

# HIV and AIDS: Rights & Responsibilities

Grade 8, Lesson #24

## **Time Needed**

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One class period

## **Student Learning Objectives**

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To be able to...

1. Problem-solve scenarios that they or their friends may encounter, using factual information rather than myths or stereotypes.
2. Explore their beliefs about the rights and responsibilities of people with HIV and listen to the opinions of others.
3. Apply the concept that HIV/AIDS is only spread through certain behaviors.
4. Identify abstinence as the safest protection from HIV and also explain the steps for correct condom use.

## **Agenda**

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1. Set the stage. (2 minutes)
2. Use situation sheets in small groups to practice applying knowledge, solving problems, and identifying feelings around the issue of HIV. (7 minutes)
3. Discuss situation sheets as a whole class and summarize the activity. (18 minutes - 3 minutes per group)
4. Use the KNOW curriculum's Correct Condom Use activity or alternative KNOW activities. (20 minutes)
5. Close the lesson. (2 minutes)
6. Assign homework. (1 minute)

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**Materials Needed**

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**Student materials:**

- Individual homework: *Get Creative* (1 copy per student)
- Family homework: *Public Attitudes Towards HIV/AIDS* (1 copy per student)
- Family homework: *Family Homework Letter & Confirmation Slip* (1 copy per student)

**Classroom materials, equipment:**

- Situation sheets: #1 *The Elementary School Teacher*, #2 *The Rumor*, #3 *The Basketball Player*, #4 *Kindergarten*, #5 *Discrimination*, #6 *Being a Friend*
- Eleven condom cards (from *Sequence to Correct Condom Use*)
- Several types of condoms
- Lubricant
- Scotch tape

\* Alternatively, *FLASH* transparencies are available as PowerPoint files on the *FLASH* web site: [www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash)

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**Preparation**

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- If you do not feel comfortable with the Correct Condom Use activity, it is important that arrangements be made with the school nurse, someone from your county health department, or another health educator to present the information.
- Using the *Sequence to Correct Condom Use*, make a set of condom cards with each step of condom use on a different card. Make several sets if you choose one of the other options for this activity.
- Practice condom use demonstration.
- Find your school district's policy regarding HIV and/or health privacy and look at this National Association of State Boards of Education document regarding model policies: <http://nasbe.org/index.php/component/content/article/78-model-policies/120-policies-concerning-students-and-staff-with-hiv-infection> and this ACLU publication about students' rights: <http://www.aclu.org/studentsrights/privacy/12804pub19971231.html> ... just as background if students have basic legal questions.

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**Resources**

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**Background Reading:**

- HIV/AIDS: Background Information for Educators  
<http://www.cdc.gov/hiv/topics/basic/>
- How to answer difficult questions: Answering Difficult Questions  
<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/diffques.aspx>
- How to answer questions about controversial issues: Values Question Protocol – See page 10 of this binder or go to:  
<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/values.aspx>

**Websites:**

- Resources for Health Educators  
<http://www.kingcounty.gov/healthservices/health/communicable/hiv/educators.aspx>  
(Public Health – Seattle & King County [PHSKC])
- HIV/AIDS Program [www.kingcounty.gov/health/hiv](http://www.kingcounty.gov/health/hiv) (PHSKC)
- Family Planning Program [www.kingcounty.gov/health/famplan](http://www.kingcounty.gov/health/famplan) (PHSKC)
- Personal stories of young people living with HIV on the Averting HIV and AIDS web site: <http://www.avert.org/hiv-stories.htm>
- Global Youth Coalition on HIV/AIDS: <http://www.youthaidscoalition.org/living.html>
- “Valley youth a role model for others living with HIV” by Linda Helser, *The Arizona Republic*:  
<http://www.azcentral.com/families/articles/0314phxalive0314.html>

**Phone Numbers:**

- HIV/STD Program: 206-296-4649 (PHSKC) M-F 8-5pm
- HIV/STD Hotline: 800-272-2437 (Washington State Department of Health)
- HIV/STD Hotline: 800-CDC-INFO (Centers for Disease Control & Prevention)
- Facts of Life Line: 206-328-7711 or 888-307-9275 (Planned Parenthood of the Great Northwest)
- Your local Public Health Department

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**Activities**

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**Note:** The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

**1. Set the stage. (2 minutes)**

*We studied HIV yesterday. Does anybody have any questions you thought of over night?*

*OK, I'm confident that you all know that HIV is spread through specific behaviors, not because of the type of person someone is. Today, we're going to talk about real-life situations and some different ways of handling them.*

**2. Use situation sheets in small groups to practice applying knowledge, solving problems, and identifying feelings around the issue of HIV. (7 minutes)**

*Now let's practice using the information we've learned during the HIV Unit to talk about some real-life situations.*

Divide the class into 6 groups. It is important to assign groups rather than forcing students to choose or be chosen. Give each group a situation sheet and allow them to talk for 5 minutes about the discussion questions on their sheet. They should try to reach some consensus but all opinions can be presented.

**3. Discuss situation sheets as a whole class and summarize the activity. (18 minutes)**

Have a representative from each group present the findings (in 2-3 minutes per group). If time allows, solicit comments from the whole class. During the class discussion, be sure to distinguish between opinions based on facts versus myths and stereotypes.

Situation #6 will have led the class to conclude that condoms break mostly when they aren't used properly. If they don't conclude that on their own, you can contribute that fact.

**4. Use the *KNOW* curriculum's "Correct Condom Use" activity or alternative *KNOW* activities.\* (20 minutes)**

- a. Discuss the role of condoms in the prevention of most STD's.
  - *Not having sexual intercourse (abstaining from sex) is the most effective way to avoid STDs including HIV. Most teens are not having sex and waiting is a good choice for them.*
  - *At some time in their lives most people will choose to have sex and will want to protect themselves from STDs and pregnancy.*
  - *Although latex condoms cannot provide 100 percent protection, if used properly and every time, they can significantly reduce a person's risk of STDs, HIV, and pregnancy.*
  - *Understanding proper condom use is very important in providing that protection.*

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\* Reprinted and adapted from *KNOW HIV* curriculum with permission of the Washington State Office of the Superintendent of Public Instruction (OSPI).

- *Some couples who use condoms to prevent pregnancy still become pregnant. This most commonly happens because the condoms were not used every time or the couples were not given instructions on how to use them properly.*
- b. Randomly tape the eleven cards (one card for each step of condom use) in the front of the classroom.
  - c. Select five volunteers to arrange the cards in the correct order.
  - d. When they are finished, allow the class to give feedback until they think the order is correct.
  - e. Read each card and explain each step. For help with how to elaborate on each step, you can type the search phrase “how to use a condom” at one of these teen web sites:
    - [www.SexEtc.org](http://www.SexEtc.org)
    - [www.TeenWire.org](http://www.TeenWire.org)
    - [www.AdvocatesForYouth.org](http://www.AdvocatesForYouth.org)

#### **Alternatives to Agenda Item #4:**

- Have two sets of cards placed in different parts of the room. Have two groups arrange them in order and compare.
- Distribute a set of cards to each cooperative group. Have each group arrange them in order; then compare them with the other groups.

#### **5. Close the lesson. (2 minutes)**

*What I hope you remember from today is – you can't tell from looking at a person if he or she has HIV. HIV does not discriminate. It does not prefer certain types of people. It can infect males or females, babies, kids, teenagers, or adults. It affects people from all races and ethnic groups, whether they are gay or straight. Anyone can catch HIV if they take risks:*

*Women can catch it from men,  
Women from women,  
Men from men,  
Men from women.*

***The virus does not spread because you are a certain type of person; it spreads through certain types of behavior: sex without correct condom use, sharing of needles and especially syringes, or from mother to baby.***

*You've done a great job this period. In the future, you'll probably face situations involving people with HIV and friends who are taking risks... just like the ones we discussed in class today and many others. When you're trying to figure out how to handle these situations, I hope you'll take into account all the information you have about HIV.*

#### **6. Assign homework. (1 minute)**

**Individual Homework: *Get Creative***

- Write a song, poem, story, or rap about HIV.

**Family Homework: *Public Attitudes Towards HIV/AIDS***

- Students who do the family homework will also need to take home the *Family Homework Letter & Confirmation Slip*.
- NOTE: This assignment requires Internet access; those without it can choose the Individual Homework alternative.

**A Reminder about Family Homework**

It is the philosophy of the FLASH curriculum to encourage family communication. This is why every topic (although not every single lesson) includes a Family Homework Exercise. These exercises usually focus more on feelings and values than on content, although some involve reviewing that day's learning. The child does NOT report back on the content of those conversations. Instead, he or she returns a Family Homework Confirmation Slip, signed by the child and whatever adult has completed the exercise with the child. This may be a parent or guardian, a grandparent or aunt or uncle, a partner or friend of the parent or guardian, a family counselor, someone from the child's community of worship, or whomever else the child identifies as "family."

It is not our intention, however, to penalize young people who cannot do Family Homework. There may be many reasons. Perhaps a particular issue is too sensitive and either the child or the family prefers not to discuss it. Perhaps the parent(s) or guardian(s) work evenings, care for elderly relatives, or for some other reason just can't make time to do homework together. Because some children cannot do Family Homework, we recommend that, whenever you assign FLASH homework, you always offer Individual Homework as an alternative through which a child could earn the same credit.

# Situation #1:

## The Elementary School Teacher

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An elementary teacher was diagnosed with AIDS in October. His pneumonia and fatigue forced him to leave work for the rest of the year. It is now summer. He no longer has pneumonia and his physician says he is well enough to begin teaching again this September. He feels pretty good and plans to return to his classroom. School District policy supports his decision.

What do you think?

- Should he be allowed to teach? Why or why not?
- Would the age level of the children make any difference?
- Who should know about his condition: anyone, staff, parents, students, community?
- If they do know about his illness, what are some potential responses from the principal, other teachers, students, and parents?
- Would your opinions be the same or different if the person was HIV positive but had not progressed to AIDS?
- Other ideas?

## Situation #2: The Rumor

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Rumor began to surface in a high school health class that a student in the class had tested positive for HIV. The teacher asked for help from the District's Health Office.

What do you suggest?

- Should they report this student to the principal? Why or why not?
- What could happen if they talked to the student themselves to find out the truth? What should they do if the student tells them that he/she is HIV positive? What should they do if the student tells them that he/she does not have HIV?
- Should they talk with the class about the harm in spreading rumors and lead a discussion about privacy?
- Should they tell the class it's none of their business and forbid them from discussing it?
- Should they ignore the situation and hope it blows over?
- Other suggestions?

## Situation #3: The Basketball Player

A high school athlete is HIV positive. With his family's help, he's doing everything he can to take care of his health – exercise, get plenty of sleep, eat well, and take his medication – and he feels good. He's planning to try out for basketball this year. His doctor supports his decision.

What do you think?

- Should he be allowed to play basketball? Why or why not?
- Would he need to behave different than the other players on the court? In the locker room? On trips?
- Would there be a risk of him infecting other players? If so, how?
- Who (if anyone) should know he has HIV?
- How do you think other basketball players would respond if they found out he had HIV?
- Anything else?

## Situation #4: Kindergarten

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A little girl is HIV positive. She has been attending a preschool where the teacher knows about her health status, but other students and their parents do not. She has been having minor illnesses more often (due to having HIV and needing to be on treatment which sometimes makes her feel ill) but is well enough to attend school. She is ready for public kindergarten this fall. Her mother intends to send her.

What do you think?

- Should she be allowed to go? Why or why not?
- Who (if anyone) should know she has HIV?
- If the teacher knows, what precautions should be taken (if any)?
- As a parent, how would you feel if your child was in class with an HIV positive child?
- As a parent, would you want other parents or kids to know if your child was HIV positive?
- Is there any chance that attending school might be harmful for the little girl's health? If so, how?

## Situation #5: Discrimination

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A junior high health class is studying HIV. The teacher tells the class that gay people get AIDS because they deserve it. Later that day, a female student is in tears. Her favorite uncle is gay. She doesn't want to go to her health class anymore.

What advice would you give her?

- Ask her guidance counselor if she can be moved to another health class?
- Try to arrange a guest speaker who can cover the facts about HIV?
- Complain to the principal and demand that the teacher apologize in front of the whole class?
- Write a letter to the teacher explaining why his statement hurt her? How do you think the teacher might respond?
- Talk about it with her family? What do you think that her family could do to help?
- Forget about it and go back to class? How do you think that would affect her participation in class from now on?
- Anything else?

## Situation #6: Being a Friend

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Your cousin is in a relationship with someone and told you they're having sex. They haven't ever used a condom because your cousin says the person doesn't have any diseases and looks clean. And your cousin says condoms break anyway.

- How would your cousin know for sure if the person he's going with had HIV or another STD?
- What would you say to your cousin about "looking clean"?
- Is it true that condoms break a lot or is it just that people sometimes use them incorrectly?
- What could you say or do to help your cousin reduce the risk – to help your cousin not get HIV or another STD?

# **Sequence to Correct Condom Use**

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**Directions:** Print or photocopy both pages. Cut each page into cards with 1 step per card.

**Check expiration date.**

**Carefully open condom package.**

**Apply lubricant to the inside tip of condom.**

**Penis becomes erect (hard).**

**Leave room at the tip of the condom.**

(Pinch the tip of the condom as you unroll it.  
Don't flip it over. If the wrong side is out  
after it is unrolled onto the penis,  
use a new condom.)

**Carefully unroll the condom over the penis.**  
Make sure the “right side” is out.

**Apply more lubricant over the condom.**

**Intercourse occurs.**

**Ejaculation occurs.**

**Withdraw penis while it is still erect.**  
(Hold on to the base of the condom.  
Unroll the condom – but not near the other person’s body.  
Tie the open end of condom in a knot.)

**Discard condom carefully.**

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# Family Homework: Public Attitudes Toward HIV & AIDS

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## About Family Homework:

All family homework exercises are optional. Family homework is for two of you... the student and an adult in your family (parent, step-parent, aunt, uncle, etc.)

## Directions:

1. First, read together four or five stories of youth living with HIV at these web sites:
  - Personal stories of young people living with HIV on the Averting HIV and AIDS web site: <http://www.avert.org/hiv-stories.htm>
  - Global Youth Coalition on HIV/AIDS: <http://www.youthaidscoalition.org/living.html>
  - “Valley youth a role model for others living with HIV” by Linda Helser, *The Arizona Republic*:  
<http://www.azcentral.com/families/articles/0314phxalive0314.html>
  
1. Then, discuss these questions:
  - What was it like for these teens to find out they had HIV?
  - What have been some of the hard things about having it?
  - What do they want other teens to know?
  - What would it be like (or what was it like) to find out someone in our family had HIV? How could we support them ... or how have we, if we already have a family member with HIV?

**NOTE:** Turn in a Family Homework Confirmation Slip by \_\_\_\_\_, if you want credit.




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## FAMILY HOMEWORK CONFIRMATION SLIP

We have completed “Family Homework: Public Attitudes Towards HIV & AIDS”.

**Date:** \_\_\_\_\_

**Student’s signature:** \_\_\_\_\_

**Adult’s signature:** \_\_\_\_\_