



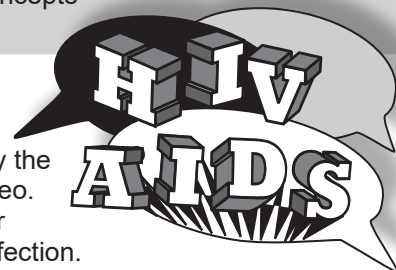
LESSON 1

The 4-1-1 on HIV and AIDS

Student Learning Objectives:	National Health Education Standards:
<ul style="list-style-type: none"> Explain how HIV is and is not transmitted. 	<ul style="list-style-type: none"> Core Concepts
<ul style="list-style-type: none"> Distinguish between facts and myths regarding HIV infection and AIDS. 	<ul style="list-style-type: none"> Core Concepts

Lesson Synopsis

Compose statements students have heard about HIV infection and AIDS and identify the statements as facts or myths. Learn the facts about HIV and AIDS by watching a video. Revisit statements regarding HIV infection and AIDS and categorize them as facts or myths. Summarize the facts they have learned, emphasizing ways to prevent HIV infection.



Activity	Time	Materials Needed
Introduction	8 minutes	Teacher Manual Resources <ul style="list-style-type: none"> Slide Master: "Fact or Myth?" Supplied by the Teacher <ul style="list-style-type: none"> Index cards Pens or pencils Projector Slide
Input	20 minutes	Health Education Resources <div> <u>Abstinence-Based Version:</u> <ul style="list-style-type: none"> Video: <i>Understanding HIV/AIDS: Learn the Facts, Fight the Stigma, Stay Safe, Redefine Positive</i> (22 minutes)¹ </div> <div> <u>Abstinence-Only Version:</u> <ul style="list-style-type: none"> Video: <i>Understanding HIV and AIDS, abstinence-only</i> (17 minutes)¹ </div> Teacher Manual Resources <ul style="list-style-type: none"> Appendix D: "HIV/STI and Sex Education in Michigan Public Schools" Supplied by the Teacher <ul style="list-style-type: none"> Pens or pencils AV equipment Index cards
Application	15 minutes	Teacher Manual Resources <ul style="list-style-type: none"> Appendix G: "Human Immunodeficiency Virus (HIV)" (Suggestion) <div> <u>Abstinence-Based Version:</u> <ul style="list-style-type: none"> Set of Slide Masters: "Know the Facts" </div> <div> <u>Abstinence-Only Version:</u> <ul style="list-style-type: none"> Set of Slide Masters: "Know the Facts" </div> Supplied by the Teacher <ul style="list-style-type: none"> Projector Slides Writing paper

¹For information on how to obtain access the video:

- Michigan teachers, contact your Regional School Health Coordinator at www.mishca.org/who.
- Teachers in other states, contact the MMHC 1-888-517-6195.

Application (continued)		<ul style="list-style-type: none"> • Pens or pencils • Chart paper, one piece per group • Markers • Tape or thumbtacks
Closure	2 minutes	<p>Teacher Manual Resources</p> <p><u>Abstinence-Based Version:</u></p> <ul style="list-style-type: none"> • Student Handout: "HIV Facts" <p><u>Abstinence-Only Version:</u></p> <ul style="list-style-type: none"> • Student Handout: "HIV Facts" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Folders, one per student
TOTAL	45 minutes	

Preparation


Prior to the Lesson	<ul style="list-style-type: none"> • Ensure legal requirements are met prior to implementing this module. For example, in Michigan, the following criteria must be met before implementing HIV and other STIs education: <ul style="list-style-type: none"> – Teachers must be trained before instructing students about HIV/AIDS. – Parents must be given written notification about the content of the lesson, provided an opportunity to preview the materials in the lesson, and given the opportunity to observe the instruction and to excuse their child from the lesson. – Your local school board must hold two public hearings prior to adopting these lessons, and then formally approve them. • Determine which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only. Abstinence-based means abstinence is emphasized as the healthiest choice for young people and risk reduction, such as condom use, is also taught. Abstinence-only means abstinence is taught exclusively as the healthiest choice for young people and risk reduction is not taught. • Check to be sure that the video you will show is the version approved for your district. • Read appendices D, "HIV/STI and Sex Education in Michigan Public Schools," and G, "Human Immunodeficiency Virus (HIV)." • Acquire folders for students to use for storing their handouts and worksheets throughout this unit.
For Introduction	<ul style="list-style-type: none"> • Decide how you will divide your class into small groups of five or six students. • Prepare a slide of the slide master, "Fact or Myth?"
For Input	<ul style="list-style-type: none"> • None
For Application	<ul style="list-style-type: none"> • Prepare a chart for each small group. Divide each piece of chart paper in half by drawing a line down the center. Write "facts" at the top of the left-hand side and "myths" on the right-hand side. • Prepare slides of the slide master set, "Know the Facts."
For Closure	<ul style="list-style-type: none"> • Duplicate the student worksheet, "HIV Facts," for each student.

LESSON PROCEDURE

Introduction: Compose statements regarding HIV infection and AIDS and identify them as facts or myths.

8 minutes

Instructional Steps	Script and Detailed Directions
<p>Discuss myths.</p>	<p><i>In a moment, I will ask you some questions. If your answer is yes, give me a thumbs up sign. If your answer is no, give me a thumbs down.</i></p> <p><i>Have you ever heard that you can get warts from holding a frog or toad?</i></p> <p><i>Have you heard the saying, “If you step on a crack, you’ll break your mother’s back”?</i></p> <p>Pause to allow students to indicate whether or not they have heard these myths, then continue:</p> <p><i>Each of us has heard information, stated as fact, that later turned out to be myths. However, it is often difficult to tell what information is accurate and true and what isn’t. Today, many people still think they can get warts if they hold a toad. Probably some of us in this room believe this statement. Do you ever find yourself stepping over a crack, just in case that silly rhyme is true? Many myths continue to circulate.</i></p>
<p>Introduce this module on HIV, AIDS, and other STIs.</p>	<p><i>Our lesson today will be the first in a series of lessons on sexually transmitted infections, or STIs, including Human Immunodeficiency Virus, or HIV, the virus that causes Acquired Immune Deficiency Syndrome, or AIDS.</i></p> <div data-bbox="560 1039 657 1134"> </div> <p>Sexually transmitted infections are also called sexually transmitted diseases (STDs). This module uses the newer term, STIs, because sexually transmitted viruses and bacteria will cause infections, but may or may not progress to causing diseases which have clear signs and symptoms of illness.</p> <p><i>You might think you have already heard all you need to know about HIV and AIDS but there are still plenty of myths floating around; there is still a lot of misunderstanding about how sexually transmitted infections, including HIV, are spread. When the subject is something as serious, and potentially life changing, as HIV and other STIs, you can’t afford not to know the facts.</i></p>
<p>Form small groups and generate statements about HIV and AIDS using the slide, “Fact or Myth?”</p> <div data-bbox="154 1627 267 1711"> </div>	<p>Form small groups of five or six students. Assign someone to be a leader in each group and a second person to be the spokesperson.</p> <p>Distribute a few index cards to each student. Ask the students to take out a pen or pencil.</p> <p>Display the slide, “Fact or Myth?”</p> <p><i>Individually write one statement you know or have heard about HIV or AIDS on each of your cards. You will have three minutes to do this.</i></p>

	After three minutes, ask the students to pass their cards to the leader of their group. Ask leaders to trade cards with a group that is sitting near them, making sure each group has a new set of cards. Once the leaders have a new set of cards, ask them to give one or two cards to each member of their group. Be sure each member gets at least one card.
Categorize the statements about HIV and AIDS as fact or myth.	<p><i>Now you have one or more new cards with someone else's statement on each. One at a time, read the cards to your small group and decide if each statement is a fact or myth. If it's a fact, write the word "fact" on it. If it's a myth, write the word "myth." You will have five minutes to do this.</i></p> <p>After five minutes, ask the leaders to collect the index cards. They will be used again in the Application section of this lesson.</p>
Introduce this lesson.	<p><i>Every 9 1/2 minutes, someone in the U.S. becomes infected with HIV.¹ During our first lesson, we will learn the facts about HIV and AIDS...and in the time we spend doing this lesson, five more people will get HIV infection.</i></p>  <p>Set a timer to go off every 9 1/2 minutes throughout the class. This will remind students how often a new person is infected with HIV.</p>

Input: Learn the facts about HIV and AIDS by watching a video.

20 minutes

Instructional Steps	Script and Detailed Directions
Introduce the video that has been approved for your use with this curriculum. Generate additional statements and questions about HIV and AIDS.	<i>Let's check our facts by watching a video about HIV and AIDS. It is called "Understanding HIV and AIDS." As you watch, listen carefully to hear if your group categorized your statements correctly as facts or myths. Also, record any new statements you hear or questions you have about HIV or AIDS on blank index cards. After the video, I will ask you to share the main points made by the video and the questions you wrote on your cards.</i>
Show the video.	<p><u>Abstinence-Based Version:</u> Show the approved video: <i>Understanding HIV/AIDS: Learn the Facts, Fight the Stigma, Stay Safe -abstinence-based.</i></p> <p><u>Abstinence-Only Version:</u> Show the approved video: <i>Understanding HIV and AIDS, abstinence-only version.</i></p>
Discuss the video.	<p><i>What were the main points made in the video?</i></p> <p>Call on students to share their ideas.</p>

¹ CDC, 2009, <http://www.cdc.gov/hiv/>