

**HIV/AIDS Curriculum
Grade 9**

**Puyallup School District
Adapted from KNOW Curriculum
2004**

**HIV/AIDS Curriculum
Grade 9**

Introductory Video

Just Like Me: Talking About AIDs

Films for the Humanities

21 minutes

Lesson 1 - HIV/AIDS Know Your Risk

Lesson 4 – Resisting Pressure

Lesson 5 – Getting and Giving Help

(These lessons are not sequential because they are taken from the KNOW Curriculum; each lesson is presented in its original form.)

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

Overview of Lesson

This is a review lesson intended to reinforce student's understanding of the modes of HIV transmission, behaviors that allow transmission, and the role of the immune system in disease prevention.

Objectives

The student will:

1. Identify semen, vaginal secretions, blood, and breast milk as fluids that transmit HIV.
2. Identify behaviors that allow for transmission and increase risk.
3. Explain the immune system and its role in health and wellness.

Activities

1. Option 1, "HIV Transmission Activity," or Option 2, "Transmission Demonstration"
2. HIV Transmission Facts
3. The Immune System
4. Question Box

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

READY...

Advance Preparation

1. Prepare 3 x 5 cards, one for each student, with four "marked cards" if you use Option 1, "HIV Transmission Activity,"
or
prepare for Option 2, "Transmission Demonstration."
2. Update statistics on Transparencies # 1-2 and prepare transparencies.
3. Make Handout # 1 for each student.
4. Review teacher information on the immune system.
5. Create a "Question Box."

SET...

Equipment

- Overhead Projector
- Question Box

Materials

- HIV Transmission Activity (Option 1)
3 x 5 cards (all blank except) Two cards marked: "A"
One card marked: "C"
One card marked: "M"

or

- Transmission Demonstration (Option 2)
Universal pH indicator solution (check with science department)
A cup of water for each student (except one)
One cup with mixture of white cider vinegar and water

Transparencies:

- # 1 Reported Cases of AIDS in the United States (page 89)
- # 2 Reported Cases of AIDS in Washington State (page 91)

Handouts:

- # 1 The ABCDs of HIV (page 95)

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

GO...

Review/set ground rules.

Activity 1 (Option 1) HIV Transmission Activity



1. Start today's lesson with the "HIV Transmission Activity" using the 3 x 5 cards you prepared for each student. As students come into class (or after the discussion described above) hand each one an index card making sure that the four marked cards are randomly distributed along with the blank ones.
2. Ask students to use a pen or pencil.
3. When all students are ready, ask them to move around the room, meeting and shaking hands with five people.
4. Have the students write on their cards the names of each of the five people they shook hands with.
5. Students should return to their seats as soon as they have completed this task.
6. When all the students have returned to their seats, randomly pick one student to stand up and read the names on his/her card.
7. Ask these six students if any of them have a letter printed on their index card. If they have a letter, have them sit down.

NOTE: During this activity, we are pretending that one person is infected with HIV. The meeting and shaking of hands represents sexual contact. Those students who sat down, did so, because they had a letter on their card and did not get HIV infection because they practiced one of the following:

"A" = ABSTINENCE

"B" = MONOGAMY

"C" = CONDOM (latex)

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

8. Ask those students—still standing from the original five—to read the names from their cards and have all those people stand up. Again, anyone with a letter “A,” “M,” or “C” can sit down as they are not likely to be infected. Continue until everyone has read the names from their card or everyone who does not have a marked card is standing up.
9. Discuss the results of the activity emphasizing how quickly HIV or any STD can spread through the population if people take certain risks. Emphasize that the spread of HIV is also easily prevented by avoiding high-risk behaviors. Remind students that only abstinence until committing to a mutually faithful relationship, such as marriage, is 100 percent safe.
10. Ask students to reflect on the television shows they watch. How often do people on TV have sex with many partners? Do they seem worried about HIV or other STDs? Do they ever discuss waiting for sex until they are ready to make a commitment? Have them discuss examples. Ask them what they think is reality for most kids their age. Refer to the 1992 Washington State Survey of Adolescent Health Behaviors which showed that most teens their age are not having sex and that it is always okay to decide to be abstinent again even if they have already had sexual intercourse.

Activity 1 (Option 2) Transmission Demonstration

Preparation:

1. Pour about a half a cup of water into each cup or glass. In one glass or cup, make a solution of $\frac{2}{3}$ cup water and $\frac{1}{3}$ cup white cider vinegar.
2. Prior to the beginning of class, identify two or three students, and tell them that regardless of the directions you give the class, they should not exchange water in their glass with other class members during this activity.

Demonstration:

1. Provide each student with a glass of “water.” Give one student the vinegar and water mixture. Tell the students not to drink the liquid.
2. Instruct the students to mingle among others in the class and to share with five or six other students what they are most looking forward to during the week or an opinion about some issue relevant to them. With each student they talk to, they are to pour some of the liquid into each other’s glass.

Grade 9

Lesson 1: HIV /AIDS: Know Your Risk

3. After students have had time to complete this task, have them return to their seats.
4. Explain that one student's glass contained water that was "infected" with an acidic solution (vinegar) and even though no one could tell by its appearance, it was capable of "infecting" others through the exchange of fluids.
5. In order to visually determine who may have become "infected" by the exchange of water, test each student's glass with a few drops of the universal indicator. Explain that if the drops become red or pink as they hit the water, they have been exposed and could be "infected."
6. After testing each glass, follow with a discussion of the following points:
 - Ask students if they could tell—just by looking—which glasses were infected? Remember that some sexually transmitted diseases have symptoms, many do not.
 - Ask the students who did not exchange water during the exercise how it felt not to participate. Did they feel they were the only ones? Did they feel awkward refusing? Did they feel pressured to do something they had decided not to do?
 - How did it feel to be "tested"? Were you uncomfortable knowing that others could see the results of your test? Would a promise of confidentiality be important in deciding whether or not to be tested for HIV or other STDs?
 - Remind the class that only one glass of water was originally infected, but through exchanges with multiple glasses, the infection was transmitted to those not ever in contact with the original source.
 - How does this experience relate to transmission of HIV and other sexually transmitted diseases?
 - Describe how the experiment actually worked.

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

Activity 2 HIV Transmission Facts

1. Have students form small groups of 2–4 students each and ask them to list various ways that HIV is transmitted. (They only need a few minutes for this.)
2. Ask each group to share one method of HIV transmission. Methods should include the following:
 - Sharing of needles and syringes used for drug use, body piercing or tattoos with an HIV-infected person.
 - Having unprotected sexual intercourse with a person who is HIV infected.
 - From a HIV-infected mother to her infant during pregnancy, delivery, or through breast-feeding.
3. Discuss with the students the level (high or low) of risk associated with various behaviors.
4. Using Transparency # 1, "Reported Cases of AIDS in the United States," and Transparency # 2, "Reported Cases of AIDS in Washington State," discuss the known numbers of AIDS cases reported to the Centers for Disease Control and Prevention (CDC). Fill in the latest number of reported cases. (These figures can be obtained by calling the Washington State Department of Health AIDS HOTLINE at 800/342-AIDS/800/342-2437.) Point out that the number of people who are HIV-antibody positive in the United States is believed to be one million. Most people do not feel sick and do not know they are HIV infected.

Activity 3 The Immune System

1. Review, by brainstorming, the function of the body's natural lines of defense. These defenses range from the skin, nose hair, eyelashes, mucus, and saliva that prevent germs from entering the body; to the immune system whose antibodies and T-helper cells prevent infection and reduce the severity of disease when infection does occur.

Emphasize that the HIV virus attacks the body's immune system causing it to break down. Therefore, the body is unable to resist or reduce the severity of infections, such as pneumonia and certain cancers. These infections and diseases often kill a person when their immune system is weak.
2. Make a two-column chart on the chalkboard or an overhead. In one column, have students list what happens in a healthy immune system when a germ (bacterium or virus) enters the body. In the second column, have students list what happens when HIV enters the body. (Refer to the teacher information which follows.)

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

3. Ask students, working in small groups, to create an analogy of the immune system, its function, and what happens when HIV enters the system. Some examples might be comparing the immune system to a fort, sentinels, and invading soldiers, to an orchestra and its conductor. Have the students creatively present their analogies through diagrams, cartoons, role-playing, etc. Praise all efforts. The point is to get students thinking about the immune system, its importance to one's health, and the dangers of HIV to the immune system.

The Body's Immune System (Teacher Information)

What are the body's natural lines of defense?

- * Skin
- * Hair (nose hair and eyelashes)
- * Mucus
- * Saliva
- * Stomach acids
- * White blood cells
- * Antibodies
- * T-helper cells

How does a healthy immune system work?

- * White blood cells engulf bacteria or produce poisons to kill parasites.
- * B-lymphocytes (a type of white cell) make antibodies that attach to and help kill infecting microorganisms (pathogens) like viruses and bacteria.
- * These antibodies produce immunity and the ability to prevent reinfection by the same pathogen.
- * T-lymphocytes (white cells), called T-helper cells, are produced by the thymus and control the activity of other white blood cells and some help to activate the B-lymphocytes when infection is present. Other T-cells, called suppressors, help to deactivate them when the infection is controlled.

What happens when the HIV virus enters the immune system?

- * Viruses are parasites; therefore, the HIV virus attaches itself to a T-helper cell and releases its nucleic acid into the host cell.
- * After infecting a T-helper cell, HIV inserts itself into the human DNA and begins reproducing for a period of time (8–10 years, possibly more). The virus slowly kills the T-helper cells.

Grade 9

Lesson 1: HIV/AIDS: Know Your Risk

- * If enough T-helper cells are killed, a person's ability to activate the immune system is diminished or lost and he or she may be unable to fight off infections/cancer.

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Activity 4 Question Box

Explain to students that the "Question Box" is available to help you clarify any questions they may not be comfortable asking verbally and to help you determine how effective the lessons are in explaining issues around HIV and STDs.

Grade 9

Lesson 4: Resisting Peer Pressure

Overview of Lesson

In this lesson the students identify common lines used to pressure people to become sexually active. Students practice refusal skills—a type of assertive communication—that will help them feel confident saying “no” to peer pressure.

Objectives

The student will:

1. Demonstrate refusal skills.
2. Analyze the effectiveness of refusal skill messages.

Activities

1. Refusal Skill Review
2. Refusal Skill Practice

Grade 9

Lesson 4: Resisting Peer Pressure

READY...

Advance Preparation

1. Review lesson and the role-play suggestions. Rewrite role-plays to fit the needs of your class.
2. On butcher paper or the chalkboard, write the directions for "Making Clear 'No' Statements," which will be posted in the classroom.
3. Prepare Transparency # 3.
4. Make copies of Handout # 4 for each small group.

SET...

Materials

- Butcher Paper List, "Making Clear 'No' Statements"

Transparency:

- # 3 Refusal Skills (page 93)

Handouts:

- # 4 Refusal Skills Observer Checklist (page 103)

Grade 9

Lesson 4: Resisting Peer Pressure

GO...

Activity 1 Refusal Skills Review

1. Begin this lesson by explaining that often young people don't do what they want to do because they feel pressured by their peers. Sometimes they feel pressured to go along with their friends to avoid seeming different.

State that one good use of assertiveness skills is practicing how to say "no." Explain that saying "no" can be difficult. Remind them they have practiced saying "no" for a long time—since they were about two years old. Sometimes young people try to persuade their peers to be sexually active. Remind them when they want to say "no" to sex, they don't have to explain why or make any excuses. They can just say "no." Point out it is important to say "no" in a convincing way which lets the other person know you mean it, but does not hurt your relationship. State that the ability to say "no" gives us a lot of power and control over our lives.

2. Begin a discussion on pressure lines young people use at their age to convince others to be sexually active. Provide some examples: "Come on, don't be such a baby." "If you don't want to, I guess I won't see you anymore." "Everybody's doing it." Elicit additional pressure lines from students.
3. In order to help students resist pressure lines, post the butcher paper list (or point out the list on the chalkboard) "Making Clear 'No' Statements."
 - Clearly say the word "no."
 - Use a firm voice.
 - Use body language that says "no."
 - Repeat the word "no" as often as needed.
 - Refuse to discuss the matter any further.
4. Provide a demonstration using effective refusal skills by playing the part of a student (Student A). Role-play the following with three volunteer students—each student playing the part of Student B—using the following pressure lines:



"Come on, don't be such a baby."

"If you don't want to do it, I guess we won't see each other anymore."

"Everybody's doing it."

Grade 9

Lesson 4: Resisting Peer Pressure

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5. Ask Student A to model using refusal skills effectively. Try to incorporate all the techniques listed on butcher paper (or chalkboard) for making clear "no" statements.
 6. Inform the rest of the class of their role as observers/recorders. Distribute one copy of Handout # 4, Refusal Skills Observer Checklist, and go over the checklist directions. After each of the three role-play demonstrations, discuss with the class their checklist responses.
 7. Distribute one blank index card to each student. Ask students to write at least two pressure lines on their cards that boys or girls their age might use to try to convince another person to do something of a sexual nature they don't want to do. Tell students they are now going to have a chance to show how well they can say "no" to requests or pressures to become sexually involved.

Activity 2 Refusal Skills Practice

1. Divide the class into groups of three. Have each group use the pressure lines written by members of their group. Inform students that for each situation, one student will play Student B (the person who is using the pressure line). A second student, Student A, will respond to the pressure line. During the role-play, the third student in the group acts as the observer and completes the Refusal Skills Observer Checklist. Have the groups switch roles for each pressure line so every student has an opportunity to respond to the pressure line and experience having his or her response work for them.
2. Have groups trade cards with another group and repeat Step 1.
3. At the end of the group activity, bring the whole class together and provide an opportunity for questions and comments.
4. Compliment students on their ability to make clear "no" statements in a way that told the other person they meant what they said without losing their friendship. Emphasize to students that they have the power to control their personal behavior.
5. Encourage them to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for one's self and others.

Grade 9

Lesson 4: Resisting Peer Pressure

6. Emphasize that they should not pressure others to do something they do not want to do. Stress the importance of understanding and accepting other people's feelings and viewpoints. State that it is wrong to take advantage of, or to exploit, another person.
7. Discuss that at various times in life, people make decisions to have sex or not to have sex. Regardless of previous decisions, a different decision can be made in the future.