

HIV/AIDS Unit

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Overview

It is no secret that in the United States today, young people are becoming sexually active at earlier ages. Nearly one fifth of all high school students have had four or more sex partners. Every thirteen minutes a teen is contracting HIV. Despite all the health warnings, posters, workshops, newsletters, etc. about HIV and AIDS infection, most teens still believe it cannot happen to them. Most of them still seem to feel that HIV and AIDS await people who are sexually promiscuous or homosexual.

While HIV infection does take its toll on these populations, it also infiltrates others as well. Adolescents, for instance, have the highest rates of infection than any other population. AIDS is the number one killer of young adults between the ages of 24 through 44. This means that many of these individuals were infected during their teen years. Teen years are filled with ideas of invulnerability. With all of the sexual flirting and experimentation within and between the sexes, it's no wonder that sexually transmitted disease infection rates are high, although we have seen a slight drop in some of these recently.

Rationale

During this two week HIV/AIDS unit it is important for teens to understand that there is no real statistical drop for HIV because it is not curable and there is no vaccine yet available. They must understand that you have to go out of your way, so to speak, to contract this virus. HIV is much harder to contract than the common cold or flu virus. It cannot be transmitted by casual contact such as shaking hands, or even kissing. It is transmitted from one person to another through bodily fluids. Some of these fluids contain enough of the virus to infect someone else. Others do not.

There are a variety of risky behaviors associated with the contraction of HIV that will be discussed in this unit. The students will be motivated by a number of activities, discussions, films, and statistical information incorporated into the unit. Statistics alone speak for the need of this vitally important unit of study.

Overall Objective

The overall goal of this unit is to motivate the students to become critically aware of the importance of vital health issue, HIV transmission and AIDS. It is critical that they be able to recognize high-risk behaviors for transmission of this disease. They must lose the sense of invulnerability and develop a realistic code of conduct to decrease their chances of transmission.

Furthermore, they will have the ability to take a stand on the HIV and AIDS issues in society through the information that they collect in this unit. Some time in the future they may be asked to vote on important HIV/AIDS legislation. The more informed a person is, the more access to proper health care and suitable medications he/she has. He or she is also better able to defend himself or herself against negative risk-taking behavior associated with the transmission of HIV.

This unit will give the students answers to questions that many people have about HIV and AIDS infection. It will arm the students with informational resources so that they will be able to obtain adequate clinical support, any new updates, hotline numbers, and other vital information necessary throughout their lives. They will be able to share this information with friends and family members.

Strategies

In order for this unit to be fun and successful for the students, I have provided simple ways for the students to access information from different classroom sources. One source is film study. Through film study the students can watch and analyze how certain behaviors contribute to the spread of HIV/AIDS. Film also gives the students graphical and statistical information about HIV/AIDS. They will be able to understand the importance of the immune system and how it affects their risk of HIV/AIDS infection. From the film study the students will be able to successfully complete the other activities in this unit, including a rumor and fact sheet and the quilt project. The HIV transmission activity will bring the issue of being tested to a new level of awareness.

In order for the teacher to feel successful teaching this unit I have added teacher notes as a guide. Included in the unit is a pre and post-test to give the teacher a sense of how much knowledge

the students have gained by doing this unit. As the teacher follows the helpful suggestions he/she can add their own strategies.

Let us get started with the unit. For some students this will increase their knowledge of HIV infection and AIDS. For others, it will be an important review.

Activity #1 Pretest of HIV/AIDS Information

Objectives: The student will be able to:

1. test his/her knowledge of AIDS/HIV information
2. focus on AIDS/HIV information
3. use the results of this pretest as a measuring tool later

Procedure

The students will take a pretest formulated to evaluate how much they actually know about HIV/AIDS. This pretest will take approximately 15 minutes. The instructor will not give any unit information or prompt the students in any way. The instructor will then score the pretest and secure them until the end of the unit. At that time, the students will be able to compare the pretest results with the results of the post-test and measure their growth in knowledge in this area. The post-test is located in the appendices.

Teacher Note: Some students may need more time based upon the individual reading and comprehension skills.

After collecting the pretests the teacher will orchestrate some class discussion with these prompting questions.

1. Why is it that we can't contract HIV from shaking hands, or rubbing against another sweaty body in gym class, but we can get it through sexual intercourse?
2. Are there skin differences in vulnerable areas that have to be considered?
3. What are these differences and what makes them so vulnerable?

Teacher Note: (below) - these are facts that the teacher will present to the students. The teacher will allow for student comments and questions. The teacher may also create from this a handout(s) using these facts.

The History of AIDS

In the early eighties a new infection grabbed the attention of the medical community. This disorder affected the body's immune system's effectiveness in combating pathogens. In short, it couldn't defend the body against normal infections. In general, most patients were young, homosexual males who developed a specific type of pneumonia later called pneumocystis carinii, (PCP). This lung fungus is common in our environment, but health officials couldn't figure out why these seemingly healthy young men's' immune systems could not keep it in control. Other microscopic organisms seemed to run rampant as well, not being checked by the immune system. Because of the lack of immune efficiency, researchers called it Acquired Immune Deficiency Syndrome.

The teacher will define the terms homosexual and heterosexual. Homosexuals are individuals who have a sexual desire for those of the same sex: male-male relations, female-to-female relations. Heterosexuals are individuals having a sexual desire for those of the opposite sex: male-to-female relations.

Not long afterwards, medical personal began to notice that IV drug user patients were also developing the same signs and symptoms they had seen with the male homosexuals. As time went on, these symptoms were showing up in other groups such as blood transfusion patients, organ transplant patients, and infants. By the latter part of the nineties, HIV was massively rearing its ugly features among the heterosexual population as well.

What is AIDS?

According to medical researchers, AIDS is a fragile virus. It does not live long outside the body. It is important to remember that people don't die of AIDS. They die because this virus causes the immune system to malfunction. The virus strips it of its ability to protect body cells. HIV is the first stage of AIDS.

People infected with HIV cannot spread it through casual contact such as sneezing, hand shaking, hugging, etc. It is transferred through certain body fluids. Blood, semen, vaginal secretion, and breast milk are the body fluids with the highest concentration. Traces of the virus are found in saliva, sweat, and tears, but to date there is no official documentation that HIV has ever transmitted from these sources.

What are risky behaviors?

HIV is most likely to be transmitted when a person involves himself/herself in risky behaviors such as having unprotected sexual contact with an infected person. Here a person exposes himself/herself through microscopic abrasions in the mucous lining of the vagina of the females, or the mucous lining of the urethra of the males. A mucous lining is porous and allows pathogens to pass through easily. Although the skin of the penis is non-porous, during sexual intercourse, microscopic abrasions could also be happening on the skin of the penis as well. All it takes is one opening for the virus to enter and set up shop.

Sharing Needles?

Although the skin is a strong first line of defense against pathogens, some openings are manmade. Another risk-taking behavior according to health experts is sharing needles with infected persons. Whether the drugs are legal or illegal, a person must be extremely careful not to use the same needle that someone else has used. When a drug is injected, small droplets of blood remain in and on the needle. When another person uses the same needle, the new drug and the leftover contaminated blood are mixed and injected into the body. This causes the contamination to transfer. For occasions when a person is not injecting a drug, such as tattooing and body piercing, sterilized needles should be used. Since HIV infection can enter through any opening in the skin, people should not share razors, toothbrushes, or any other intimate items.

Blood donation and tissue/organ transplants?

These are highly successful and safe **in the United States**. Blood, tissue, and organs are put through sophisticated tests and screening. Donors are also screened for risk behaviors.

What About Perinatal Transmission?

A pregnant female can transmit HIV to the fetus through the umbilical cord. During delivery is also a critical time for a baby to contract HIV from an infected mother because of the blood involved. Any cut on the baby's body will allow the virus entry into the body. A mother choosing to breast feed her baby must not be HIV infected. Breast milk is another highly contagious HIV fluid. Researcher believe that approximately fifteen to thirty percent of babies are HIV infected through perinatal transmission. (AIDS: Choices for Life p. 44.)

The Impact on the African American Community

Since I am a teacher at George Westinghouse High School, where the student population is predominantly African American, I will be focusing at times on the African American community statistics in comparison with the rest of the populations. The students will view a short, but very effective film about the spread of HIV among African Americans in the United States. It sends a powerful statistical message about HIV infection in primarily African American communities.

Teacher Note: The instructor will be able to make handouts from the films or discussion questions suitable for his or her classes.

The impact of HIV and AIDS among the African American community has been epidemically devastating. According to the CDC (Centers for Disease Control), more than 700,000 new cases were reported in the year 2000. Close to 300,000 cases involved African Americans. Although African Americans make up an estimated 12 percent of the United States population, they represent 38 percent of all AIDS cases. The CDC also reported that approximately 129,000 African Americans were living with AIDS at the close of 1999. Furthermore, the CDC estimated that more African Americans contracted the AIDS virus than any other ethnic group in 2000. <http://cdc.gov/hiv/pubs/facts/afam.htm>

Teacher Note: More statistical information for duplication can be obtained by calling Bob Lloyd of the Allegheny County Health Department, and asking for the Annual STD/AIDS Summary Report.

Through the use of technology students can also learn how to find sufficient health care and support or any other information for themselves, friends, and family members. They will be encouraged to share this information with their classmates. They will discuss risk-taking behaviors that are most commonly associated with the spread of HIV infection. These web sites are listed at the end of the unit. These discussions will also include African American HIV/AIDS statistics and defining certain key components to answer questions as to why this particular ethnic group is so vulnerable to the spread of this disease. Many African American teens are now having to cope with friends or family members who are infected with HIV or dying of AIDS.

The students will be able to access current information that is particular to their cultural and ethnic identity by using the school library resources. Using the Internet and a variety of web sites chosen by the instructor, the students will be able to access HIV/AIDS statistical and graphical information. They will be able to answer questions such as, why is it that statistically African Americans have the highest rate of HIV/AIDS infection? According to the CDC, African Americans make up 12

percent of the U. S. population, but account for 57 percent of all HIV diagnoses. Is this because of heredity, lifestyle, environment, genetics, culture, etc.? Why is it easier for a female to contract HIV, yet males have more HIV infection? The students will learn that early recognition through testing will allow the individual more avenues of treatment options that may keep them healthy longer. It also allows them to take the necessary steps to prevent spreading HIV/AIDS to someone else. With this unit, anyone could obtain information about the availability of effective new drug therapies.

Activity #2

Anyone Can Avoid AIDS - film

This film will be an educational venture as well as an entertainment piece for the students. It is full of information about the AIDS virus in an animated setting. It takes place in a town called Fearville. It depicts an educator, Dr. Prevention, teaching an audience at a town meeting about AIDS and HIV infection and answering their questions. It will serve as a review for the students. It will broaden their base of knowledge and understanding of the disease. This film is available at the Allegheny County Health Department to borrow. It can also be purchased from a variety of educational video catalogs.

Teacher Note: again, a teacher may want to incorporate the following information into a handout for the students. One has been done for you. It is located in the **Appendices**.

The Immune System and Why Is It So Important?

The immune system protects us from invading pathogens (germs) Whether these pathogens are viruses, bacteria, fungi, etc. the immune system's job is to combat or prevent them from taking over healthy cells. As a pathogen(s) enters the body, an immune response team made up of lymphocytes specifically designed to fight the infection meets it. These lymphocytes are white blood cells made up of B-cells and T-cells. They multiply to conquer the invaders. B-cells produce antibodies that are special proteins that fight infection. The T-cells stimulate the B-cells to produce antibodies. This is a very important connection because B-cells perform their duty without T-cells. These antibodies travel through the bloodstream and attach themselves to pathogens, making it easier for other specialized white blood cells called macrophages to engulf and destroy them. The dead pathogens enter the lymph system and are discarded by the spleen.

Teacher Note: The teacher may review this handout with the students before going onto the next activity.

Activity #3 Film Study of the movie, Osmosis Jones, 2001

This film mixes real life characters with an animated version of the immune system's response team, the white blood cells. A deadly virus (the red death) has entered an unhealthy human played by Bill Murray. The comedian Chris Rock is center staged as the only white blood cell to recognize the invasion. Being of unsound mind and plenty of determination, he sets out to track down this pathogen and save the body from ultimate doom. The students will be educated as well as entertained by this comic, but serious immune film. The catchy little phrases and evasive tactics of the viral villain will captivate their interest. This movie can be rented/bought at any video store. (Blockbuster, Hollywood Video, Giant Eagle, etc.)

The students will be graded on the completion of a film analysis sheet according to their writing rubric, both displayed in the appendices section.

Objectives: The students will be able to:

1. view how pathogens can enter the body
2. recognize unhealthy behaviors in themselves and others
3. realize how diseases and illnesses are spread throughout the body
4. realize that each part of the body is dependent on the workings of the other parts
5. recognize the general signs and symptoms of an illness or disease
6. recognize those ignorance/fear issues that still prevail among certain individuals

Procedure

1. The students will be given an analysis sheet at the beginning of the film.
2. During the viewing of the film, the students will fill in the sheet based on the information they obtain from the film.
3. At the end of the film, the students will hand in the sheet for credit.

Teacher Note: The teacher may want to follow up the film with a quiz for review. Check the Appendices section.

Activity #4 Creating a Facts and Rumor Sheet

There are many myths about HIV and AIDS that are carried from one group of people to another. The rumor mills are full of clichés and misinformation. This will be a class activity. Each student will be responsible for his or her creative written piece.

Objectives: By having the students develop a myth and fact sheet they will be able to:

1. determine what is rumor and what is fact
2. increase their sexual-decision making power
3. spread factual information to others
4. pass this sheet to other groups and organizations.

Procedure

Each student will be asked to write down a rumor he/she has heard about HIV infection or the AIDS virus. He/she will then give the real fact of the matter. (See examples below.) The students can also use their textbook for ideas.

When each student has finished his/her particular rumor and fact statement, the instructor will ask him or her to read them out loud for the class. As each statement is read, the instructor will elect one male student to write the rumor statements on the board and one female student to write the fact statement beside it. The class and instructor can then decide whether or not the statements are correct and if they need to be changed in any way. If some students have the same or similar statements, the class along with the instructor can redesign the statements. The class may also choose a graphical design or some pictures to add to the final project. When all statements are read and corrected, the instructor can arrange to have them typed and handed out.

Examples

Rumor: You can contract HIV from kissing.

Fact: The CDC warns against open-mouth kissing because contaminated blood may be present.

Rumor: You can contract HIV if you use the same fork as someone else.

Fact: There is no recorded HIV infection case involving a fork.

Rumor: Mosquitoes can transfer HIV to humans

Fact: There are no known cases of mosquito/human HIV infection.

The students will be graded according to their writing rubric. A copy of this is at the end of this unit in the appendices.

Teacher Notes: below is background information on the AIDS quilt project. This information can be shared with the students prior to the project.

The NAMES Project Foundation

AIDS information can be disseminated in a variety of ways. One very interesting way is the quilt project. The AIDS quilt began as an idea in 1985. By 1987 it was a reality. The quilt was exhibited throughout the United States. Organizers Cleve Jones and Mike Smith began the NAMES Project Foundation in San Francisco California. The quilt is an expression of love and an outpour of sympathy for AIDS victims. Their family and friends put pieces of mementos and personal memories on pieces of cloth and attach them together. Parts of the quilt are still on display across the country today. The official quilt tour was discontinued in 1989 because it was too massive to transport and display.

Activity #5 AIDS Information Quilt Project for the School Hallway

Objectives: Having the students create a paper quilt will be:

1. a reminder that there continues to be victims of this virus.
2. a memorial for those who were personal friends or family members in your school building
3. a reminder to students/staff that AIDS is an equal opportunistic disease
4. a reminder to students/staff that HIV testing and counseling is available and vital to a healthy lifestyle
5. a reminder to students /staff that AIDS education is one of the most important pieces of education.

The students will be directed to complete one of the following activities.

1. Design a quilt piece with AIDS/HIV information on it.
2. Design a quilt piece in memory of a loved one who has died as a result of the AIDS virus.

Materials - 6x6 inch pieces of construction paper in different colors enough for each class, pencils, markers, magazines, glitter, glue, and rulers.

Procedure

1. The students will be given a 6x6 piece of construction paper. They may choose the color. This will represent the quilt piece.
2. The students will select the information or a theme for their quilt piece from their text, notes, or magazine information.
3. The students will begin to design their quilt pieces using symbols, pictures, or drawings. The instructor will encourage them to be creative.
4. When the students have finished their quilt piece each piece will be attached to a main frame (bulletin board or large piece of brown roller paper) in the school hallway. This will enable all students/staff to exam the information and special designs of the quilt pieces.

The students will be graded according to their writing rubric located in the appendices. The writing rubric is a basic standard rubric used by many teachers throughout the district. There are many variations of it. For more information on the AIDS quilt go onto the Internet at <http://www.aidsaction.com/>. This activity can be found in the Meeks Heit Health and Wellness text, Lesson 64 one page 497.

Since some students will complete their designs earlier than others, the teacher will give the AIDS/HIV crossword puzzle to those who finish early. This will allow everyone to be involved in an assignment. Those who do not finish the puzzle by the time the class has ended can take it home for homework. A copy of the puzzle is in the appendices.

Activity #6 AIDS Crossword Puzzle #2

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The students will complete the crossword puzzle to familiarize themselves with the unit terms. This will be a fun and educational activity that can be used as a unit review assignment in class or as homework.

Teacher Note: Go to puzzlemaker.com on the internet and create a crossword puzzle from the list of vocabulary words at the end of the unit.

Objectives: The students will be able to:

1. learn to associate the terms with the unit of study
2. increase language skills with term pronunciation and spelling practice
3. identify each term with its meaning

Procedure

Each student will receive a crossword puzzle. They will be asked to complete it and turn it in for credit. The students will be graded according to their writing rubric. A copy of this is located at the end of this unit.

Activity # 7 AIDS Group Discussion Questions

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The students will be asked to use their critical thinking skills as a group to answer each of the following questions. Some are provided below. Feel free to make up your own.

Objectives: The students will be able to:

1. increase their communication skills with other students
2. work effectively in a group situation to solve for answers
3. follow group discussion guidelines given by the instructor

Procedure

1. The students will be divided into 5 or 6 groups depending on the size of the class. You may need more groups if the class size is larger.
2. Each group will be given a question to discuss using critical thinking. The groups will have approximately 5-7 minutes to brainstorm their question and write down their responses.
4. Each group should elect a group leader - someone help keep the group focused and on task. The group will elect a group recorder - someone to write the responses. The group will need a spokesperson - someone to speak for the group when their group is asked to share their responses.

Group Discussion Questions

1. Explain the statement: "When you sleep with someone, you are sleeping with all the other people that they have slept with."
2. Should couples be tested for HIV when applying for a marriage license?
3. Why do so many IV drug users get infected with HIV?
4. Should insurance companies be allowed to test people for HIV?
5. Why are there so many cases of HIV infection showing up in the teen population?
6. Should visitors or immigrants who have HIV be prevented from entering the United States?
7. Why is HIV so prominent in third world (underdeveloped) countries?

8. What is a carrier of HIV and why are they so dangerous?

Teacher Note: The following group discussion guidelines will be used for any class discussion. The teacher will review these with the students prior to any group discussion activities.

1. RESPECT one another during the discussion.
2. ALLOW someone to finish what he or she is saying before you speak.
3. DISCUSS your topic/question in a calm, rational manner.
4. REMEMBER that everyone is entitled to an opinion.
5. REMEMBER that you do not have to agree with someone's opinion, but must respect his or her right to have one.
6. REMEMBER that a discussion is just that, a discussion, not an argument.

The students will be graded according to their accountable talk rubric. A sample of this rubric is posted at the end of this unit. The teacher will call upon each student group to present their ideas to the class. The remaining groups will remain quiet during the presentation. Having points extracted from their group's grade will penalize any group not following the guidelines. This has proven to be a valuable tool for class discipline. Students keep each other in check.

Since the students took a pretest in the beginning of this unit, it would be wise to have them also take a posttest. The following test can be used as a posttest to see how much information the students have retained. The questions are stated a little bit differently from the pretest, but contain about the same information.

Activity # 8 HIV Transmission Activity

The students will be participating in an experimental activity whereby they exchange (artificial fluids) bodily fluids. This activity is available through

Objectives: The students will be able to:

1. access how dangerous the exchanging of bodily fluids can be
2. access how quickly a disease like HIV can be spread

Teacher Lab Procedure

Materials:

1. Dixie cups (any disposable cups will work well).
2. Tap water
3. Glucose test strips
4. Glucose solution (Have chemistry teacher prepare a very saturated solution of glucose, but NOT TOO CLOUDY!

Procedure:

1. Teacher will hold glucose solution and will become a resident of Downtown.
2. Teacher is infected and therefore spreads the HIV.
3. Towards the end of the lab, the teacher will go through the class with test strips and test each cup with different test strip.
4. If the strip turns green students are positive for the disease.

5. Using the data table, trace the path of the disease with the students.
6. Have the students determine who started the infection.
7. Use your own discussion questions to wrap up the lab exercise.

Check the Appendices for the HIV Transmission Instruction/Data Sheet.

Teacher Note: Below is a 10-point reminder of how to reduce the risk of HIV transmission. This can be made into a handout for the students. It was taken from the Meek Heit text page 504.

1. Abstain from sex until you are in a committed monogamous relationship such as, marriage.
2. Do not engage in any type of sexual activity until you have a sexual past history on that person. Consider the consequences.
3. Make some changes in your code of sexual conduct if you have been sexually active.
4. Do not inject any illegal drugs or share any type of needles or piercing equipment with anyone.
5. Be extremely conscientious of the tattooing needles that are being used on your body. Be especially careful of the ink that is used from one person to another.
6. Ask your dentist about his or her sterilization practices. Make sure he/she is wearing a mask and gloves when working on your teeth.
7. Take nothing for granted. Always ask questions. Talk to you doctor.
8. Remember, if a person is unwilling to share a personal sexual history with you, this is a caution sign that they are not ready for a commitment or are not willing to trust you.
9. Talk to a trusted adult about a sexual encounter or decision that you are about to make.
10. Don't be a people pleaser. Set limits for expressing affection.

REMEMBER - a sexual medicator someone who uses sex to relieve stress) is not going to like being told "no." Not everyone is going to like you for setting limits, but they'll get over it. What you can't get over is HIV infection.

HIV Testing

Who should get tested? Are you at risk? How do they test you? How much does it cost? Is it confidential? What if I'm positive? These are all questions well deserving of an answer.

The Pennsylvania Department of Health has an excellent brochure called "Teens and HIV & other STDs: At Risk? Get Tested!" It's a colorful, multicultural pamphlet that explains and answers questions about HIV/STD testing.

Another brochure is "What Everyone Should Know About HIV Testing". It is a bit more in depth with information on HIV only.

I highly recommend both for students. The instructor can review the information with the students and students are able to take this information home to family and friends.

Call 1-800-662-6080 AIDS factline for this and other testing information.

CDC National STD Hotline 1-800-227-8922

CDC National AIDS Hotline 1-800-342-2437 English

1-800-344-7432 Spanish

These web sites have been <http://www.cdc.gov/>

most helpful for information. <http://www.fda.gov/>

<http://www.nmac.org/>

<http://www.aidsaction.com/>

www.nih.gov

The Allegheny County Health Department STD/AIDS Program is another excellent source of information:

Bob Lloyd is the contact person for films and information.

3341 Forbes Avenue, Pittsburgh PA 15213

(412) 578- 8344

HIV/AIDS Information Line 412-578-8332

Free/Confidential HIV Testing 412-578-8332

STD Clinic 412-578-8080

Teacher Note: The instructor can make a word wall with the vocabulary words listed below. You may want to add more words.

Vocabulary

abstinence - not having sexual contact

B-cells - cells in the immune system that produce antibodies against

infection

behavior - a way in which a person acts

heterosexual - people who are sexually attracted to those of the opposite sex

HIV - the virus that causes AIDS

homosexual - people who are sexually attracted to the same sex

immune system - system that protects the body from disease

infection - a contamination with a germ or disease

intravenous drugs - drugs injected by needle directly into a vein

opportunistic - favorable conditions for

pathogen - germs that cause disease

sexual abstinence - delaying or refraining from sexual intimacy

syndrome - symptoms characterizing a certain disease

T-cells - cells that regulate the action of the immune system

transmission - to pass from one person to another

treatment - to try to heal

urethra - part of the body for the passage of urine

vagina - female reproductive structure that receives semen/sperm

virus - smallest living organism that causes disease

vulnerable - open to or at risk for

Teacher Bibliography

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Heit, Philip Meek, and Linda Page and Randy Page. Health and Wellness. Ohio: Merrill Health, 1999.

Nash, Carol-Rust. AIDS: Choices for Life. New Jersey: Enslow Publishers, 1997.

Newton, David E. AIDS Issues: A Handbook. New Jersey: Enslow Publishers, 1992.

Nourse, Alan E., M.D. AIDS. revised edition. New York: Franklin Watts, 1989.

Stang, Lucas and Kathleen R. Miner PhD. MPH, CHES. STD Health Facts. California: ETR Associates, 1994.

Films

Anyone Can Avoid AIDS. Dir. J. Arthur Milestone. 1987.

Osmosis Jones. Dir. Peter and Bobby Farrelly. Warner Bros, 2001.

African American HIV. Dir. National Institute of Health/Office of AIDS Research. 1999.

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Web sites

AIDS Action. "The AIDS Memorial Quilt". 2001

<http://www.aidsaction.org/>. Available May 26, 2002

This web site is valuable for information on the quilt history.

Centers for Disease Control. "HIV and It's Transmission". 2001

<http://www.cdc.gov/hiv/pubs/facts/transmission.htm>. Available May 20, 2002.

This web site was valuable for explaining how HIV is transmitted.

National Minority AIDS Council. "Get the Facts About HIV and AIDS: HIV/AIDS Statistics". <http://www.nmac.org/>. Available May 26, 2002.

This web site is valuable for Minority statistical information.

Office of Disease Prevention and Health Promotion U.S. Department of Health and Human Services. "HIV Infection in Minority Populations". 2001

<http://www.niaids.nih.gov/>. Available May 26, 2002.

This web site depicts HIV infection rates for minorities.

Planned Parenthood of America. "STIs: HIV/AIDS". PPFA/Teenwire 2000

<http://www.teenwire.com/index.asp>. Available May 20, 2002.

This web site is valuable for any information on HIV/AIDS, STDs, sexual decisions, male/female differences, etc.

Appendix 1

Health, Safety and Physical Education Standards

1. All students develop knowledge of injury prevention and treatment, and the ability to respond appropriately in emergency situations.
2. All students recognize and demonstrate the ability to apply various dietary guidelines to meet nutritional needs at various stages of life.
3. All students demonstrate their knowledge of the benefits associated

with physical fitness and good personal health habits, including health promotion and disease prevention.

4. All students identify the advantages of avoiding, and develop the skills to avoid tobacco, alcohol, and substance abuse.
5. All students demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities to promote lifelong physical activity.
6. All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities.
7. All students demonstrate an understanding of the part good mental health plays in leading successful lives and of the practices and resources that support personal health needs.

General Scoring Rubric (Writing)

Focus Purpose Content/Organization Style/Work Choice

Accomplishment of the Task

4	Sophisticated arrangement of the content The Main points (s) is made about the specific topic Sentences were well constructed Sophisticated grammar/spelling/punctuation all correct
3	Clear arrangement of content/logical order Functional use of a variety of words Correct sentence structure Functional level of grammar/little if any spelling errors
2	Inconsistent arrangement of content The focus may be unclear Generic word

	choice/limited control of sentence structure The focus was unclear. The response may only partially fulfill the task
1	Little evidence of logical focus. Minimal word choice and sentence structure. Severely limited content. Response did not fulfill the task.
4 = A (Advanced) 3 = B (Proficient) 2 = C (Basic) 1 = D (Below Basic)	

Accountable Talk Rubric

Focus/Purpose/Participation

Dialog/Style/Word Choice

Accomplishment of Task

4	Answers questions in a clear and concise manner. Uses unit vocabulary in a sophisticated dialog Clearly demonstrates understanding/knowledge of the film/article and how it applies to the unit of study. Relates unit to previous units of study.
3	Answers most questions in a clear manner. Uses some unit vocabulary in dialog. Clearly demonstrates understanding of the film/article and relates it to the unit of study.
2	Inconsistently answers questions in class. Uses minimum unit vocabulary in dialog Minimum demonstration of understanding of how the film/article applies to the unit of study.
1	Infrequently answers questions in class. Demonstrates little or no use of unit vocabulary. Shows no real understanding of the unit of study.
4 = A (Advanced) 3 = B (Proficient) 2 = C (Basic) 1 = D (Below Basic)	

Film Analysis Sheet

Film Title: _____

Name _____

Period _____

Date _____

Characters

Main Theme

-

Risk-Taking Behaviors

Signs/Symptoms of Infection

-

-

Functions of the Cold Capsule

Describe "The Red Death"

-

-

List 3 instances in the film when Frank ignored his health.

-

1. _____

2. _____

3. _____

HIV/AIDS Pretest

Name _____ Period ____ Date _____

Put a **T** or **F** in the space below to indicate whether the statement is true or false.

1. ___ There is a vaccine for HIV infection, but not AIDS.
2. ___ AIDS was first identified in the United States in 1981.
3. ___ Abstaining from sex is the only 100 percent sure way to protect yourself from HIV infection
4. ___ All HIV infected persons die within 10 years of contracting the virus.
5. ___ AIDS is not curable, but it is preventable.
6. ___ AIDS stands for acceptance, immune, defected, syndrome.
7. ___ By taking the birth control pill, a woman can reduce her chances of contracting HIV.
8. ___ Each year more teens die from AIDS than any other population.
9. ___ African Americans make up 20 percent of the United States population.
10. ___ All persons who come in contact with HIV will become infected.
11. ___ The majority of AIDS cases world-wide have been reported among homosexual people.

12. ___ Females are at greater risk of contracting HIV through heterosexual contact than males.
13. ___ The anatomical differences between males and females have nothing to do with the contraction rate between males and females.
14. ___ Latex condoms provide the best protection against HIV infection if you are sexually active.
15. ___ Teens represent one of the highest HIV risk groups.
16. ___ Drugs and alcohol are the most likely catalysts to a sexual contact.
17. ___ African American children represent over 50 percent of the pediatric AIDS cases.
18. ___ AIDS is the leading cause of death of African Americans between the ages of 13 and 25.
19. ___ Every thirteen minutes, someone is contracting HIV.
20. ___ Most people get tested right away and receive proper medical treatment if they suspect they are infected with HIV.

Post HIV/AIDS Test

Write the letter of your response on the line in front of the question.

- ___ 1. HIV is:
- a. the virus that causes AIDS
 - b. the human immunodeficiency virus
 - c. with knowledge and care, a preventable disease
 - d. all of the above
- ___ 2. You can get HIV if you have contact with the following body fluids of an infected person:
- a. semen/vaginal fluids
 - b. blood
 - c. breast milk
 - d. any of the above
- ___ 3. The ability of the immune system to fight pathogens decreases
when HIV infects and destroys
- a. B-cells
 - b. T-cells
 - c. antibodies
 - d. brain cells
- ___ 4. A person is at high-risk for HIV infection if he or she
- a. swims with someone who is infected
 - b. is bitten by a mosquito that has bitten an HIV-infected person
 - c. uses the same needle used by an infected person
 - d. is sneezed on by an HIV-infected person
- ___ 5. AIDS was first discovered in

- a. 1969 b. 1989 c. 1981 d. 1985

___ 6. Which of the following practices is a NOT a high-risk behavior for HIV?

- a. abstaining from sex b. having sex while infected with an STD
c. dating someone who is sexually active . dating someone who uses drugs

___ 7. An outbreak of infectious disease of global proportions is a(n)

- a. epidemic b. pandemic c. retrovirus d. glodemic

___ 8. A person infected with HIV will almost always

- a. have symptoms after 2 months c. show signs of HIV infection
b. develop AIDS d. recover with medication

___ 9. Infection and other diseases caused by organisms that produce

illness in weakened immune systems are

- a. side effects c. opportunistic infections/diseases
b. epidemic d. asymptotic

___ 10. A baby may become infected with HIV from an infected mother

- a. before birth b. during birth c. when breast feeding d. all of the above

___ 11. The country that has the most people that are HIV positive is

- a. USA b. South Africa c. China d. Brazil

___ 12. Proteins that help destroy pathogens that enter the body are
a. parasites b. vitamins c. antibodies d. vaccines

___ 13. Correct statements about HIV include which of the following?
A. AIDS is the last and most severe stage of HIV.
B. Donating blood puts you at risk for infection.
C. Sharing items such as ear/body piercing needles, razors, or syringes put you at risk for infections.
a. A only b. A and C c. B and C d. A, B, and C

___ 14. HIV antibodies ...
a. are present in all people c. transmit AIDS
b. indicate an HIV infection d. have not been discovered

___ 15. Each year teens die from ___ more than any other
disease/disorder.
a. meningitis b. HIV c. alcohol poisoning d. AIDS

___ 16. Every ___ minutes a teen is contracting the AIDS virus.
a. 5 b. 10 c. 20 d. 13

___ 17. ___ represent one of the highest risk groups.

- a. adults
- b. teens
- c. seniors
- d. infants

___ 18. Which of the following is NOT a high risk way in which HIV is transmitted?

- a. sexual contact with an infected person
- b. contact with an infected person's blood
- c. sharing needles
- d. donating blood

___ 19. The majority of those infected contracted AIDS from

- a. sexual contact or drug use
- b. drug use or blood transfusion
- c. animal bites or drug use
- d. sexual activity or insect bites

___ 20. The only contraceptive method that is 100% effective is

- a. condoms
- b. the pill
- c. withdrawal
- d. abstinence

Immune System Quiz

Write the following term with the correct definition.

1. _____ a special protein that combats infection.
2. _____ system that removes harmful pathogens from the blood.
3. _____ this organ acts as a filter for the blood; on the left side of the abdomen.
4. _____ a gland that causes white blood cells to become T-cells.
5. _____ a clear liquid that surrounds body cells and removes harmful pathogens
6. _____ a white blood cell that destroys pathogens.
7. _____ a white blood cell that produces antibodies.

T-cell spleen antibody thymus
Lymph immune B-cell

Name 3 ways (according to your notes) to keep your immune system healthy.

8. _____
9. _____
10. _____

The quiz will be graded according to the scoring rubric below.

- 1 incorrect answer = 90% or A
- 2 incorrect answers = 80% or B
- 3 incorrect answers = 70% or C
- 4 incorrect answers = 60% or D

HIV Attacking Cell Handout

-

Human	There is no cure and no vaccine to prevent it.
Immune	It's the virus that infects the cells of the immune system.
Virus	It is the 1st stage of AIDS
HIV	Is a blood-borne disease.

The U. S. blood supply is safe because all blood is tested for virus antibodies before it is used.

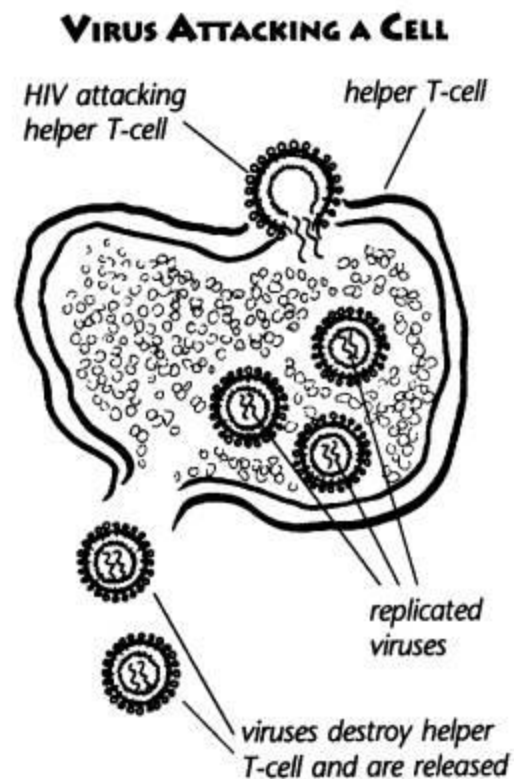
Organs used for transplant and semen donated for artificial insemination are also screened for HIV.

Needles used for injecting drugs, for tattooing and for ear/body piercing can transmit HIV.

A pregnant woman can pass HIV to her baby in utero or by exposure to her blood during delivery. (Also contaminated breast milk)

HIV cannot be spread through the air, water or food!!! It cannot penetrate skin. Mosquitoes, fleas and other biting insects do not transmit HIV.

Lower Immunity - leaves any of the



body vulnerable to "opportunistic
disease/infections" and to simple
deterioration.

HIV enters the cell attacking the helper T-cell
It destroys the helper T-cell and reproduces
itself.

(replicated viruses)

As the T-cell count decreases the
"opportunistic disease" factor increases.
Thus the virus spreads to neighboring cells.

Picture source: STD Health Facts: by Lucas Stang p. 22.

HIV Transmission Instruction/Data Sheet

Name _____

Town _____

Directions to the students

-

1. Your body fluids are waiting for you in a cup on the table. Although the contents are non-toxic, please DO NOT TASTE, SMELL, OR TOUCH your bodily fluids.

2. Carefully write your name on the cup using the marker provided. Don't spill your bodily fluids, they are much too valuable.
3. Clear your desk. Keep out only a pen or pencil and this sheet of paper.
4. Read the directions below thoroughly, and turn you paper over when you are ready to begin.
5. This activity will require accurate note taking so be ready.

Procedure

-

1. Each group is labeled with the name of a town. Write the name of your town at the top of this paper.
2. You are going to exchange bodily fluids with others in the community from your town, or another town, according to the guidelines below:

Westinghouse, USA

1. Residents of this town will make only 1 exchange of bodily fluids.

The exchange MUST be with someone from another town.

Peterstown, USA

1. Residents of this town will make only 2 exchanges of bodily fluids.

The first exchange MUST be with someone from another town.

Aspen, USA

1. Residents of this town will make 3 exchanges of bodily fluids.

The first exchange MUST be with someone from another town.

You may NOT visit one person more than once.

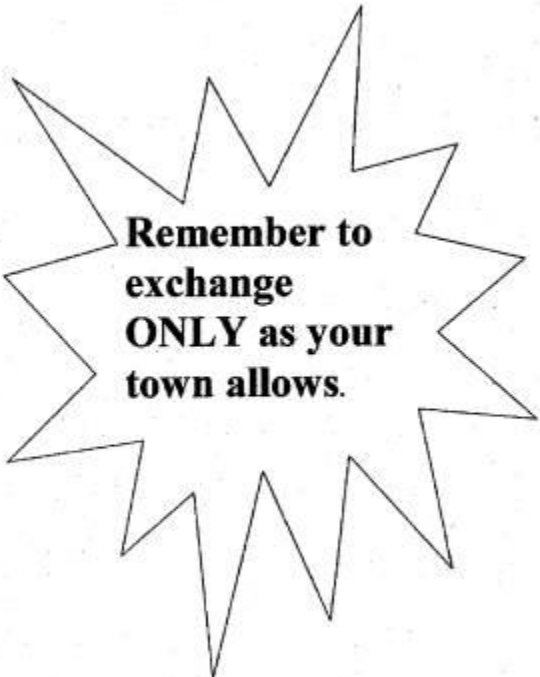
3. When you hear the mood music, you may begin your bodily fluid exchanges. NOTE: Exchanging bodily fluids involves pouring your fluid into the other person's cup, swishing the fluid around mildly, and pouring exactly half of the bodily fluids back into you cup.

EACH PERSON SHOULD END UP WITH THE SAME AMOUNT OF BODILY FLUIDS THAT HE/SHE STARTED WITH!

4. On the back of this sheet, record who you exchanged bodily fluids with, and in what order.
5. When everyone is finished recording, the instructor will ask key questions of the students to retrace the source of the HIV infection.

HIV Transmission Activity Sheet

Bodily Fluid Exchange	Name of Person in Exchange
Exchange 1	
Exchange 2	
Exchange 3	



**Remember to
exchange
ONLY as your
town allows.**