted through casual contact.

OBJECTIVES The students will:

- 1) explain why AIDS is not transmitted through casual contact in the school, home, or work environment.
- 2) identify that HIV is not a respiratory virus, therefore AIDS is not transmitted by coughing or sneezing.
- 3) discuss why HIV is not transmitted through food or food handlers.
- 4) explain why HIV is not transmitted by objects in one's environment.

CONTENT AND SUGGESTED METHODS OF PRESENTATION

Write on the board - HIV is a blood-borne virus - ask what it means based on what was presented earlier. Remind them that the virus must be carried out of the infected person's body in semen or blood and deposited into the other person's bloodstream. (Review briefly discussion of IV drug use and sexual intercourse in respect to transmission of HIV as covered in previous lessons). State the following - HIV IS NOT A RESPIRATORY VIRUS like the cold or flu viruses. It is also a very fragile virus and does not survive long outside of the human body. Ask the students what respiratory and fragile mean.

Write on the board - WAYS ONE IS NOT INFECTED WITH HIV

Brainstorm with the class based on information you have given them. Be sure to include the following:

coughing/sneezing	telephones
food	eating utensils
water	handshakes
objects	contact sports
public toilets	kissing on the lips

Summarize - HIV is not a respiratory virus like the cold or flu viruses. Therefore, it is not transmitted by coughing or sneezing as colds and flu are. Nor is it transmitted through food, water, or the objects handled by infected individuals. This is because the virus is very fragile and does not survive well outside the human body and also because these things do not put the virus into direct contact with the bloodstream.

Therefore, using public toilets, telephones, water fountains, or sharing eating utensils or dishes does not transmit the virus. Studies of household contacts of AIDS patients have shown us that this has not occurred. Eating in a restaurant does not increase your risk for AIDS even if someone working there has AIDS. You can touch someone who has AIDS and not be concerned about catching it. All of our experience with AIDS tells us that casual contact as in handshakes, contact sports, even casual kissing, does not spread AIDS. No friends, teachers, family members, co-workers, or classmates of anyone with AIDS have gotten AIDS from them unless they have had sex or shared needles with them.

ROLE PLAY

Ask for 4 volunteers to role play the following situation:

Four students are talking in the cafeteria about another student who they learned has AIDS. This student is attending school and presently parents, students and some teachers seem to be upset. Paul is very fearful that he will catch AIDS from this student because they are in the same gym class. Jeff has science with this student and sits directly behind him. He is also afraid and confused because he has heard mixed messages about whether or not he will get the disease. Kevin doesn't have any classes with this person but he remembers sharing a soda with him at a football game. Roger's mom is a nurse and has told him all about AIDS. She works with AIDS patients and Roger knows ways in which AIDS is spread. He isn't afraid of getting it from this student.

Note: This lesson may be presented earlier (e.g. before lesson 2) as determined by the educator.

LESSON SIX - AIDS: A MATTER OF INDIVIDUAL RESPONSIBILITY

CONCEPT Individuals are responsible for taking measures that will block the transmission of human immunodeficiency virus.

OBJECTIVE Students will discuss the ways in which HIV transmission can be blocked. Students will discuss reasons why individuals may not act responsibly.

CONTENT AND SUGGESTED METHOD OF PRESENTATION

Tell the class that today will be a summary of all that has been presented thus far. Give each student the worksheet "Prevention of the Transmission of Human Immunodeficiency Virus." Ask each student to take five minutes to complete the four statements. Once all have done so, divide the class into small groups. Designate a recorder for each group and give them the following instructions.

1. Each group will be given four pieces of newsprint, each headed with one of the same four statements that you've completed on your worksheet. Your group will discuss each statement by his/her response. Begin with newsprint statement one and in your group each one of you will state what you've written on your worksheet for that statement. As each person contributes, the recorder will write responses on the newsprint.
2. Follow this procedure for the remaining three statements.
3. Statements one and two are related to the information we discussed earlier. As you share your responses clarify misconceptions that some may still have.
4. Statements three and four have no "right" answers. List all thoughts that your group can generate.
5. When each group has completed this task we will discuss as a class.

Class discussion should be a summary of each group's responses. Tape newsprint around the room for all to see. Any misconceptions for statement one are to be addressed. When discussing preventive measures to block transmission, identify those that reduce risk vs eliminate risk. Do not judge responses for statements three and four. Accept all responses and allow for open discussion.

Summarize by emphasizing the importance of individual responsibility.

PREVENTION OF THE
TRANSMISSION OF HIV

1. HIV can be transmitted from one person to another by _____

2. Measures an individual can take to block the transmission of the virus include:

3. Some reasons why people might avoid these preventive measures are _____

4. People can be encouraged to take preventive measures by _____

LESSON SEVEN - AIDS: MYTHS AND STEREOTYPES

CONCEPT The myths and stereotypes that individuals have surrounding AIDS interfere with their understanding of both the disease and the person who has the disease.

OBJECTIVES The students will share feelings and attitudes that they have regarding AIDS.
The students will explore reasons why stereotypes exist surrounding AIDS.

CONTENT AND SUGGESTED METHOD PRESENTATION

ACTIVITY ONE

Ask the students to complete the following sentences as honestly as possible.

When I think of someone I know getting AIDS I feel _____

If someone I am close to came down with AIDS I would _____

After they have had time to write down their responses put them into small groups and ask each person to share his/her comments. No one is to comment until all members have contributed. Once all have shared responses, then the group can discuss. After about 5 minutes ask one person from each group to summarize his group's responses for the rest of the class.

Facilitate a discussion by asking questions to explore reasons for fear, anger, etc. Would you feel the same way if the person had cancer? Explain.

ACTIVITY TWO

Index Cards - one for each student - 3 of which have "Person with AIDS" written on them. The remainder are blank. Shuffle cards and distribute to students. Each student must pin the card to his/her shirt. In a large circle begin by asking the students to share reactions they had when people pinned cards to shirts. Their own? Discuss reasons for reactions. Talk about labeling people and how it can be harmful if we do not get beyond the label.

There is a person behind the label - behind the disease. The person is not at fault for having AIDS. A virus that they contracted is the reason for the disease.

Summarize feelings at the end of the discussion.

GLOSSARY OF TERMS

<u>Abstinence</u>	To refrain from sexual activity.
<u>Asymptomatic</u>	Absence of symptoms. Symptoms are discernible indicators of illness; e.g. fever, skin lesions, pain, etc.
<u>Birth Process</u>	The event of being born, the coming of a new person out of its mother into the world. The childbearing event.
<u>Bisexual</u>	An individual who engages in sexual activity with members of both sexes.
<u>Body Fluids</u>	Any fluid secreted or found within the human body. Blood, urine, semen, tears, saliva, vaginal secretions, sweat, menstrual blood, feces.
<u>Carrier</u>	A person that harbors a specific infectious agent in the absence of discernible clinical disease and serves as a potential source of infection.
<u>Chronic</u>	Long term, frequently recurrent.
<u>Concentration</u>	The amount or level of HIV (in this case) in a body fluid.
<u>Condom</u>	A thin rubber sheath worn over the penis during sexual intercourse, used to prevent sexually transmitted diseases.
<u>Contagious</u>	Capable of being transmitted as from one person to another, by contact with an infected person or object, tending to spread from person to person.
<u>Contaminated</u>	The presence of an infectious agent on a body surface; also on or in clothes, bedding, toys, surgical instruments, or other inanimate articles or substances including water and food.
<u>Contraception</u>	To prevent pregnancy; birth control.
<u>Egg</u>	When fertilized by the sperm from the male, it becomes the fertilized egg and has the potential for developing into an embryo.
<u>Infectious disease</u>	A clinically manifest disease resulting from the entry and multiplication of a microorganism in the body of man or animals.
<u>Heterosexual</u>	An individual who engages in sexual activity with members of the opposite sex.
<u>High Risk Activities</u>	Anal intercourse, vaginal intercourse without the use of condoms, IV drug use.
<u>Homosexual</u>	An individual who engages in sexual activity with members of the same sex.
<u>Intercourse</u>	The act of sexual relations or sexual coupling. Anal - insertion of the penis into the rectum. Vaginal - insertion of the penis into the vagina. Oral - insertion of the penis into the mouth.
<u>Intravenous</u>	Administered by an injection into the vein.

<u>Kaposi's sarcoma</u>	A type of cancer of the lining of the blood vessels, usually manifesting itself as lesions in the mouth, rectum, or on the skin. Often seen in people with AIDS.
<u>Lower Risk Activities</u>	Kissing, sexual intercourse using condoms.
<u>Malignant</u>	Cancerous.
<u>Opportunistic disease</u>	A disease caused by an organism not normally known to cause disease, but which can do so when the body's immune system is damaged. It takes that opportunity to cause disease.
<u>Pneumocystis carinii pneumonia</u>	A disease of the lungs caused by the parasite named <u>Pneumocystis carinii</u> and frequently associated with individuals having damaged immune systems, such as people with AIDS.
<u>Primary brain lymphoma</u>	A cancer of the lymphatic tissue originating in the brain.
<u>Pregnancy</u>	The process of growth and development of a new individual within a woman's reproductive organs. It spans from the time of conception, through the phases where the embryo grows and the baby develops as the fetus, to birth.
<u>Respiratory</u>	Having to do with an individual's breathing process.
<u>Semen</u>	A whitish fluid produced in the male reproductive organs. It contains sperm and leaves the body during sexual intercourse (ejaculation).
<u>Spectrum</u>	A broad range of varied, but related matters, that form a continuous series or sequence.
<u>Sperm</u>	A male reproductive cell found in semen.
<u>Transmission</u>	The transfer or carrying of a thing or condition from one person to another.
<u>Vagina</u>	A passageway from the outside of the body to the uterus; the female sexual organ.
<u>White Blood Cells</u>	A type of blood cell that is the main cellular constituent of our immune system.

ANSWERS TO COMMON AIDS QUESTIONS ASKED BY YOUNG ADULTS

Below are questions about AIDS asked by young adults. Even though all of the possible aspects of AIDS may not be represented, many of the important concerns of young adults are addressed. Answers are given to assist the teacher in responding to similar questions from students. The questions have been grouped into seven categories: (1) The AIDS epidemic; (2) What AIDS is; (3) AIDS virus infection; (4) AIDS virus transmission; (5) AIDS virus prevention; (6) AIDS treatment; (7) AIDS social issues.

Some of the questions have been rephrased because they reflected an inaccurate scientific concept. For example, questions concerning the transmission of AIDS were rewritten to more accurately address transmission of the AIDS virus.

Students may have some questions which they feel uncomfortable asking in front of their peers. The teacher can provide a question box in the room that would allow students to anonymously ask questions. If this technique is used, inform students that all questions asked in good taste will be answered. Answers to questions teachers cannot themselves respond to may be obtained by calling the New Jersey AIDS Hotline at 1-800-624-2377.

The AIDS Epidemic

1. How many people in the U.S. and the world have AIDS?

It is estimated that one to two million persons in the U.S. are infected with the AIDS virus, with only a fraction actually having developed AIDS. Approximately five to ten million persons globally may be infected.

2. How and when did AIDS start?

It is not known for sure where AIDS started. Some experts believe that it originated in Africa in the 1970s. Others disagree with this view. AIDS was first diagnosed in the U.S. in 1981.

3. Was AIDS caused by homosexuals?

No. Homosexual and bisexual males comprise about 33 percent of the AIDS cases in New Jersey. Some of the infected bisexual and homosexual males also used IV drugs. Anyone, heterosexual, homosexual, or bisexual who engages in risky sexual or IV drug-using behaviors can acquire the AIDS virus. It is the risky behaviors, not one's sexual orientation, that places the person at risk.

4. How many women have AIDS?

Presently in New Jersey about 18 percent of the AIDS cases are women. About one-third of these acquired the virus from heterosexual contact with an infected person, or via blood transfusion. It is predicted that the number of women with AIDS will increase. In many central African countries there are nearly equal numbers of females and males with AIDS.

5. Does AIDS affect all races of people?

Yes. Anyone, regardless of race, can acquire the AIDS virus if the individual participates in risky sexual and IV drug-using behaviors with an infected person. In New Jersey, about 38 percent of the AIDS cases are among Whites, 49 percent among Blacks, and 13 percent among Hispanics.

6. Can all ages get the AIDS virus?

Yes. Persons of all ages can acquire the virus if exposed through risky behavior. Even children, who comprise about 3 percent of the AIDS cases in New Jersey, can get the virus. The majority of children acquired the virus from an infected mother during pregnancy or childbirth. A few children became infected from blood transfusions prior to the screening of blood.

7. Will AIDS take over the world?

The virus is difficult to transmit; it is not passed by casual contact such as being around an infected person. Persons who know how to protect themselves do not have to fear infection. Even though it does not appear that a cure or vaccine will be available in the near future, we have the knowledge to prevent the spread of AIDS.

What AIDS Is

1. What causes AIDS?

AIDS is the end result of an infection caused by a virus. The virus has been given different names: human T-lymphotropic virus type III, or HTLV-III, has been most commonly used in the U.S. Many scientists now prefer the term, human immunodeficiency virus, or HIV.

2. Are there different types of AIDS?

There are different stages of AIDS virus infection that occur before one could actually develop AIDS. This information may have confused people to believe that there are different types of AIDS. For example, a person can acquire the virus but not develop AIDS; only about 30-50 percent are thought to progress to having AIDS.

Further, many scientists label some infected persons who develop certain health problems as having a condition called AIDS-related complex (ARC).

3. Is AIDS like other diseases?

AIDS is not like communicable diseases, such as the cold, flu, or measles that can be passed through casual contact like sneezing, coughing, or sharing of eating utensils. No cases have been established where AIDS was passed by those means.

4. Can you carry the virus and not develop AIDS?

Yes. About 30 to 50 percent of those infected with the AIDS virus develop AIDS. Many people having the AIDS virus do not know they are infected until the symptoms of an acquired, or "opportunistic disease," develop. However, persons with the virus can transmit it to others even if symptoms do not develop.

An AIDS Virus Infection

1. How long is the incubation period for AIDS?

The time between acquiring the virus and having symptoms, called incubation period, ranges from a few months to seven years or more.

2. What are the common symptoms of AIDS?

Symptoms of persons infected with the AIDS virus include: tiredness, fever, loss of weight, diarrhea, night sweats, and swollen lymph glands. These symptoms may indicate an AIDS infection. Many other illnesses, such as "mono", also have these symptoms. The continuation of these symptoms for more than two weeks in persons at risk may indicate an AIDS infection. Only a physician can diagnosis the condition.

3. How does the AIDS virus break down the immune system?

Scientists now know that the virus kills certain cells of the immune system. These are the white blood cells. Some white blood cells are called T cells and B cells. White blood cells protect a person from disease. Some T cells, also called helper cells, cause the B cells to produce antibodies against invading disease-causing organisms. Other T-cells, called suppressor cells, work to stop or suppress the attack against the invading cells, once the infection has been controlled. In the person having the AIDS virus, the supressor T cells outnumber the helper T cells.

4. How long can a person lead a normal life after developing AIDS?

Many persons who develop AIDS respond differently. Some persons are very ill throughout the course of the condition. Most die within two years. Some remain in good physical condition, or have alternating periods of health and illness for several years. Eventually, it is anticipated that all persons who develop AIDS will die of AIDS-related conditions (opportunistic infections).

5. Why does a person die from AIDS and how long does it take?

People with the AIDS virus, because their immune system has been weakened, acquire illnesses that do not usually affect healthy people. The persons die from these diseases, not usually from the AIDS virus, per se. About 80 percent of people with AIDS have died within two to three years after developing AIDS.

6. Does anyone ever survive AIDS?

Researchers say that it is too early to provide a sure answer for this question.

7. Can you tell if someone has the AIDS virus?

One cannot determine if another individual has the AIDS virus from the person's appearance.

8. Is there an AIDS test?

There is a test available that determines if the person has antibodies to the AIDS virus. This means that the individual has been infected with the AIDS virus. However, the presence of the antibodies does not mean that the person has or will develop AIDS; some become very ill and others do not.

9. Is the AIDS antibody test sometimes wrong?

Yes. Even though the test is very accurate, it is not perfect. Sometimes the test results may be positive when there are no antibodies present (called false positive). Because of this, every positive test should be repeated before a person is informed of a positive test result. Most false positives are excluded by this process. Also, on rare occasions an infected person may test negative. It can take 3-6 months for antibody to HIV to become detectable in blood.

AIDS Virus Transmission

1. How do people get the AIDS virus?

The AIDS virus is present in certain body fluids, mainly semen and blood. The virus is transmitted during sex, by sharing IV drug needles and syringes and contaminated blood, and from an infected woman to her fetus or newborn child.

2. How contagious is the AIDS virus?

The AIDS virus is hard to transmit. It is not very contagious. In comparison to other communicable diseases, the AIDS virus is much less contagious than germs of the common cold, flu, measles, and tuberculosis.

3. Can you get the AIDS virus from blood transfusion?

In the U.S., today it is nearly impossible to get the AIDS virus from blood transfusion. Experts estimate that the chances are about 1 in a million. Since 1985, donated blood is screened by a test that detects the AIDS virus antibody. Any blood having the antibodies is not used for transfusion.

4. Can you get the AIDS virus from sex?

Yes, if one's sex partner is infected with the AIDS virus. Sexual intercourse is a very risky behavior for transmitting the AIDS virus.

5. Can you get the AIDS virus from casual contact?

No one should be afraid of getting the AIDS virus by casual, social, or family contact. People can, for example, work with others, attend school and public events, eat at restaurants, and be around infected individuals without the fear of getting the AIDS virus. Persons caring for another family member who has AIDS are also not at increased risk for contracting the virus. Children attending school with another student having the AIDS virus are not at risk for becoming infected.

6. Can you get the AIDS virus from kissing?

No. The AIDS virus has rarely been found in human saliva and tears. Even then, only very small amounts of virus have been found. This may be the reason why there have been no reported cases where the virus was passed through these fluids, such as by kissing.

7. Is AIDS an inherited disease?

No. The AIDS virus is not passed genetically from generation to generation. However, the virus can be transmitted to children from an infected mother during pregnancy or childbirth.

8. Can a man transmit the AIDS virus to a woman?

Yes. There have been some AIDS cases in women that have resulted from man-to-woman, sexual transmission. Any woman who participates in unprotected vaginal or anal intercourse with an infected male is at risk for acquiring the AIDS virus.

9. Can a woman transmit the AIDS virus to a man?

Male sexual partners of infected women have become infected with the AIDS virus. Clearly, the AIDS virus can be transmitted from woman to man, but scientists do not know if it can be passed quite as easily as from man to woman.

10. Can the AIDS virus be passed by mosquitos?

Research does not indicate that insects are capable of transmitting the virus or have ever done so.

11. Can a lesbian get the AIDS virus?

A lesbian is at risk if she uses IV drugs and shares needles and syringes. She may also be at risk if she engages in oral sex with an infected woman.

12. Can prostitutes spread the AIDS virus?

Some prostitutes have shown evidence of AIDS virus infection. Prostitutes often use IV drugs and they have many sex partners. It is very risky to have sex with a prostitute. If one does have sex with a prostitute a condom should be used.

13. How do children get the AIDS virus?

Most children who have the AIDS virus acquired it from an infected mother during pregnancy or childbirth. A few become infected through blood transfusions.

14. Are married people at risk?

A married couple of which both persons have practiced sexual fidelity has virtually no risk of acquiring the AIDS virus. This is true unless one partner has the virus at the start of marriage, or uses IV drugs and shares needles or syringes.

15. Can someone with the AIDS virus have sex without passing it?

Probably. But the percentage of times the virus would not be passed is not known. It also cannot be determined which exposure would result in infection and which exposure would not. Hence, every sexual contact with an infected person should be considered as possibly resulting in the virus being transmitted.

AIDS Virus Prevention

1. If there is no cure for AIDS, what is being done to prevent its spread?

Besides major efforts being presently directed toward developing treatments and a vaccine, educational programs are being given to individuals at increased risk and the public at large as well. These programs attempt to motivate persons to practice low-risk sexual and drug-related behaviors. Even if we had a medical solution to AIDS, preventive education would still be considered the best way to control the virus.

2. What can the individual do to keep from getting the AIDS virus?

Persons can reduce their risk of contracting the AIDS virus by doing certain things related to sexual expression and drug use. The sexual precautions include (1) sexual abstinence, (2) long term sexual fidelity, (3) avoiding exchange of body fluids by using a condom, and (4) knowing one's sexual partners. These precautions can also help prevent the contraction of other STDs. Concerning drug use, no one should share IV drug needles and syringes, although not using IV drugs at all is the best approach.

3. Can a condom prevent transmission of the AIDS virus?

Yes. The proper use of latex condoms, aside from abstinence, for all sexual contact is considered the best way to avoid exchange of body fluids.

AIDS Treatment

1. Can AIDS be cured?

No. Currently there are not any drugs available that will completely destroy the AIDS virus or restore the immune system once it is damaged. AZT or azidothymidine, seems to control the growth of the AIDS virus, and has prolonged the lives of AIDS patients in initial trials.

2. Will there be a cure for AIDS in the near future?

Even though the search for effective treatments is being pursued vigorously worldwide, their discovery is not expected soon. There seems to be some progress in developing treatments for the "opportunistic diseases," but there are many obstacles to overcome in developing a drug that can kill all the AIDS virus in a person.

3. Is there a vaccine for AIDS?

No. Scientists are working to develop a vaccine, but a solution appears to be several years away.

AIDS Social Issues

1. How should people with AIDS be treated?

Persons with AIDS should have equal access to medical and social services, employment, housing, and educational opportunities. They also need emotional understanding and support from friends and the community.

2. Should a student with AIDS be allowed in school?

Yes. A student with AIDS or having the AIDS virus poses no risk to other students. However, there may be times when the person with AIDS should not attend school because of his/her weakened condition.

3. Should persons with AIDS be banned from public events, schools, and jobs?

No. Since the AIDS virus cannot be passed by casual contact there is no reason why persons with AIDS should be kept from being a participating member of the community.

4. Should teachers and school cafeteria workers be required to take a test for AIDS?

No. Both teachers and cafeteria workers with AIDS pose no risk for students. Persons with an AIDS virus infection can work in restaurants without exposing others to the virus.

5. Where can I get more information about AIDS?

A school or community library may be able to provide information about AIDS, although the latest information is probably available from the local counseling and testing center, or the state health department. One could also call the New Jersey AIDS Hotline (1-800-624-2377).

ACTIVITIES AND EXERCISES

Following are a variety of activities and exercises designed to reinforce material taught in the instructional guides. Eight different examples are given to account for different levels of student maturity and academic sophistication from early middle/junior high school to late senior high school. Some require worksheets, which are located at the end of this section.

In these activities and exercises, personal behaviors related to AIDS prevention are stressed in contrast to biomedical information. They are action-oriented and involve knowledge, attitude, and skill. Activities involving decision-making, communication strategies, examining values, and problem-solving are included.

Before using any of these exercises and activities the teacher should become thoroughly familiar with the purpose of each and how it is used. The teacher must decide which ones will be assigned as homework and which will be completed only in class. Likewise, the teacher must plan ahead in providing needed materials, such as worksheets.

William L. Yarber, Professor, Department of Applied Health Science, Indiana University, is acknowledged for his document AIDS: What Young Adults Should Know.

INDEX OF ACTIVITIES AND EXERCISES

Number	Page
1. SPREAD OF AIDS OPINION	18
Students indicate their views toward an AIDS-related issue by choosing a point along a line representing a continuum of attitudes toward the issue.	
2. UNFINISHED AIDS SENTENCES	19
Students indicate their views toward AIDS-related issues by completing unfinished sentences.	
3. UNCLE BILL'S AIDS ADVICE COLUMN	19
Students, pretending they are Uncle Bill suggest a solution to AIDS problems presented in letters sent to his column.	
4. AIDS PROBLEM SITUATIONS	21
Students solve specific AIDS problems by providing information for each step of a decision-making sequence.	
5. TALKING ABOUT AIDS PREVENTION	24
Students create a communication model for talking about preventing the transmission of the AIDS virus and practice using the model with another student.	
6. UNANSWERED AIDS QUESTIONS	24
An individual, or a small group of students, collect AIDS-related questions not answered during the unit and calls a local AIDS hotline.	
7. AIDS BASKETBALL	25
Students, divided into two "basketball" teams, compete to score the most points by correctly recalling AIDS information presented in class.	
8. ELIMINATING BARRIERS TO INDIVIDUAL AIDS PREVENTION	28
Using the Normal Group Process, students identify the barriers that hinder individual use of AIDS sex and drug prevention methods and create solutions for eliminating the barriers.	
9. ACTIVITY AND EXERCISE WORKSHEETS	29

NUMBER 1

SPREAD OF AIDS OPINION

Purpose: To assist students in examining their attitudes toward AIDS-related issues

Objective: The student will indicate his or her viewpoint concerning situations related to AIDS

Materials: Worksheet 1, Pencil

Time: 15-30 minutes

Utilization

- A. Suggestions for all attitude-related activities (1 and 2): The teacher should use discretion in choosing the two attitude learning opportunities, based on school and community views toward class activities dealing with personal attitudes and values. If any are used, the teacher should follow the standard instructional strategies for values exercises.
1. Student participation should be voluntary, and the choice of whether or not to participate should be unrelated to the student's class grade.
 2. To ensure anonymity, names should not be placed on the worksheets.
 3. No student should be required to share his or her views with others.
 4. Any views expressed should not be labeled as "right" or "wrong" by the teacher. Discussion should examine values that enhance the control of AIDS.
 5. The activity should be suited to the particular group of students. (For example, are the students mature enough to handle this activity? Is there sufficient trust within the classroom for open discussion?)
- B. Specific suggestions for this exercise
1. Each student should be given Worksheet 1. The student is to indicate his or her views concerning each item and why the position was taken (optional). The teacher must decide and subsequently inform students if the "why" part of each item should be completed.
 2. The teacher may choose to have a small group and/or entire class discussion following the completion of the items, respecting the right of each student not to share his or her views. Or, the teacher may decide not to have any class discussion, but allow time for individual student reflection.
 3. To get a clearer understanding of the overall view toward the items, the teacher might collect the worksheets and summarize the views followed with class discussion of the results. (Caution: Collecting paper may keep students from being honest in responding and might be construed as an invasion of privacy. The activity may be suited for some classes and unsuited for others. If papers are collected, the student should be informed that the sheets will be gathered and that their names should not appear on them.)

NUMBER 2

UNFINISHED AIDS SENTENCES

Purpose: To assist students in examining their attitudes toward AIDS-related issues

Objectives: The student will indicate his or her viewpoint concerning situations related to AIDS

Material: Worksheet 2, Pencil

Time: 10-20 minutes

Utilization

- A. The use of this activity follows the same suggestions given for all attitude activities presented in the Utilization section of #1. Be sure to read those suggestions. Of particular importance are community views toward values-related activities, voluntary and anonymous participation of the student, and the maturity level of the class.
- B. Each student should be given Worksheet 2. After reading the first part of the unfinished sentence, the student is to write in what he or she thinks would complete each sentence.
- C. The teacher may choose to have a small group and/or entire class discussion following the completion of the items, respecting the right of each student not to share his or her views. Or, the teacher may decide not to have any class discussions, but permit time for individual student reflection.
- D. To get a clearer understanding of the overall class view toward the items, the teacher might collect the worksheets and summarize the views expressed. The results could be discussed with the entire class. (Caution: Collecting papers may keep students from being honest in responding and might be construed as an invasion of privacy. The activity may be suited for some classes and unsuited for others. If papers are collected, the students should be informed that the sheets will be gathered and that their names should not appear on them.)

NUMBER 3

UNCLE BILL'S AIDS ADVICE COLUMN

Purpose: To provide rehearsal in solving AIDS-related problems.

Objectives: The student will describe the solution to a situation concerning:

1. The surest way of avoiding the AIDS virus. (Letter 1)
2. A monogamous couple's chance of getting the AIDS virus. (Letter 2)
3. The decision of a woman with a positive HIV antibody test about becoming pregnant. (Letter 3)
4. The fear of being around someone who has AIDS (Letter 4)

Materials: Worksheet 3, Paper and pencil

Time: 10-15 minutes per letter

Utilization:

- A. The teacher should provide a copy of Worksheet 3 to each student followed with a description of the activity purpose and strategy for completion.
- B. The activity can be completed by an individual or a small group of students. The letter may be advisable since verbal interaction amplifies learning.
- C. The student should provide a solution to the situation on his own paper.

Correct Answers

Suggested response is provided following each letter. Students' answers do not need to match the suggested response word-for-word to be considered correct. Space for adding other possible answers that emerge during the activity is provided.

LETTER 1

Dear Uncle Bill:

I've read that people die from getting AIDS and that the number of AIDS cases is growing very rapidly. I don't want to take any chances of getting the disease. What's the surest way I can keep from getting AIDS?

For-Sure Sam

Dear For-Sure Sam:

The AIDS virus is passed during sex and by sharing IV drug needles and syringes. Hence, the surest way to avoid becoming infected is (1) to not have sexual intercourse, and (2) to not use IV drugs. If a person does have sex, condoms should be used. If a person does use drugs, needles and syringes should not be shared or re-used.

Uncle Bill

LETTER 2

Dear Uncle Bill:

Because of all the publicity about AIDS, I've become very afraid of getting it. My boyfriend and I have sex with each other only, and we don't abuse IV drugs. What's my chance of getting AIDS?

Afraid Alice

Dear Afraid Alice:

Unless your partner was infected with the AIDS virus when you started having sex with him, your chances of getting AIDS are virtually zero. Practicing long term sexual fidelity is a very good way of avoiding AIDS.

Uncle Bill

LETTER 3

Dear Uncle Bill:

My husband and I want to have a baby. However, I have been tested as having the HIV antibody. Is it safe to have a baby? Certainly we don't want our child to get the AIDS virus.

Unsure Ursala

Dear Unsure Ursala:

Most children who have the AIDS virus got it from their infected mothers during pregnancy or childbirth. Like adults having AIDS, no infant has recovered. Not every child of an infected mother acquires the virus. Since there is no way to know which baby will become infected, any woman who has a positive AIDS antibody test should postpone becoming pregnant. Perhaps someday medicine will be able to protect a child from getting the mother's AIDS virus.

Uncle Bill

LETTER 4

Dear Uncle Bill:

A friend of mine recently developed AIDS. I know that he needs my support, and I want to remain friends. But I'm scared to be around him. I heard you could get AIDS from being near a person who has it.

Concerned Carlos

Dear Concerned Carlos:

I am sorry to learn that you feel scared about being near your friend. Spread of the AIDS virus by casual contact is one of the most common myths. The AIDS virus is not spread by being near a person having the virus, nor by hugging and handholding, for example. You are correct that your friend needs your support. Your compassion and help can be very valuable to him.

Uncle Bill

NUMBER 4

AIDS PROBLEM SITUATIONS

Purpose: To facilitate student understanding of how AIDS-related problems are solved and to provide rehearsal in solving specific problems, using the basic steps in decision-making.

Objectives: The student will describe the problem, the important facts, the possible actions, and the best solution to a situation dealing with:

1. Wondering if one has been infected with the AIDS virus (Problem Situation 1)
2. Avoiding sexual contact with persons who are at increased risk for having the AIDS virus. (Problem Situation 2)
3. Preventing exposure to the AIDS virus. (Problem Situation 3)
4. Learning more and keeping informed about AIDS. (Problem Situation 4)

Materials: Worksheet 4A: Description of Problem Situations
Worksheet 4B: Form for Solving Problems, Pencil

Utilization:

- A. The teacher should provide a copy of both Worksheets 4A and 4B for each student, followed with a description of the exercise's purpose and instruction for its completion.
- B. The student should provide the information requested on Worksheet 4B concerning the situation(s) described on Worksheet 4A.
- C. The activity can be completed by an individual or small group of students.

Correct Answers:

The most desirable answers are given after each question of the problem-solving process. Students' answers do not need to match the suggested response word-for-word to be considered correct. Space is provided for adding other possible answers that emerge during use of activity.

PROBLEM SITUATION

Problem: Tyra hasn't had sex with anyone, but she shares needles when she uses intravenous drugs with her friends. Since reading that AIDS can be passed by sharing IV drug needles and syringes, she wonders if she has gotten the AIDS virus.

1. What is THE PROBLEM?

- Whether or not Tyra has the AIDS virus and how she can stop using drugs.

- _____

2. What are THE IMPORTANT FACTS about the situation?

- Tyra uses IV drugs. She is at risk for infection with the AIDS virus because she shares her needles and syringes with friends.
- The AIDS virus can be passed by sharing IV drug needles and syringes.
- Tyra may have been exposed to the AIDS virus through IV drug use, but not through sexual activity because she had not had sex.
- Exposure to the AIDS virus can be indicated by an antibody test.

In time, Tyra might develop symptoms of infection by the AIDS virus.

- If Tyra is infected, she is probably spreading her infection to her friends when she shares needles and syringes.

- If she is infected, she may infect anyone she has sex with if her partner does not use a condom.
 - If she is infected and later becomes pregnant, her baby could develop AIDS.
 - If she continues to use drugs she may die.
-

3. What are THE POSSIBLE ACTIONS?

- Tyra can take the AIDS antibody test to determine if she has been exposed to the AIDS virus.
 - Tyra can wait to see if she develops symptoms of infection by the AIDS virus.
 - Tyra can wait to see if her friends develop symptoms of AIDS infection or have positive AIDS antibody test results.
 - Tyra can stop sharing IV drug needles and syringes.
 - Tyra can get off drugs by seeking help from a clinic or doctor.
-

4. What is the BEST SOLUTION?

- Tyra should immediately arrange to take the AIDS antibody test and seek help to stop using IV drugs
-

PROBLEM SITUATION 2

Problem: Paul dates Chris, and they often have sex. Paul doesn't have sex with others but he thinks that Chris does. Paul also believes that Chris may have had sex with someone at increased risk for AIDS. Neither has taken the AIDS antibody test to determine if they have the AIDS virus. Paul wants to continue having sex with Chris, but isn't sure what can be done to prevent exposure to the AIDS virus.

1. What is THE PROBLEM?

- What Paul can do to protect himself from the AIDS virus.
-

2. What are THE IMPORTANT FACTS about the situation?

- Chris may have been exposed to the AIDS virus or other STD if sex has occurred with several partners.
 - Paul's chance of getting the AIDS virus apparently has been minimal except through possible exposure from Chris.
 - Whether Paul or Chris uses IV drugs is not known.
 - The most common way the AIDS virus is transmitted is by exchange of certain body fluids, mainly semen and blood.
 - The proper use of the condom and not having mouth contact with body fluids are good ways of avoiding the AIDS virus.
-

3. What are THE POSSIBLE ACTIONS?

- A condom could be used during sexual contact between Paul and Chris. Further, mouth contact with the partner's body fluids should be avoided.

- Paul could persuade Chris to take the AIDS antibody test.
 - Paul could cease having sex with Chris until it is known for sure whether or not Chris has been exposed to the AIDS virus.
-

4. What is THE BEST SOLUTION?

- If Paul decides to continue having sex with Chris, the condom should be used during all types of sexual contact along with avoidance of mouth contact with body fluids.
 - To be safest, Paul should not have sex with Chris until the antibody test is taken. Also, Paul should take the test to learn of his health status.
 - Even if Chris does not have a positive antibody test, they should continue using a condom.
-

PROBLEM SITUATION 3

Problem: Margarita works very hard to maintain good health. She reads about all aspects of health so that she can know the best preventive health practices. Margarita has received a little information in school about AIDS, but doesn't feel it was enough. She wants to learn more about AIDS and keep current in the future.

1. What is THE PROBLEM?

- Margarita needs a resource for acquiring new information about AIDS.
-

2. What are THE IMPORTANT FACTS about the situation?

- Margarita's school classes apparently do not provide adequate information about AIDS.
 - The school or community library may have AIDS materials, usually within magazines. Because more is continuously being learned about AIDS, the information may not be current.
 - Current written material can be obtained from the state health department, or a counseling and testing center.
 - Current information can also be obtained from the New Jersey AIDS Hotline.
-

3. What are the POSSIBLE ACTIONS?

- Margarita could look for materials in the school or community library.
 - Margarita could contact the state health department, or a counseling and testing center.
 - Margarita could call the New Jersey AIDS Hotline.
-

4. What is the BEST SOLUTION?

- Margarita should contact the state health department and call the New Jersey AIDS Hotline.

NUMBER 5

TALKING ABOUT AIDS PREVENTION

Purpose: To provide students with:

1. Models for discussing the use of AIDS prevention strategies with a potential sex partner.
2. Practice in conversing with another person about AIDS prevention.

Objectives: The students will:

1. Create ways a person involved in a dating relationship can discuss the following with the other individual:
 - concerns about avoiding exposure to the AIDS virus.
 - whether or not the partner has possibly been exposed to the AIDS virus by high-risk sexual and drug-using behavior.
 - whether or not the partner has a positive AIDS antibody test.
 - avoiding sexual intercourse with the partner.
 - asking partner to wear a condom for sexual intercourse.
2. Name the best situations for young adults to discuss AIDS prevention.
3. Demonstrate an ability to talk with another person about AIDS prevention.

Material: Worksheet 5, Pencil

Time: 30 minutes

Utilization

- A. The teacher should provide a copy of Worksheet 5 for each student, followed with a description of how to complete it.
- B. The answers to Part A and B should be discussed in class, followed with students completing Part C.
- C. After Part C is finished, the teacher might ask some students to demonstrate their dialogue in front of the entire class.

NUMBER 6

UNANSWERED AIDS QUESTIONS

Purpose: To discover answers to unanswered, classroom, AIDS-related questions asked during the instructional unit and to provide selected students the experience of calling the New Jersey AIDS Hotline.

Objective: The student will learn the correct answers by properly using the Hotline

Materials: Pencil and Paper

Time: 15-20 minutes of class time for the reporting of the answer.

Utilization:

- A. Ask one student, or a small group of students, to record any questions asked during the unit which cannot be answered by the textbook or teacher.
- B. Near the end of the unit, the recording student(s) should call the New Jersey AIDS Hotline (1-800-624-2377) for the correct answers to the questions. Provide time for these students to report the answers to the entire class.

NUMBER 7
AIDS BASKETBALL

Purpose: To enhance student learning of AIDS-related facts and/or to serve as a review of the facts.

Objective: The student will recall correct information concerning AIDS taught in the classroom.

Materials: The question presented below
Paper and pencil (or chalkboard) for keeping score

Time: 20-30 minutes

Utilization:

- A. Divide the class into two groups or teams.
- B. Ask a question of one team member at a time, taking turns within each team and alternating between teams.
- C. Give the individual the choice of either a two-point or three-point question. (The three-point questions are supposedly more difficult.)
- D. Accept only one answer given within a reasonable time period e.g., 10 seconds, judging whether it is correct or incorrect. Only correct answers earn points.
- E. Any assistance given to a team member trying to answer a question, or any other form of "illegal" play results in a foul being called on that team. The other team gets an opportunity to answer a foul shot question, worth 1 point. (The teacher might be able to create other situations that result in foul shots being awarded.)
- F. Determine how long the game will last before beginning it. Announce the limit to the class. For example, the game could be considered over when everyone on each side has been asked a question, when a pre-determined number of questions have been asked, or when all of the questions have been used.
- G. The teacher, or a student, can keep score on a sheet of paper or on the chalkboard.
- H. The teacher might give a small award to the winning team.

2-point questions

1. What term does AIDS stand for?
 - acquired immunodeficiency syndrome
2. What is the cause of AIDS?
 - virus (HIV)
3. Which body system does the AIDS virus damage?
 - immune system
4. What happens to a person with the AIDS virus that usually does not occur to people with a healthy immune system?
 - they acquire certain rare diseases
5. How many people in the United States may be infected with the AIDS virus?
 - 1 to 2 million
6. The AIDS virus is mainly present in what two body fluids?
 - semen and blood
7. What are the two most common ways the AIDS virus is transmitted?
 - sexual contact and exchange of blood (use of IV drugs)

8. What drug-related behavior of persons injecting drugs allows the exchange of blood?
 - sharing IV drug needles and syringes
9. Most children who get the AIDS virus acquired it in what way?
 - from their infected mothers during pregnancy or childbirth
10. How can one find out if she/he has been exposed to the AIDS virus?
 - AIDS antibody test
11. Aside from donated blood, the AIDS antibody test is also used to screen people who donate what?
 - semen and body organs and tissues
12. What is the time range for the incubation of AIDS?
 - a few months to seven years or longer
13. What are the surest ways of not getting the AIDS virus?
 - sexual abstinence and not using drugs
14. Both persons of a couple having sex with each other only, is called what?
 - sexual fidelity/mutual monogamy
15. What device worn over the penis during sex prevents the exchange of semen between partners?
 - a condom or a rubber
16. What do the initials "ARC" mean?
 - AIDS-related complex

3-point Questions

1. Name the three ways the AIDS virus is passed?
 - during unprotected sex; i.e. sex without a condom
 - by sharing IV drug needles and syringes
 - from an infected woman to her fetus or newborn child
2. What are the initials of the two most common illnesses of persons with AIDS?
 - PCP and KS
3. Persons of what three types of sexual lifestyles who practice risky behaviors may acquire the AIDS virus?
 - heterosexual
 - male homosexual
 - male or female bisexual
4. Name two ways that one may prevent sexual transmission of the AIDS virus.
 - abstinence
 - use of condoms during sexual intercourse
5. Women with a positive AIDS antibody test should do what three things relative to children?
 - postpone pregnancy
 - not breast-feed child
 - have her children tested for AIDS antibody
6. What percent of AIDS cases are found among Blacks and Hispanics?
 - 49 percent for Blacks
 - 13 percent for Hispanics
7. Name the three best sexual precautions for preventing AIDS as given in class?
 - sexual abstinence
 - avoid exchange of body fluids by using condoms
 - knowing your sex partner well
8. Name five things presented in class that individuals can do, beyond practicing personal prevention, to help fight AIDS.
 - correct misinformation
 - provide financial support
 - voice concern to officials
 - support as an AIDS volunteer

9. What is the telephone number of the New Jersey AIDS Hotline?
- 1-800-624-2377

Foul Shot Questions-One Point

1. Has anyone completely recovered from AIDS?
- no
2. Do all persons who acquire the AIDS virus also develop AIDS?
- no
3. Does the AIDS virus itself or the opportunistic diseases usually kill the person who is infected with the AIDS virus?
- opportunistic diseases
4. Can the AIDS virus be passed by an infected person even though the symptoms of infection are not present?
- yes
5. Have only a fraction of persons infected with the AIDS virus developed AIDS?
- yes
6. Is there a cure or vaccine for the AIDS virus?
- no
7. Is the AIDS virus highly contagious?
- no
8. Is the blood supply available for transfusion now safer?
- yes
9. Does every child of an infected mother acquire the AIDS virus?
- no
10. The number of infected heterosexual men and women is believed to increase or decrease in the future?
- increase
11. Is AIDS a problem among all races?
- yes
12. Should a person be afraid of AIDS virus infection by casual, social or family contact?
- no
13. Does a positive AIDS antibody test mean that the person has or will develop AIDS?
- no
14. Have there been any reported cases where the AIDS virus has been transmitted through kissing?
- no
15. Have there been any reported cases where the AIDS virus has been transmitted through insect bites?
- no
16. Since one cannot determine if a person has the AIDS virus, is it important to know if a possible sex partner is at risk, or has had partners at risk?
- yes
17. Are some prostitutes likely to be infected with the AIDS virus or other STDs?
- yes
18. Can teenagers get confidential counseling and testing for the AIDS antibody test through local or state health departments?
- yes

NUMBER 8

ELIMINATING BARRIERS TO INDIVIDUAL AIDS PREVENTION

Purpose: To facilitate student understanding of (1) the possible barriers that hinder individuals in utilizing AIDS sex and drug risk-reduction precautions, and (2) the solutions to eliminating the barriers.

Objectives: The student will:

1. Identify barriers to individual utilization of prevention methods.
2. Prioritize the barriers.
3. Create solutions to eliminating the barriers.

Materials: Paper, Pencil

Time: 45-60 minutes

Utilization:

1. This exercise uses the basic principles of the Nominal Group Technique, a group process strategy for solving problems by clarifying barriers and solutions. The technique incorporates decision making processes and emphasizes the creation of solutions in contrast to finding solutions in the textbook.
2. The activity might be best conducted as the concluding activity of the unit.
3. The activity involves four steps:

STEP 1: IDENTIFY BARRIERS TO USE OF AIDS PREVENTION METHODS

Place the AIDS sex and drug risk-education precautions on the chalkboard. The following should be listed: sexual abstinence, avoid exchange of body fluids by using condoms, careful selection of partners, don't use drugs, avoid sharing of drug needles and syringes.

Ask students to identify the five most important barriers, or reasons why people do not utilize the AIDS prevention strategies. For example, why cannot many young dating couples practice sexual abstinence, and what keeps them from using condoms? Possible barriers to these strategies might be: inability of a couple to resist peer pressure to be sexually active; beliefs that sex is not pleasurable with condom use and embarrassment in getting condoms.

Going from student to student ask for his or her most important reason. Place the reason on the chalkboard.

Tell students to mark their reasons if they are given by others. Then when it is their turn they should give the next best reason not already mentioned.

STEP 2: PRIORITIZING BARRIERS

Once all of the barriers have been listed on the chalkboard, have students again pick their top five barriers to utilization of AIDS prevention methods. Students should give five points for the most important reason, and so on, until the fifth reason receives 1 point.

For each reason listed on the board, ask for the point values assigned by the students. Tally the total point value for each reason.

STEP 3: FINDING SOLUTIONS TO ELIMINATING THE BARRIERS

Divide the class into five groups. Assign one of the top five barriers to each group. Through discussion, the groups are to create solutions for eliminating the barrier assigned to them. Students should use their imaginations in creating solutions. Possible solutions might be: prepare young people on how to resist peer pressure to be sexually active; educate people that many parts of the body other than the genitals can be sensual to touch during condom use, and create a more comfortable and private atmosphere where condoms are secured.

STEP 4: DISCUSSION OF SOLUTIONS

Going from group to group, have a spokesperson for each group report the created solutions to the entire class.

Discuss the solutions and ask for other possible solutions from other class members.

WORKSHEETS

The following are the worksheets that are used with the activities and exercises. The number of the worksheet corresponds to the number of the exercise. The worksheets can be removed and duplicated for distribution to students. The teacher could make them into dittos so that duplication can be done at minimal cost. Further, some of the worksheets may not need to be duplicated if the teacher, for example, gives the information verbally or places it on the chalkboard.

List of Worksheets

<u>Number</u>	<u>Name</u>
1	Spread of AIDS Opinion
2	Unfinished AIDS Sentences
3	Uncle Bill's AIDS Advice Column
4A	AIDS Problem Situations: Description of Problems
4B	AIDS Problem Situations: Form for Solving Problems
5	Talking about AIDS Prevention

WORKSHEET 1: SPREAD OF AIDS OPINION

Directions: After reading about the two people, decide which person you are most like. Mark an "X" anywhere along the line between the two names. You may feel exactly like one of the two persons, or you may have feelings in between. If the teacher asks you, give the reason why you chose your stance.

1. Continue Cleo _____ Stop Susie

Cleo says that if a friend of his developed AIDS he would continue being friends with that person. He would want to help his friend. Cleo believes that his support and understanding would be valuable at this time. Susie states that she would stop being friends. She would not talk with or visit the person.

Explain your answer:

2. Helping Henry _____ No-Help Nate

Henry believes that the whole community must work together to combat AIDS. He says that he would serve as an AIDS volunteer, and be an advocate for more AIDS research and health care services. Nate believes that there are already enough people helping to stop the AIDS epidemic. He also feels he doesn't want to be associated with anything dealing with AIDS.

Explain your answer:

3. Include Ira _____ Bar Beverly

One of Ira and Beverly's classmates has developed AIDS. Ira feels that the classmate should be permitted to continue attending school. He believes the medical authorities who say the AIDS virus is not passed by casual contact. Beverly thinks that the classmate with AIDS should be barred from school. She is concerned about getting the AIDS virus by being near the person.

Explain your answer:

4. Private Paul _____ Available Allen

Paul believes that the names of persons who have a positive result on the AIDS antibody test should be kept private. That is, only persons chosen by the individual tested and those involved in the health care of the person should know. Allen believes that positive test results should be available to persons wanting them. Employers, school officials, and tenants, for example, have the right to know who has the AIDS virus.

Explain your answer:

5. Responsible Rick _____ Casual Carmen

Rick believes that young adults who practice AIDS prevention measures are being very responsible. He thinks that it is a sign of maturity to avoid intimate sex or to take measures to prevent getting the AIDS virus. Carmen doubts that young adults who have sex are at risk for AIDS. She also believes that the prevention methods restrict one's sex life too much.

Explain your answer:

6. Careful Carla _____ Sharing Sam

Carla and Sam use IV drugs. Carla is very careful not to share needles or syringes to avoid passing the AIDS virus. She also is starting to realize that it would be smart to stop using IV drugs to protect her health. Sam shares his needles and syringes with friends. He also doesn't worry much about the effects of drugs on his health.

Explain your answer:

7. Believing Bob _____ Doubting Doris

Bob believes that it is important to learn all the latest facts about AIDS. He feels that the amount of coverage about AIDS by the media is just right. Doris doubts that the AIDS problem is as bad as shown by the media. She says that she gets tired of hearing all the reports about AIDS.

Explain your answer:

WORKSHEET 2: UNFINISHED AIDS SENTENCES

Directions: After reading the first part of the unfinished sentences, write in what you think would complete the sentence.

1. People who get AIDS are ...
2. Persons with AIDS need ...
3. Practicing sexual abstinence to avoid the AIDS virus is ...
4. Using the condom to avoid the AIDS virus is ...
5. Not sharing IV drug needles and syringes to avoid passing the AIDS virus is ...
6. Fearing AIDS is ...
7. Persons having a positive AIDS antibody test should ...
8. Denying equal opportunities for persons with AIDS is ...
9. If a friend gets AIDS, most young adults would ...
10. The public's support for persons with AIDS can be increased by ...
11. To help combat AIDS, young adults could ...
12. Concerning AIDS, teenagers need to know ...

WORKSHEET 3: UNCLE BILL'S AIDS ADVICE COLUMN

Pretend that your name is Uncle Bill, and you have an advice column that appears in the newspaper. People send letters to you about personal problems, and you suggest a solution.

Directions: On another piece of paper, give your advice for solving the problem of each letter below.

LETTER 1

Dear Uncle Bill:

I've read that people die from getting AIDS, and that the number of AIDS cases is growing very rapidly. I don't want to take any chances of getting AIDS. What's the surest way I can keep from getting AIDS?

For Sure Sam

LETTER 2

Dear Uncle Bill:

Because of all the publicity about AIDS, I've become very afraid of getting it. My boyfriend and I have sex with each other only, and we don't use IV drugs. What's my chance of getting AIDS?

Afraid Alice

LETTER 3

Dear Uncle Bill:

I have had sex with someone at increased risk for AIDS. Is it possible that I might have been exposed to the AIDS virus? I'd like to take the AIDS antibody test. But, I'm worried that if the results are positive they might not be kept private.

Worried Wilma

LETTER 4

Dear Uncle Bill:

My husband and I want to have a baby. However, I have been tested as having AIDS antibody. Is it safe to have a baby? Certainly we don't want our child to get the AIDS virus.

Unsure Ursula

LETTER 5

Dear Uncle Bill:

A friend of mine recently developed AIDS. I know that he needs my support, and I want to remain friends. But, I'm scared to be around him. I heard you could get AIDS from being near a person who has it.

Concerned Carlos

WORKSHEET 4A: AIDS PROBLEM SITUATIONS

Problem Situations

1. Tyra hasn't had sex with anyone, but she shoots intravenous drugs with her friends. Since reading that AIDS can be passed by sharing IV drug needles and syringes, she wonders if she has gotten the AIDS virus.
2. Paul dates Chris, and they often have sex. Paul doesn't have sex with others, but he thinks that Chris does. Paul also believes that Chris may have had sex with someone at increased risk for AIDS. Neither has taken the AIDS antibody test to determine if they have been exposed to the AIDS virus. Paul wants to continue having sex with Chris but isn't sure what can be done to prevent exposure to the AIDS virus.
3. Margarita works very hard to maintain good health. She reads about all aspects of health so that she can know the best preventive health practices. Margarita has received a little information in school about AIDS, but doesn't feel it was enough. She wants to learn more about AIDS and keep current in the future.

WORKSHEET 4B: AIDS PROBLEM SITUATIONS

Form for Solving Problems

Check which problem this form concerns: 1 _____ 2 _____ 3 _____

Solving AIDS problem involves a series of steps. These steps make up the decision-making process used to discover the best solution to a problem. This activity asks you to use the major steps in solving an AIDS problem.

Directions: After reading the problem given on Worksheet 4A, answer the questions below. Use a separate copy of this form for each problem.

SOLVING THE PROBLEM

1. What is THE PROBLEM?

2. What are THE IMPORTANT FACTS about the situation?

3. What are THE POSSIBLE ACTIONS?

4. What is THE BEST SOLUTION?

WORKSHEET 5: TALKING ABOUT AIDS PREVENTION

Most young people do not know how to talk to another person about AIDS prevention. There are few, if any, models for them to follow. Since it is important that any concerns about AIDS be discussed with a partner, the activity is conducted to create some verbal models that can be used for various parts of the discussion.

Situation: John and Fran started dating recently and have begun to feel more close physically. They have done some light petting, but have not had sexual intercourse or oral sex. Neither are sure about the lifestyle of the other before they began dating. Fran believes that they will become more sexually involved and is worried about being exposed to the AIDS virus. She wants to talk about AIDS virus prevention, but does not know how.

Part A: Directions: Create one or two different examples of what Fran might say to John concerning AIDS prevention.

1. What could Fran say to get the conversation started? That is, how could she begin to express her concerns about possible exposure to the AIDS virus?
 - a.
 - b.
2. What could Fran say in asking John if he has been exposed to the AIDS virus through high-risk sexual and drug-using behavior?
 - a.
 - b.
3. Assuming that John has participated in high-risk behavior, what can Fran say in asking him if he has taken the AIDS antibody test?
 - a.
 - b.
4. One option that Fran could do is to not have sexual intercourse with John. What can Fran say to John if she does not want intercourse even though he does?
 - a.
 - b.
5. Another option for Fran is to insist that John wear a condom if they have intercourse. What could Fran say in stating her decision?
 - a.
 - b.

Part B: Directions: Describe the best situations (for example, time and place) for a young adult to discuss AIDS virus prevention.

- 1.
- 2.

Part C: With one other person in your class, practice talking with someone about AIDS virus prevention using the above situation and the model created. Practice different circumstances involving John. For one conversation one might imagine that John has been exposed to the AIDS virus and has been tested positive. For another conversation, pretend that he has not participated in high-risk behavior, and therefore does not want to wear a condom.

AIDS: 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

Note to teachers: Inclusion in this list does not denote endorsement either by the New Jersey Department of Education or by the New Jersey Department of Health. Decisions regarding the use of materials should be made after review and be based on age-appropriateness for students, as well as on local standards.

Minnesota Department of Education is acknowledged for their publication, AIDS References and Resources.

BASIC INFORMATION FOR TEACHERS

Surgeon General's Report on Acquired Immune Deficiency Syndrome

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

This 36-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.

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, 1986

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314
(703) 838-6722

(\$15)

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

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)

Pamphlet that answers basic questions.

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.

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, Massachusetts 01373
(800) 628-7733

(Single copies free on
request)

Two fifteen-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.

STUDENT BOOKS AND PAMPHLETS

AIDS: What Young Adults Should Know

Yarber, William
American Alliance Publications
P.O. Box 704
Waldorf, MD 20601 (\$2.50)

Companion to the instructor's guide, the student guide is a 20-page booklet which contains a pre/post knowledge and attitude test, glossary, and an emphasis on preventive health behaviors.

Being A Teenager: You and Your Sexuality

American College of Obstetricians and Gynecologists
600 Maryland Avenue, S.W.
Suite 300 East
Washington, D.C. 20024-2588 (Free with self-addressed,
business envelope)

This twelve-page booklet, written for both boys and girls, gives an overview of reproductive sexuality, as well as decision-making guidelines.

Comic Book on AIDS for Junior and Senior High School Age Youth

AIDS Atlanta
Education Department
811 Cypress Street North West
Atlanta, GA 30308 404-872-0600 (\$1.00, supply limited)

Many Teens Are Saying "NO"

Family Life Information Exchange
P.O. Box 10716
Rockville, Maryland 20850 (Free, single copies)

Eight-page brochure which emphasizes the seriousness of making decisions about sex.

Teensex? It's OK To Say No Way

Planned Parenthood Federation of America
Marketing Department
810 Seventh Avenue
New York, New York 10019 (\$.50, bulk discounts)

Supports the decision not to be sexually active.

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

Channing L. Bete Co., Inc.
South Deerfield, Massachusetts 01373 (Single copies free on request)
(800) 628-7733

Two fifteen-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.

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 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.

How to talk to Your Children About AIDS

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

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

THE IMMUNE SYSTEM

Discover, December, 1985, pp. 28-55.

Time-Life Magazine
Time-Life Building
Rockefeller Center
New York, New York 10020

This magazine article would be suitable for older high school students. The illustrated article follows the history of AIDS from Africa to the U.S., as well as presenting a pictorial description of the virus and immune system.

Getting to Know the Body Kit

The Magnetic Way
Creative Edge Inc.
2495 North Forest
Amherst, New York 14068
(800) 626-5052

A magnetic board and plastic overlays demonstrate the immune system's work for junior high/high school level.

Jaret, P. Our Immune System: The War Within. The National Geographic Magazine, June 1986, pp. 702-734.

A pictorial and graphic description of the immune system. Explains functions of the T and B cells and others. Describes the action of the AIDS virus and discusses advances in medical technology.

The Immune System Understanding the Immune System

Schindler, L.W.
National Institutes of Allergy and Infectious Diseases, 1985
Building 31, Room 7A-32
Bethesda, Maryland 20205
(301) 496-5717

(Single copies of either booklet free)

The Truth About AIDS The Immune System

Educational Dimensions Group, 1985
P.O. Box 126
Stanford, Connecticut 06904
(203) 327-4612

(\$77 each)

The two filmstrips and two cassettes come with a teacher's guide for the junior high/senior high level. The filmstrip discusses AIDS in a simple, direct manner. The unit on the immune system provides an introduction to this system and is background for information on AIDS.

FILMSTRIPS, FILMS, AND VIDEOS

AIDS

Walt Disney Films
500 South Buena Vista Street
Burbank, California 91521
(800) 631-7445

Jr./Sr. High

Uses computer graphics to explain how the immune system works and how the AIDS virus affects the body. Explains how AIDS is NOT transmitted and what precautions must be taken to avoid getting or spreading the disease. Encourages teenagers to think seriously about the responsibilities of sexual relationships.

AIDS: Facts and Fears, Crisis and Controversy

Guidance Associates, Inc., 1986
Communications Park
Box 3000
Mount Kisco, New York 10549
(800) 431-1242

Jr. High to Adult

The video features on-site interviews with health care workers and public health officials who present accurate information about AIDS, how it is transmitted and how to reduce risks.

AIDS: Fear and Facts

National Audiovisual Center
8700 Edgeworth Drive
Capitol Heights, Maryland 20743
(301) 763-1896

Sr. High

The U.S. Public Health Service tape answers the most often asked questions about AIDS: What causes AIDS, who is at risk, how it is spread? The tape comes with two guides.

The AIDS Movie

New Day Films, 1986
22 Riverview Drive
Wayne, New Jersey 07470-3191
(201) 633-0212

Sr. High

Three AIDS patients share the realities of their condition. The film stresses awareness, protection, and prevention. The AIDS Task Force says the film is "discreet enough to be used anywhere, but direct enough to educate effectively."

AIDS: The Disease and What We Know

Sunburst Communications
Room J 9471
39 Washington Avenue
Pleasantville, New York 10570-2898
(800) 431-1934

This film includes a teacher training audio cassette that suggests ways to handle questions.

AIDS: What Everyone Needs to Know

Churchill Films, 1986
662 North Robertson Blvd.
Los Angeles, California 90069
(800) 334-1830

Jr./Sr. High

Survey of the facts and myths about AIDS. Explains how AIDS destroys the immune system's ability to fight disease. Describes the symptoms and progress of the disease. The family of a person with AIDS tells how they cope with the problem.

Beyond Fear

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, Florida 33709
(813) 541-7571

(also available through your local Red Cross Chapter)

This film is presented in three parts: the virus (cause of AIDS); the individual and the spread of the virus (prevention measures, such as condoms, selection of sexual partner, and avoidance of needle sharing); and the community (education, health services, school policy, the work place, and other issues).

Learning To Say No

Sunburst Communications
Room J 9471
39 Washington Avenue
Pleasantville, New York 10570-2898
(800) 431-1934

Grades 5-9

A two-part video that teaches assertiveness techniques.

OK to Say NO: The Case for Waiting

Sunburst Communications
Room J 9471
39 Washington Avenue
Pleasantville, New York 10570-2898
(800) 431-1934

Jr./Sr. High

This set contains three filmstrips and three cassettes.

Sex Drugs and AIDS

O.D.N. Productions, Inc. 1986
74 Varick Street
New York, New York 10013
(212) 431-8923

Sr. High

This film, narrated by actress Rae Dawn Chong, includes interviews with people with AIDS, as well as discussions about sex with high school students. It emphasizes the importance of using condoms and other "safer sex" practices. Avoidance of I.V. drug usage and the importance of not sharing needles are stressed.

TEACHING GUIDES

AIDS Virus Information Package, 1986

Ohio Department of Health
Division of Health Promotion and Education
Box 118
Columbus, Ohio 43266-0188
(614) 466-0265

(No cost)

AIDS: What Young Adults Should Know

Yarber William
American Alliance for Health, Physical Education,
Recreation and Dance
P.O. Box 704
Waldorf, Maryland 20601

(8.95)

Demystifying Homosexuality: A Teaching Guide About Lesbians and Gay Men

The Human Rights Foundation, Inc. New York:
Irvington Publishers, Inc.
740 Broadway
New York, New York 10003

Education Guide to AIDS and other STD's

Sroka, Stephen
1284 Manor Park
Lakewood, Ohio 44107
(216) 521-1766

Medical, Psychological and Social Implications of AIDS: A Curriculum for Young Adults, 1985

SUNY AIDS Education Project
School of Allied Health Professionals
L2-052
Health Sciences Center
State University of New York
Stony Brook, New York 11794
(516) 444-3244

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)

STD: A Guide For Today's Young Adult

Yarber, William
American Alliance for Health, Physical Education,
Recreation and Dance
P.O. Box 704
Waldorf, Maryland 20601

Supplementary Material Related to AIDS, Family Life, Including Sex Education

New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201
(718) 596-4902

(\$4.00)

Teaching about AIDS, 1986

AIDS Council of Northeastern New York
315 Hamilton Street
Albany, New York 12210
(518) 434-4686

(No cost)

Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome

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

(\$14.95)

