HIV & AIDS, year 1, day 2

Grade 4 or 5, Lesson #16

Time Needed

45-60 minutes

Student Learning Objectives

To be able to...

1. Explain the role of the white blood cell in the body's defense against infection.
2. Understand the ability of the HIV to “outwit” and damage the immune system.
3. List 2 ways HIV is transmitted and 2 ways that it is not.
4. Express confidence that HIV is primarily an adult disease caused by adult behaviors.

Agenda

1. Use the *AIDS Factsheet* to review the concepts from yesterday’s lesson.
2. Use a video, followed by discussion, to reinforce the learning.
3. Answer students’ questions, oral and written, about HIV & AIDS.
4. Have students draw their own versions of the battle between the HIV and the immune system.
5. Assign homework.

This lesson was most recently edited February, 2010.

Materials Needed

Classroom Materials:

- video or DVD, if possible

NOTE: To find a current audio-visual tool check out these links: http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/teacherlinks.aspx

Also, audio-visual resources already approved for medical accuracy in Washington State Schools may be accessed here: http://www.k12.wa.us/HIVSexualhealth/pubdocs/VideoList_08-09.doc

Student Materials: (for each student)

- *AIDS: Facts for Elementary Students* (2 sides, back-to-back)
- *Family Homework Exercise: HIV/AIDS and Us*
- drawing paper
- crayons (or colored pens, markers, etc.)

Activities

1. **Use the *AIDS Factsheet* to review the concepts from yesterday's lesson.**
   Have students volunteer to take turns reading it aloud.

2. **Use a video, followed by discussion, to reinforce the learning.**
   Introduce it by explaining that even most adults have a hard time really understanding communicable diseases and the way the immune system works. Once they see this video, your students will be able to explain the immune system ... even to their parents.

   Show a video. Try to ensure that all materials...

   > provide accurate information about transmission and prevention,
   > foster compassion and hope,
   > instill appropriate concern,
   > and dispel fear and blame.

   Before starting the video you may want to suggest specific things for the class to watch for such as facts about HIV, the feelings of the people in the video, what people in the video learned that may have changed their feelings.

   After you show the video, lead a discussion of it. Depending upon the contents of the video you happen to use, these questions may be *among* those you feel are appropriate (each is followed by possible responses):

   "How does the body normally protect us from illness?"

   > The first defense is the skin, represented in the movie by the fence.
   > Once germs get into the body, we fight them with white blood cells.
   > The leaders of the immune system are white cells called "T-cells" in the film; they recognize enemies (germs) and direct other cells to fight them off.

   "How is HIV different from most germs?"

   > The HIV can disguise itself by hiding inside a T-cell. Inside, it multiplies, making more and more new viruses.
   > In the meantime, it cripples the T-cell's ability to identify invading germs. If it can't identify them, it can't direct other white blood cells to reject them.

"How do people get the HIV, the virus that causes AIDS, inside their bodies?"

- by "shooting up" drugs with IV needles, needles that have been used by someone who has HIV
- by having sexual intercourse with someone who is infected with the virus

"Why don't kids your age need to worry about catching HIV?"

- It's caused by adult behaviors.
- It isn't easy to catch, like a cold.
- Unless they have sex or shoot drugs, children can only get it from their mothers before they are born or during breast feeding (or during blood transfusions before 1985, when we didn't have a test to be sure blood was safe).

"How did ____ feel about _____?"

"By the end of the movie, he'd changed his mind. He wasn't worried any more. Why?"

"Tell me a few things we all do -- daily -- that we know we don't have to worry about. "

- shaking hands
- hugging
- sharing books, pens, drinking fountains
- playing sports
- dancing
- eating in cafeterias and restaurants
- swimming in pools and lakes
- being bitten by mosquitoes
- riding on busses, elevators

Answer students' questions, oral and written, about HIV/AIDS.

If there are questions for which you don't know the answers, be honest about it. Then you (or a student) can call an expert to find out the answer. Call your local Public Health Department (in King County, WA, the HIV/AIDS Program, 206-296-4649) or the toll-free HIV/AIDS Hotline: in Washington State (1-800-272-AIDS), or anywhere in the United States (1-800-CDC-INFO [800-232-4636], 1-888-232-6348 TTY, 24 Hours/Day or E-mail: cdcinfo@cdc.gov).

3. If there are questions for which you can't think of a tasteful, sensitive answer, talk them over with a colleague or, again, contact an expert.

We recommend that you look for answers at the Sex Etc. web site, a program of Rutgers University. Go to: http://www.sexetc.org/page/ask_experts/

For value-laden questions (as opposed to factual ones), see pages 7-11 and, especially, make sure you refer to parents or guardians and clergy:

> ***"... and since people have such differing beliefs about this, I would really recommend that you talk it over with your families. If you belong to a church, synagogue, mosque, or temple, find out what they believe, too."***

4. Hand out drawing paper and crayons (or colored pencils, marking pens, etc.). Give students five or ten minutes to draw their own versions of the battle between HIV and the immune system. You can display thoughtful work on a bulletin board.

Homework

Students' options:

- Complete *Family Homework Exercise: HIV and Us* with an adult in your family. [1]
- Using the *HIV/AIDS Factsheet* as a model, design a factsheet for third graders. Make sure you explain that they don't have to worry about HIV at their age because it's hard to catch.

[1] See "Preparing Parents", page 6-7

AIDS is caused by HIV, a virus that enters the blood stream.

Acquired: A person must do something very specific to get the virus into their body. (See "The Risky Behaviors.")

Immune: The virus attacks the white blood cells in the immune system.

Deficiency: The white blood cells become too few or too weak to fight infection.

Syndrome: The virus can cause certain symptoms or illnesses in a person.

There are three ways people get HIV, the virus that causes AIDS:

1. Blood-to-blood contact.

   This happens when people share needles to shoot up (inject) drugs. Some **blood** always stays in the needle.

2. Sexual intercourse.

   The AIDS virus can live in **semen** and **vaginal fluids**. It can get into a person's body if they have sex with an infected person.

3. Mother to baby.

   The virus can pass from the woman's blood to the unborn baby during pregnancy. After the baby is born, the virus can pass during breastfeeding.

The Risky Behaviors

- Using drugs
- Sexual intercourse

The Safe Behaviors

- Hugging
- Shaking hands
- Playing with pets
- Sharing food and dishes
- Sports
- Sitting next to someone at school
- Dancing
- Using public toilets

You will have some important decisions to make as you get older.

Make choices that keep you healthy.

- Never use drugs.
- Wait until you are older to have sexual intercourse.

Things to remember:

- You cannot tell by looking if a person has HIV.
- There is no cure or vaccine for HIV.
- You cannot get HIV from casual, daily contact.
- HIV is preventable.

If you have questions call the number below. (No names asked.)

United States HIV/AIDS Hotline:
1-800-342-AIDS

Family Homework Exercise: HIV/AIDS & Us

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL. Like all family homework, this is for two of you ... the student and an adult in your family (parent, step-parent, aunt, uncle, etc.)

DIRECTIONS

1. Each of you, name a couple of people you love over the age of 28.
2. Now choose one of these people to think about together. Fill his or her name in the blanks in the story below.
3. Read and discuss the story together:

What if**,** *back in 1983, _____ was in a car accident? He or she was so badly hurt, the doctor had to do a blood transfusion. If it had been after the Spring of 1985, the blood would have been tested, but in 1983 there was no test. Last week, _____ went to the doctor for a regular check-up and the doctor wanted to do an HIV test.*

_____ said, "OK. " If it turns out that

_____ does have HIV, the virus that causes AIDS, what will our family do?

NOTE: Turn in a Family Homework Confirmation Slip by _____ if you want credit.