

# Elementary School HIV/AIDS Prevention Education Lesson Plans

<b>Being Healthy .....</b>	<b>3</b>
Day #1 of Kindergarten Learning Experience (LE) .....	3
<b>Germs: Viruses and Bacteria .....</b>	<b>8</b>
Day # 2 of Kindergarten Learning Experience (LE) .....	8
<b>Hygiene and Self-Care.....</b>	<b>12</b>
Day #1 of First Grade Learning Experience (LE).....	12
<b>Immune System .....</b>	<b>16</b>
Day #2 of First Grade Learning Experience (LE).....	16
<b>Staying Healthy.....</b>	<b>20</b>
Day #1 of Second Grade Learning Experience (LE).....	20
<b>Viruses.....</b>	<b>23</b>
Day #2 of Second Grade Learning Experience (LE).....	23
<b>How Germs Spread .....</b>	<b>28</b>
Day #1 of Third Grade Learning Experience (LE) .....	28
<b>Immune System and HIV.....</b>	<b>32</b>
Day #2 of Third Grade Learning Experience (LE) .....	32
<b>Diseases.....</b>	<b>37</b>
Day #1 of Fourth Grade Learning Experience (LE).....	37
<b>Learning and Understanding the Facts .....</b>	<b>42</b>
Day #2 of Fourth Grade Learning Experience (LE).....	42
<b>Protecting Immune System.....</b>	<b>46</b>
Day #1 of Fifth Grade and/or Sixth Grade Learning Experience (LE).....	46
<b>Healthy Behaviors Versus Risky Behaviors Related to HIV .....</b>	<b>50</b>
Day #2 of Fifth Grade and/or Sixth Grade Learning Experience (LE).....	50
<b>Supporting Others in Our Community.....</b>	<b>54</b>
Day #3 of Fifth Grade and/or Sixth Grade Learning Experience (LE).....	54

# Elementary School HIV/AIDS Prevention Education Lesson Plans

<b>Appendix Worksheets.....</b>	<b>58</b>
Appendix A .....	59
I Feel Healthy .....	59
Appendix B .....	60
Healthy Behaviors .....	60
Appendix C .....	61
Germ Traffic .....	61
Appendix D .....	62
Charting My Sleep .....	62
Appendix E .....	63
Germs Make Me Sick .....	63
Appendix F .....	64
Fighting Germs .....	64
Appendix G .....	65
The Immune System .....	65
Appendix H .....	66
Chains of Infection .....	66
Appendix I .....	67
Venn Diagram: Flu (Influenza) and HIV .....	67
Appendix J .....	68
Germ Scenarios .....	68
Appendix K .....	69
Germ Detective .....	69
Appendix L .....	70
Family Health Plan .....	70
Appendix M .....	71
HIV Web .....	71
Appendix N .....	72
AIDS Web .....	72
Appendix O .....	73
Pen Pal Letter .....	73
Appendix P .....	74
A Healthy Risk .....	74
Appendix Q .....	75
What Would Happen If...? .....	75
Appendix R .....	76
Community Helpers .....	76
<b>HIV/AIDS Elementary School Resources.....</b>	<b>77</b>

# Being Healthy

## Day #1 of Kindergarten Learning Experience (LE)

### About This Lesson

**Grade Level**..... Kindergarten

**Subject**..... Healthy and Sick

**Length of Lesson**.. Approximately 2 hours

**Date**.....

**Prepared By** .....

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to examine the students' basic knowledge about positive health choices and behaviors. This foundation of knowledge will help students identify and describe what it means to be healthy and what it means to be sick.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ What does healthy mean? What does sick mean?</li><li>✓ How does a person stay healthy? What are some good choices to stay healthy?</li><li>✓ How does a person get sick? How can a person prevent sickness?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will identify and describe what healthy means.</li><li>✓ Students will identify and describe what it means to be sick.</li><li>✓ Students will describe ways to stay healthy.</li><li>✓ Students will list behaviors that will enhance personal health.</li></ul>

## Teacher Guide

### Information

(Give and/or demonstrate necessary information. This will include functional knowledge taught.)

- ✓ Introduce the words healthy and sick in 2 columns on poster paper.
- ✓ Ask students to describe what they know about each of the terms and how they related to each other. Write down responses.
- ✓ Clarify the definitions as needed and write on paper.
- ✓ Ask students what it feels like to be healthy and what it feels like to be sick.
- ✓ Introduce the words healthy and sick in 2 columns on poster paper.
- ✓ In order to elicit several responses, use the poster paper with an illustration of a person. Point to each body part and ask students what those parts feel like when they are sick. (HEAD: headaches, earaches, sore throat, runny nose. STOMACH: stomach aches, throwing up. CHEST: coughing, breathing heavy, scratchy breathing. WHOLE BODY: sore, achy, tired.) The teacher can record these on the illustrations.
- ✓ Introduce a book/resource that highlights health behaviors including but not limited to: nutrition, sleeping, exercise, etc.
- ✓ Conduct a picture walk with the students prior to reading. Ask the students to predict what is happening in the book based on the pictures.
- ✓ Read the story to the class.
- ✓ Ask students to identify healthy behaviors that the character engaged in and record them on the newsprint under healthy. Ask the class how/why these are healthy behaviors.
- ✓ Ask students to identify any unhealthy behaviors that could make the character sick and record on the newsprint including but not limited to: smoking, lack of activity, etc.
- ✓ After reviewing the concepts from the prior class, handout the worksheet Health or Unhealthy to the students.
- ✓ Ask them to circle behaviors/items that are healthy and make you feel good and cross out behaviors/items that are unhealthy and can make you feel sick.
- ✓ Circulate to check for understanding.
- ✓ Introduce the final activity by showing the class you're drawing again. Explain that when we engage in healthy behaviors it makes us feel better and helps us to maintain our health and not get sick.
- ✓ Ask students to brainstorm things they do that are healthy. If they are struggling, you can review the poster paper from the prior lesson about the story with the character that does healthy things.
- ✓ Write down new ideas as they come up with them.
- ✓ Hand out "I Feel Healthy" Worksheet ([Appendix A](#)). Instruct each student to create a drawing of him or herself engaging in one of their healthy behaviors. Ask them to add as much detail and color to their drawing as possible. If time permits and depending on ability, students can either sound spell a sentence to describe their behavior or tell the teacher and the teacher can write it on their paper.

## Teacher Guide

<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Teacher will assess prior knowledge about the terms “healthy” and “sick” means through class discussion.</li> <li>✓ Teacher will assess participation and knowledge during the lesson by circulating through the classroom and observe students completing the Worksheets. (“I Feel Healthy” <a href="#">Appendix A</a>; “Healthy Behaviors” <a href="#">Appendix B</a>).</li> <li>✓ Review concepts that were learned. For homework, ask the students to teach their families the proper hand washing technique sometime tonight at home.</li> <li>✓ Share with the class that you will be creating a bulletin board or mural in the classroom to display these pictures to remind everyone what they should be doing to stay healthy.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ Poster Paper with 2 columns: Healthy and Sick.</li> <li>✓ Poster Paper with picture of person.</li> <li>✓ Pictures of healthy people and sick people (one of each per student).</li> <li>✓ A book that illustrates healthy behaviors (example: <a href="#">Super Ben’s Dirty Hands</a>, a Book About Healthy Behaviors by Shelley Marshall).</li> <li>✓ Newsprint from previous lesson with terms healthy and sick.</li> <li>✓ “Healthy Behaviors” Worksheet (<a href="#">Appendix B</a>).</li> <li>✓ Teacher made drawing of teacher doing something healthy.</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on well-being from school nurses’ office.</li> <li>✓ Books on staying healthy from school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

	What the teacher will do	What the students will do
<b>Procedure:</b> For each teacher action there should be an action by the learners. Number each step. Use detail.	1. Teacher will sneeze into her elbow?	1. Students will spend 2-3 minutes discussing what they just observed.
	2. Teacher will explain by sneezing into elbow does not sneeze into air and spread unhealthy germs.	2. Students will discuss why it is better to sneeze into elbow instead of sneezing into air.
	3. Teacher will re- demonstrate sneezing into elbow and ask students to practice this behavior 3 times.	3. Students will practice sneezing into their own elbow three times.
	4. Teacher explains that just as sneezing into the elbow is a healthy behavior, there are other healthy behaviors.	4. Students name some other healthy behaviors.
	5. Teacher demonstrates hand washing.	5. Students to re-demonstrate the hand washing activity (could have a student leader demonstrate)
	6. Teacher show class drawing of doing something healthy that is enjoyable. something you enjoy that is healthy.	6. Students provide story line for picture focusing on good health.

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)	<ul style="list-style-type: none"> <li>✓ The teacher will hand 2 pictures to each student and give them time to share with a neighbor and decide if they depict a healthy person or a sick person.</li> <li>✓ After 5 minutes or so, the teacher will ask the students to come up to the poster paper and categorize their pictures under “healthy” or “sick”.</li> <li>✓ The teacher will review what is on poster and ask students to “reteach” each other by reviewing what they learned about being healthy and sick. The teacher can circulate while this is being done to check for understanding.</li> <li>✓ Demonstrate a healthy behavior for the class. For example, demonstrate how to effectively wash hands while singing a song. Once complete, ask the whole class to mirror you and pretend to wash their hands while singing the song.</li> </ul>
<b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about staying healthy and avoiding sickness should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<b>Reflection</b> (How will I do this lesson different? How did students react?)	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# Germs: Viruses and Bacteria

## Day # 2 of Kindergarten Learning Experience (LE)

### About This Lesson

**Grade Level**..... Kindergarten

**Subject**..... Germs: Introduction to HIV

**Length of Lesson**.. Approximately 2 hours

**Date**.....

**Prepared By** .....

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this activity is to help students understand the concept of germs. It will also help students visualize what happens when a germ makes us sick. Next students will begin to examine how germs can be passed on to others, and the role germs play in getting sick and/or diseases like HIV.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"> <li>✓ What is a germ?</li> <li>✓ What is HIV?</li> <li>✓ What is cancer?</li> <li>✓ What germs can be passed onto others and what germs cannot be passed onto others?</li> <li>✓ What role do germs play in making us sick?</li> </ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"> <li>✓ Students will define the word germs.</li> <li>✓ Students will understand there are different types of germs (common cold, cancer, HIV).</li> <li>✓ Students will know that there are illnesses that can be passed, illnesses that are hard to pass and illnesses that cannot be passed.</li> <li>✓ Students will learn to identify who can help them when they are sick.</li> </ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information, to include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Define the word germ. This can be done by having the class brainstorm what they think a germ is. Definition: A tiny particle that can cause illness, a germ is so small it can only be seen with a microscope. ( Kids Health 2015).</li> <li>✓ Define the word human immunodeficiency virus (HIV). Definition: a type of germ that fights a person's healthy body and can make them sick. This germ is hard to pass. (Kids Health 2018).</li> <li>✓ Define the word cancer. Definition: a type of germ that grows fast inside a person and can make them sick. This germ cannot be passed. (Kids Health 2019).</li> <li>✓ Explain to class there are different types of germs, some are easy to pass, some are harder to pass, and some cannot be passed from one person to another.</li> <li>✓ Hand out a "cartoon germ" to each student. Ask students to stick the germ somewhere in the classroom where there could be a lot of germs (i.e., door handle, desk tops, water fountain, pencils, etc.).</li> <li>✓ After all cartoon germs have been place, reinforce the concept and have each student stick a germ on themselves. Explain that all of us carry germs and some germs make us sick and some do not, and some germs can be passed on to others and some do not.</li> <li>✓ Demonstrate the concept of passed easily, not passed easily and not passed at all with the three boxes. Explain the boxes represent their bodies and germs: <ul style="list-style-type: none"> <li>• Box 1: Green Box: (can label this box common cold). Ask a student to come up to the box and explore it: pick it up, try to open it, etc. While they are doing this, spray the box with the water and the air around it. Explain that this represents germs that are spread easily. The person who is exploring is coming into contact with the germs easily ad will most likely get sick.</li> <li>• Box 2: Yellow Box: (can label this box HIV) Ask another student to come up and explore this box: pick it up, touch it, open it, etc. As they are picking it up explain that this person is not getting sick and won't get sick because the germs are inside. Now direct the student to open the boxes that are inside and explain that it took more work to get to the germ (the smallest box should be labeled germ) because it is difficult to spread or get from someone.</li> <li>• Box 3: Red Box: (can label this box cancer or other non-communicable disease and have a lock or picture of a lock on it). Ask a third student to come up and explore this box; pick it up, touch it, and try to open it. Explain that the reason they cannot open it is because there is no germ to spread. This kind of disease does not pass from person to person.</li> <li>• Use the color codes to help students with their understanding. The green box is go - the germs easily spread from one person to another; the yellow box is slow down - it's more difficult to get the germs from someone else and the red box is stop - the germ does not spread from one person to another.</li> </ul> </li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Wrap up this HIV LE by asking students to identify people who help them when they are sick. Make sure to include parents, family, school nurses and teachers, doctors, nurses, etc. Role play using a stuffed animal or doll, showing how a caregiver would show care and respect for a sick person.</li> </ul>

## Teacher Guide

<b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)	<ul style="list-style-type: none"> <li>✓ Spray bottle with colored water (use food coloring)</li> <li>✓ 3 boxes: 1 green, 1 yellow that has 2 smaller boxes inside each other, and 1 red with a lock or picture of a lock on it (picture of a person can be placed on each of the boxes).</li> <li>✓ Pictures of “cartoon germs” with a piece of tape on the back.</li> <li>✓ “Germ Traffic” Worksheet (<a href="#">Appendix C</a>)</li> </ul>
<b>Resources</b> (What authentic school or community resources and reliable / valid internet websites will be used to support this lesson and communicate to others beyond the classroom.)	<ul style="list-style-type: none"> <li>✓ Pamphlets on germs, HIV or cancer from school nurses’ office.</li> <li>✓ Books on germs, HIV or cancer from school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

	What the teacher will do	What the students will do
<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. The teacher will ask students to think about 2 behaviors they know and have practiced preventing the spread of germs.	1. Students will demonstrate techniques for preventing the spread of germs.
	2. Pull out the spray water bottle and spray it on a piece of poster paper. When you do this, pretend to sneeze loudly.	2. Ask students if they know what the colored spray on the poster paper represents. Guide them to the answer: germs.

<b>Activity</b> (Describe the independent activity to reinforce this lesson.)	<ul style="list-style-type: none"> <li>✓ Hand students the “Germ Traffic” Worksheet (Appendix C) and ask them to color in the circles red, yellow or green depending on how easy it is to share different types of germs.</li> <li>✓ Once complete have the students teach/share with each other using their worksheet.</li> </ul>
<b>Coordinated School Health (CSH)</b> (Describe how this lesson could be delivered within a CSH Model? Who else would be involved? What would it look like?)	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about staying healthy and avoiding sickness should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<b>Reflection</b> (How will I do this lesson differently? How did the students react?)	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# Hygiene and Self-Care

## Day #1 of First Grade Learning Experience (LE)

### About This Lesson

**Grade Level** ..... 1<sup>st</sup> Grade

**Subject** ..... Hygiene and Self-Care

**Length of Lesson** ..... Approximately 2 hours

**Date**..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

### Overview & Purpose (What will be learned and why it is useful.)

The purpose of this lesson is for students to understand and practice good hygiene and self-care as it relates to staying healthy and decreasing risk for disease and/or HIV.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"> <li>✓ What does good hygiene involve?</li> <li>✓ What is self-care?</li> <li>✓ What will help me stay healthy and avoid illness?</li> <li>✓ What role does enough sleep, fitness, good nutrition play in being healthy?</li> </ul>
<b>Objectives</b> (Specify skills/information that will be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"> <li>✓ Students will identify methods of self-care and hygiene.</li> <li>✓ Students will describe how self-care can reduce the risk of illness.</li> <li>✓ Students will explain why getting enough sleep is important to their overall health.</li> <li>✓ Students will determine if their own sleep patterns are enough.</li> </ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Explain how each of the behaviors impacts a person's overall level of health. Provide some quick facts. (Having a visual aid for each one would be helpful).</li> <li>✓ Introduce the terms self-care and hygiene. (Self-care is the practice of engaging in behaviors that have a positive impact on one's overall level of health. Hygiene is the practice of keeping the body clean and free from germs: <a href="#">Centers for Disease Control and Prevention youth hygiene and self-care behaviors</a>).</li> <li>✓ Review the proper way to wash hands and model to the class. Highlight important points like using warm water, soap and washing for long enough, etc. <a href="#">Centers for Disease Control and Prevention youth hygiene and self-care behaviors</a>.</li> <li>✓ Have the students model it back to you or each other.</li> <li>✓ Make the connection between washing hands and practicing self-care and hygiene.</li> <li>✓ Ask the students to identify any other self-care or hygiene behaviors (showering, brushing teeth, and talking to someone when upset).</li> <li>✓ With each behavior shared, explain how it helps in the prevention of illness.</li> <li>✓ How to use sleep as a specific example of a self-care behavior.</li> <li>✓ Write the following words on the board in a random order: quiet, still, eyes closed, slower heartbeat, mind resting, body growing, dreaming.</li> <li>✓ Ask student to consider the words and try to come up with the self-care behavior that involves these words (to make it more challenging you could leave out the word dreaming and then use it as a clue).</li> <li>✓ Once they have guessed sleep, explain that every living thing needs sleep. Sleep is important because: <ul style="list-style-type: none"> <li>• It allows your body to rest</li> <li>• It helps you grow</li> <li>• It helps you concentrate</li> <li>• It helps the body get stronger</li> <li>• It helps you fight off illness</li> <li>• It is healthy!</li> </ul> </li> <li>✓ Explain to the students that for their bodies to get the proper rest they need 10-11 hours of sleep.</li> <li>✓ Using the picture of the clock, ask for a volunteer to come up to the front of the room and state what time they must get up for school each morning. Have the student touch that time and then count back 10 hours. Explain that this is what time the student should be going to bed to get a full night sleep. Do this again with a few more students or until the students grasp the concept.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Review the days' concepts: there are many behaviors we can practice staying healthy and reduce the likelihood of illness. Sleep is one of those necessary behaviors.</li> <li>✓ Remind the students to share their "Charting My Sleep" Worksheet (<a href="#">Appendix D</a>) with their parent/guardian and return next week.</li> </ul>

## Teacher Guide

<b>Materials Needed</b> (List all materials needed to complete the entire lesson plan).	<ul style="list-style-type: none"> <li>✓ Stickers; use ones that use encouraging words (i.e., good job, well done, etc.).</li> <li>✓ “Healthy Behaviors” worksheet (<a href="#">Appendix B</a>).</li> <li>✓ Picture of a clock.</li> <li>✓ “Charting My Sleep” worksheet (<a href="#">Appendix D</a>).</li> </ul>
<b>Resources</b> (What authentic school/community resources and reliable / valid internet websites will be used to support this lesson and communicate to others beyond the classroom?)	<ul style="list-style-type: none"> <li>✓ Pamphlets on hygiene in school nurse’s office.</li> <li>✓ Books on hygiene and self-care in school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

	What the teacher will do	What the students will do
<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Teacher will begin lesson by telling students they are starting a unit on taking care of their bodies and preventing illness.	1. Students will stand and be asked to think about the prior week and the behaviors they engaged in that were healthy.
	2. Teacher will start by saying “Stay standing if you brushed your teeth this morning,” then “stay standing if you had a good night sleep last night,” then “stay standing if you washed your body either today or yesterday,” then finally “stay standing if you had some exercise in the past 3 days.”	2. Students will be expected to respond to the teacher’s individual questions and sit down or remain standing as appropriate.
	3. Teacher will continue with a couple more rounds by asking students to come up with some ideas of healthy behaviors (i.e., good nutrition and eating habits, etc.). Congratulate the students still standing and give them a sticker.	3. Students will state other healthy behaviors and sit down or remain standing as appropriate.

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework/work done outside of class.)	<ul style="list-style-type: none"> <li>✓ <a href="#">Sleep for Kids: National Sleep Association</a> has evidence-based information and various resources for teachers, families and students to utilize supporting learning about necessary hours of sleep needed for health and well-being.</li> <li>✓ Print and distribute copies supporting the “Charting My Sleep” Worksheet (<a href="#">Appendix D</a>).</li> <li>✓ Hand out the “Charting My Sleep” worksheet (<a href="#">Appendix D</a>) and review.</li> <li>✓ Ask them to work with a parent/guardian to track their sleep for 1 week and bring it back next week for a sticker for good sleep habits.</li> </ul>
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<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like?)</p>	<p>✓ This Learning Experience about staying healthy for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about staying healthy and avoiding sickness should be available at the school library and school nurse's office. Lessons included in this Learning Experience will draw attention to personal self-care and hygiene.</p>
<p><b>Reflection</b> (How will I do this lesson differently? How did the students react?)</p>	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# Immune System

## Day #2 of First Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 1<sup>st</sup> Grade

**Subject**..... Germs: Viruses and Bacteria's

**Length of Lesson**.. Approximately 2 hours

**Date**.....

**Prepared By** .....

### Overview & Purpose (What will be learned and why it is useful.)

The purpose of this lesson is for students to learn about the immune system and recognize the benefits of having a healthy immune system.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ What does the body's immune system do?</li><li>✓ How does the body's immune system protect us?</li><li>✓ What are the benefits of a healthy immune system?</li></ul>
<b>Objectives</b> (Specify skills/information that will be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will be able to define germs and name 2 types of germs; viruses and bacteria.</li><li>✓ Students will identify ways germs enter the body.</li><li>✓ Students will be able to distinguish between diseases that can be passed from one person to another easily and those that are passed with greater difficulty, as well as diseases that cannot be passed from one person to another.</li><li>✓ Students will understand the basic function of the immune system.</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Review key ideas from the book using the worksheet, “Germs Make Me Sick” Worksheet (<a href="#">Appendix E</a>). Fill in blanks by using the overhead, emphasizing germs can get in the body in different ways, for example, eyes, mouth, nose, cuts in the skin, etc.</li> <li>✓ Teacher explains there are different types of illnesses that make us sick and move onto how viruses enter the body reminding them of the points in the story and on the worksheet.</li> <li>✓ If you touch the person’s mouth, or eyes or something they touched and it gets into your mouth or eyes, you can get sick.</li> <li>✓ Explain these viruses are harder to get because they can involve fluids that are on the inside of the body. Use blood as an example. Explain that if a person has a cut (or injured) and you are exposed to their blood you could get sick. The reason it is harder is that we are not usually exposed to other people’s blood unless there’s an injury.</li> <li>✓ Using the “Fighting Germs” Worksheet (<a href="#">Appendix F</a>) on the overhead, assist students in identifying parts of the immune system. Explain that the demonstration you just did was to show what happens when a germ gets inside our body, but we also have defenses on the outside. Go through the defenses on the list and ask students to try to figure out what word goes with each description.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Review the lessons of the day by going over the 2 types of germs and the ways they get into the body. Have students share something they learned with the whole class.</li> <li>✓ Help students understand how our bodies fight these germs and why it can’t fight all diseases the same way.</li> <li>✓ After playing the tag game, ask the students to teach each other about what they just did. Circulate and check for understanding.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ Book, Germs Make me Sick, by Melvin Berger</li> <li>✓ “Germs Make Me Sick” Worksheet (<a href="#">Appendix E</a>).</li> <li>✓ 1 piece of blue and 1 piece of white construction paper</li> <li>✓ “Fighting Germs” Worksheet (<a href="#">Appendix F</a>).</li> <li>✓ Name tag stickers with 1/3 labeled people, 1/3 labeled white blood cell and 1/3 labeled virus.</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites will be used to support this lesson and communicate to others beyond the classroom?)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on the immune system in school nurses’ office.</li> <li>✓ Books on germs, and the immune system in school library (i.e., “I Know How We Fight Germs” by Kate Rowan and Katharine McEwen).</li> <li>✓ See <a href="#">“Elementary Resource Section”</a> for additional instructional materials.</li> </ul>

Procedure	What the teacher will do	What the students will do
(For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Introduce the book, "Germs Make Me Sick" by Melvin Berger, and review what a germ is, types of germs, that germs can be easy or hard to get and some illnesses are not caused by germs.	1. Students will review with teacher and then answer these questions as a group.
	2. Read the story. (After story, teacher should reassess if this lesson should continue following the steps below or be conducted on a different day's lesson).	2. Ask students to share what they learned about germs and if they learned anything new or different.
	3. Next introduce the immune system to the class by writing the words fight, immune system, germs, and white blood cells on the board. Introduce this activity ( <a href="#">Khan Academy Adaptive Immunity 2019</a> ) <ul style="list-style-type: none"> <li>• Have 2 pieces of construction paper, 1 blue and 1 white. Explain to the class that the blue paper is a germ that has infected our body.</li> <li>• Rip the piece of paper.</li> <li>• Ask individual students to come up and rip those 2 germs in half (4 germs) and to continue this process until all the paper is ripped, or students understand this concept.</li> <li>• Using the words on the chalk board, explain that in order to <i>fight</i> these <i>germs</i> our body's <i>immune system</i> produces <i>white blood cells</i> to kill the germs. "Let me show you".</li> <li>• Lay out all blue scraps that were ripped and hold up the white piece of construction paper and say this is a white blood cell. Rip the white paper in the same manner and match it up with each germ.</li> <li>• Then explain that with a virus such as HIV, instead of the white blood cells going after the germ, the germ attacks the white blood cells and eventually destroys it. This can take a long time.</li> </ul>	3. Ask students if they have any questions on the activity to take place. <ul style="list-style-type: none"> <li>• Ask students what happens to the germ so that it can make us sick? (Answer: divides into more germs).</li> <li>• Ask students what happens now after ripping the paper (Answer: 2 germs).</li> <li>• Individual students go up to teacher when called upon and rip the paper.</li> <li>• Students attention to chalkboard.</li> <li>• Ask the class "What do you think is happening?" (Answer: white blood cells are killing the germs.)</li> <li>• Request student feedback by reviewing and asking questions.</li> </ul>
	4. Using the "Fighting Germs" Worksheet ( <a href="#">Appendix E</a> ) identify parts of the immune system. Explain the demonstration was to show what happens when a germ gets inside our body, but we have defenses on the outside.	4. Ask students to review.

<p><b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework or work done outside of class.)</p>	<p>✓ To emphasize how the white blood cells, fight against germs, play the following tag game:</p> <ul style="list-style-type: none"> <li>• Find a clear area where the students can run.</li> <li>• Split the class into thirds: 1/3 germs, 1/3 white blood cells, and 1/3 people. Use the nametags to label the students one of those descriptors.</li> <li>• Explain to the students that the object of the game is to protect the people from the germs.</li> <li>• The “germs” will try to touch the people, infecting them with the disease. When the people are infected, they must sit down and can no longer run.</li> <li>• The “white blood cells” can free the people by touching them. At this time, the people can stand up and run again. The white blood cells can also touch the germs to zap (kill) them.</li> <li>• After a “germ” has been touched by a white blood cell, that germ will need to sit out until the game is over. The game is officially over when the white blood cells have zapped all the germs.</li> <li>• When this version of the game is over, you can explain a new aspect of the game that would demonstrate HIV. Explain that when a person has HIV, the virus attacks the immune system and makes it unable to function properly. In the new version of the game, the germs can now attack the white blood cells. If a germ touches a white blood cell that white blood cell must sit and cannot get up again. This represents how HIV destroys the immune system. (Take the time to explain that in this game all white blood cells may be out or zapped quickly, but that this takes a long time and there are medications available to people with HIV to keep them as healthy).</li> </ul>
<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like?)</p>	<p>✓ This Learning Experience about staying healthy for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about staying healthy and avoiding sickness should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to the immune system.</p>
<p><b>Reflection</b> (How will I do this lesson differently? How did the students react?)</p>	

**Special Considerations** Prior to this lesson the teacher should have sent a letter home informing parents of the lessons.

# Staying Healthy

## Day #1 of Second Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 2<sup>nd</sup> Grade

**Subject**..... Staying Healthy

**Length of Lesson**.. Approximately 2 hours

**Date**.....

**Prepared By** .....

### Overview & Purpose (What will be learned and why it is useful.)

The purpose of this lesson is to review facts about staying healthy with good behaviors, which can reduce a person's chance of becoming sick.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ How can people stay healthy?</li><li>✓ What good behaviors can be practiced to stay healthy?</li></ul>
<b>Objectives</b> (Specify skills/information that will be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will identify healthy and unhealthy behaviors.</li><li>✓ Students will understand what happens when they get sick.</li><li>✓ Students will understand how germs work.</li><li>✓ Students will identify behaviors that will cause and prevent illness.</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Ask students <ul style="list-style-type: none"> <li>• “What is a germ?” something that makes you sick.</li> <li>• “Do you know 2 types of germs?” bacteria and virus</li> <li>• “How do the germs get into the body?” through openings such as our mouth, nose, cuts in our skin</li> <li>• “How does our body fight germs?” the immune system</li> </ul> </li> <li>✓ Use these questions to assess prior knowledge.</li> <li>✓ Using the “Immune System” Worksheet (<a href="#">Appendix G</a>), and the Magic School Bus movie or book, read the book or watch the movie.</li> <li>✓ If you are watching the movie or reading the book, stop when there is important information about the immune system being shared. Ask students to write what they just heard/learned. You could help them by using the worksheet on the overhead for guidance.</li> <li>✓ Important points to include: white blood cells kill germs. White blood cells make antibodies to capture the germs for the T-cells to destroy. T-cells will eventually destroy all the germs. You must have a different antibody for each germ in your body. (The antibody that captures the germ for chicken pox will not capture the germ for the flu.) Antibodies always stay in our bodies so they can fight off the germ again in the future and keep you from getting sick (<a href="#">KidsHealth 2015</a>).</li> <li>✓ Ask the students how we know when we have germs in our body? Answers will vary. Explain that our body lets us know we are sick in different ways, for example a runny nose is a minor symptom, but a fever or pain is a more serious symptom and means there are too many germs for our body to fight (<a href="#">KidsHealth 2015</a>). Explain why it is important to take care of our bodies so they remain strong, and we can get better as quickly as possible.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Close the lesson by commenting on some of the work that has been done and ask the students to describe the immune system to their families at home and have their families write some feedback on their paper. Have them bring it back the next class and share what their families thought.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ Chart paper or incentive chart</li> <li>✓ Magic School Bus book or movie “Inside <u>Ralphie</u>”</li> <li>✓ “Immune System” Worksheet (<a href="#">Appendix G</a>)</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites will be used to support this lesson and communicate to others beyond the classroom?)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on healthy behaviors in school nurses’ office</li> <li>✓ Books on healthy behaviors in school library</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

Procedure	What the teacher will do	What the students will do
(For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Tell students they will be making a simple chart (draw one on the board as a template). Explain to them they are going to track their healthy behaviors that reduce the risk of illness and when they reach different milestones, they will be rewarded.	1. Ask the students to make a simple chart. Using the chart, ask students to brainstorm a list of behaviors they could track and list them on the chart. It should include the following: <ul style="list-style-type: none"> <li>washing hands, sneezing/coughing into elbow, telling parents/adults if you don't feel well, staying home from school when sick, don't share cups, food, chap stick; keep your desktop clean, and keep fingers out of eyes, nose and mouth, etc.</li> </ul>
	2. This chart could list each student's name, or it could represent behaviors for the class. Develop a reward system for the class to provide motivation to engage in healthy behaviors.	2. Explain to students that it's important to engage in healthy behaviors to be as healthy as possible. Go on to say that they will be learning about germs, how they impact the body, and how the body fights illness.

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside of class.)	<ul style="list-style-type: none"> <li>✓ Ask students to work with a parent/guardian to write down healthy behavior's practices for the next 2 days (like the chart made during class time).</li> <li>✓ Bring to class for further class discussion.</li> <li>✓ Students will get stickers for healthy behaviors.</li> </ul>
<b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like?)	<ul style="list-style-type: none"> <li>✓ This Learning Experience about staying healthy for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing homework assignments and <a href="#">Appendix Worksheets</a>. Information about staying healthy and avoiding sickness should be available at the school library and school nurse's office. Lessons included in this Learning Experience will draw attention to the immune system.</li> </ul>
<b>Reflection</b> (How will I do this lesson differently? How did the students react?)	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# Viruses

## Day #2 of Second Grade Learning Experience (LE)

### About This Lesson

Grade Level..... 2<sup>nd</sup> Grade

Subject..... Viruses

Length of Lesson.. Approximately 2 hours

Date.....

Prepared By .....

### Overview & Purpose (What will be learned and why it is useful.)

The purpose of this lesson is to educate students on viruses; specifically, HIV and Influenza. In order to achieve this goal, the students will review basic HIV and Influenza facts.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ What is a virus?</li><li>✓ What does HIV stand for?</li><li>✓ How is Influenza?</li><li>✓ How is the HIV virus and the Influenza virus similar? How are they different?</li></ul>
<b>Objectives</b> (Specify skills/information that will be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will define HIV</li><li>✓ Students will identify how the immune system fights influenza and how it fights HIV</li><li>✓ Students will compare similarities and differences</li><li>✓ Students will understand how HIV affects the immune system</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Hand the class 2 long strips of paper. Use 2 different colors, one for the flu and one for HIV.</li> <li>✓ Using the Flu strip, have students create a chain of infection for the flu. It should include the following: <ul style="list-style-type: none"> <li>• Person is exposed to the virus and it enters the body</li> <li>• Immune system recognizes the germ and creates antibodies to fight the virus</li> <li>• Person becomes ill with the flu</li> <li>• Immune system continues its work with antibodies locking on to the germ and T-cells destroying it</li> <li>• Germs (virus) is being destroyed</li> <li>• Symptoms begin to go away, <u>immune system is intact</u></li> <li>• Person is well again</li> </ul> </li> <li>✓ Now have the students use the other strip to create a chain of infection for HIV. It should include the following: <ul style="list-style-type: none"> <li>• Person is exposed to the virus and it enters the body</li> <li>• Immune system creates antibodies</li> <li>• HIV is not killed, it attacks and alters T-cells</li> <li>• T-cells are unable to fight infection</li> <li>• Immune system becomes weak and breaks down</li> <li>• Person becomes ill and may become infected with other germs</li> <li>• Immune system unable to fight HIV on its own and person needs medication and life-long care.</li> </ul> </li> <li>✓ Explain that now that they know how the immune system is impacted, they need to know that one is easy to get, and one is not</li> <li>✓ Review information from the previous lesson about healthy behaviors.</li> <li>✓ Explain that the behaviors such as washing your hands, staying home if you are sick, sneezing into your elbow, and not sharing utensils are behaviors that will prevent the flu because it is easily spread. Explain that the flu is easy to spread because the germs can spread up to 6 ft. through the droplets made when people with the flu sneeze, cough and even talk. It can also be spread by touching something that has the virus on it, like a doorknob or tabletop (<a href="#">CDC Flu (Influenza)</a>).</li> <li>✓ Explain that HIV is much more difficult to spread. It is not spread through saliva, tears, sweat, or other body fluids that you could easily come into contact with. It is spread through contact with body fluids like blood.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ The teacher will assess the student's prior knowledge about terms and chain of infection during the discussion time.</li> <li>✓ The teacher will assess the student's ability to understand the HIV virus, and the Influenza virus.</li> <li>✓ The teacher will assess the students' knowledge on the difference between how the HIV virus is transmitted and how the Influenza virus is transmitted.</li> </ul>

## Teacher Guide

<b>Materials Needed</b> (List all materials needed to complete the entire lesson plan.)	<ul style="list-style-type: none"><li>✓ 2 long strips of paper, 2 different colors for each student</li><li>✓ “Venn Diagram” Worksheet (<a href="#">Appendix I</a>)</li></ul>
<b>Resources</b> (What authentic school/community resources and reliable / valid internet websites will be used to support this lesson and communicate to others beyond the classroom?)	<ul style="list-style-type: none"><li>✓ Pamphlets on HIV and Influenza in school nurse’s office</li><li>✓ Books on HIV and Influenza in school library</li><li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li></ul>

	What the teacher will do	What the students will do
<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Write the words HIV, AIDS, Flu and Influenza on the chalkboard. Rewrite the words so that influenza is above Flu and there is an arrow pointing from Influenza to Flu and do the same with HIV and AIDS.	1. Ask students if they are familiar with any of these words to assess prior knowledge.
	2. Provide definitions for each: <ul style="list-style-type: none"> <li>• HIV-Human Immunodeficiency Virus, the virus that damages the immune system and causes AIDS</li> <li>• AIDS: Acquired Immune-Deficiency Syndrome, a chronic, potentially life-threatening illness that is characterized by a destruction of the immune system and onset of numerous infections</li> <li>• T- cells: also called CD4 cells, are part of the immune system and fight germs.</li> <li>• Influenza: virus that causes the Flu</li> <li>• Flu: respiratory infection</li> <li>• (<a href="#">KidsHealth 2015</a>; <a href="#">KidsHealth 2018</a>)</li> </ul>	2. Discussion and clarification on terms.
	3. Provide definition for germs (invaders that attack the immune system: viruses and bacteria's) and what germs do (germs get into our body; our body tries to fight them off and depending on how successful our immune system is we can get sick or may not get sick.) ( <a href="#">KidsHealth in the Classroom 2016</a> )	3. Ask students to review and discuss what they know about germs.
	4. Explain that influenza is the germ (virus) that causes the flu and HIV is the germ (virus) that can cause AIDS	4. Students will review these two viruses.

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework or work done outside of class; include at least one)	<ul style="list-style-type: none"> <li>✓ Hand out the "Venn Diagram" Worksheet (Appendix I) and put it on the overheard for assistance.</li> <li>✓ Have students place the 2 strips of paper side by side and note similarities and differences between the 2 viruses and how they impact the immune system.</li> <li>✓ Also record notes on ease of transmission (Flu {Influenza} -easy, HIV-hard).</li> </ul>
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<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like?)</p>	<p>✓ This Learning Experience about staying healthy for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing homework assignments and <a href="#">Appendix Worksheets</a>. Information about viruses should be available at the school library and school nurse's office. Lessons included in this Learning Experience will draw attention to the immune system.</p>
<p><b>Reflection</b> (How will I do this lesson differently? How did the students react?)</p>	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# How Germs Spread

## Day #1 of Third Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 3<sup>rd</sup> Grade

**Subject** ..... How Germs Spread

**Length of Lesson** ... 1-2 Days

**Date** ..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to examine the students' basic knowledge about germs. This foundation of knowledge will help students learn, identify and describe communicable versus non-communicable diseases.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ How do germs spread?</li><li>✓ What is a communicable disease? What is a non-communicable disease?</li><li>✓ What is the difference between a communicable and a non-communicable disease?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will discover how germs spread.</li><li>✓ Students will distinguish between communicable and non-communicable diseases.</li><li>✓ Students will identify behaviors that will reduce the spread of germs.</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Call the three students who had a blank card to the front of the room. Ask all students who shook this person's hand to stand up. Ask them to hold up their hands and inspect them. Anything there? Explain that there is nothing there because the disease the person had on their card was non-communicable. Label the list of these diseases on the board and explain that non-communicable means that there is no germ that causes this disease and therefore it is not passed from person to person.</li> <li>✓ Ask all the students who had glitter cards to come up to the front of the room. Ask all the students who shook their hands to hold their hand up and inspect it. Ask them to report what they see...glitter. Explain that the glitter is there to represent the germs that were passed because this is an example of a communicable disease. Label the list of communicable diseases on the board.</li> <li>✓ Explain that a communicable disease is one that is spread from person to person because it's caused by a germ that can travel from one person to the next. Explain that some communicable diseases are easy to get and highlight one of those on the list on the board and that some communicable diseases are hard to get and highlight one of those. If HIV is not on the list, add it and explain that this is an important one to know about that is hard to get.</li> <li>✓ Explain that it is not always easy to know what diseases are communicable and non-communicable, but there are health practices that can reduce our risk just in case someone has an illness we don't know about.</li> <li>✓ Ask the class if they know of some behaviors, they should practice to reduce the risk of getting sick. They should say yes, say great, and let's see what you know.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Review the "Germ Detective" Worksheet (<a href="#">Appendix K</a>) to ensure student understanding and ask students to complete it at home.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ 3 envelopes with 3x5 cards and directions as described below</li> <li>✓ 3 envelopes with a 3x5 card with Vaseline and glitter on it</li> <li>✓ Poster paper titled "Preventing the Spread of Germs"</li> <li>✓ "Germ Scenarios" Worksheet (<a href="#">Appendix J</a>). Cut into strips.</li> <li>✓ "Germ Detective" Worksheet (<a href="#">Appendix K</a>). Homework</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on germs in school nurses' office.</li> <li>✓ Books on germs in school library.</li> <li>✓ See "<a href="#">Elementary Resource Section</a>" for additional instructional materials.</li> </ul>

<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	What the teacher will do	What the students will do
	1. Introduce the lesson by asking the students how they know when they are sick (headache, fever, stomachache, tired, sneezes, achy, coughs).	1. Students will state how they know they are sick.
	2. Explain that when people get sick the body has different ways of letting us know and these are called symptoms.	2. Ask students to name illnesses they know of. As this is occurring teacher will organize them into 2 unlabeled sections on the chalk board (1 will be communicable and the other noncommunicable).
	3. Allow students to finish sharing ideas.	3. Ask students if they know why they are organized into communicable and non-communicable. Allow students to guess.
	4. Hand out 6 envelopes to 6 students. (On the envelopes will be the name of 3 communicable and 3 non-communicable illnesses from the board. The three communicable diseases are cards that contain glitter and the three non-communicable have plain 3x5 cards inside.)	4. Students with the envelopes follow the instructions on their envelope (the students individually wipe the cards on their hands). The students with a plain card (non-communicable disease) will have nothing on their hands. The students with the glitter card (communicable disease) will have glitter all over their hands. <ul style="list-style-type: none"> <li>• Ask the remaining students to shake hands with only one of the students who have a card.</li> </ul>

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)	<ul style="list-style-type: none"> <li>✓ Assemble the class into 8 groups. Give each group a scenario slip (there will be 2 groups/scenario).             <ul style="list-style-type: none"> <li>• Ask students to discuss what they need to do to prevent the spread of germs.</li> <li>• Allow time to do this and circulate to check for understanding.</li> <li>• Once all groups are done, bring the class back together and compile a list of ideas.</li> </ul> </li> <li>✓ Write the list on newsprint and save the list for the next class.</li> <li>✓ Additionally, students will be doing the “Germ Detective” Worksheet (<a href="#">Appendix K</a>) at home.</li> </ul>
<b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about germs and communicable versus non-communicable diseases should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<b>Reflection</b> (How will I do this lesson different? How did students react?)	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# Immune System and HIV

## Day #2 of Third Grade Learning Experience (LE)

### About This Lesson

**Grade Level** ..... 3<sup>rd</sup> Grade

**Subject**..... Immune System and HIV

**Length of Lesson** ..... 1-2 Days

**Date** ..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to learn about some diseases and how they can be prevented and treated.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"> <li>✓ How does the immune system work?</li> <li>✓ What can HIV do to the immune system?</li> </ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"> <li>✓ Students will understand how the immune system works</li> <li>✓ Students will understand how HIV attacks the immune system and how that is different from other germs</li> <li>✓ Students will understand how the immune system is compromised by HIV and that AIDS is an advanced stage of infection</li> </ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Explain that although we practice many behaviors to prevent the spread of germs, sometimes we still get sick.</li> <li>✓ Explain that the immune system fights germs that enter our body. Since germs are different, they affect our immune system differently.</li> <li>✓ Write the “Chains of Infection” (<a href="#">Appendix H</a>) for the Flu (Influenza) on the chalkboard or on an overhead. State that the Flu (Influenza) is easy to catch because it is spread through behaviors like sneezing, coughing, sharing items with someone who is sick, etc.</li> <li>✓ Tell the students they are going to play a quick game to illustrate how the immune system fights off these Flu (Influenza) germs.</li> <li>✓ Give each student one of the nametags.</li> <li>✓ Explain that the students will be moving around the room. The antibodies and T-cells start by standing against the walls or in 2 corners of the room. The white blood cells will begin by moving around the room. When a white blood cell sees a germ, they must tell one of the antibodies to go attach to the germ (antibodies are made to notify T-cells to destroy the germ). Then the antibodies will call the T-cells to kill the germ. Once the T-cells touch the germ, the germ must go stand against a wall because they have been destroyed and can no longer hurt the body. Once all the germs have been captured, the T-cells can sit down. At this time explain that the antibodies stay forever, because now in the future if the body is exposed to the same exact germ, it will be killed off before the person gets sick from it (if a student asks why they can get the Flu (Influenza) more than once, explain that is because the germs for the Flu can change and unless it’s the exact same one, you can get sick again).</li> <li>✓ Transition to talking about HIV. Explain that HIV is a different virus that can cause AIDS. (<a href="#">HIV.Gov 2017</a>). Explain that it is a virus that attacks the immune system and if HIV progresses into AIDS the virus has done a lot of damage with a weakened immune system. Because of this, the immune system is less able to fight germs and a person with HIV/AIDS may get sick with different illnesses.</li> <li>✓ Write the “Chains of HIV” (<a href="#">Appendix H</a>) infection on the chalkboard or display on an overhead. Take time to explain how it is different than a Flu (Influenza) infection. Explain that this virus goes right after the T-cells and multiplies there, keeping the T-cell from doing its job.</li> <li>✓ Play the same game, except this time explain to the kids that instead of the T-cells going after the germs, the germs are going after the T-cells. When a T-cell is caught, have them stand by the wall. As the number of T-cells is cut in half, stop the game and ask the kids to make an observation. How is this scenario different from the first one? (The T-cells are dying and so the immune system cannot destroy this virus on its own. The virus is going to win, and the body won’t be able to fight infection anymore.) At this point you could introduce a new germ (leaving the T-cells at the wall) and illustrate that when the T-cell number drops dangerously low there aren’t enough to fight off new infections and this is what happens when a person has AIDS.</li> </ul>
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## Teacher Guide

<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Restate that both the Flu (Influenza) and HIV are communicable viruses, but one (the Flu) is easy to get and the other (HIV is hard to get)</li> <li>✓ Explain to students that there are many medicines available for people with HIV and they help them live as healthy as possible.</li> <li>✓ Encourage the students to make a “Family Health Plan” Worksheet (<a href="#">Appendix L</a>) at home. Hand out the worksheet provided and let them know that it’s important to do as much as possible to stay healthy and keep our immune systems strong.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ “Chains of Infection” on the chalkboard or overhead (<a href="#">Appendix H</a>)</li> <li>✓ Nametags, ¼ say white blood cells, ¼ say flu germs, ¼ say antibodies and ¼ say T-cells</li> <li>✓ Family Health Plan” Worksheet (<a href="#">Appendix L</a>)</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on germs and/or diseases in school nurses’ office.</li> <li>✓ Books on germs and/or diseases in school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

	What the teacher will do	What the students will do
<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Introduce the lesson by reviewing the homework from the previous lesson about making changes to reduce the spread of germs.	1. Ask students to share examples on how to reduce the spread of germs.
	2. Ask students to explain the difference between a communicable and non-communicable disease. Ask for an example of a communicable disease that is easy to get (the Flu). Ask for an example of a communicable disease that is hard to get (HIV).	2. Students will explain what a communicable and non-communicable disease is, the difference between them and name a couple in each category
	3. Explain the immune system, what happens when it is infected by a germ and the “Chains of Infection.”	3. Students will review with teacher “Chains of Infection” ( <a href="#">Appendix H</a> ) on the chalkboard or on an overhead.

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)	<ul style="list-style-type: none"> <li>✓ Assist the students in completing the graphic organizer to complete the “Chains of Infection” and compare the differences and similarities in the ways the immune system is compromised by two different viruses.</li> <li>✓ Work in pairs. When done, share results and project a completed organizer on the overhead to ensure everyone got it right.</li> </ul>
<b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about communicable versus non-communicable diseases and the immune system should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<b>Reflection</b> (How will I do this lesson different? How did students react?)	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson.

# Diseases

## Day #1 of Fourth Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 4<sup>th</sup> Grade

**Subject** ..... How Germs Spread

**Length of Lesson**.... 1-2 Days

**Date** ..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to learn about some diseases and how they can be prevented and treated.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ What are communicable diseases versus non-communicable diseases?</li><li>✓ Why do different illnesses have different characteristics?</li><li>✓ How does the immune system work?</li><li>✓ What can HIV do to the immune system?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will understand the difference between communicable and non-communicable diseases.</li><li>✓ Students will understand that different illnesses have different characteristics.</li><li>✓ Students will understand the basic function of the immune system.</li><li>✓ Students will define and understand HIV and AIDS.</li><li>✓ Students will understand how HIV affects the immune system and that AIDS is an advanced stage of being infected with HIV.</li><li>✓ Students will clarify myths they may have heard about HIV and AIDS and its transmission.</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ One fact that is always the same about people getting a disease that is communicable is that a germ must enter the body.</li> <li>✓ Hand out the Kids Health article on HIV/AIDS. You can either have students in the class read or have them listen to an audio reading of it from the website and have the students follow along. (The article does mention sexual contact as a method of transmission and safe sex as a method of prevention.) <b>**See important reminder below.</b></li> <li>✓ Once the reading is complete, hand out the “HIV Webb” Worksheet (<a href="#">Appendix M</a>) and instruct students to write in the 6 smaller circles what they have learned about HIV. Correct any misinformation and ensure they include the following: <ul style="list-style-type: none"> <li>• HIV: Human Immunodeficiency virus</li> <li>• HIV is the virus that causes AIDS</li> <li>• HIV is hard to get</li> <li>• HIV is found in specific body fluids and if you come in contact with these you can become infected (examples: blood and breast milk - If you have permission from your district you can add semen and vaginal fluids here as well).</li> <li>• HIV destroys the T-cells which help white blood cells kill germs</li> <li>• HIV is not spread through contact with saliva, urine, vomit, sweat</li> </ul> </li> <li>✓ Next hand out the “AIDS Webb” (<a href="#">Appendix N</a>) and instruct the students to write in the 6 smaller circles what they have learned about AIDS. Correct any misinformation and ensure they include the following: <ul style="list-style-type: none"> <li>• AIDS: Acquired Immuno-Deficiency Syndrome</li> <li>• AIDS is late stage infection with HIV</li> <li>• Immune system is severely damaged and cannot fight diseases</li> <li>• Medications available to help people live longer</li> </ul> </li> <li>✓ Share the chains of transmission on the overhead to explain the process in more detail.</li> </ul> <div style="background-color: #ffffcc; padding: 5px; margin: 10px 0;"> <p><b>Important Reminder</b> At this age many students have some knowledge about HIV/AIDS.</p> </div> <p>However, each district may approach talking about sexual activity as prevention and as a risk factor differently. It is important to talk to administrators to understand your district’s policy, and appropriate responses should students ask about sexual activity. If you have permission of your district, answer questions in an age appropriate way, encouraging students to continue discussing with a parent/guardian. Additionally, parents/guardians have the option of opting their child out of lessons of prevention of HIV/AIDS instruction. In this case student(s) should leave the classroom during this lesson and be given an appropriate alternative assignment.</p>
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## Teacher Guide

<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Review the main points of the lesson: <ul style="list-style-type: none"> <li>• Everyone gets sick at some point</li> <li>• There are many types of germs that cause many types of illnesses</li> <li>• We have an immune system that is ready to fight germs when they enter the body</li> </ul> </li> <li>✓ Explain that in the next class they will be learning about a virus that attacks the immune system and doesn't let it do its job; HIV.</li> <li>✓ Review the days lesson by restating the following: <ul style="list-style-type: none"> <li>• HIV is the virus that causes AIDS</li> <li>• HIV destroys the immune system</li> <li>• AIDS is the advanced stage of HIV infection</li> </ul> </li> <li>✓ It is difficult to get HIV as it is only passed by specific body fluids, none of which involve casual contact</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ Printed copy of <a href="#">article on HIV/AIDS from Kidshealth.com</a> check this link a few days in advance.</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on the immune system in school nurses' office.</li> <li>✓ Books on the immune system in school library.</li> <li>✓ See "<a href="#">Elementary Resource Section</a>" for additional instructional materials.</li> </ul>

	What the teacher will do	What the students will do
<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Cover the difference between communicable and non-communicable at this point and identify a couple of diseases that represent each. <ul style="list-style-type: none"> <li>Communicable disease is an illness or infection that can be spread from person to person (can also be spread from animal to person, animal to animal, or person to animal).</li> <li>Non-communicable disease is an illness or infection that cannot be spread.</li> </ul> <a href="#">(NYSDOH Diseases)</a>	1. Ask the students to describe what the difference is between a communicable and non-communicable illness. (If they are having trouble, try breaking the word into parts to see if they can get it. If this still doesn't work, define it for them.)
	2. Ask students to raise their hand if they have heard the term HIV.	2. Students will raise hands if heard of HIV.
	3. Ask students to describe what happens when a germ enters the body? (Answer: white blood cells begin the process of finding and killing germs.)	3. Students will share what they think happens when a germ enters the body.
	4. Ask students to raise their hands if they have heard the term AIDS.	4. Students will raise hands if heard of AIDS.
	5. Write the 2 words on the board preparing to use the Webb Worksheets (Appendixes <a href="#">M</a> and <a href="#">N</a> ).	5. Ask students to identify what they know or think they know about each of the words.

<p><b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)</p>	<ul style="list-style-type: none"> <li>✓ Go back to the list of illnesses on the board. Circle the ones that are communicable. Ask students to pick one, tell how it gets in the body and then describe the immune response they just learned about.</li> <li>✓ Ask students to identify what happens at the end of the germs journey (the immune system is intact and the person is healthy again). Do this a few times to ensure that students understand.</li> <li>✓ Tell the class you are going to present different scenarios and you want them to identify if it would spread HIV or not. Explain that once they choose their answer you will ask them to explain their reasoning.</li> <li>✓ Label three areas of the room: definitely a risk, not a risk, maybe a risk. Instruct students to go to the area of the room they think applies to the statements you will read. One by one, read the following: <ul style="list-style-type: none"> <li>• Kissing...no risk (unless both people have large open sores in mouth)</li> <li>• Shaking hands with someone who has HIV...no risk</li> <li>• Sharing a needle to pierce ears...definitely a risk</li> <li>• Hugging someone with HIV....no risk</li> <li>• Using a public restroom...no risk</li> <li>• Donating Blood...no risk</li> <li>• A mother with HIV breastfeeding her baby...definitely a risk</li> </ul> </li> <li>✓ After each statement is read, ask the students to talk to the students who are standing together and come up with an explanation. Allow groups to share and clarify any wrong information.</li> </ul>
<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?</p>	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about communicable versus non-communicable diseases and the immune system should be available at the school library and school nurse's office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<p><b>Reflection</b> How will I do this lesson different? How did students react</p>	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson. Parents/guardians have the option of opting their child out of lessons of prevention of HIV/AIDS instruction. In this case student(s) should leave the classroom during this lesson and be given an appropriate alternative assignment.

# Learning and Understanding the Facts

## Day #2 of Fourth Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 4<sup>th</sup> Grade

**Subject** ..... Learning and Understanding the Facts

**Length of Lesson** ... 1-2 Days

**Date** ..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to educate students on the importance of obtaining accurate information about whatever topic they are researching (in this case HIV/AIDS) to learn and understand the correct facts. When accurate information on HIV/AIDS is learned, it can be correctly shared to educate oneself and others and diminish fear and stigma.

### Education Standards Addressed

#### New York Standards in Health Education:

2. A Safe and Healthy Environment
3. Resource Management

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ Why is it important to have correct and accurate information on any topic?</li><li>✓ Why is it important to have correct and accurate information on HIV/AIDS?</li><li>✓ How can we help others that have HIV/AIDS?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students understand the importance of treating people with HIV/AIDS respect and compassion.</li><li>✓ Students express ways to help people who are infected with HIV</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Ask the students to list some facts about transmission of HIV. Allow them to use their “HIV Webb” Worksheet (<a href="#">Appendix M</a>) and “AIDS Webb” Worksheet (<a href="#">Appendix N</a>) from the previous lesson. Be sure to include things like: it is hard to get, it can only be transmitted through specific body fluids which we do not come into contact with casually, we can make health choices to reduce our risk, like refraining from using drugs.</li> <li>✓ Explain to students that their task for today is to write a response to a letter from another 4<sup>th</sup> grader who is their pen pal. Explain that the pen pal has written about their fears of getting HIV from another classmate.</li> <li>✓ Let the students know they should include factual information about HIV and AIDS and encourage the student to not be afraid. Ask them to be respectful in their response.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Ask students to explain why it was important to write back to pen pal John.</li> <li>✓ How does it help everyone to understand the facts and show compassion and respect?</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ “HIV Webb” Worksheet (<a href="#">Appendix M</a>) and “AIDS Webb” Worksheet (<a href="#">Appendix N</a>) from previous lesson</li> <li>✓ Pen Pal letter worksheet</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on the immune system in school nurses’ office.</li> <li>✓ Books on the immune system in school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	What the teacher will do	What the students will do
	1. Ask students how it feels to be sick. (try to elicit responses that reflect physical and emotional feelings)	1. Students brainstorm in small groups how they feel when sick.
	2. Ask students to think about the people who take care of them when they are sick. What do they do? How does it make them feel?	2. Students share in same small groups who takes care of them when they are sick, what that person(s) does and how it makes them feel to have someone helping them.
	3. Ask the students how it would feel if people didn't want to be near them or help them when they are sick? How would it affect their overall health?	3. Students continue discussion in small groups about how it would feel and impact them if people didn't want to be near them or help them when they were sick.
	4. Explain that just as it makes them feel better to be taken care of when they are sick, people with HIV have the same needs. Explain that when people don't fully understand the virus and how it is transmitted, they can feel afraid to be near someone who is HIV positive.	4. Ask students in the larger group to share thoughts on not being able to react correctly if they don't fully understand a situation, and how that can cause fear. Ask for examples, inclusive of HIV.
	5. Explain that people with HIV need lots of support and because we can practice healthy behaviors that eliminate our risk of getting HIV, there is nothing to be afraid of.	5. Students discuss in the larger group how people with HIV can be supported.

<b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)	<ul style="list-style-type: none"> <li>✓ Hand students the letter from the 4<sup>th</sup> grader. Provide them with stationary paper if possible. Have them write a response and let them know you may ask them to share it.</li> <li>✓ Allow the students to use their “HIV and AIDS Webb Worksheets” from the previous lesson.</li> <li>✓ Circulate to check for understanding as students are working.</li> </ul>
<b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about communicable versus non-communicable diseases and the immune system should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<b>Reflection</b> How will I do this lesson different? How did students react?	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson. Parents/guardians have the option of opting their child out of lessons of prevention of HIV/AIDS instruction. In this case student(s) should leave the classroom during this lesson and be given an appropriate alternative assignment.

# Protecting Immune System

## Day #1 of Fifth Grade and/or Sixth Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 5<sup>th</sup> Grade and/or 6<sup>th</sup> Grade

**Subject**..... Protecting Immune System

**Length of Lesson**.. 2 Days

**Date**..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to educate students on the similarities and differences of the Flu (Influenza) virus and the HIV virus and learning the importance of risking exposure to infections by protecting/strengthening the immune system.

### Education Standards Addressed

#### New York Standards in Health Education:

1. Personal Health and Fitness

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ Why is it important to have correct and accurate information on any topic?</li><li>✓ Why is it important to have correct and accurate information on the Flu (Influenza) virus and the HIV virus?</li><li>✓ How does the immune system protect the body from infections/viruses?</li><li>✓ How can the immune system be protected and strengthened?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will identify the immune system as a mechanism that helps fight disease.</li><li>✓ Students will compare how the immune system responds to the Flu (Influenza) and HIV.</li><li>✓ Students will decide how they can protect their immune system by reducing exposure to infections.</li><li>✓ Students will reduce their own risk to exposure of infections.</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ “Chains of Infection” (<a href="#">Appendix H</a>) write on chalkboard or use overhead. Review process of infection and how the immune system is impacted by both the Flu and HIV.</li> <li>✓ Express that at the end of infection with the Flu, a person’s immune system is intact, and the person is healthy again. State that during HIV infection, the immune system is being compromised and destroyed and so a person does not become completely well again without medical intervention. The body may not be able to fight off subsequent infections because the immune system is not properly functioning.</li> <li>✓ Help students with understanding the following terms in the presentation of the infection chain <ul style="list-style-type: none"> <li>• Antibodies: substances in the blood produced by the immune system to fight germs</li> <li>• Immune system: a body system that helps fight off invading organisms and disease</li> <li>• T-cell: a type of white blood cell whose job is to attack and kill germs that cause infection</li> <li>• Symptoms: signs of infection, (fever, rash, pain, etc.)</li> <li>• Virus: a microscopic organism that causes infection (<a href="#">What is Your Genome: Infectious Diseases 2015</a>)</li> </ul> </li> <li>✓ Transmission of HIV: Explain to students that just as it’s important to know how HIV affects the immune system, it is critical to know how it is transmitted so they can keep themselves safe.</li> <li>✓ Ask students if they know how HIV is transmitted from one person to another? Write their responses on the board. Add any that they missed, answers should include: <ul style="list-style-type: none"> <li>• Sexual intercourse (most common mode of transmission).</li> <li>• Sharing of infected needles or syringes or other equipment for injecting drugs.</li> <li>• Pregnant and have HIV, may pass onto baby during birth or through breastfeeding (<a href="#">Avert 2018</a>).</li> <li>• In extremely rare cases HIV has been passed through receiving blood transfusions or organ/tissue transplants (<a href="#">CDC: HIV Transmission 2018</a>).</li> </ul> </li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Ask students to explain the “Chains of Infection” steps and concept.</li> <li>✓ Have students discuss how HIV is transmitted and why it is important to know this.</li> <li>✓ If appropriate, assign the “What Would Happen If ....?” Worksheet (<a href="#">Appendix Q</a>) for homework. Ask the students to complete with a parent and let them know it will be reviewed in a future class. Otherwise have the students complete in class now.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ “Chains of Infection” (<a href="#">Appendix H</a>) write on chalkboard or use overhead</li> <li>✓ “Venn Diagram” Worksheet (<a href="#">Appendix I</a>)</li> <li>✓ “What Would Happen If ....?” Worksheet (<a href="#">Appendix Q</a>)</li> </ul>

## Teacher Guide

<b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)	<ul style="list-style-type: none"> <li>✓ Pamphlets on the immune system, Flu (Influenza) and HIV in school nurses' office.</li> <li>✓ Books on the immune system, Flu (Influenza) and HIV in school library.</li> <li>✓ See "<a href="#">Elementary Resource Section</a>" for additional instructional materials.</li> </ul>
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<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	<b>What the teacher will do</b>	<b>What the students will do</b>
	<ol style="list-style-type: none"> <li>Begin by writing the words HIV and AIDS on the board and define both words:               <ul style="list-style-type: none"> <li>HIV: Human Immuno-Deficiency Virus causes AIDS by attacking the body's immune system, making infected people vulnerable to infections, cancers and neurological disorders.</li> <li>AIDS: Acquired Immuno-Deficiency Syndrome, caused by HIV which breaks down the immune system, making it vulnerable to opportunistic infections and cancer. AIDS is late stage infection of HIV.</li> </ul> <p>(<a href="#">CDC HIV/AIDS Basics 2018</a>)</p> </li> </ol>	<ol style="list-style-type: none"> <li>Have students take notes and engage in teacher led question and answer period to check for understanding of the term's HIV and AIDS.</li> </ol>
	<ol style="list-style-type: none"> <li>Review "Chains of Infection" (<a href="#">Appendix H</a>) by writing on chalkboard or using overhead.</li> </ol>	<ol style="list-style-type: none"> <li>Students take notes and have opportunity to ask teacher questions.</li> </ol>
	<ol style="list-style-type: none"> <li>Explain that HIV is a communicable disease. Teacher ask students what a communicable disease is while checking for understanding and make clarifications as needed. (Communicable disease is an illness or infection that can be spread from person to person, can also be spready from animal to person, animal to animal, or person to animal. Non-communicable disease is an illness or infection that cannot be spread).</li> </ol> <p>(<a href="#">NYSDOH Diseases</a>)</p>	<ol style="list-style-type: none"> <li>Students respond to teacher's question of what a communicable disease is.</li> </ol>
	<ol style="list-style-type: none"> <li>Note that although HIV is communicable, it is difficult to get because it is only passed through specific behaviors. Teacher asks what type of behaviors could pass HIV onto others.</li> </ol>	<ol style="list-style-type: none"> <li>Students respond to teacher's question as to what type of behaviors could pass HIV on to others.</li> </ol>

<p><b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)</p>	<p>✓ Hand out the “Venn Diagram” Worksheet (<a href="#">Appendix I</a>) and ask students to fill it in according to similarities and differences between the Flu (Influenza) and HIV. They should use information from the “Chains of Infection” (<a href="#">Appendix H</a>) and notes on methods of transmission. Ask them if they know of any other information that could be added.</p> <ul style="list-style-type: none"> <li>• Both are communicable, a virus, trigger immune system response, no cure</li> <li>• HIV: hard to get, destroys immune system, transmitted through specific body fluids that are not shared through casual contact</li> <li>• Flu (Influenza): easy to get, spread through body fluids shared through casual contact, does not destroy immune system</li> </ul>
<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?</p>	<p>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about the immune system, and the Flu (Influenza) virus and the HIV virus should be available at the school library and school nurse’s office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</p>
<p><b>Reflection</b> How will I do this lesson different? How did students react?</p>	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson. Parents/guardians have the option of opting their child out of lessons of prevention of HIV/AIDS instruction. In this case student(s) should leave the classroom during this lesson and be given an appropriate alternative assignment.

# Healthy Behaviors Versus Risky Behaviors Related to HIV

Day #2 of Fifth Grade and/or Sixth Grade Learning Experience (LE)

## About This Lesson

**Grade Level**..... 5<sup>th</sup> Grade and/or 6<sup>th</sup> Grade

**Subject**..... Healthy Behaviors Versus Risky Behaviors

**Length of Lesson**.. 2 Days

**Date**..... \_\_\_\_\_

**Prepared By** ..... \_\_\_\_\_

## Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to educate students on healthy versus risk behaviors related to HIV, and how to reduce or avoid risky behaviors.

## Education Standards Addressed

### New York Standards in Health Education:

2. A Safe and Healthy Environment

### National Health Education Standards:

1. Health Promotion and Disease Prevention
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

## Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ What is the definition of risk?</li><li>✓ What are some healthy behaviors versus risk taking behaviors related to the HIV virus?</li><li>✓ Why do I want to engage in healthy behaviors?</li><li>✓ What are some consequences of risk-taking behaviors?</li><li>✓ What behaviors promote positive health and well-being?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will define risk and identify risk taking behaviors</li><li>✓ Students will discuss why people take risks and predict consequences</li><li>✓ Students will identify positive alternative behaviors for each of these situations</li><li>✓ Students will evaluate alternatives and recognize which ones best promote positive outcomes</li></ul>

## Teacher Guide

<b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)	<ul style="list-style-type: none"> <li>✓ Write the word risk on the board and have students come up with correct responses to define the word (risk: something done without thinking about possible harm or injury; <a href="#">Kids.Net.Au 2019</a>). In this case it would relate to doing something taking without thinking about being exposed to a virus like HIV.</li> <li>✓ Explain that people take risks every day and some are positive because they help people grow (ask for examples) and some are negative because there is the possibility of hurting yourself or others.</li> <li>✓ Point out the 2 newsprints in the room. “Risky Behaviors” and “Consequences of Risky Behaviors”</li> </ul>
<b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)	<ul style="list-style-type: none"> <li>✓ Ask students to explain the “Chains of Infection” steps and the general concept.</li> <li>✓ Have students share some behaviors that may put them at risk for HIV.</li> <li>✓ Have students discuss why it is important to know what risky behaviors can put them at risk for HIV.</li> <li>✓ Assign “A Healthy Risk” Worksheet (<a href="#">Appendix P</a>) for homework to do with parent/guardian. Explain to student this is to be brought back to be discussed.</li> </ul>
<b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)	<ul style="list-style-type: none"> <li>✓ 2 pieces of newsprint: title “Risky Behaviors” and “Consequences of Risky Behaviors”</li> <li>✓ Post it notes or 3x5 cards</li> <li>✓ “A Healthy Risk” Worksheet (<a href="#">Appendix P</a>)</li> <li>✓ “What Would Happen if.....? Worksheet (<a href="#">Appendix Q</a>) and overhead</li> </ul>
<b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)	<ul style="list-style-type: none"> <li>✓ Pamphlets on healthy behaviors versus risky behaviors related to the HIV virus in school nurses’ office.</li> <li>✓ Books on healthy behaviors versus risky behaviors related to the HIV virus in school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

Procedure	What the teacher will do	What the students will do
(For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Write the following statement on the board “Decisions you make today can reduce your risk of contracting HIV in the future.”	1. Ask the students if they think that is true or false, and then ask them to explain their reasoning.

**Activity**

(Describe the independent activity to reinforce this lesson such as homework, work done outside class.)

- ✓ Organize the students into groups of 2-3 and ask students to work together to brainstorm as many risks (including any they know related to HIV) as they can that young people may take and write each one down on a post-it note or 3x5 card. Ask one person from each group to share their ideas and post them on the Risky Behavior newsprint. As you are reviewing the responses, organize those that are related to HIV and add any that were missed by the students.
  - Blood to blood contact, if someone is bleeding and that blood gets into someone else's body, HIV could be passed. (If you are around someone who is bleeding, get an adult to help. Try not to touch anyone else's blood. If you do get anyone else's blood on you, wash it off with soap and water and tell an adult)
  - Blood brothers and sister: You may have heard of people who want to show what good friends they are by becoming a blood brother or sister. They cut themselves and rub the cut together. This is not safe. There are many better ways to show you care for someone.
  - Pregnant and have HIV, may pass onto baby during birth or through breastfeeding ([Avert 2018](#)).
  - In extremely rare cases HIV has been passed through receiving blood transfusions or organ/tissue transplants ([CDC: HIV Transmission 2018](#)).
  - Close Sexual Contact: If one person has close sexual contact with another person who has HIV, the first person might also get HIV. Close sexual contact does not mean things like kissing, hugging or holding hands. You cannot transmit HIV in those ways. (Talk with your administrator to determine how to answer questions based on school/school district's policy and parent-opt out provision outlined/adopted by the HIV/AIDS Advisory Council.). If appropriate, continue to explain close sexual contact. When two grown-ups feel close to one another, they may snuggle very close and kiss. They may also decide to have sexual intercourse. This is when a man puts his penis into a woman's vagina. Sexual intercourse is also the way that babies are conceived. During close sexual contact, men's and women's bodies make special fluids. In the man, this is called semen. Semen holds the sperm that fertilizes the egg in a woman's body. In the woman the fluids are called vaginal fluids. These keep the vagina moist and healthy. HIV can live in these body fluids like it can in blood. If one person had HIV, the other person might get it too when they have sexual intercourse. Sexual intercourse is something grownups may do, but it is not a good idea for children. Children's bodies have lots of growing to do.
    - Sharing Needles for Taking Drugs: Some people use needles to take drugs. If people share needles with someone who has HIV, they might get the virus too ([Avert: Global Information on HIV/AIDS 2018](#)).
- Ask the students to consider responses for the 2<sup>nd</sup> newsprint: Consequences of Risky Behaviors. Explain that risky behaviors can have long term and short-term consequences so they should consider both. Using all of the risky behaviors that were shared, students brainstorm consequences for each and write them on the post-notes or 3x5 cards.
- Ask students to share responses and group them according to long- and short-term consequences.
- Acknowledge and discuss all of the responses and let students know they did a great job identifying risks and consequences.

<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like)?</p>	<p>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about the healthy behaviors versus risky behaviors related to the HIV virus should be available at the school library and school nurse's office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</p>
<p><b>Reflection</b> (How will I do this lesson different? How did students react?)</p>	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson. Parents/guardians have the option of opting their child out of lessons of prevention of HIV/AIDS instruction. In this case student(s) should leave the classroom during this lesson and be given an appropriate alternative assignment.

# Supporting Others in Our Community

## Day #3 of Fifth Grade and/or Sixth Grade Learning Experience (LE)

### About This Lesson

**Grade Level**..... 5<sup>th</sup> Grade and/or 6<sup>th</sup> Grade

**Subject**..... Partnering with Community Agencies

**Length of Lesson**.. 2 Days

**Date**.....

**Prepared By** .....

### Overview & Purpose (What will be learned and why it is useful?)

The purpose of this lesson is to educate students on how to learn about and be able to access information from community agencies that offer support and resources for people living with HIV/AIDS.

### Education Standards Addressed

#### New York Standards in Health Education:

3. Resource Management

#### National Health Education Standards:

1. Health Promotion and Disease Prevention
2. Influence of Family, Peers, Culture, Media, Technology, and other Factors on Health Behaviors
3. Accessing Valid Information, Products, and Services to Enhance Health
4. Interpersonal Communication Skills to Enhance Health and Avoid/Reduce Health Risks
5. Decision-Making Skills to Enhance Health
6. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

### Teacher Guide

<b>Guiding Question(s)</b> (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none"><li>✓ How can I help others in need of community support?</li><li>✓ What is the role of community agencies?</li><li>✓ How do people living in the community get help and support from these agencies?</li></ul>
<b>Objectives</b> (Specify skills/information to be learned. No less than 3 objectives have been included. No less than 2 objectives are original and not sub skills.)	<ul style="list-style-type: none"><li>✓ Students will identify how to help others when they are sick.</li><li>✓ Students will practice expressing empathy, especially toward those who are sick</li><li>✓ Students will research the local help offered to HIV/AIDS people in the community</li></ul>

## Teacher Guide

<p><b>Information</b> (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> <li>✓ Explain that since HIV/AIDS can be a complex disease to deal with, there are many resources available for people to access information, help or care services. Ask the class to brainstorm where they could go for help. <ul style="list-style-type: none"> <li>• Teacher, library, school nurse, doctor, media sources, community agencies, religious leaders, health clinic, etc.</li> <li>• Encourage students to see themselves as a resource now for other people too because they have learned so much and know the facts about HIV/AIDS.</li> </ul> </li> <li>✓ Explain to the class that there are agencies in the community that work specifically to help people with HIV/AIDS. Handout and review the “Community Helpers” Worksheet (<a href="#">Appendix R</a>).</li> <li>✓ Break the students into pairs and give each pair a phonebook, or direct them to the yellow pages on the internet. Have them complete the worksheet.</li> <li>✓ Explain that they are looking for agencies that are available to help people with HIV/AIDS. Guide the students to the appropriate section or search engine for this.</li> <li>✓ Explain that the purpose of these agencies is to provide information and other services to people infected and not infected with HIV/AIDS.</li> </ul>
<p><b>Assessment</b> (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> <li>✓ Wrap up the lesson by explaining that people living with HIV/AIDS have special needs and that as their fellow community members it is important to treat them with respect, know that there is no danger with casual contact and understand that there are many people in our community who are ready to help them.</li> <li>✓ Have students explain how to learn about what community agencies do, and how to access them.</li> </ul>
<p><b>Materials Needed</b> (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> <li>✓ 11-12 phonebooks, or internet access</li> <li>✓ Telephone with speaker capability (locate a local community HIV/AIDS resource prior to class and make arrangements for a live call during class)</li> <li>✓ Worksheet, “Community Helpers” Worksheet (Appendix R)</li> </ul>
<p><b>Resources</b> (What authentic school/community resources and reliable / valid internet websites to support this lesson and communicate to others beyond the classroom.)</p>	<ul style="list-style-type: none"> <li>✓ Pamphlets on community resources available for people with HIV/AIDS in school nurses’ office.</li> <li>✓ Books on importance of community partnerships in supporting each other healthy in school library.</li> <li>✓ See “<a href="#">Elementary Resource Section</a>” for additional instructional materials.</li> </ul>

	What the teacher will do	What the students will do
<b>Procedure</b> (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. Introduce the lesson by explaining that people who have HIV/AIDS need the same care and consideration as everyone else.	1. Explain to the class that there are people who are fearful of other people infected with HIV. Ask them why they think this is? (i.e., because they fear getting it, because it is fatal, there is no cure)
	2. Explain to the students again that they cannot get HIV from casual contact and you can practice healthy behaviors that eliminate your risk.	2. Ask students to explain how they feel knowing this information (i.e., not to be fearful and to show care and compassion).
	3. Write "When I am Sick" on the board.	3. Ask students what kinds of things people do for them when they are sick: <ul style="list-style-type: none"> <li>• Take them to the doctor</li> <li>• Give them medicine</li> <li>• Cook them food and give them drinks</li> <li>• Send get well cards</li> <li>• Call on the phone</li> <li>• Get your homework</li> <li>• Make you laugh</li> <li>• Hug you</li> </ul> Then ask the students how they would describe those helpful people: <ul style="list-style-type: none"> <li>• Kind</li> <li>• Considerate</li> <li>• Caring</li> <li>• Thoughtful</li> <li>• Concerned</li> <li>• Helpful</li> <li>• Supportive</li> <li>• Sensitive</li> </ul> Finally, ask how those actions make the students feel <ul style="list-style-type: none"> <li>• Loved</li> <li>• Protected</li> <li>• Happy</li> <li>• Important</li> </ul>
	4. Explain that just as they are treated well when they are sick, it is important to treat others with the same level of care and compassion when they are sick including those with HIV. Explain that this is because people with HIV face different circumstances.	4. Ask students if they know why people with HIV face different circumstances: (i.e., answers should include: because there is no cure, it attacks the immune system, can make the person sick often, can be fatal if progresses to AIDS).

<p><b>Activity</b> (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)</p>	<ul style="list-style-type: none"> <li>✓ With a community agency that the teacher has preselected and had a prior call with, demonstrate to students how to make a phone call.</li> <li>✓ Announce to the community agency staff member on the phone that you will be putting them on speaker phone with the classroom. Ask the community agency the following: <ul style="list-style-type: none"> <li>• What services do you provide?</li> <li>• Where are you located?</li> <li>• How would someone access your services?</li> <li>• How do you let people in the community know about your agency?</li> <li>• Anything else the community should know about your services?</li> </ul> </li> <li>✓ Once the call is complete, ask the students to compare the phone call with their responses on their worksheet regarding what community agencies do. Did they get it right? Did they learn something new from the phone call?</li> <li>✓ Discuss.</li> </ul>
<p><b>Coordinated School Health (CSH)</b> (Describe thoroughly: How could this LE be supported by, delivered within, incorporated through a CSH Model? Who else would be involved? What would it look like?)</p>	<ul style="list-style-type: none"> <li>✓ This Learning Experience about HIV/AIDS for the Elementary School grades can be delivered by the classroom teacher and should take place during regular classroom instruction. Parents will have been notified of the lessons taking place and will be invited to share in the learning at home by reviewing the <a href="#">Appendix Worksheets</a>. Information about the role of community agencies related to HIV/AIDS support should be available at the school library and school nurse's office. Lessons included in this Learning Experience will draw attention to school and community cleanliness.</li> </ul>
<p><b>Reflection</b> (How will I do this lesson different? How did students react?)</p>	

**Special Considerations** Prior to this lesson the teacher should send a letter home informing parents of the lesson. Parents/guardians have the option of opting their child out of lessons of prevention of HIV/AIDS instruction. In this case student(s) should leave the classroom during this lesson and be given an appropriate alternative assignment.

# Appendix Worksheets

## Appendix A

### I Feel Healthy

Name \_\_\_\_\_

**Directions:** Draw a picture of YOU doing something HEALTHY!

# Appendix B

## Healthy Behaviors

Name \_\_\_\_\_

**Directions:** Circle the behaviors or items that are healthy and can keep you feeling good and cross out the behaviors or items that are not healthy and can make you feel sick.



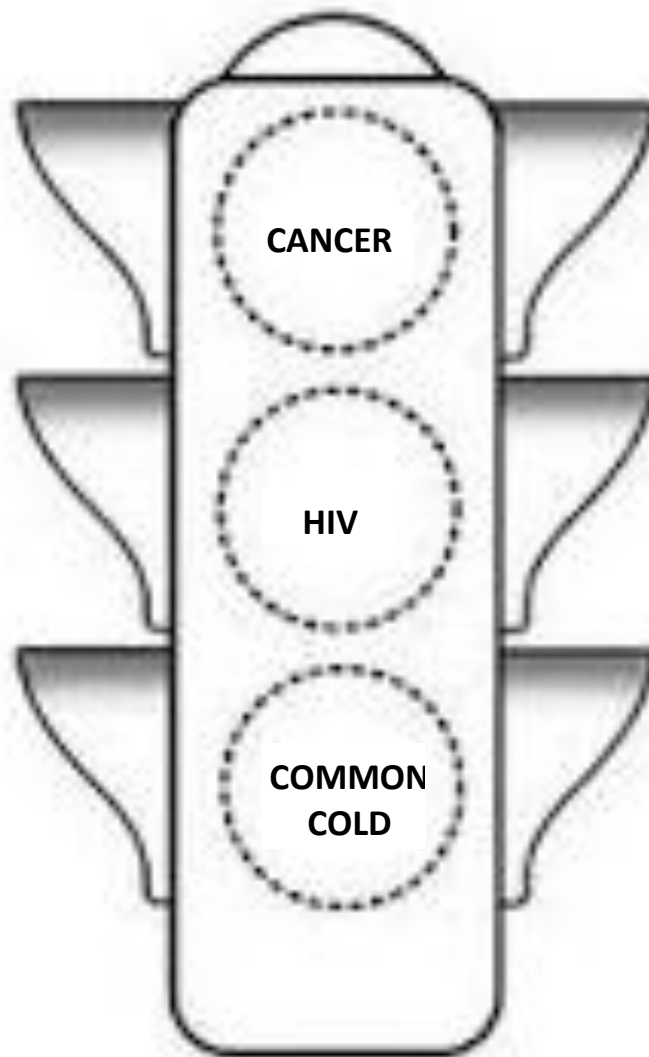
## Appendix C

### Germ Traffic

Name \_\_\_\_\_

**Color the circles:**

- Red if you **cannot pass** the germ from person to person.
- Yellow if you **can pass** the germ from person to person.
- Green if you **can easily pass** the germ from person to person.



[Graphic Organizers | National Center on Accessible Instructional Materials. N.p., n.d. Web. 24 Mar. 2013.](#)

## Appendix D

### Charting My Sleep

Name \_\_\_\_\_

<b>Time, I went to bed</b>	<b>Time, I woke up</b>	<b>How many hours of sleep I got</b>	<b>How many hours I am supposed to get</b>	<b>Difference between column 3 and 4</b>	<b>Did I get enough sleep?</b>
Example: 10:00 pm	Example: 6:30 am	Example: 8 ½ hours	Example: 10	Example: -1 ½ hours	Example: NO!

If you were able to sleep at least 10 hours a night... GREAT JOB!

If you are not getting enough sleep, you can...

## Appendix E

### Germs Make Me Sick

Name \_\_\_\_\_

**Directions:** Use the word bank below to complete the sentences.

**people**

**bacteria**

**pencils**

**tiny**

**mouth**

**microscope**

**ears**

**tables**

**viruses**

**sick**

- 1.) Germs are \_\_\_\_\_, which means we cannot see them unless we have a \_\_\_\_\_.
- 2.) \_\_\_\_\_ and \_\_\_\_\_ are two types of germs we read about in Germs Make Me Sick, by Melvin Berger.
- 3.) \_\_\_\_\_ and \_\_\_\_\_ are examples of things that have germs on them.
- 4.) Some ways germs can get into our bodies is through our nose, \_\_\_\_\_, and cuts in our skin.
- 5.) When a bad germ gets in our body, we feel \_\_\_\_\_.

# Appendix F

## Fighting Germs

Name \_\_\_\_\_

**Directions:** Match the words in the left column with correct description in the right column.

**EYES**



**SKIN**



**MOUTH**



**NOSE**



**COUGHING & SNEEZING**



**WHITE BLOOD CELLS**



**Protects the whole body on the outside and keeps germs out.**

**Actions that help clear dirt and dust out of the body.**

**Protect us from dirt and dust.**

**Make tears to clean and wash away dirt, dust and germs.**

**Hairs keep dirt out.**

**Mucus helps clean out dirt that gets in here, especially when we sneeze.**

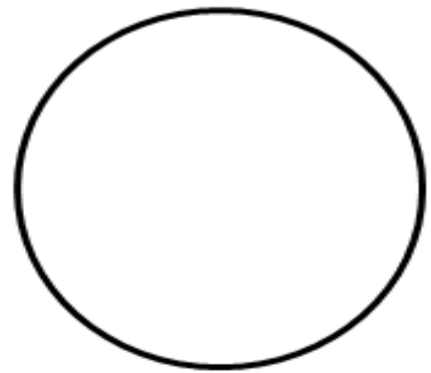
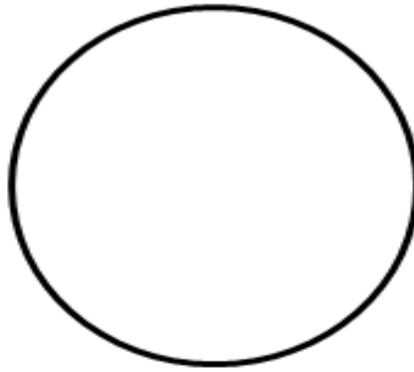
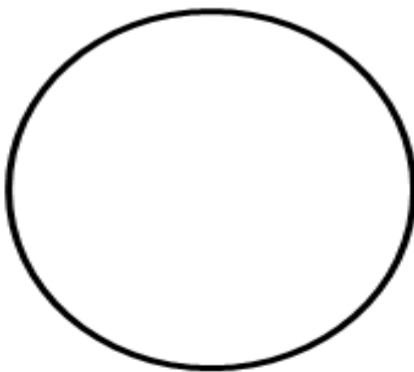
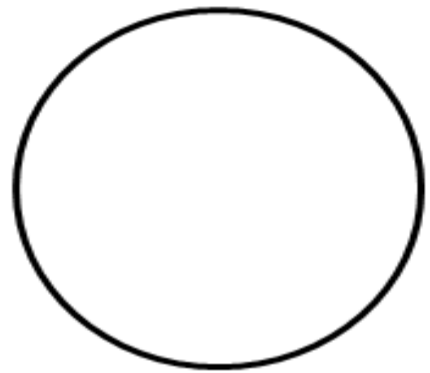
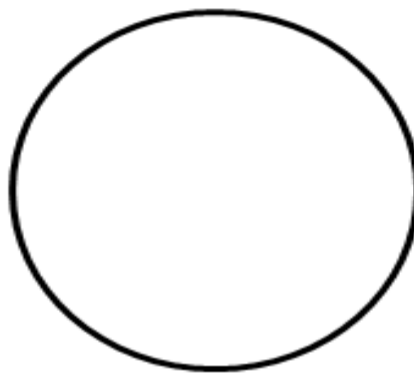
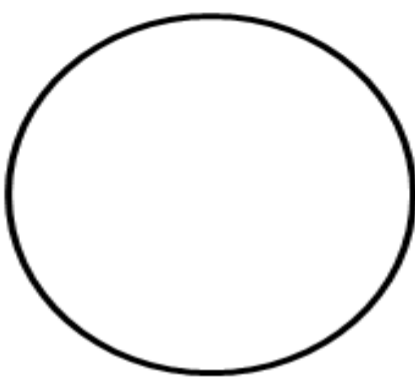
**Kills germs that get inside the body.**

## Appendix G

# The Immune System

Name \_\_\_\_\_

**Directions:** You are protected from germs by your immune system. Write your name in the space in the middle of the circles. In each of the circles, write something you have learned about the way the immune system protects you.



# Appendix H

## Chains of Infection

Name \_\_\_\_\_

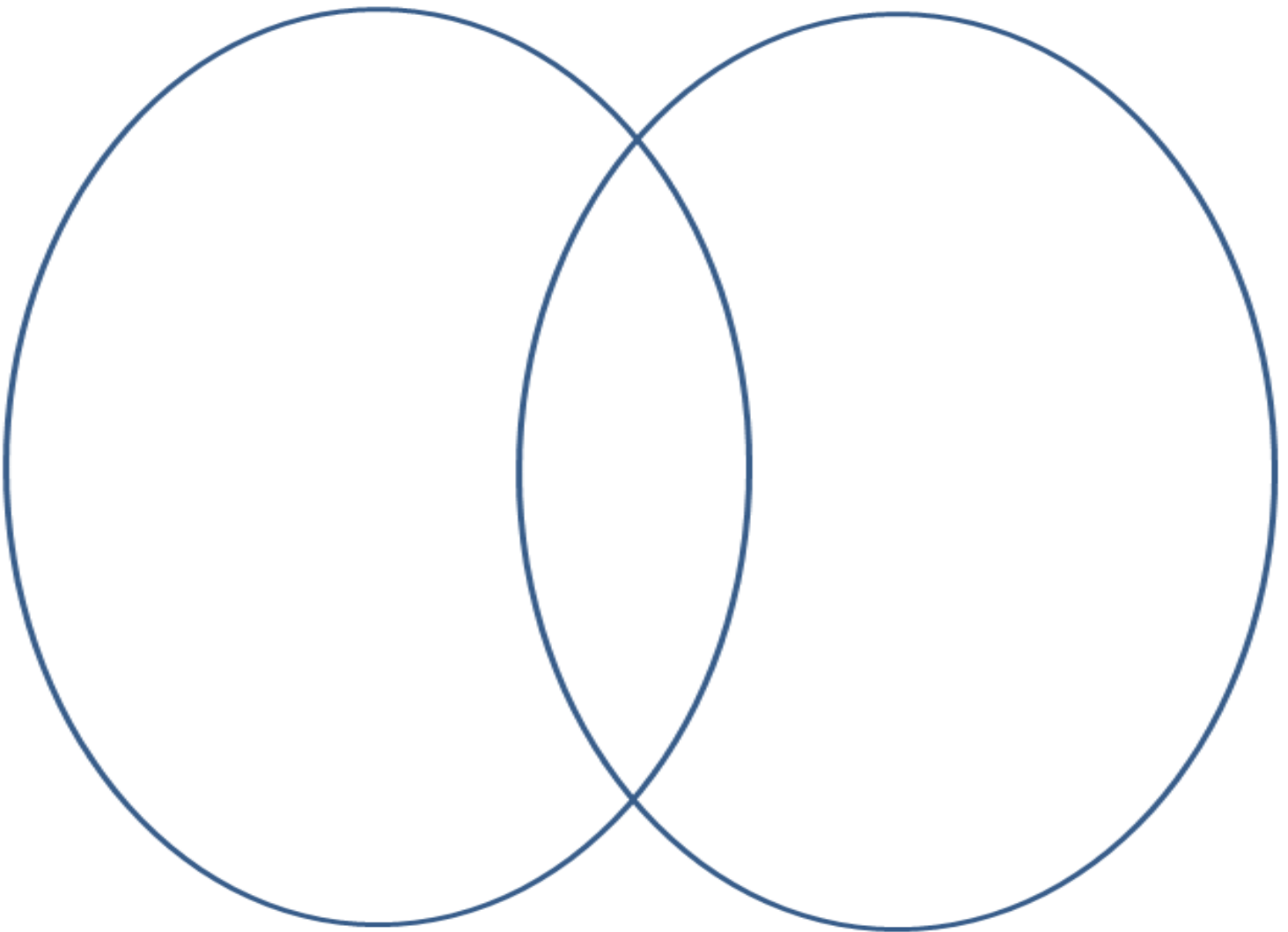
Chain of Flu Infection	Chain of HIV Infection
Exposure to virus	Exposure to virus
↓	↓
Immune system recognizes a germ and creates antibodies	Immune system recognizes a germ and creates antibodies
↓	↓
Person becomes ill with the flu	Person becomes ill with minor symptoms
↓	↓
Immune system keeps working and antibodies lock onto germ/virus and calls for helper T-cells to destroy it	Immune system cannot kill HIV because this virus attacks and kills the bodies helper T-cells
↓	↓
Germ/virus is being destroyed, symptoms begin to go away	T-cells are unable to fight HIV infection
↓	↓
Immune system is intact	Immune system becomes weak and begins to break down
↓	↓
Person is well again	Person becomes ill and may become infected with other germs
	Immune system unable to fight HIV on its own and person needs medication with a life-long medical plan for a healthy future

## Appendix I

### Venn Diagram: Flu (Influenza) and HIV

Name \_\_\_\_\_

**Directions:** Using “Chains of infection,” complete the diagram by writing how the Flu and HIV are alike in the center oval. Write how the Flu and HIV are different in the outer ovals.



[Graphic Organizers | National Center on Accessible Instructional Materials. N.p., n.d. Web. 24 Mar. 2013.](#)

## Appendix J

### Germ Scenarios

Name \_\_\_\_\_

1. In Jason's house there is a plastic cup in the bathroom that everyone uses when they brush their teeth. Jason knows there are many germs on that cup. What could Jason and his family do prevent the spread of germs?
2. Betsy's brother Luke was playing with a friend. Luke has a cold and he put a toy in his mouth and was handing it to his friend. Betsy knew the toy had germs on it, what should she do to prevent the spread of germs?
3. Willie and his little brother were playing outside with their dog, Checkers. They decided that they were hungry. Willie's little brother went straight into the kitchen and opened the refrigerator door. Willie reminded him that there was something he should do first. What should he and his brother do first to prevent the spread of germs?
4. Sarah has a big test tomorrow and has been studying very hard. She does not want to miss school, but she has a fever and has been feeling achy. What should she do to prevent the spread of germs?

# Appendix K

## Germ Detective

Name \_\_\_\_\_

**Directions:** Work with your parent/guardian to be a germ detective. Take a walk around to look for things that you might be able to change to help keep germs from spreading from one person to another in your family. Make a list of the things you find and your idea for changing it. An example is provided.

Germ Source	Idea to Prevent Spread of Germs
Example: Playing with pets	Example: be sure to wash hands after playing with pets

**What is something you discovered that your family does well to prevent the spread of germs?**

## Appendix L

### Family Health Plan

Name \_\_\_\_\_

**Directions:** Work with your parent/guardian to create a family health plan that will increase your body's ability to fight off germs.

As a FAMILY we agree to:

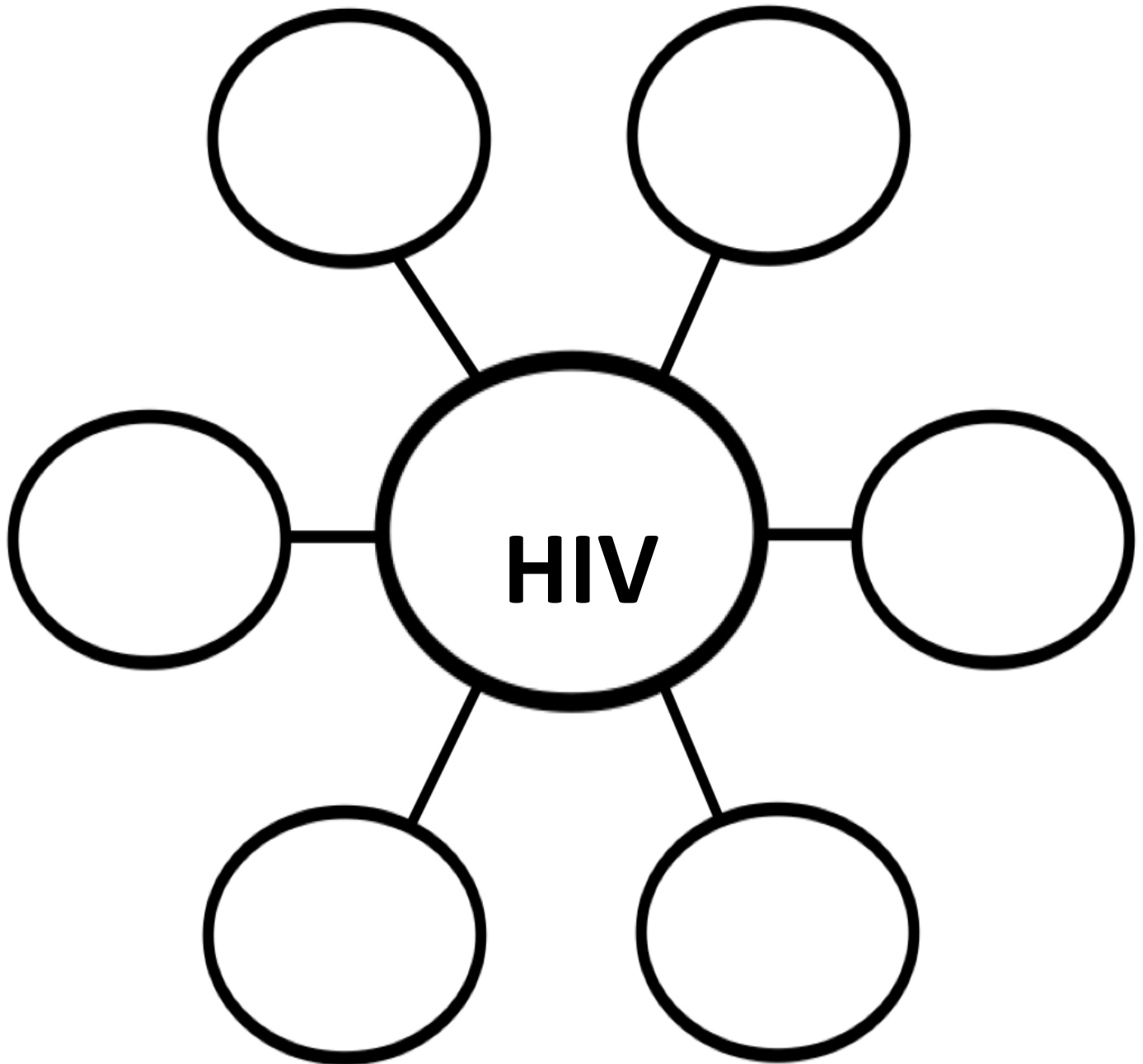
- 1.) Eat healthy food. List at least 5 healthy foods your family enjoys together.
  
- 2.) Exercise. List 3 ways your family can exercise together.
  
- 3.) Get enough sleep. List bedtimes and wake up times for your family.  
Does everyone get enough sleep?
  
- 4.) Can you remember what your family does to help prevent the spread of germs? List one thing here.

## Appendix M

### HIV Web

Name \_\_\_\_\_

**Directions:** In the 6 smaller circles, write one fact you have learned about HIV.



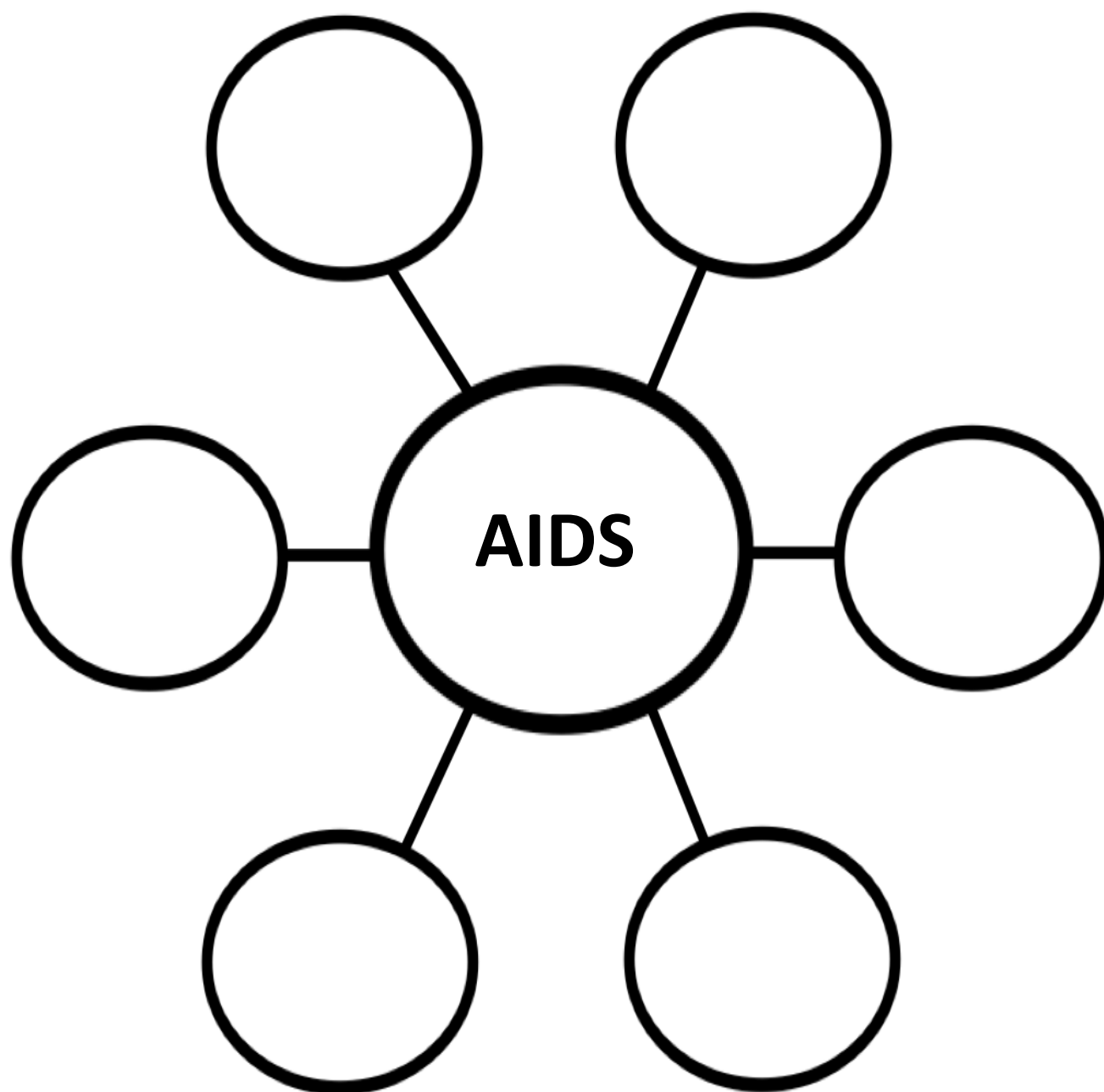
[Graphic Organizers | National Center on Accessible Instructional Materials. N.p., n.d. Web. 24 Mar. 2013.](#)

## Appendix N

### AIDS Web

**Directions:** Write in the 6 smaller circles what you have learned about AIDS.

Name \_\_\_\_\_



[Graphic Organizers | National Center on Accessible Instructional Materials. N.p., n.d. Web. 24 Mar. 2013.](#)

# Pen Pal Letter

Your friend \_\_\_\_\_

## Appendix P

### A Healthy Risk

**Name** \_\_\_\_\_

Taking risks can sometimes be healthy when the outcomes allow us to grow and learn new things. In the space below describe a healthy risk, something you did because you believed it to be healthy but wasn't sure what the outcome was going to be. It turned out to be a good choice. When you are done, ask a parent/guardian to share one of their health risks with you.

**Me:**

A risk I took was:

I took this risk because:

The healthy outcome of this risk was:

**My Parent/Guardian:**

A risk I took was:

I took this risk because:

The healthy outcome of this risk was:

**Bonus Question for student or parent/guardian:**

Did you ever take a risk that you thought was going to work out, but it didn't turn out as you thought? What would you have to do different next time to have a better result?

## Appendix Q

### What Would Happen If...?

**Group Members:** \_\_\_\_\_

Answer the following questions to determine the level of risk for your behavior and a healthy alternative and outcome.

1. What is your risk behavior?
2. On a scale of 1-10, how risky is it? Circle your choice.



**1-3 Probably ok**



**4-6 Think Twice**



**7-10 Dangerous**

Explain your answer:

3. What are possible consequences of this behavior?

Short Term Consequences	Long Term Consequences

4. What are possible alternatives to this behavior? What else could you do?

Alternative	Is it safe and healthy?
	<input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> YES <input type="checkbox"/> NO

5. Considering your answers to the question above, what would be the safest and healthiest choice? Why?

## Appendix R

### Community Helpers

Name \_\_\_\_\_

**Directions:** Use the phonebooks/internet to locate possible community resources for people who need information or help with issues related to HIV/AIDS.

**Resource #1:**

Address/Phone#:

What kinds of services do you think they provide? What questions would you ask if you called this agency?

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Address/Phone#:

What kinds of services do you think they provide? What questions would you ask if you called this agency?

**Resource #1:**

Address/Phone#:

What kinds of services do you think they provide? What questions would you ask if you called this agency?

# HIV/AIDS Elementary School Resources

- [A Guidance Document for Achieving the NYS Standards in Health Education](#)
- [Brainpop Educators and the Community](#): provides lesson plans on many topics including HIV/AIDS.
- [Centers for Disease Control and Prevention Adolescent and School Health](#): numerous resources on HIV/AIDS available when for working with youth (i.e., social media, youth on-line data analysis tool, posters, infographics, etc).
- [Centers for Disease Control and Prevention Information Network](#): provides tools and resources to support prevention and a forum to collaborate and receive breaking news on prevention strategies.
- [Commissioner's Regulations Part 135](#)
- [Common Core Standards for ELA and Literacy](#): outlines Common Core Standards for ELA and Literacy.
- [KidsHealth](#): the Nemours Foundation sponsors this website and includes audio versions of the articles to assist struggling readers.
- [\\*Medline Plus National Institutes of Health \(NIH\)](#): information about HIV/AIDS.
- [\\*National Institutes of Health](#): Extensive information about HIV statistics worldwide.
- [New York City Department of Education HIV/AIDS Curriculum 2012](#)
- New York State Department of Health (NYSDOH) Ending the AIDS Epidemic in New York State: [https://www.health.ny.gov/diseases/aids/ending\\_the\\_epidemic/](https://www.health.ny.gov/diseases/aids/ending_the_epidemic/)
- [NYSDOH HIV Educational Materials](#): Information, fact sheets, brochures, posters and cartoon publications.
- [NYS DOH HIV/AIDS Information](#): Detailed information from the New York State Department of Health. Provides links to legal information about HIV/AIDS and testing.
- [New York State Center for School Health HIV/AIDS Resources](#): provides webinars, training, and resources for HIV and AIDS from the CDC, NYSDOH, and Clinical Education Initiative (CEI).
- [New York State Education Department Office of Curriculum and Instruction Health Education Website](#)
- [New York State Learning Standards for Health Education](#)
- [New York State Youth Sexual Health Plan: addresses HIV, STD, and pregnancy prevention issues facing adolescents and young adults and promote positive, healthy, and informed choices regarding sexual health \(Updated 2018\).](#)
- [New York State Historical Society online resources](#) for teachers teaching about HIV/AIDS in the classroom with links to documentaries, primary sources, and lesson plans
- [Talking with Young People About HIV/AIDS](#): NYS Department of Health handbook for parents and caregivers. Gives background information and age-specific tips to help adults communicate with youngsters regarding HIV/AIDS.
- [U.S. Department of Health and Human Services](#): HIV/AIDS in the United States and worldwide.

**Disclaimer:**

This document is not intended as a mandate and is to be used for guidance purposes only. Any local curricula or instructional strategies developed based upon this document, in whole or in part, should be reviewed through normal district procedures and be consistent with local community values and needs. The New York State Education Department Commissioner's Regulation (CR) §135.3 (a), (b) and (c) require that appropriate instruction concerning acquired immune deficiency syndrome (AIDS) be taught as part of the sequential health education program in grades K-6, and as part of a required health education course in grades 7-8, and grades 9-12. WHEREAS, Regulations of the Commissioner of the New York State Education Department at Section 135.3 require schools to provide appropriate instruction concerning AIDS and does not specifically refer to HIV. However, HIV is the virus that, if not properly treated, is known to cause AIDS, therefore this guidance document will address the prevention of both HIV/AIDS and the term HIV/AIDS will be used throughout. The New York State Education Department (NYSED) and the New York State Department of Health AIDS Institute does not endorse individual vendors, products or services. Therefore, any reference herein to any vendor, product, or service by trade name, trademark, manufacturer or otherwise does not constitute or imply the endorsement, recommendation, or approval of either NYS Agency. Some resources may reference comprehensive sexuality education (i.e., National Sexuality Education Standards) Although currently school districts are only required to educate on HIV/AIDS prevention education, they may choose, to also include comprehensive sexuality comprehensive as part the health education curriculum. Please note this guidance document will be updated to reflect any future changes in New York State legislation and/or NYSED Commissioner's Regulations.