

Lesson 7: HIV Facts

Overview

In this lesson, students learn facts about HIV. After learning the definition of HIV, they take part in an activity designed to illustrate the risks of HIV transmission. They discuss how HIV is transmitted and then discuss the activity results to understand ways to help prevent it. The teacher clarifies that HIV can't be transmitted by everyday activities or day-to-day contact, and then explains the symptoms and long-term health consequences of untreated HIV.

Lesson Objectives

Students will be able to:

1. Explain how HIV is transmitted.
 2. Describe symptoms of untreated HIV.
 3. Explain the consequences of HIV.
 4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
 5. Explain why it is safe to be a friend of someone who has HIV.
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Time: 45 - 60 minutes

Healthy Behavior Outcomes

- **SH-5:** Be sexually abstinent.
- **SH-6:** Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.

National Health Education Standards

- **Standard 1:** Comprehending Concepts
- Performance Indicator 1.8.1: Analyze the relationship between healthy behaviors and personal health.
- Performance Indicator 1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- Performance Indicator 1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Materials & Preparation

Prepare

- Review slides for Lesson 7.
- Have 2 latex or nitrile gloves. Make a small hole in the fingertip of 1 of the gloves. (*Note: Use nitrile gloves if any of your students are allergic to latex.*)
- Practice expressing the teaching steps in your own words.
- Determine which Supercharge Techniques you will use to call on many different students during the class.

Copy

- Make **HIV Handshake Cards** (Masters 7A–B). Copy Card 1 for all but 4 students, and have 2 each of Cards 2, 3 and 4.

Assign

- **Student Journal** for Lesson 7 (*Student Workbook* page 28–29), for use during the lesson.
- **HIV Facts** (*Student Workbook* pages 30–32), for use during the lesson.
- **What I Learned About HIV** (*Student Workbook* page 33), for assessment.

Review

- **Student Journal** for Lesson 7.
- **HIV Facts.**
- **What I Learned About HIV, What I Learned About HIV** teacher key, page 107, and **Scoring Rubric**, page 216.

Health Terms

Review the teaching steps, slides, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them as needed. Refer students to the Health Terms Glossary in the Student Workbook for definitions. Examples:

- AIDS (acquired immune deficiency syndrome)
- condom
- diagnosis
- HIV (human immunodeficiency virus)
- immune system
- injection drugs

- lymph nodes
- monogamy
- polyurethane
- PEP (post-exposure prophylaxis)
- PrEP (pre-exposure prophylaxis)
- serial monogamy
- virus

Support for Diverse Learners

To ensure student success with comprehending concepts:

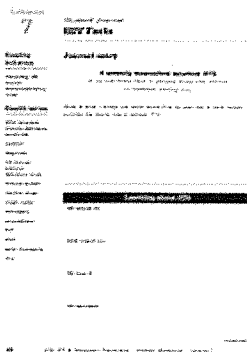
- Pre-teach new concepts and terms. Write new terms on the board. Review key terms from previous lessons that apply to this lesson.
- Frequently use verbal checks for comprehension.
- Further define and explain HIV and AIDS and give examples, as your school district policy and state education code or regulations dictate.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help with completing the **What I Learned About HIV** activity sheet. Allow students to draw or record their responses.
- Allow students to create posters to document the answers to **What I Learned About HIV** activity sheet.

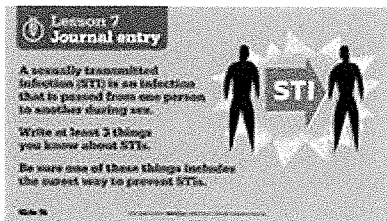
Teaching Steps

Get students ready for learning



Transition

Direct students to turn to the **Student Journal** for Lesson 7 and complete the journal entry.



Show Slide 7A

Write at least 3 things you know about STIs. Be sure one of these things includes the surest way to prevent STIs.

Allow time for students to focus and work quietly for a minute or two. Then allow them to share what they wrote. Be sure to reinforce being sexually abstinent as the surest way to prevent STIs.

Note: Modify the following activity as needed to conform to district or school policies around social distancing. Explain that, instead of physically shaking hands, students can simply say hello to one another, trade cards and sign their names.

Motivate

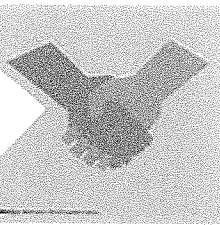
Today you're going to learn more about a particular STI. But let's begin today's class with a handshake activity.

Distribute the **HIV Handshake Cards** as follows:

- Give 2 students Card 2 (representing abstinence). Be sure they understand the instructions on the card.
- Give 2 students Card 3 (representing monogamy). Be sure they understand the instructions on the card.
- Keep 1 copy of Card 4 (representing HIV infection) for yourself. If you have more than 15 students, give an additional copy of Card 4 to a mature student who is a leader in the class.
- Give the rest of the students Card 1 (representing participation in a risky behavior). Be sure they understand the instructions on the card.
- Give a latex glove to 2 of the students who receive Card 1 and ask them to wear the glove on their right hand during the activity. (*Note: One glove will have a small hole in it.*)

Handshake Activity Directions

Read the directions on the card the teacher gave you.
You will have 3 minutes to complete the activity.
Be sure to follow the directions on your card.



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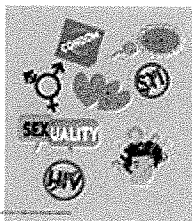
We've all been given cards with some directions. We will have 3 minutes to complete the activity. Be sure to follow the directions on your card. I'll start and show you what to do. My card says to shake 3 people's hands and have each of them sign my card.

Begin and model the activity by shaking 3 students' hands and having them sign the card. Allow time for students to circulate to shake hands and sign cards to complete the activity. Explain that you will talk about the results of the activity in just a little while.

Share HBO and Objectives

Healthy behavior

Preventing HIV
(human immunodeficiency virus).



By the end of this lesson, you will be able to...

Explain how HIV is transmitted.
Describe symptoms of untreated HIV.
Explain the consequences of HIV.
Describe why sexual abstinence is the safest, most effective way to avoid HIV.
Explain why it is safe to be a friend of someone who has HIV.

Show Slide 7C

Share the Healthy Behavior Outcome with students.

Today's lesson supports the healthy behavior of preventing HIV (human immunodeficiency virus).

Show Slide 7D

Review the Lesson Objectives with students.

By the end of this lesson, you will be able to:

1. Explain how HIV is transmitted.
2. Describe symptoms of untreated HIV.
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
5. Explain why it is safe to be a friend of someone who has HIV.

Teach about HIV

Explain

In the last class you learned more about STIs. Today we're going to be talking about a particular STI called HIV.

HIV Facts

What is HIV?

HIV stands for human immunodeficiency virus. It is the virus that causes AIDS. It is a retrovirus, which means it has RNA as its genetic material.

HIV is found in the blood, semen, and breast milk of an infected person. It can be passed from one person to another through these fluids.

How does HIV affect the immune system?

The immune system is the body's defense system. It helps fight off infections and diseases. HIV attacks and destroys the CD4 cells in the immune system. As the number of CD4 cells decreases, the immune system becomes weaker and the person is more likely to get sick and die.

How does a person get HIV?

A person can get HIV by having sex with an infected person. HIV can also be passed from a mother to her baby during pregnancy or childbirth.

A person can also get HIV by sharing needles or syringes with an infected person. HIV can also be passed from a person to another person through a transfusion of infected blood.

HIV cannot be passed through air, water, or food. It cannot be passed through saliva, sweat, or tears.

HIV cannot be passed through a mosquito or other insect. It cannot be passed through a handshake or a hug.

HIV cannot be passed through a toilet or a sink. It cannot be passed through a swimming pool or a hot tub.

HIV cannot be passed through a closed door or a window. It cannot be passed through a car or a plane.

HIV cannot be passed through a telephone or a computer. It cannot be passed through a television or a radio.

HIV cannot be passed through a pet or a dog. It cannot be passed through a cat or a mouse.

HIV cannot be passed through a person's tears or sweat. It cannot be passed through a person's saliva or urine.

HIV cannot be passed through a person's blood or plasma. It cannot be passed through a person's lymph or cerebrospinal fluid.

HIV cannot be passed through a person's feces or vomit. It cannot be passed through a person's sweat or tears.

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Read

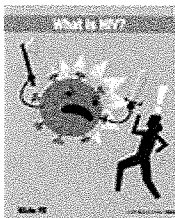
Direct students to turn to **HIV Facts** on page 30 of the Student Workbook. Read the first section—What is HIV?—aloud.

Survey

Let's see what you remember.

Review the information from the reading by reading each statement and having students stand or stay seated in response.

- Stand up if you think HIV is found in saliva.
- Stand up if you think HIV is found in semen.
- Stand up if you think HIV damages the immune system.
- Stand up if you think HIV makes it easy to fight off other diseases.



HIV stands for human immunodeficiency virus. It is the virus that causes AIDS.

AIDS stands for acquired immune deficiency syndrome.

HIV lives in semen, vaginal fluids, blood, and breast milk of a person with HIV. HIV can be passed from one person to another through these infected fluids.

HIV damages the body's immune system. Over time, the body can no longer fight off other diseases and infections.

Show Slide 7E

Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure all students understand the body fluids that can transmit HIV.

Read

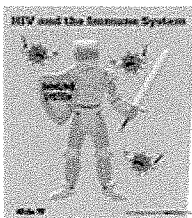
Let's read more about how HIV affects the immune system.

Direct students to **HIV Facts** on page 30 of the Student Workbook again. Read the next section—How does HIV affect the immune system?—aloud.

Review

What's something you learned about HIV and the immune system?

Call on a variety of students to share key points from the reading.



The immune system helps protect the body from disease and infection.

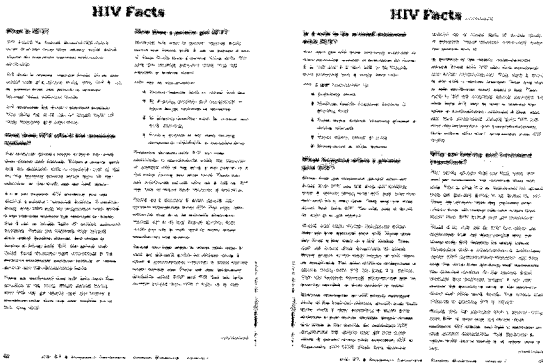
Over time, HIV weakens and destroys a person's immune system.

A person with HIV is diagnosed with AIDS if the immune system becomes so weak it can no longer fight off certain common diseases.

There are medicines that can help people with HIV stay healthy for a very long time.

Show Slide 7F

Review main points and correct any misinformation using the slide. Be sure students understand that untreated HIV weakens the immune system until the body can no longer fight off infections.



Read

Now we'll read about how HIV can be transmitted, or passed from person to person.

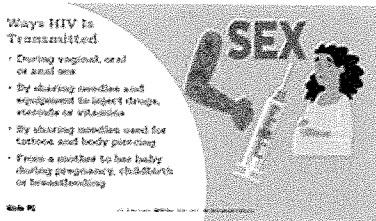
Direct students to HIV Facts on page 30 of the Student Workbook again. Read the next section—How does a person get HIV?—and the first section on page 31—Is it safe to be around someone with HIV?—aloud.

Survey

Let's see what you remember.

Review the information from the reading by reading each statement and having students stand or stay seated in response.

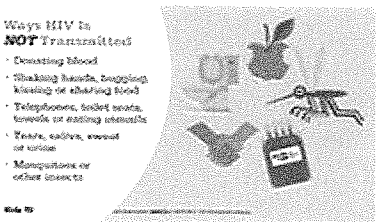
- Stand up if you think HIV can be passed during sex.
- Stand up if you think HIV can be passed by kissing.
- Stand up if you think HIV cannot be passed from a mother to her child.
- Stand up if you think HIV can be passed by sharing needles for any reason.
- Stand up if you think HIV can be passed through a mosquito bite.
- Stand up if you think it's safe to be friends with a person with HIV.



Show Slide 7G

Because HIV lives in semen, vaginal fluids, blood and breast milk, it can be passed if any of these body fluids from a person with HIV gets into another person's body. This can happen in several ways.

Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure all students understand that the main ways HIV is passed are through sex and sharing needles. Emphasize that there are medicines that can help lower the chances of a person with HIV passing the virus to others, but that the only 100% sure protection is to be sexually abstinent and to never share needles for any reason.



Show Slide 7H

It's also important to know how HIV is not transmitted.

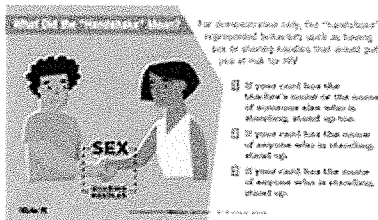
Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure all students understand that HIV is not passed through everyday contact or activities, so it is very safe to be friends with someone who has HIV.

(Note: If students share other transmission myths, such as who can and can't get HIV, be sure to clarify that it is people's behaviors that put them at risk, not their sex assigned at birth, gender identity, ethnicity or sexual orientation. Stress that anyone who practices risky behaviors is at risk for HIV.)

Debrief handshake activity

Explain

At the beginning of class, we all participated in a "handshake" activity. We're going to use this activity to help you see how HIV can be passed from person to person. It's important to remember that this is just a demonstration. People do not get HIV from shaking hands with someone who has it. You can't get HIV from touching someone or from everyday activities.



Show Slide 7I

For purposes of this demonstration only, the "handshake" represented any behavior, such as having sex or sharing needles, that would put you at risk for HIV. I had Card 4. Card 4 represents someone who has HIV.

(Note: If you also gave a student Card 4, instruct that person to stand up now.)

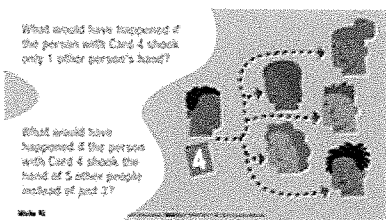
Demonstrate

Let's investigate who was at risk during the handshake activity.

Advance the slide as you instruct students to stand for each of the 3 rounds.

1. If your card has my name (or the name of someone else who is standing), please stand too. This means that you have been exposed to HIV and may have been infected.
2. If your card has the name of any of the people who are now standing, please stand. Again, this means that you have been exposed to HIV and may have been infected.
3. You shook 3 different hands, so let's do this one more time. If your card has the name of anyone who is standing, stand up.

Ask students to look around the room and note how many people are standing.



Show Slide 7J

What would have happened in this activity if the person or people with Card 4 shook only 1 other person's hand?

Allow students to respond to the question and discuss their ideas. Be sure they understand that if a person with Card 4 had shaken only 1 other person's hand, there would have been fewer people exposed to HIV.

Advance the slide to the next question.

What would have happened in this activity if the person or people with Card 4 shook the hand of 5 other people instead of just 3?

Allow students to respond to the question and discuss their ideas. Be sure they understand that if a person with Card 4 had shaken 5 people's hands, there would have been even more people exposed to HIV.

Explain

The more sexual partners a person has, the greater the chance that person will be exposed to HIV. In the same way, the more people a person shares needles with, the greater the chance the person will be exposed to HIV. The risk of exposure to HIV can be reduced by having fewer sexual partners and never sharing needles. Let's look at some other ways to reduce the risk.

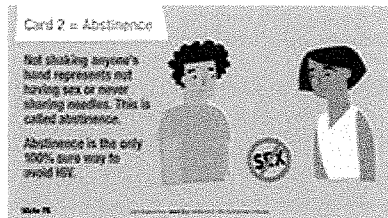
Teach about ways to help prevent HIV

Demonstrate

(Note: Have the standing students remain standing as you explain the meaning of Card 2.)

Some people aren't standing. Let's find out why. Raise your hand if you have Card 2.

Call on a student with Card 2 to read the card instructions aloud.



Show Slide 7K

Not shaking anyone's hand represents not having sex or never sharing needles. Remaining sexually abstinent and never sharing needles for any reason is the only 100% sure way to avoid HIV.

Survey

Ask the Card 2 holders:

- Did anyone try to shake your hand?
- What strategies did you use to resist shaking hands?

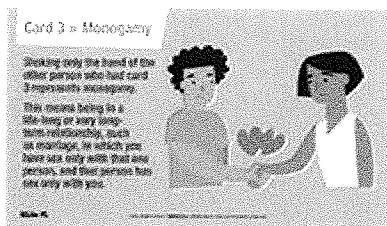
(Note: Sometimes a student with Card 2 may have given in to pressure and shaken someone's hand. If this happened, use the opportunity to discuss the challenge of staying abstinent under pressure.)

Demonstrate

(Note: Have the standing students continue to remain standing as you explain the meaning of Card 3.)

Raise your hand if you have Card 3. These two people are also not standing. Let's find out what that card means.

Call on a student with Card 3 to read the card instructions aloud.



Show Slide 7L

Shaking only the hand of the other Card 3 holder represents monogamy. Monogamy means being in a life-long or very long-term relationship such as marriage, in which you have sex only with that one person, and that person has sex only with you. In a monogamous relationship, both people agree not to have any other sexual partners. As long as neither person has HIV and they remain faithful to each other, monogamy keeps people safe from sexual transmission of HIV. To be completely safe, both partners must never have shared needles with anyone for any reason. Being monogamous is a commitment that can help people avoid HIV and other STIs.

Survey

Ask the Card 3 holders:

- Did anyone besides the other Card 3 holder try to shake your hand?
- What strategies did you use to resist shaking hands?

(Note: Sometimes students with Card 3 will not have followed directions and will have shaken the hand of someone besides the other Card 3 holder. If this happened, use the opportunity to discuss the risk of “cheating” in a monogamous relationship.)

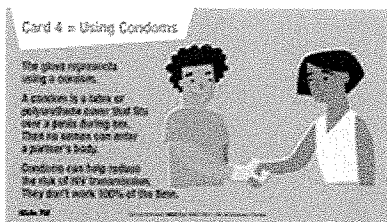
Explain

Sometimes people are monogamous within their relationships, but have a series of short-term relationships one after the other. This is called serial monogamy. Even though they have sex only with each other while they are going out, the fact that the relationship lasts only a few weeks or months means they are still at risk for HIV and other STIs. Monogamy protects people only if they are in a very long-term, even life-long committed and exclusive relationship such as a marriage.

Demonstrate

Raise your hand if you’re standing but have a glove on. What do you think the glove represents?

Allow time for students to guess. Then explain what the glove symbolizes.



Show Slide 7M

The glove represents using a condom. A condom is a latex or polyurethane cover that fits over a penis during sex, so that no semen can enter a partner’s body. Condoms can help reduce the risk of HIV transmission. But condoms don’t work 100% of the time.

Ask & Discuss

What are some reasons a condom might not work or be effective at preventing transmission of HIV?

Allow time for students to respond to the question and discuss their ideas. Make sure the following points are included:

- When condoms are used incorrectly they can break or slide off.
- Condoms can also break down when they are old or exposed to heat and this can cause them to leak or break.
- Sometimes people forget or fail to use a condom every time they have sex.

Demonstrate

If you are wearing a glove, look closely at the fingertips. If there is a hole in one of them, it means the condom wasn't effective in reducing your risk of HIV, so you have to remain standing.

If your glove doesn't have a hole in it, you can sit down. You avoided HIV by using a latex or polyurethane condom correctly and consistently.

Allow the student with the intact glove to sit down.

Summarize

All of the people who are still standing put themselves at risk and may have been infected with HIV. Being sexually abstinent and never sharing needles for any reason is the only 100% protection from HIV. Monogamy can also protect people, as long as neither of them has HIV or another STI, and they remain in an exclusive relationship. If people are sexually active, they can help protect themselves by using latex or polyurethane condoms correctly every time they have sex.

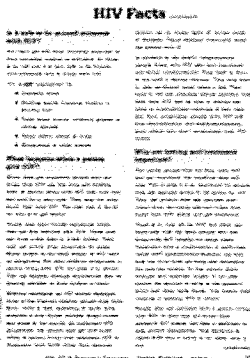
Direct all students to sit down.

Clarify how HIV is not transmitted

Explain

The handshake activity helped illustrate how HIV can be spread and how it can be prevented. But it's important to remember that this was just a demonstration. People do not get HIV from shaking hands with someone who has it. You can't get HIV from touching someone or from everyday activities. So it is very safe to be friends with someone who has HIV.

Teach about symptoms, consequences and the importance of treatment



Read

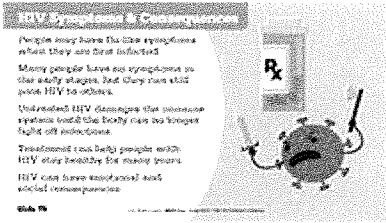
Direct students to HIV Facts on page 31 of the Student Workbook again. Read the next section—What happens when a person gets HIV?—aloud.

Review

What's something you learned about symptoms of HIV?

What are some consequences of HIV?

Call on a variety of students to share key points from the reading.



Show Slide 7N

Review main points and correct any misinformation using the slide. Be sure the following points are covered:

- Some people may have flu-like symptoms when first infected; others may have no symptoms.
- Untreated HIV weakens the immune system until the body can no longer fight off infections.
- Treatment can help people with HIV stay healthy for many years.
- In addition to the health consequences, HIV can have emotional and social consequences.

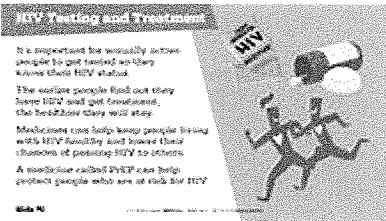
Read

Direct students to **HIV Facts** on page 31 of the Student Workbook. Read the next section—Why are testing and treatment important?—aloud.

Review

What's something you learned about testing and treatment for HIV?

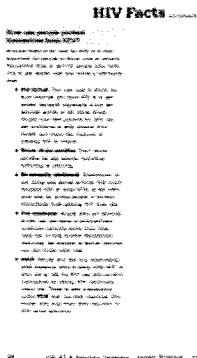
Call on a variety of students to share key points from the reading.



Show Slide 7O

Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure students understand the importance of testing to learn one's HIV status and that early treatment can help people living with HIV stay healthy and protect others by lowering the viral load.

Review ways to prevent HIV



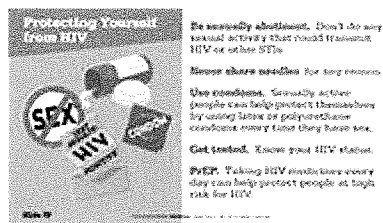
Read

Direct students to **HIV Facts** on page 32 of the Student Workbook. Read the last section—How can people protect themselves from HIV?—aloud.

Review

What are some ways people can protect themselves from HIV?

Call on a variety of students to share key points from the reading.



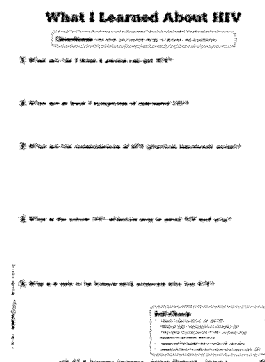
Show Slide 7P

Even though there are medicines that can help people living with HIV stay healthy and reduce their risk of passing HIV to others, there is still no cure for HIV. This is why it's important to know how to protect yourself from getting it.

Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure students understand that sexual abstinence is a 100% effective way to protect themselves from sexual transmission of HIV, and that sexually active people should use latex or polyurethane condoms or other barriers every time they have sex, and should get tested for HIV.

Assessment & Closure

Students demonstrate learning



Complete

Direct students to turn to **What I Learned About HIV** on page 33 of the Student Workbook and have them complete the activity sheet individually.

End the lesson

Close

Today you learned about another serious consequence of sexual activity—being exposed to HIV. What is something new you learned about HIV?

Supercharge

Try one of the Supercharge Techniques to supercharge the lesson.

Allow as many students as possible to respond to the question. Try to elicit the main points learned in the lesson:

- HIV is passed in semen, vaginal fluids, blood and breast milk.
- HIV can be passed during sex or by sharing needles for any reason. It is not passed by everyday contact or activities.
- The more sexual partners a person has, the greater the chance that person will be exposed to HIV.
- Sexual abstinence and never sharing needles for any reason are the surest ways to avoid HIV. Life-long monogamy with a partner who never shares needles can also protect people.
- Latex or polyurethane condoms can help sexually active people protect themselves from HIV. Condoms must be used correctly every time a person has sex.
- HIV damages the body's immune system. Over time, the body can no longer fight off other disease and infections. Medicines can help people with HIV stay healthy for a long time.

Assess

Collect students' **What I Learned About HIV** activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students explained how HIV is transmitted by:

- Completing the **What I Learned About HIV** activity sheet.

Objective 2

Students described symptoms of untreated HIV by:

- Completing the **What I Learned About HIV** activity sheet.

Objective 3

Students explained the consequences of HIV by:

- Completing the **What I Learned About HIV** activity sheet.

Objective 4

Students explained why sexual abstinence is the safest, most effective way to avoid HIV by:

- Completing the **What I Learned About HIV** activity sheet.

Objective 5

Students explained why it is safe to be a friend of someone who has HIV by:

- Completing the **What I Learned About HIV** activity sheet.



Lesson 7 Journal entry

A sexually transmitted infection (STI) is an infection that is passed from one person to another during sex.

Write at least 3 things you know about STIs.

Be sure one of these things includes the surest way to prevent STIs.

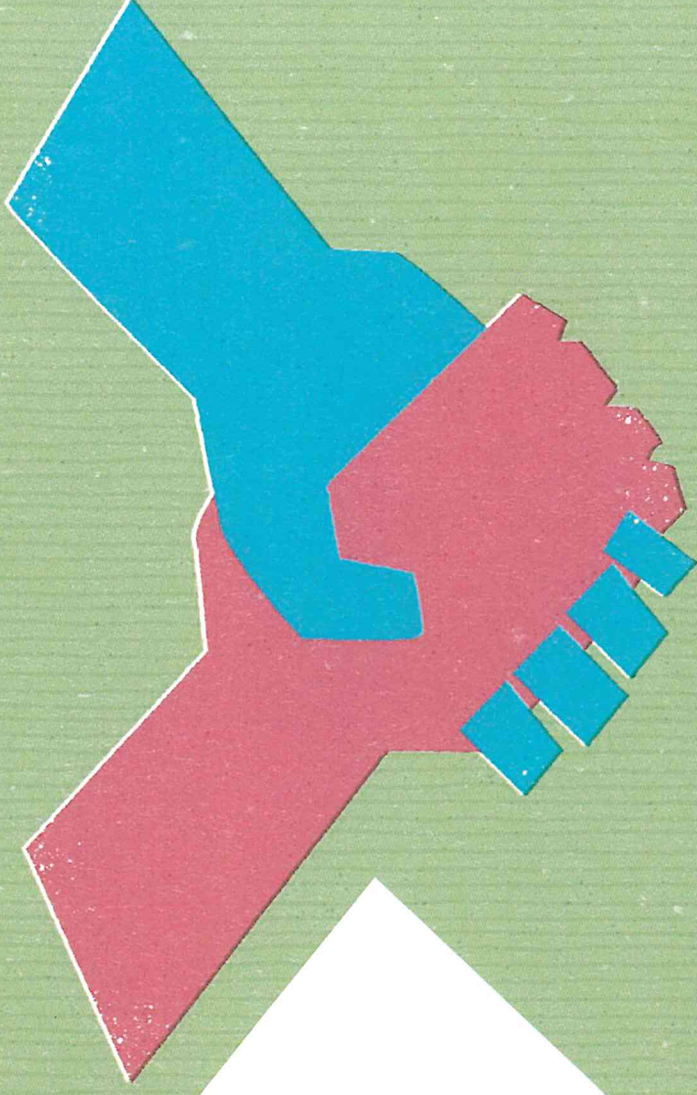


Handshake Activity Directions

**Read the directions on the
card the teacher gave you.**

**You will have 3 minutes to
complete the activity.**

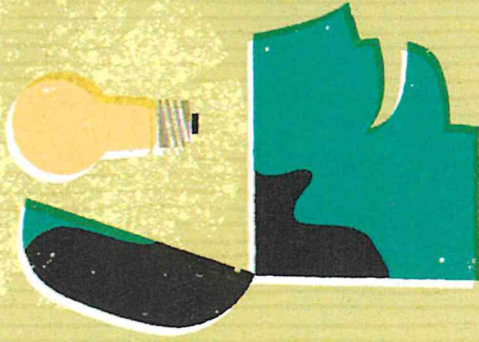
**Be sure to follow the
directions on your card.**



Slide 7B

By the end of this lesson, you will be able to...

- 1. Explain how HIV is transmitted.**
- 2. Describe symptoms of untreated HIV.**
- 3. Explain the consequences of HIV.**
- 4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.**
- 5. Explain why it is safe to be a friend of someone who has HIV.**



HIV Facts

What is HIV?

HIV stands for *human immunodeficiency virus*. It is the virus that causes AIDS. AIDS stands for *acquired immune deficiency syndrome*.

HIV lives in semen, vaginal fluids, blood and breast milk of a person living with HIV. It can be passed from one person to another through these infected fluids.

HIV damages the body's *immune system*. Over time, the body can no longer fight off other diseases and infections.

How does HIV affect the immune system?

The immune system helps protect the body from illness and disease. When a person gets sick—for example, with a common cold or the flu—the immune system helps fight off the infection, so the body can get well again.

If it is not treated, HIV weakens and can destroy a person's immune system. A person living with HIV may be diagnosed with AIDS if the immune system has become so weak that it can no longer fight off certain common illnesses. These are illnesses that usually don't infect healthy people. But when a

How does a person get HIV?

Because HIV lives in semen, vaginal fluids, blood and breast milk, it can be passed if any of these fluids from a person living with HIV gets into another person's body. This can happen in several ways.

HIV can be transmitted:

- During vaginal, anal or, rarely, oral sex
- By sharing needles and equipment to inject drugs, steroids or vitamins
- By sharing needles used for tattoos and body piercing
- From a mother to her baby during pregnancy, childbirth or breastfeeding

Pregnant women with HIV can take medicines to significantly lower the chances of passing HIV to the fetus in the uterus or to the baby during and after birth. There are also medicines people who are at risk for HIV can take to lower their chances of infection.

There are a number of ways people can protect themselves from HIV. The only 100% effective way is to be sexually abstinent—choose not to do any sexual activity that could put you at risk—and to never share needles for any reason.

Student Workbook

What Is HIV?



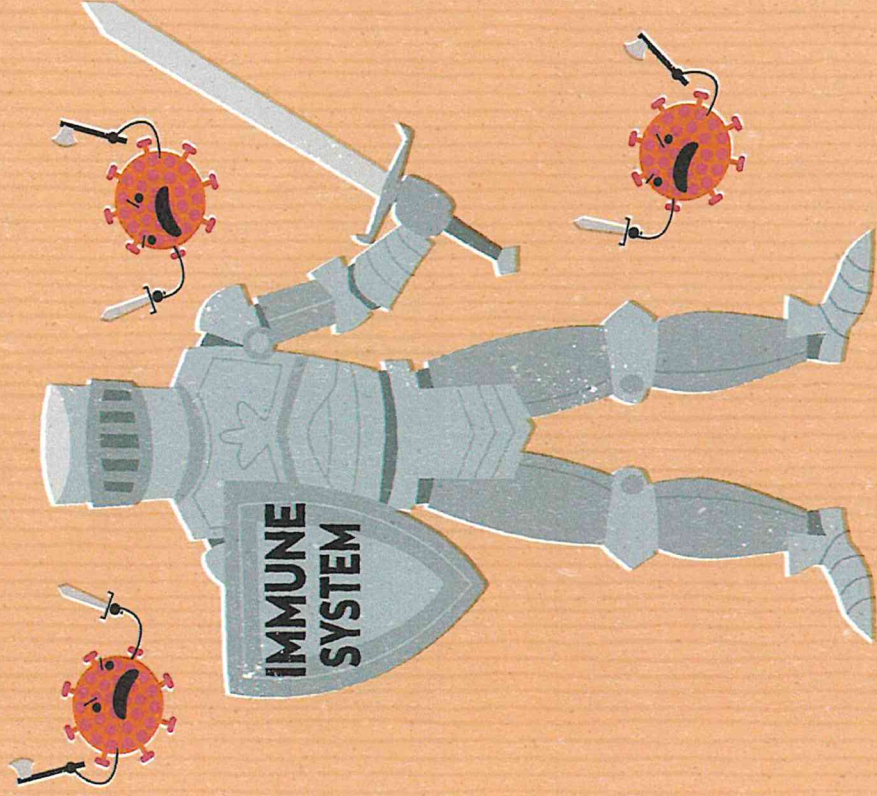
HIV stands for *human immunodeficiency virus*. It is the virus that causes AIDS.

AIDS stands for *acquired immune deficiency syndrome*.

HIV lives in semen, vaginal fluids, blood and breast milk of a person with HIV. HIV can be passed from one person to another through these infected fluids.

HIV damages the body's *immune system*. Over time, the body can no longer fight off other diseases and infections.

HIV and the Immune System



The immune system helps protect the body from illness and disease.

Over time, HIV weakens and destroys a person's immune system.

A person with HIV is diagnosed with AIDS if the immune system becomes so weak it can no longer fight off certain common illnesses.

There are medicines that can help people with HIV stay healthy for a very long time.

Ways HIV Is Transmitted

- During vaginal, oral or anal sex
- By sharing needles and equipment to inject drugs, steroids or vitamins
- By sharing needles used for tattoos and body piercing
- From a mother to her baby during pregnancy, childbirth or breastfeeding

SEX



Ways HIV Is **NOT** Transmitted

- Donating blood
- Shaking hands, hugging, kissing or sharing food
- Telephones, toilet seats, towels or eating utensils
- Tears, saliva, sweat or urine
- Mosquitoes or other insects



Slide 7H

What Did the “Handshake” Mean?

For demonstration only, the “handshake” represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



What Did the “Handshake” Mean?

For demonstration only, the “handshake” represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



- 1 If your card has the teacher’s name or the name of someone else who is standing, stand up too.

What Did the “Handshake” Mean?

For demonstration only, the “handshake” represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



- 1 If your card has the teacher’s name or the name of someone else who is standing, stand up too.
- 2 If your card has the name of anyone who is standing, stand up.

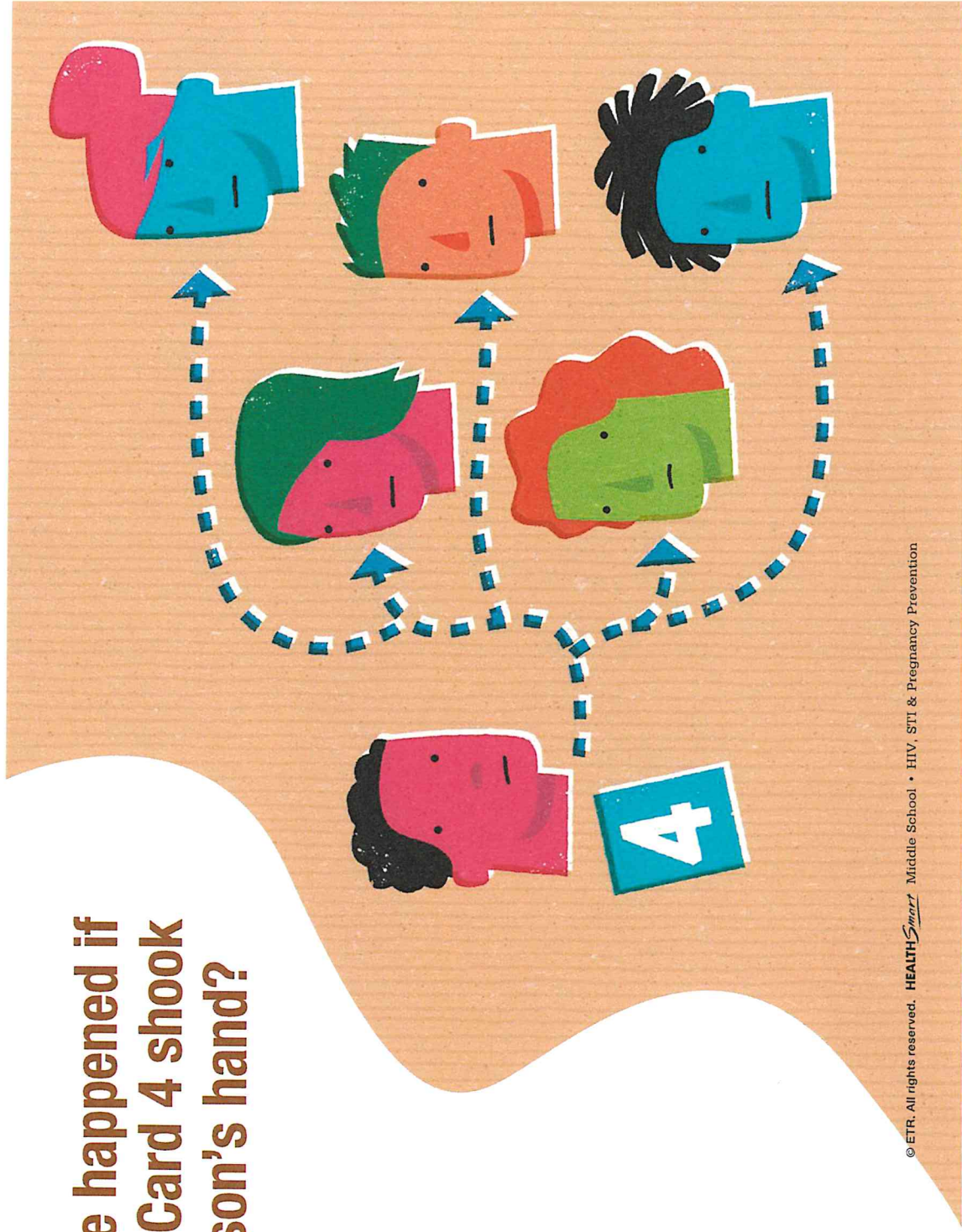
What Did the “Handshake” Mean?

For demonstration only, the “handshake” represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



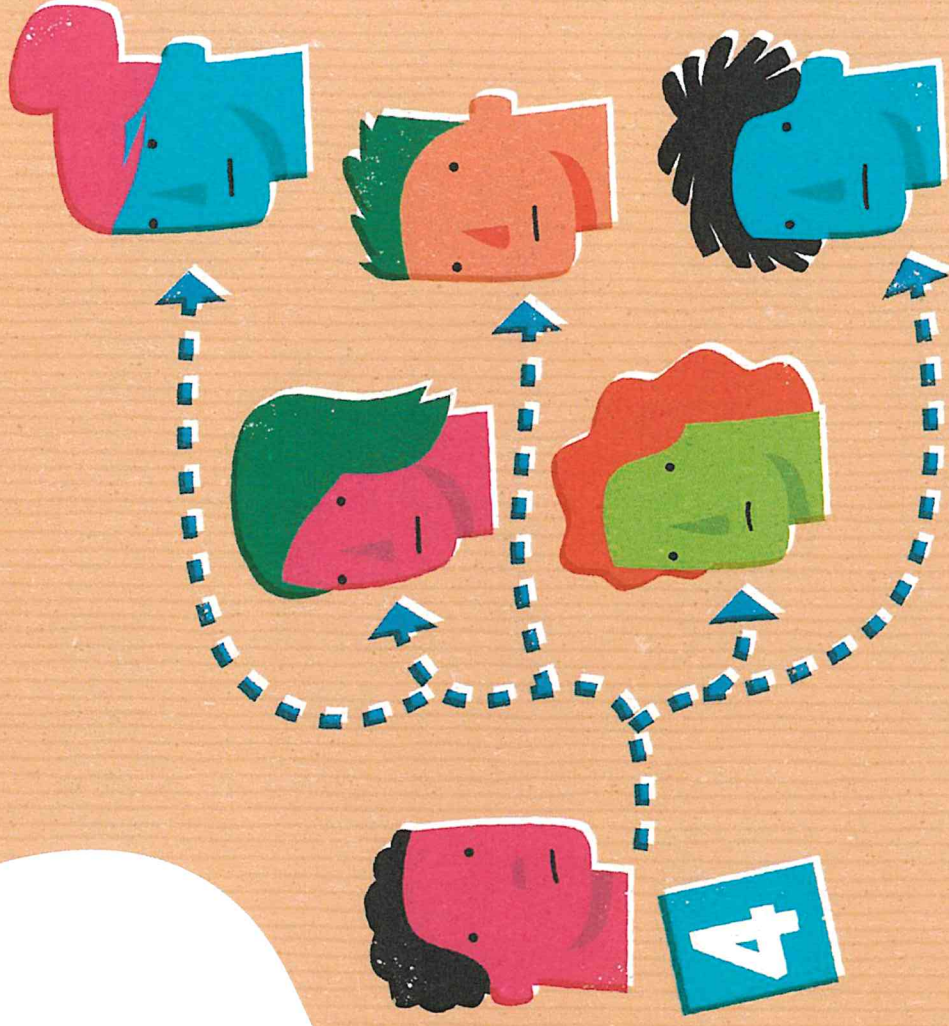
- 1 If your card has the teacher's name or the name of someone else who is standing, stand up too.
- 2 If your card has the name of anyone who is standing, stand up.
- 3 If your card has the name of anyone who is standing, stand up.

**What would have happened if
the person with Card 4 shook
only 1 other person's hand?**



What would have happened if the person with Card 4 shook only 1 other person's hand?

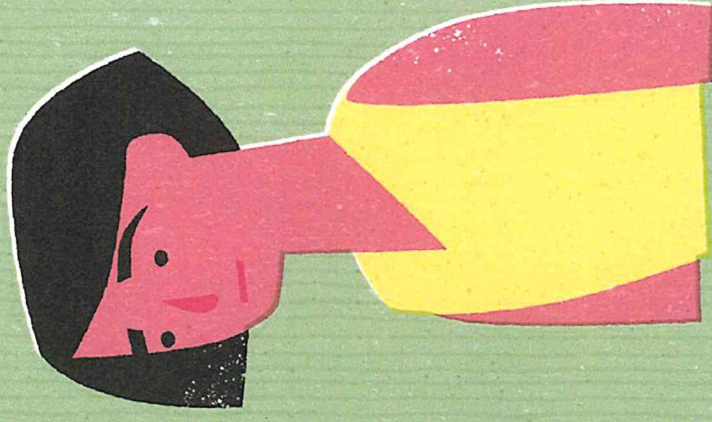
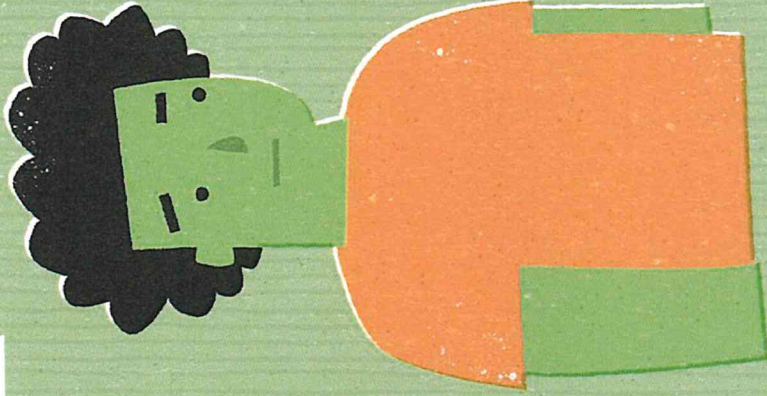
What would have happened if the person with Card 4 shook the hand of 5 other people instead of just 3?



Card 2 = Abstinence

Not shaking anyone's hand represents not having sex or never sharing needles. This is called abstinence.

Abstinence is the only 100% sure way to avoid HIV.



Card 3 = Monogamy

Shaking only the hand of the other person who had card 3 represents monogamy.

This means being in a life-long or very long-term relationship, such as marriage, in which you have sex only with that one person, and that person has sex only with you.



Card 4 = Using Condoms

The glove represents using a condom.

A condom is a latex or polyurethane cover that fits over a penis during sex. Then no semen can enter a partner's body.

Condoms can help reduce the risk of HIV transmission. They don't work 100% of the time.



Slide 7M

HIV Symptoms & Consequences

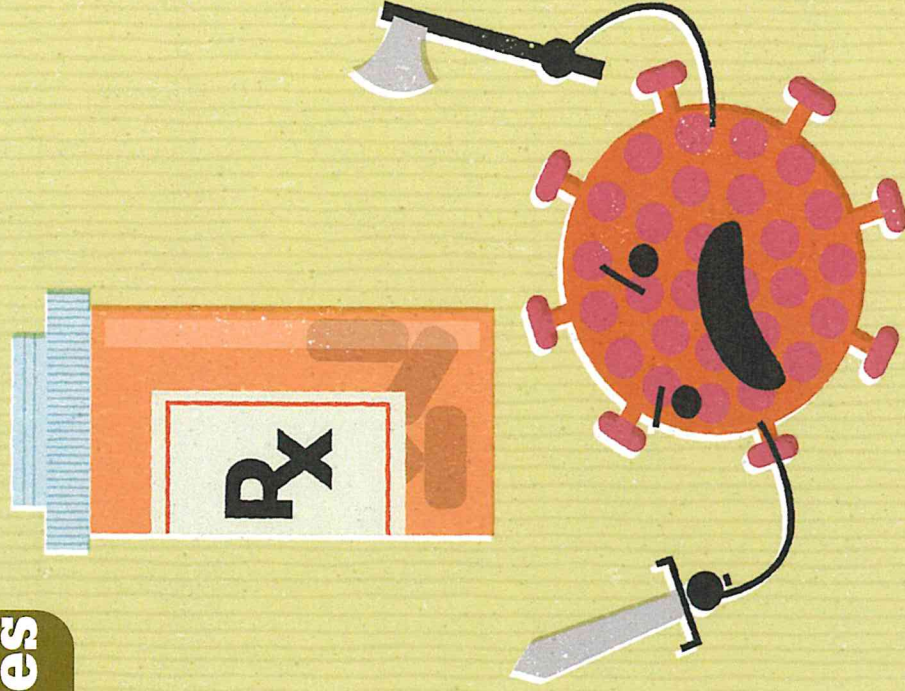
People may have flu-like symptoms when they are first infected.

Many people have no symptoms in the early stages, but they can still pass HIV to others.

Untreated HIV damages the immune system until the body can no longer fight off infections.

Treatment can help people with HIV stay healthy for many years.

HIV can have emotional and social consequences.



Slide 7N

HIV Testing and Treatment

It's important for sexually active people to get tested so they know their HIV status.

The earlier people find out they have HIV and get treatment, the healthier they will stay.

Medicines can help keep people living with HIV healthy and lower their chances of passing HIV to others.

A medicine called PrEP can help protect people who are at risk for HIV.



Slide 70

Protecting Yourself from HIV



Be sexually abstinent. Don't do any sexual activity that could transmit HIV or other STIs.

Never share needles for any reason.

Use condoms. Sexually active people can help protect themselves by using latex or polyurethane condoms every time they have sex.

Get tested. Know your HIV status.

PrEP. Taking HIV medicines every day can help protect people at high risk for HIV.

What I Learned About HIV

Directions: Use what you learned today to answer the questions.

① What are the 3 ways a person can get HIV?

② What are at least 3 symptoms of untreated HIV?

③ What are the consequences of HIV (physical, emotional, social)?

④ What is the surest 100% effective way to avoid HIV and why?

Student Workbook

**Lesson 7
Journal entry**

A sexually transmitted infection (STI) is an infection that is passed from one person to another during sex.

Write at least 3 things you know about STIs.

Be sure one of these things includes the surest way to prevent STIs.

Slide 7A
© STI, HIV, Hepatitis, Herpes, Measles, Mumps, Rubella, Syphilis, HIV, STI & Pregnancy Prevention

GET STUDENTS READY FOR LEARNING

-- Transition -----

(Direct students to turn to the Student Journal for Lesson 7 and complete the journal entry.)

-- Show Slide 7A -----

Write at least 3 things you know about STIs. Be sure one of these things includes the surest way to prevent STIs.
(Allow time for students to focus and work quietly for a minute or two. Then allow them to share what they wrote. Be sure to reinforce being sexually abstinent as the surest way to prevent STIs.)

-- Motivate -----

Today you're going to learn more about a particular STI. But let's begin today's class with a handshake activity.
(Distribute the HIV Handshake Cards as follows:

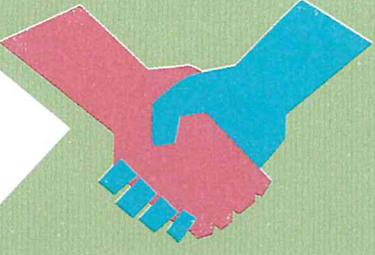
- *Give 2 students Card 2 (representing abstinence). Be sure they understand the instructions on the card.*
- *Give 2 students Card 3 (representing monogamy). Be sure they understand the instructions on the card.*
- *Keep 1 copy of Card 4 (representing HIV infection) for yourself. If you have more than 15 students, give an additional copy of Card 4 to a mature student who is a leader in the class.*
- *Give the rest of the students Card 1 (representing participation in a risky behavior). Be sure they understand the instructions on the card.*
- *Give a latex glove to 2 of the students who receive Card 1 and ask them to wear the glove on their right hand during the activity. (Note: One glove will have a small hole in it.)*

**Handshake
Activity Directions**

Read the directions on the card the teacher gave you.

You will have 3 minutes to complete the activity.

Be sure to follow the directions on your card.



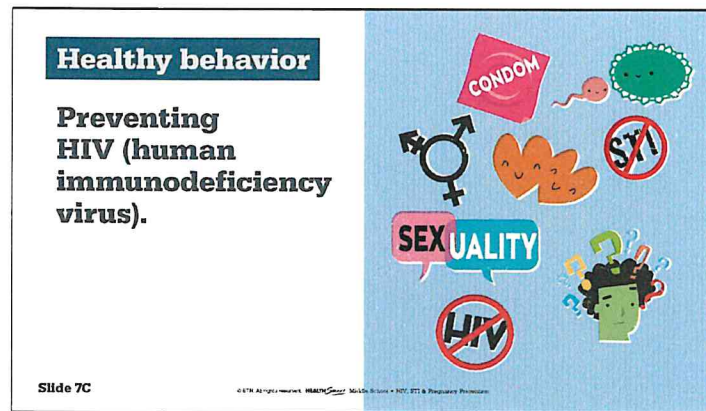
Slide 7B

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-- **Show Slide 7B** -----

We've all been given cards with some directions. We will have 3 minutes to complete the activity. Be sure to follow the directions on your card. I'll start and show you what to do. My card says to shake 3 people's hands and have each of them sign my card.

(Begin and model the activity by shaking 3 students' hands and having them sign the card. Allow time for students to circulate to shake hands and sign cards to complete the activity. Explain that you will talk about the results of the activity in just a little while.)



SHARE HBO AND OBJECTIVES

-- Show Slide 7C -----

(Share the Healthy Behavior Outcome with students.)

Today's lesson supports the healthy behavior of preventing HIV (human immunodeficiency virus).

By the end of this lesson, you will be able to...

1. Explain how HIV is transmitted.
2. Describe symptoms of untreated HIV.
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
5. Explain why it is safe to be a friend of someone who has HIV.

Slide 7D

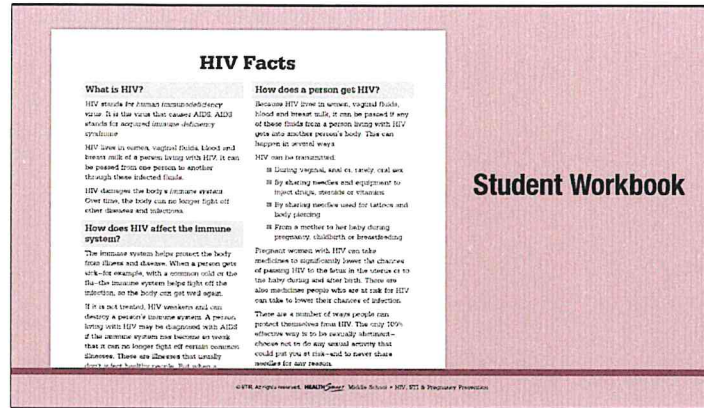
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-- Show Slide 7D -----

(Review the Lesson Objectives with students.)

By the end of this lesson, you will be able to:

1. Explain how HIV is transmitted.
2. Describe symptoms of untreated HIV.
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
5. Explain why it is safe to be a friend of someone who has HIV.



TEACH ABOUT HIV

-- **Explain** -----

In the last class you learned more about STIs. Today we’re going to be talking about a particular STI called HIV.

-- **Read** -----

*(Direct students to turn to **HIV Facts** on page 30 of the Student Workbook. Read the first section—What is HIV?—aloud.)*


-- **Survey** -----

Let’s see what you remember.

(Review the information from the reading by reading each statement and having students stand or stay seated in response.)

- Stand up if you think HIV is found in saliva.
- Stand up if you think HIV is found in semen.
- Stand up if you think HIV damages the immune system.
- Stand up if you think HIV makes it easy to fight off other diseases.

What Is HIV?



HIV stands for *human immunodeficiency virus*. It is the virus that causes AIDS.

AIDS stands for *acquired immune deficiency syndrome*.

HIV lives in semen, vaginal fluids, blood and breast milk of a person with HIV. HIV can be passed from one person to another through these infected fluids.

HIV damages the body's *immune system*. Over time, the body can no longer fight off other diseases and infections.

Slide 7E
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-- **Show Slide 7E** -----

(Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure all students understand the body fluids that can transmit HIV.)

-- **Read** -----

Let's read more about how HIV affects the immune system.

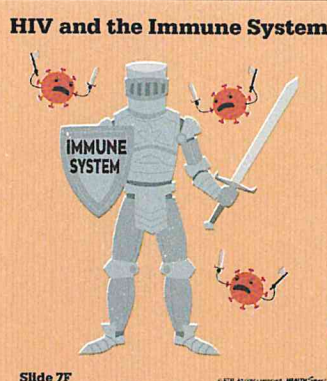
*(Direct students to **HIV Facts** on page 30 of the Student Workbook again. Read the next section—How does HIV affect the immune system?—aloud.)*

-- **Review** -----

What's something you learned about HIV and the immune system?

(Call on a variety of students to share key points from the reading.)

HIV and the Immune System



Slide 7F

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The immune system helps protect the body from illness and disease.

Over time, HIV weakens and destroys a person's immune system.

A person with HIV is diagnosed with AIDS if the immune system becomes so weak it can no longer fight off certain common illnesses.

There are medicines that can help people with HIV stay healthy for a very long time.

-- **Show Slide 7F** -----

(Review main points and correct any misinformation using the slide. Be sure students understand that untreated HIV weakens the immune system until the body can no longer fight off infections.)

-- **Read** -----

Now we'll read about how HIV can be transmitted, or passed from person to person.

*(Direct students to **HIV Facts** on page 30 of the Student Workbook again. Read the next section—How does a person get HIV?—and the first section on page 31—Is it safe to be around someone with HIV?—aloud.)*

-- **Survey** -----

Let's see what you remember.

(Review the information from the reading by reading each statement and having students stand or stay seated in response.)

- Stand up if you think HIV can be passed during sex.
- Stand up if you think HIV can be passed by kissing.
- Stand up if you think HIV cannot be passed from a mother to her child.
- Stand up if you think HIV can be passed by sharing needles for any reason.
- Stand up if you think HIV can be passed through a mosquito bite.
- Stand up if you think it's safe to be friends with a person with HIV.

Ways HIV Is Transmitted

- During vaginal, oral or anal sex
- By sharing needles and equipment to inject drugs, steroids or vitamins
- By sharing needles used for tattoos and body piercing
- From a mother to her baby during pregnancy, childbirth or breastfeeding

SEX

The illustration shows a hand with various tattoos (a heart, a star, and the word 'LOVE') holding a syringe. To the right, a pregnant woman in a yellow shirt is shown. The word 'SEX' is written in large, bold, pink letters above the syringe.

Slide 7G

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-- Show Slide 7G -----

Because HIV lives in semen, vaginal fluids, blood and breast milk, it can be passed if any of these body fluids from a person with HIV gets into another person's body. This can happen in several ways.

(Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure all students understand that the main ways HIV is passed are through sex and sharing needles. Emphasize that there are medicines that can help lower the chances of a person with HIV passing the virus to others, but that the only 100% sure protection is to be sexually abstinent and to never share needles for any reason.)

Ways HIV Is NOT Transmitted

- Donating blood
- Shaking hands, hugging, kissing or sharing food
- Telephones, toilet seats, towels or eating utensils
- Tears, saliva, sweat or urine
- Mosquitoes or other insects

Slide 7H

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-- Show Slide 7H -----

It's also important to know how HIV is not transmitted.

(Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure all students understand that HIV is not passed through everyday contact or activities, so it is very safe to be friends with someone who has HIV.)

(Note: If students share other transmission myths, such as who can and can't get HIV, be sure to clarify that it is people's behaviors that put them at risk, not their sex assigned at birth, gender identity, ethnicity or sexual orientation. Stress that anyone who practices risky behaviors is at risk for HIV.)

DEBRIEF HANDSHAKE ACTIVITY

-- Explain -----

At the beginning of class, we all participated in a "handshake" activity. We're going to use this activity to help you see how HIV can be passed from person to person. It's important to remember that this is just a demonstration. People do not get HIV from shaking hands with someone who has it. You can't get HIV from touching someone or from everyday activities.



-- Show Slide 71 -----

For purposes of this demonstration only, the "handshake" represented any behavior, such as having sex or sharing needles, that would put you at risk for HIV. I had Card 4. Card 4 represents someone who has HIV.
(Note: If you also gave a student Card 4, instruct that person to stand up now.)

(continued)

What Did the "Handshake" Mean? For demonstration only, the "handshake" represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



1 If your card has the teacher's name or the name of someone else who is standing, stand up too.

Slide 71

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(continued)

-- **Demonstrate** -----

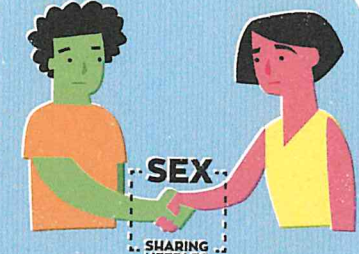
Let's investigate who was at risk during the handshake activity.

(Advance the slide as you instruct students to stand for each of the 3 rounds.)

1. If your card has my name (or the name of someone else who is standing), please stand too. This means that you have been exposed to HIV and may have been infected.

(continued)

What Did the "Handshake" Mean? For demonstration only, the "handshake" represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



1 If your card has the teacher's name or the name of someone else who is standing, stand up too.

2 If your card has the name of anyone who is standing, stand up.

Slide 71

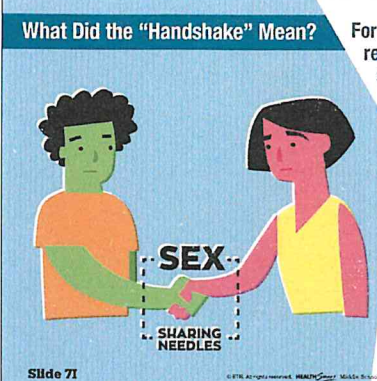
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(continued)

2. If your card has the name of any of the people who are now standing, please stand. Again, this means that you have been exposed to HIV and may have been infected.

(continued)

What Did the "Handshake" Mean? For demonstration only, the "handshake" represented behaviors such as having sex or sharing needles that would put you at risk for HIV.



1 If your card has the teacher's name or the name of someone else who is standing, stand up too.

2 If your card has the name of anyone who is standing, stand up.

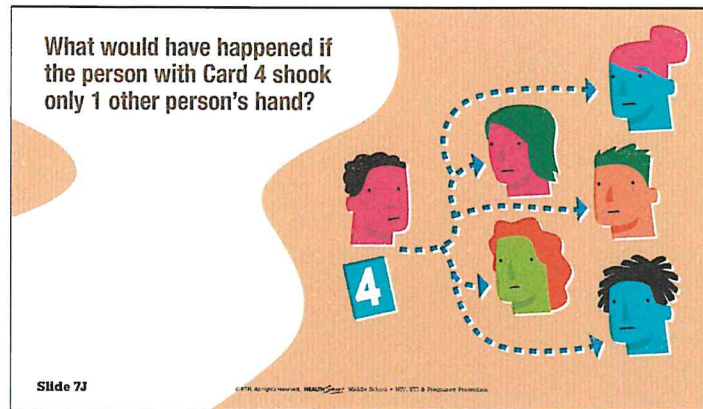
3 If your card has the name of anyone who is standing, stand up.

Slide 71

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(continued)

3. You shook 3 different hands, so let's do this one more time. If your card has the name of anyone who is standing, stand up.
(Ask students to look around the room and note how many people are standing.)



-- Show Slide 7J -----

What would have happened in this activity if the person or people with Card 4 shook only 1 other person's hand?

(Allow students to respond to the question and discuss their ideas. Be sure they understand that if a person with Card 4 had shaken only 1 other person's hand, there would have been fewer people exposed to HIV.)

(continued)

What would have happened if the person with Card 4 shook only 1 other person's hand?

What would have happened if the person with Card 4 shook the hand of 5 other people instead of just 3?

Slide 73

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(continued)

(Advance the slide to the next question.)

What would have happened in this activity if the person or people with Card 4 shook the hand of 5 other people instead of just 3?

(Allow students to respond to the question and discuss their ideas. Be sure they understand that if a person with Card 4 had shaken 5 people's hands, there would have been even more people exposed to HIV.)

-- **Explain** -----

The more sexual partners a person has, the greater the chance that person will be exposed to HIV. In the same way, the more people a person shares needles with, the greater the chance the person will be exposed to HIV. The risk of exposure to HIV can be reduced by having fewer sexual partners and never sharing needles. Let's look at some other ways to reduce the risk.

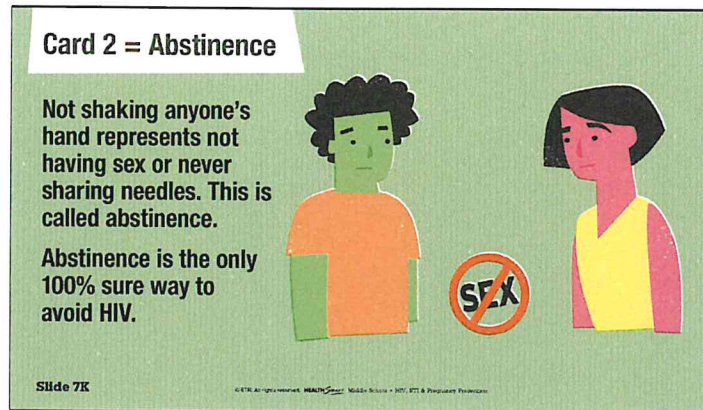
TEACH ABOUT WAYS TO HELP PREVENT HIV

-- **Demonstrate** -----

(Note: Have the standing students remain standing as you explain the meaning of Card 2.)

Some people aren't standing. Let's find out why. Raise your hand if you have Card 2.

(Call on a student with Card 2 to read the card instructions aloud.)



-- **Show Slide 7K** -----

Not shaking anyone's hand represents not having sex or never sharing needles. Remaining sexually abstinent and never sharing needles for any reason is the only 100% sure way to avoid HIV.

-- **Survey** -----

Ask the Card 2 holders:

- Did anyone try to shake your hand?
- What strategies did you use to resist shaking hands?

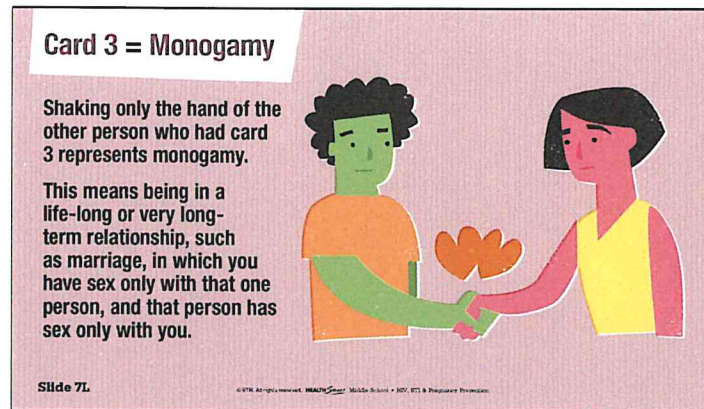
(Note: Sometimes a student with Card 2 may have given in to pressure and shaken someone's hand. If this happened, use the opportunity to discuss the challenge of staying abstinent under pressure.)

-- **Demonstrate** -----

(Note: Have the standing students continue to remain standing as you explain the meaning of Card 3.)

Raise your hand if you have Card 3. These two people are also not standing. Let's find out what that card means.

(Call on a student with Card 3 to read the card instructions aloud.)



-- **Show Slide 7L** -----

Shaking only the hand of the other Card 3 holder represents *monogamy*. Monogamy means being in a life-long or very long-term relationship such as marriage, in which you have sex only with that one person, and that person has sex only with you. In a monogamous relationship, both people agree not to have any other sexual partners. As long as neither person has HIV and they remain faithful to each other, monogamy keeps people safe from sexual transmission of HIV. To be completely safe, both partners must never have shared needles with anyone for any reason. Being monogamous is a commitment that can help people avoid HIV and other STIs.

-- **Survey** -----

(Ask the Card 3 holders:

- Did anyone besides the other Card 3 holder try to shake your hand?
- What strategies did you use to resist shaking hands?

(Note: Sometimes students with Card 3 will not have followed directions and will have shaken the hand of someone besides the other Card 3 holder. If this happened, use the opportunity to discuss the risk of “cheating” in a monogamous relationship.)

-- **Explain** -----

Sometimes people are monogamous within their relationships, but have a series of short-term relationships one after the other. This is called *serial monogamy*. Even though they have sex only with each other while they are going out, the fact that the relationship lasts only a few weeks or months means they are still at risk for HIV and other STIs. Monogamy protects people only if they are in a very long-term, even life-long committed and exclusive relationship such as a marriage.

-- **Demonstrate** -----

Raise your hand if you’re standing but have a glove on. What do you think the glove represents?
(Allow time for students to guess. Then explain what the glove symbolizes.)



-- **Show Slide 7M** -----

The glove represents using a condom. A condom is a latex or polyurethane cover that fits over a penis during sex, so that no semen can enter a partner's body. Condoms can help reduce the risk of HIV transmission. But condoms don't work 100% of the time.

-- **Ask & Discuss** -----

What are some reasons a condom might not work or be effective at preventing transmission of HIV?

(Allow time for students to respond to the question and discuss their ideas. Make sure the following points are included:

- *When condoms are used incorrectly they can break or slide off.*
- *Condoms can also break down when they are old or exposed to heat and this can cause them to leak or break.*
- *Sometimes people forget or fail to use a condom every time they have sex.)*

-- **Demonstrate** -----

If you are wearing a glove, look closely at the fingertips. If there is a hole in one of them, it means the condom wasn't effective in reducing your risk of HIV, so you have to remain standing.

If your glove doesn't have a hole in it, you can sit down. You avoided HIV by using a latex or polyurethane condom correctly and consistently.

(Allow the student with the intact glove to sit down.)

-- **Summarize** -----

All of the people who are still standing put themselves at risk and may have been infected with HIV. Being sexually abstinent and never sharing needles for any reason is the only 100% protection from HIV. Monogamy can also protect people, as long as neither of them has HIV or another STI, and they remain in an exclusive relationship. If people are sexually active, they can help protect themselves by using latex or polyurethane condoms correctly every time they have sex.

(Direct all students to sit down.)

(continued)

Card 4 = Using Condoms

The glove represents using a condom.

A condom is a latex or polyurethane cover that fits over a penis during sex. Then no semen can enter a partner's body.

Condoms can help reduce the risk of HIV transmission. They don't work 100% of the time.



Slide 7M

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(continued)

CLARIFY HOW HIV IS NOT TRANSMITTED

-- **Explain** -----

The handshake activity helped illustrate how HIV can be spread and how it can be prevented. But it's important to remember that this was just a demonstration. People do *not* get HIV from shaking hands with someone who has it. You can't get HIV from touching someone or from everyday activities. So it is very safe to be friends with someone who has HIV.

TEACH ABOUT SYMPTOMS, CONSEQUENCES AND THE IMPORTANCE OF TREATMENT

-- **Read** -----

(Direct students to HIV Facts on page 31 of the Student Workbook again. Read the next section—What happens when a person gets HIV?—aloud.)

-- **Review** -----

What's something you learned about symptoms of HIV?

What are some consequences of HIV?

(Call on a variety of students to share key points from the reading.)

HIV Symptoms & Consequences


People may have flu-like symptoms when they are first infected.

Many people have no symptoms in the early stages, but they can still pass HIV to others.

Untreated HIV damages the immune system until the body can no longer fight off infections.

Treatment can help people with HIV stay healthy for many years.

HIV can have emotional and social consequences.



Slide 7N

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-- **Show Slide 7N** -----

(Review main points and correct any misinformation using the slide. Be sure the following points are covered:

- *Some people may have flu-like symptoms when first infected; others may have no symptoms.*
- *Untreated HIV weakens the immune system until the body can no longer fight off infections.*
- *Treatment can help people with HIV stay healthy for many years.*
- *In addition to the health consequences, HIV can have emotional and social consequences.)*

-- **Read** -----

*(Direct students to **HIV Facts** on page 31 of the Student Workbook. Read the next section—Why are testing and treatment important?—aloud.)*

-- **Review** -----

What's something you learned about testing and treatment for HIV?

(Call on a variety of students to share key points from the reading.)


HIV Testing and Treatment

It's important for sexually active people to get tested so they know their HIV status.

The earlier people find out they have HIV and get treatment, the healthier they will stay.

Medicines can help keep people living with HIV healthy and lower their chances of passing HIV to others.

A medicine called PrEP can help protect people who are at risk for HIV.



Slide 70

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-- **Show Slide 70** -----

(Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure students understand the importance of testing to learn one's HIV status and that early treatment can help people living with HIV stay healthy and protect others by lowering the viral load.)

REVIEW WAYS TO PREVENT HIV


-- **Read** -----

*(Direct students to **HIV Facts** on page 32 of the Student Workbook. Read the last section—How can people protect themselves from HIV?—aloud.)*

-- **Review** -----

What are some ways people can protect themselves from HIV?
(Call on a variety of students to share key points from the reading.)

Protecting Yourself from HIV



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Be sexually abstinent. Don't do any sexual activity that could transmit HIV or other STIs.

Never share needles for any reason.

Use condoms. Sexually active people can help protect themselves by using latex or polyurethane condoms every time they have sex.

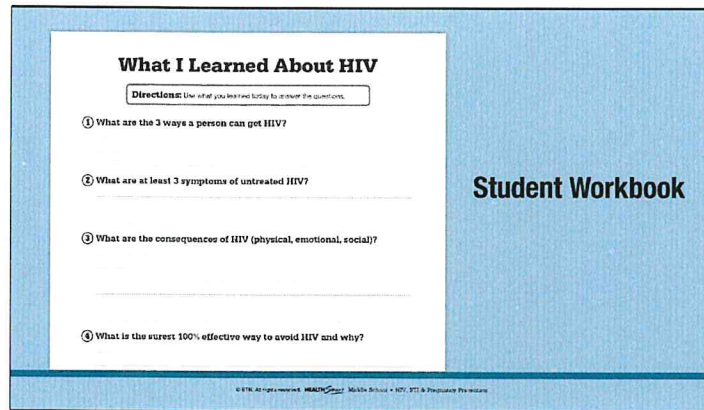
Get tested. Know your HIV status.

PrEP. Taking HIV medicines every day can help protect people at high risk for HIV.

-- Show Slide 7P -----

Even though there are medicines that can help people living with HIV stay healthy and reduce their risk of passing HIV to others, there is still no cure for HIV. This is why it's important to know how to protect yourself from getting it.

(Review main points and correct any misinformation using the slide. Encourage students to fill in the guided notes on their journal page. Be sure students understand that sexual abstinence is a 100% effective way to protect themselves from sexual transmission of HIV, and that sexually active people should use latex or polyurethane condoms or other barriers every time they have sex, and should get tested for HIV.)



STUDENTS DEMONSTRATE LEARNING

-- Complete -----

(Direct students to turn to **What I Learned About HIV** on page 33 of the Student Workbook and have them complete the activity sheet individually.)

END THE LESSON

-- Close -----

Today you learned about another serious consequence of sexual activity—being exposed to HIV. What is something new you learned about HIV?

(Allow as many students as possible to respond to the question. Try to elicit the main points learned in the lesson:

- HIV is passed in semen, vaginal fluids, blood and breast milk.
- HIV can be passed during sex or by sharing needles for any reason. It is not passed by everyday contact or activities.
- The more sexual partners a person has, the greater the chance that person will be exposed to HIV.
- Sexual abstinence and never sharing needles for any reason are the surest ways to avoid HIV. Life-long monogamy with a partner who never shares needles can also protect people.
- Latex or polyurethane condoms can help sexually active people protect themselves from HIV. Condoms must be used correctly every time a person has sex.
- HIV damages the body's immune system. Over time, the body can no longer fight off other disease and infections. Medicines can help people with HIV stay healthy for a long time.)

-- Assess -----

(Collect students' **What I Learned About HIV** activity sheets and evaluate their work for this lesson.)

HIV Handshake Cards

Directions: Copy and cut apart the cards. Make a Card 1 for all but 4 students.

<p>Card 1</p> <p>Shake hands with 3 people. Have each one sign your card.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Card 1</p> <p>Shake hands with 3 people. Have each one sign your card.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
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(continued)

HIV Handshake Cards *(continued)*

Directions: Copy and cut apart the cards.

Card 2

Do **not** shake anyone's hand.

Card 2

Do **not** shake anyone's hand.

Card 3

Shake hands with **only the 1 other person who has Card 3**. Sign each other's cards.

1. _____

Card 3

Shake hands with **only the 1 other person who has Card 3**. Sign each other's cards.

1. _____

Card 4

Shake hands with **3 people**. Have each one sign your card.

1. _____
2. _____
3. _____

Card 4

Shake hands with **3 people**. Have each one sign your card.

1. _____
2. _____
3. _____

What I Learned About HIV

Directions: Use what you learned today to answer the questions.

1 What are the 3 ways a person can get HIV?

Having sex; sharing needles and equipment for taking drugs, getting tattoos, injecting steroids, piercings, etc.; babies can get it from infected mothers, including from breast milk.

2 What are at least 3 symptoms of untreated HIV?

Fever, chills, rash, sweating at night, muscle aches, sore throat, fatigue, swollen lymph nodes, sores in mouth. People may not show symptoms for some time, or may have flu-like symptoms at first.

3 What are the consequences of HIV (physical, emotional, social)?

As infection progresses, the immune system is damaged, so other diseases/infections occur. The person gets sick more and more often. People with HIV face social and emotional consequences as well. They have to tell partners that they have HIV. They have to take medicines daily. They may face discrimination.

4 What is the surest 100% effective way to avoid HIV and why?

Don't have sex and never share needles. HIV is passed in blood, semen and vaginal fluids. Being abstinent and not sharing needles means none of these body fluids from someone else can get into your body.

5 Why is it safe to be friends with someone who has HIV?

Because people can't get HIV from day-to-day contact.

Self-Check

- I listed 3 ways a person can get HIV.
- I listed at least 3 symptoms of untreated HIV.
- I described consequences of HIV, including what happens to the body over time.
- I explained the surest way to avoid HIV and why.
- I explained why it is safe to be around someone with HIV.

What I Learned About HIV

Directions: Use what you learned today to answer the questions.

① What are the 3 ways a person can get HIV?

② What are at least 3 symptoms of untreated HIV?

③ What are the consequences of HIV (physical, emotional, social)?

④ What is the surest 100% effective way to avoid HIV and why?

⑤ Why is it safe to be friends with someone who has HIV?

Self-Check

- I listed 3 ways a person can get HIV.
- I listed at least 3 symptoms of untreated HIV.
- I described consequences of HIV, including what happens to the body over time.
- I explained the surest way to avoid HIV and why.
- I explained why it is safe to be around someone with HIV.

