



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards:
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

These activities will help your student understand how HIV and AIDS affect the body, how HIV is transmitted, and how to avoid infection.

Related KidsHealth Links

Articles for Teens:

HIV and AIDS

TeensHealth.org/en/teens/std-hiv.html

How Do People Get AIDS?

TeensHealth.org/en/teens/aids.html

HIV Testing Resources

TeensHealth.org/en/teens/hiv-tests.html

My Friend Has HIV. How Can I Help?

TeensHealth.org/en/teens/friend-hiv.html

Immune System

TeensHealth.org/en/teens/immune.html

Abstinence

TeensHealth.org/en/teens/abstinence.html

Condom

TeensHealth.org/en/teens/contraception-condom.html

Talking to Your Partner About Condoms

TeensHealth.org/en/teens/talk-about-condoms.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What is HIV? What do the letters stand for? What can the virus do to a person's immune system?
2. What is AIDS? What do these letters stand for? What's the difference between being testing positive for HIV and having AIDS?
3. What treatments are available for HIV and AIDS? Is there a cure?
4. How do people get HIV? How can people protect themselves against getting HIV?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

HIV and AIDS Facts Around the World

Objective:

Students will:

- Research and find national and international information about HIV and AIDS

Materials:

- Pen or pencil and paper
- Computer with Internet access and/or library access

Class Time:

15 minutes to make the assignment, plus more student time outside class

Activity:

Read the TeensHealth.org articles, then using the Internet or resources in your school library, find out:

- How many people in the United States and worldwide have HIV? How has this number changed over the past 10 years? 20 years?
- How many U.S. teens and young adults are diagnosed with HIV annually? How has this number changed over the past 10 years? 20 years?
- What's the likelihood of getting an STD by having sex while using a condom vs. having sex without a condom?
- On average, how long do people in the United States live after they are diagnosed with HIV? Is this amount of time different for people in the United States and other parts of the world? How have these numbers changed in the past 10 years? 20 years?

When you have all your answers and data, write an essay about how HIV and AIDS infection rates have changed over the years, and why the rates have changed.



Campaign to Fight HIV

Objectives:

Students will:

- Examine the barriers to HIV prevention among peers
- Think creatively to break down barriers in students' mindsets and deal with practical issues

Materials:

- "Campaign to Fight HIV" handout
- Art supplies (pen, pencil, markers, colored pencils, etc.)

Class Time:

1 hour

Activity:

People in the public health profession want to stop the spread of HIV. But you know that adults don't always do the best job of talking to teens. You give it a try. Design a bumper sticker and poster to help stop the spread of HIV among teens.

Extensions:

1. You've made a poster design - now make the poster. Use poster board and whatever art materials you choose. Display your poster at school.
2. Take your campaign to the next level. All students in class should briefly describe their poster and bumper sticker designs. Vote on your favorite three designs and put them in a folder. Next, brainstorm. What else could the school do to help stop the spread of HIV? Make a list of your top ideas and add it to the folder. Finally, your teacher can submit the folder to your principal or superintendent, and your ideas might help others.

Reproducible Materials

Handout: Campaign to Fight HIV

KidsHealth.org/classroom/9to12/problems/conditions/hiv_aids_handout1.pdf

Quiz: HIV and AIDS

KidsHealth.org/classroom/9to12/problems/conditions/hiv_aids_quiz.pdf

Answer Key: HIV and AIDS

KidsHealth.org/classroom/9to12/problems/conditions/hiv_aids_quiz_answers.pdf



Name: _____

Date: _____

Campaign to Fight HIV

Barriers

Instructions: Your campaign to stop the spread of HIV will address one common problem or way of thinking that makes teens more likely to risk catching HIV. For example, you may have heard teens say things like:

"My boyfriend doesn't want to wear a condom, and I feel bad asking him to wear one."

"I've known her for years. There's no way she has a disease."

"I don't think I want to have sex, but I guess it's no big deal."

"My girlfriend is on the pill. We started out using condoms, but we don't anymore."

"HIV isn't even a big deal anymore. They control it with drugs."

"How am I supposed to buy condoms? Everyone at the store will know I'm having sex!"

"Are you kidding? He's so clean-cut, and he plays sports all the time. He's not infected."

"I didn't have any money for condoms, so we didn't use one."

Choose one of these barriers, or come up one of your own, and then use it to design a bumper sticker and poster for the campaign.



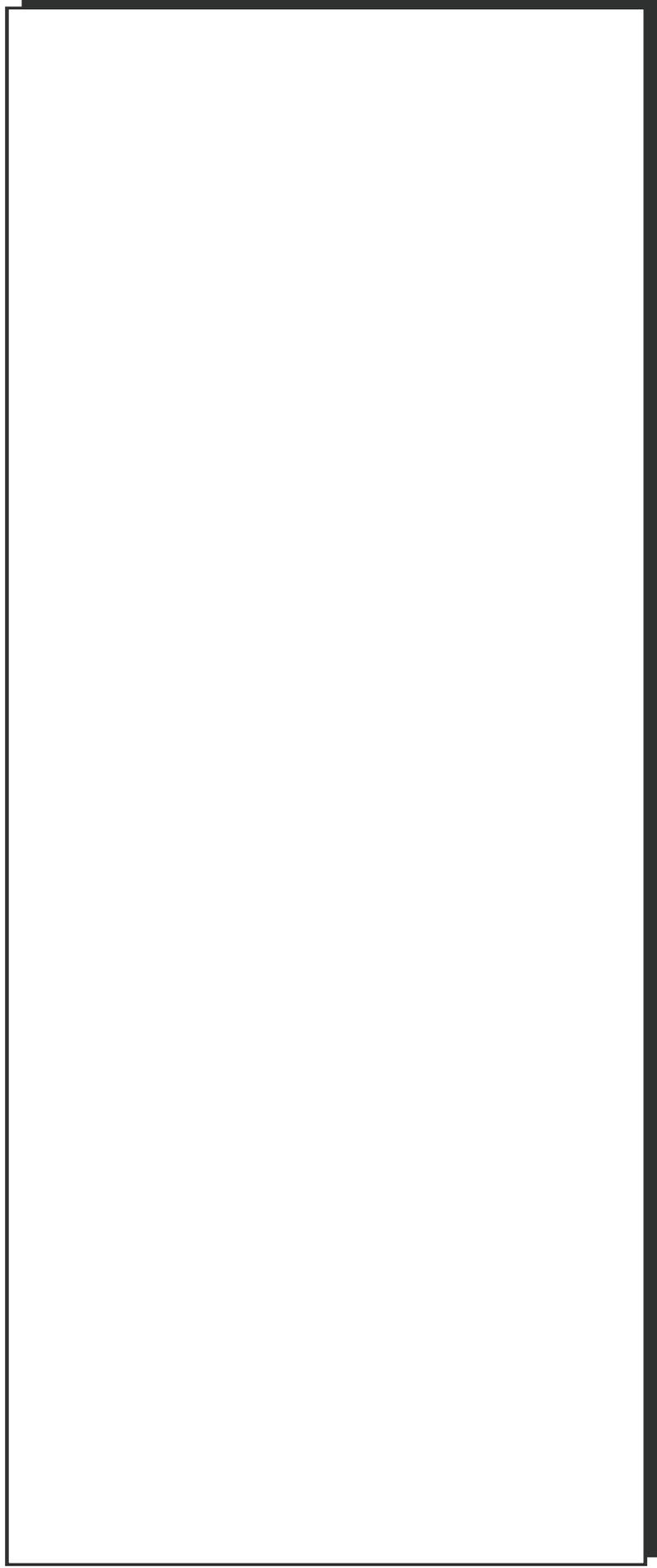
Health Problems Series
HIV and AIDS

Name:

Date:

Campaign to Fight HIV

Bumper Sticker





Name: _____

Date: _____

Campaign to Fight HIV

Poster



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. What kinds of sex can transmit HIV?
- a. oral
 - b. vaginal
 - c. anal
 - d. all of the above

2. HIV infects and damages:
- a. basophils
 - b. red blood cells
 - c. CD4 cells
 - d. platelets

3. Which of these things can transmit HIV?
- a. shaking hands or hugging
 - b. kissing
 - c. sharing needles
 - d. all of the above

4. An HIV test can be:
- a. a blood test
 - b. a swab of the inside of the cheek
 - c. a urine sample
 - d. a. and b.

5. When HIV develops into AIDS, a person's immune system can be overwhelmed. List 5 symptoms of AIDS.

6. True or false: When a pregnant woman has HIV, the baby always gets it, too. T F
7. True or false: People with AIDS are more likely to get infections and even cancer. T F
8. True or false: You can tell if people have HIV or AIDS by looking at them. T F
9. True or false: New drugs help people with HIV, but HIV-positive people can still develop AIDS or get deadly infections. T F
10. True or false: For people who have sex, condoms are the best protection against HIV. T F



Quiz Answer Key

1. What kinds of sex can transmit HIV?
 - a. oral
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5. When HIV develops into AIDS, a person's immune system can be overwhelmed. List 5 symptoms of AIDS.
any 5 of the following: extreme weakness or fatigue, rapid weight loss, frequent fevers that last for several weeks with no explanation, heavy sweating at night, swollen lymph glands, minor infections that cause skin rashes and mouth, genital, _____ and anal sores, white spots in the mouth or throat, chronic diarrhea, a cough that won't go away, trouble remembering things

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