

Middle School HIV/AIDS Lesson Plans

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HIV/AIDS Basic

Day #1 of Learning Experience (LE)

About This Lesson

Grade Level 6th, 7th, and 8th

Subject HIV/AIDS Introduction

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' background knowledge about HIV/AIDS and to use informational text and collaboration with classmates to build on that knowledge. This foundation of knowledge about HIV/AIDS will allow students to practice making informed decisions regarding this topic in subsequent lessons.

Education Standards Addressed:

New York State Standards in Health Education:

1. Personal Health and Fitness
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

National Sexuality Education Standards:

Sexual Transmitted Diseases and HIV

Teacher Guide

<p>Guiding Question(s) (What question[s] will guide your students' learning for this lesson?)</p>	<ul style="list-style-type: none">✓ What does HIV stand for? What does AIDS stand for? What is their relationship to one another?✓ How is HIV spread? What are the highest risk behaviors? How can you prevent becoming infected?✓ How does HIV affect the body? What are the symptoms?✓ What are ways that HIV is NOT spread? How does a person get tested for HIV and how is it treated?
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Teacher Guide

<p>Objectives (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.)</p>	<ul style="list-style-type: none">✓ During this lesson students will examine their prior knowledge about HIV/AIDS and compare it with new information obtained.✓ By the end of this lesson students will be able to navigate through informational text to find the information they are assigned regarding HIV/AIDS.✓ By the end of this lesson students will be able to explain basic information about HIV and AIDS to classmates.
<p>Information (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none">✓ HIV stands for Human Immunodeficiency Virus.✓ AIDS stands for Acquired Immunodeficiency Syndrome.✓ HIV is the virus that causes AIDS.✓ HIV weakens the immune system and puts people at risk for getting serious infections they normally wouldn't.✓ A person is diagnosed with AIDS when the person's blood lacks the number of CD4 cells to fight infections and when they are showing symptoms of an opportunistic infection.✓ The four fluids that transmit the virus are blood, semen, vaginal fluids and breast milk.✓ Individuals who are infected with HIV may not have any signs or symptoms but can transmit the infection to others.✓ The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual's blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids.✓ HIV can be transmitted through blood to blood contact; sexual contact with an infected individual, by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk.✓ HIV cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual.✓ A small number of individuals including some doctors, nurses, and other medical personnel have been infected with HIV/AIDS when they were directly exposed to infected blood.✓ People can get tested for HIV from their own doctor, as well as many clinics and hospitals around the country.✓ Combinations of antiviral drugs and drugs that boost the immune system have allowed many people with HIV to resist infections, stay healthy, and prolong their lives, but these medications are not a cure.

Teacher Guide

<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Teacher will assess prior knowledge about HIV/AIDS while discussing student answers to the journal question. ✓ Teacher will assess participation and knowledge during the lesson as he/she circulates and observes progress on the Know Want Learn (KWL) chart, and after the lesson when going over the completed KWL charts. ✓ Teacher will assess the students' understanding of the informational text while circulating and listening to the "teaching" going on in jigsaw groups. He/she will also gauge understanding of the content when reading completed Cluster/Word Webs.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Journal for each student (Appendix A: Student Journal) and KWL chart for each student ✓ Computer with internet access OR copy of teenshealth.org article for each student ✓ Cluster/Word Web for each student
<p>Resources (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"> ✓ HIV/AIDS article ✓ HIV/AIDS pamphlets in Nurse's Office ✓ HIV/AIDS pamphlets in Guidance Office

	What the teacher will do	What the students will do
<p>Procedure (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)</p>	<p>1. Introduce the journal question (bell ringer): Why is it important for teens to learn about HIV/AIDS? After students have had a couple of minutes to answer, discuss as a class.</p>	<p>1. Students will spend 2-3 minutes answering this journal in complete sentences. Possible answers (i.e., So we don't catch it, so we know how it's spread and not spread, because it's a serious illness, because you could die).</p>
	<p>2. Give each student a KWL chart and explain the directions. (Print a KWL chart or have students create their own using this online template.)</p>	<p>2. Students will complete the "K" and "W" portions of the KWL Chart and individually list as many points as they can about what they "KNOW" (or think they know) about HIV/AIDS. Next, students will come up with as many questions as they can about HIV/AIDS and list those in the "WANT TO KNOW" column. They should put the KWL chart aside.</p>

	What the teacher will do	What the students will do
	<p>3. Divide the class into 4 groups of 4-5 students/group. If you have access to computers, have each student go to this kidshealth.org article. If you don't have access to computers you can print copies of the article for each student. There is also the option of having students use headphones to listen to the article if there is need for that. Each group is responsible for researching one of the bullets below.</p> <ul style="list-style-type: none"> • What does HIV stand for? What does AIDS stand for? What is their relationship to one another? • How is HIV spread? What are the highest risk behaviors? How can you prevent becoming infected? • How does HIV affect the body? What are the symptoms? • What are ways that HIV is NOT spread? How does a person get tested for HIV and how is it treated? <p>After the groups have had time to complete the section they were assigned and confer with their groups you will reorganize the groups. Arrange the class so that 1 member from each group is in a group with 1 member from each other group. For more information about Jigsaw Groups, click here.</p>	<p>3. Students should complete 1 corner of the Cluster/Word Web with the answers. After they've had time to research (probably 10-15 minutes), they should compare their notes/answers with the other members of their group and fill in any blanks.</p> <p>Once students have been assigned a new group, they will share the information they researched with their new group in order to complete the Cluster/Word Web. Students should be talking about the topics and teaching one another. They should not be copying each other's notes.</p>
	<p>4. After heterogeneous groups have shared their information and the Cluster/Word Webs are complete, have students complete the "WHAT DID I LEARN" portion of the KWL chart, without their notes. The teacher can either go over this section as a large group or collect the KWL charts and refer to them in the next lesson to establish concepts understood, and concepts needing more time.</p>	<p>4. Students will complete the "LEARN" portion of the KWL chart, without using their notes.</p>

<p>Activity (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)</p>	<p>✓ For homework, each student needs to share two facts about what he/she learned today with one person. Preferably it will be a parent/guardian, but if the student is not comfortable with that it can be another student, teacher or friend. The student then needs to write a paragraph describing that conversation. What were the two facts they shared? How did the person react? Was it new information for them? Did the conversation continue?</p>
<p>Coordinated School Health (CSH) (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 Middle School grades should be delivered by a certified health educator. It should take place during regularly scheduled lessons. Parents will have been notified of the lessons taking place and will be invited to share in the learning via various take-home assignments. Information about HIV/AIDS should be available at the nurse's and guidance offices. Lessons included in this Learning Experience will draw attention to community organizations and will have been reviewed by an HIV/AIDS Advisory Panel within the district.</p>
<p>Reflection (How will I do this lesson different? How did students react?)</p>	

***Special Considerations*:** Prior to this lesson the teacher should have sent a letter home informing parents of the lessons that will be taking place. If there are students in class whose parents have opted them out of the prevention portion of HIV/AIDS education, the teacher could change the focus of one of the groups to exclude the discussion on prevention. An alternative would be to focus an entire other class period on prevention and provide an alternative assignment for the “opt out” students.

Analyzing Influences

Day # 2 of Learning Experience (LE)

About This Lesson

Grade Level 6th, 7th, and 8th

Subject HIV/AIDS – Analyzing Influences

Length of Lesson Approximately 1 hour

Date _____

Prepared By _____

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

The purpose of this activity is to generate “mixed messages” that teens are constantly exposed to regarding sexuality and sexual behavior. It also helps teens “visually” see how these mixed messages may impact their sexual decisions and the role that hormones may play in those decisions. They can then begin to examine the roll of other influences, such as alcohol and other drugs, as well.

Education Standards Addressed:

New York State Standards in Health Education:

1. Personal Health and Fitness
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

National Sexuality Education Standards:

Sexual Transmitted Diseases and HIV

Teacher Guide

<p>Guiding Question(s) (What question[s] will guide your students' learning for this lesson?)</p>	<ul style="list-style-type: none">✓ Who/what influences the decisions you make?✓ What messages do your family, friends, religion and media send about being sexually active?✓ What role do alcohol and other drugs play in the ability to make safe and healthy choices?
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Teacher Guide

<p>Objectives (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.)</p>	<ul style="list-style-type: none"> ✓ By the end of this lesson students will brainstorm who/what influences the decisions they make. ✓ By the end of this lesson students will analyze the messages they get from family, friends, religion and media about sexual activity. ✓ By the end of this lesson students will be able to describe the role that alcohol and other drugs have on having the ability to make safe and healthy choices.
<p>Information (Give and/or demonstrate necessary information, to include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Adolescents can and should avoid pregnancy and STD/HIV/AIDS. ✓ Most adolescents do not engage in risky sexual behavior. ✓ There are strong personal, medical and relationship building reasons for teenagers to abstain from sexual contact. ✓ Individuals who use drugs are more likely to acquire STD/HIV.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Teacher will assess students' background knowledge/experiences about influences while discussing the journal question. ✓ Teacher will assess understanding of the concepts being discussed by listening to student responses during the "Bowl of Milk" activity. ✓ Teacher will assess student understanding of the role that alcohol and drugs have on Decision-Making during the end-of-class discussion as well as reading the responses on the homework assignment.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Journal for each student (Appendix A) ✓ Large glass bowl and 1 gallon of whole milk (2% or skim will not work) ✓ 1 package of 4 different colored food coloring bottles ✓ 1 bottle of Dawn dish soap (Dawn is the only dish soap that will work) ✓ Optional: pictures from common magazines (i.e.: People, Seventeen) inferring seductive behavior
<p>Resources (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?)</p>	<ul style="list-style-type: none"> ✓ Centers for Disease Control and Prevention (CDC) Health and Academics ✓ CDC Substance Use and Sexual Risk Behaviors Among Youth ✓ National Institute on Drug Abuse "Learn the Link Drugs and HIV": ✓ HIV/AIDS pamphlets in Nurse's Office ✓ HIV/AIDS pamphlets in Guidance Office ✓ *See HIV/AIDS Resource section for additional resources

	What the teacher will do	What the students will do
<p>Procedure (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)</p>	<ol style="list-style-type: none"> 1. In the large glass bowl pour 1 gallon of whole milk. Explain to the class that the bowl represents your teenage <u>body</u> and the milk represents a teenage <u>brain</u>. <ul style="list-style-type: none"> • Ask the students to identify the messages that the following resources may send: <ul style="list-style-type: none"> - Media (TV, magazines, internet, etc) - Parents/Guardians/Family - Religion - Friends • Take 1 color of the food coloring (blue) and using only that color to represent Media, ask the students to share with the class the messages they receive from media regarding sexual behavior (i.e.: just do it, don't get caught). Each time a student shares a message they receive from the media the instructor drops a drop of blue food coloring into the milk. • Take another color of food coloring (red) and ask the class to identify what their parents/guardians say about sexual behavior and drop a drop of red dye in the milk for each message (i.e.: I will kill you if you do, please be careful). • Take another color to represent religion (green) and then friends (yellow). • The bowl of milk will be full of colorful and "mixed" up drops. Ask the students to describe what they see in the bowl of milk. Ask the students to identify - <i>"How is this milk with the multiple colors like your brain, regarding all the messages you receive daily related to sexual behavior?"</i> • Final step in the activity, take the Dawn dish soap and tell the students that this represents hormones. Squeeze the Dawn in the middle of the milk. (All colors blend together and get very jumbled). Ask the students <i>"What part do our hormones play</i> 	<ol style="list-style-type: none"> 1. Students will identify messages that the following resources may send (separately, when given direction to do so by the teacher): <ul style="list-style-type: none"> - Media (TV, magazines, internet) - Parents/Guardians/Family - Religion - Friends <ul style="list-style-type: none"> • Students should describe what they see in the bowl of milk. (<i>Lots of different colors, swirling together.</i>) Students will answer the question about how all those colors represent the messages received daily regarding sexual behavior. • Students will describe what the Dawn dish soap (hormones) did to all the colors (very jumbled and mixed together). Students should answer the questions: <i>"What part do our hormones play in our ability to make safe, legal, healthy and responsible sexual decisions? What happened to the milk?"</i>

	What the teacher will do	What the students will do
	<p><i>in our ability to make safe, legal, healthy and responsible sexual decisions? What happened to the milk?"</i></p>	
	<p>2 (Think, Pair Share):</p> <ul style="list-style-type: none"> • Ask the students to think for 1-2 minutes about the last activity and to then add the influence of alcohol or other drugs to the mix. Tell them to think about how being under the influence of alcohol or other drugs might impact their ability to make healthy choices regarding sexual activity. • Next, have students pair up with another student and share their thoughts/responses to that question. • Finally, as a group, discuss the role that alcohol and other drugs have on the ability to make clear decisions and how they make it even more difficult to navigate the many messages teens receive every day. 	<p>2. Student should reflect on the previous “Bowl of Milk” activity and think about how being under the influence of alcohol or other drugs might impact their ability to make healthy choices regarding sexual activity.</p> <ul style="list-style-type: none"> • Students will pair with another student and share their thoughts/responses to that question. • Finally, as a group, discuss the role that alcohol and other drugs have on the ability to make clear decisions and how they make it even more difficult to navigate the many messages teens receive every day.

<p>Activity (Describe the independent activity to reinforce this lesson.)</p>	<p>✓ If there's time at the end of the lesson, or for homework, direct students to the CDC/National Institute on Drug Abuse Articles to write a paragraph or two again reflecting on the relationship of using substances like drugs and alcohol to poor Decision-Making/risky behaviors.</p>
<p>Coordinated School Health (CSH) (Describe how this lesson could be delivered within a CSH Model? Who else would be involved? What would it look like?)</p>	<p>✓ This learning experience about HIV/AIDS for the middle school grades should be delivered by a certified health educator. It should take place during regularly scheduled lessons. Parents will have been notified of the lessons taking place and will be invited to share in the learning via various take-home assignments. Information about HIV/AIDS should be available at the nurse's and guidance offices. Lessons included in this learning experience will draw attention to community organizations and will have been reviewed by an HIV/AIDS Advisory Panel within the district.</p>
<p>Reflection (How will I do this lesson differently? How did the students react?)</p>	

** "Bowl of Milk" activity from "Outrageous Teaching Techniques in Health Education"

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Decision-Making

Day # 3 of Learning Experience (LE)

About This Lesson

Grade Level 6th, 7th, and 8th

Subject HIV/AIDS – Decision Making

Length of Lesson Approximately 1 hour

Date _____

Prepared By _____

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

The purpose of this lesson is for students to practice applying the Decision-Making Process as it relates to behaviors that put a person at risk for HIV/AIDS.

Education Standards Addressed:

New York State Standards in Health Education:

1. Personal Health and Fitness
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

National Sexuality Education Standards:

Pregnancy and Reproduction
Puberty and Adolescent Development
Sexual Transmitted Diseases and HIV

Teacher Guide

Guiding Question(s) (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none">✓ What is the Decision-Making Process and why is it important?✓ What choices should a person make in order to reduce their risk of contracting HIV?✓ How do the positive and negative consequences of healthy behavior compare with those of risky behaviors?
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Teacher Guide

<p>Objectives (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.)</p>	<ul style="list-style-type: none"> ✓ By the end of this lesson students will demonstrate how to apply the Decision-Making Process to a variety of risky scenarios. ✓ By the end of this lesson students will personalize health risk of decisions to self and others. ✓ By the end of this lesson students will describe how personal health decisions may affect subsequent decisions.
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual's blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids. ✓ HIV can be transmitted through blood to blood contact; sexual contact with an infected individual; by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk. ✓ Adolescents can and should avoid pregnancy and Sexual Transmitted Disease (STD)/HIV/AIDS. ✓ Individuals who are infected with STD/HIV may not have any signs or symptoms but can transmit the infection to others. ✓ There are strong personal, medical and relationship building reasons for teenagers to abstain from sexual contact. ✓ Individuals who use drugs are more likely to acquire STD/HIV.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Teacher will assess student understanding and ability to apply the Decision-Making Process during class as students are working and describing their scenarios and after class when reading the written product. ✓ Teacher will assess student understanding of how HIV/AIDS can be transmitted and prevented during class as students are working and describing their scenarios and after class when reading the written product.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Journal for each student (Appendix A: Student Journal) ✓ Decision-Making note sheet for each student (Appendix B: Decision-Making Worksheet)
<p>Resources (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"> ✓ HIV/AIDS pamphlets in Nurse's Office ✓ HIV/AIDS pamphlets in Guidance Office ✓ See Resources for additional resources

	What the teacher will do	What the students will do
<p>Procedure (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)</p>	<p>1. Introduce journal question (bell-ringer):</p> <ul style="list-style-type: none"> • Describe your thought process when you have a really important decision to make. • Possible answers might include: <ul style="list-style-type: none"> - I wonder what my friends/family might think when I talk with them about it. - I think about whether I'll get in trouble. - I think about whether I'm going to get hurt/sick. - I don't think at all! • Explain that many of the points they described are a part of the more formal decision-making process. Comment on the fact that it's understandable for teenagers to sometimes act impulsively because of their brain development (Beyond Stereotypes of Adolescent Risk Taking: Placing the Adolescent Brain in Developmental Context: Daniel Romer, Valerie F. Reyna, and Theodore D. Satterthwaite, Developmental Cognitive Neuroscience Volume 27, October 2017, Pages 19-34). • However, this is not an excuse for making poor decisions; it just means they must work harder at it, which is why we practice! 	<p>1. Students will spend 2-3 minutes answering the journal question. They will have the option to share their responses.</p>

	What the teacher will do	What the students will do
	<p>2. Introduce the Decision-Making Process to the students and give examples.</p> <ul style="list-style-type: none"> • Define the Problem/Decision (What’s going on?) • Examine Possible Solutions (What are the possible choices?). • Consider the Consequences (For each choice listed, what could happen as a result of that choice?). • Identify Your Values (What do you believe is RIGHT or WRONG? Act that way). • Decide and Act. • Evaluate Your Decision (It’s important to learn from our choices, good and bad). <p>POSSIBLE EXAMPLE: (This is meant to just model the process of decision-making, but it includes some anti-bullying education at the same time.)</p> <ul style="list-style-type: none"> • Define the Problem/Decision: I overhear some people in class gossiping about another student. They’re all laughing and seem to be having a good time. I want to be included and wonder if I should join in. • Examine Possible Solutions: Do I join in their conversation and start spreading rumors? Do I just continue what I’m doing and stay out of it? Do I intervene and tell them they shouldn’t talk that way? • Consider the Consequences: <ul style="list-style-type: none"> • <i>Do I join in their conversation and start spreading rumors?</i> They might include me and think I’m cool. I will hurt the person’s feelings. I will feel guilty about being mean. They will expect me to continue treating others that way. The other people may then spread rumors about me. • <i>Do I just continue what I’m doing and stay out of it?</i> I won’t be spreading rumors. I will “mind my own business.” I am not helping the target of the gossip. I may feel guilty about not doing anything. • <i>Do I intervene and tell them they shouldn’t talk that way?</i> I will feel good about sticking up for someone who needs it. They might think I’m “uncool” at first but will probably know I’m right. The target of the gossip will feel supported and more confident. I will feel more confident in my character. • Identify Your Values: I think it’s wrong to gossip about people and to spread/make up rumors. I think it’s right to encourage others to be kind. • Decide and Act: <i>Make choice...</i> • Evaluate Your Decision: What happened as a result of this choice? How do I feel about that? Will I make the same choice next time? 	<p>2. Students should take notes on this process and can use the Decision- Making Worksheet (Appendix B: Decision-Making Worksheet) or make one of your own. They can/should help fill in the blanks with the example.</p>

	What the teacher will do	What the students will do
	<p>3. For this activity, the students should work in small groups. Their task is to create a written conversation, pretending to be two friends discussing possible choices. They can write down the script of a pretend verbal conversation, or they can pretend it's a Facebook conversation, text conversation, whatever fits their lifestyle! In their conversation they need to follow all the steps of the Decision-Making Process described above and must connect the scenario with HIV/AIDS. Assign each group a different scenario and then have them read/act out their conversations in front of the class. Use the Decision-Making Worksheet to guide students and the rubric to assess their assignment.</p> <ul style="list-style-type: none"> • Possible scenarios might include: <ul style="list-style-type: none"> ▪ My partner wants to have sex, but I'm not sure I'm ready. ▪ My partner wants to have unprotected sex (without a condom). ▪ My friends and I are thinking about piercing each other's ears at home. ▪ My friends and I are thinking about injecting heroin. ▪ My coach told me I should "bulk up" and a teammate has invited me to try steroids with him. ▪ My friends and I are thinking about giving each other tattoos. 	<p>3. Students will be working in small groups to complete the Decision-Making assignment. When finished they will describe and/or demonstrate their product to the class.</p>

<p>Activity (Describe the independent activity to reinforce this lesson such as homework/work done outside of class.)</p>	<p>✓ For homework (give a few days to complete) the students need to "interview" an adult who is important to them. They need to ask them if they've ever had a tough decision to make and what process they went through to make it. Were they happy with that decision? Did they learn from a mistake? Write a paragraph describing this conversation and have that adult sign off on it.</p>
<p>Coordinated School Health (CSH) (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 Middle School grades should be delivered by a certified health educator. It should take place during regularly scheduled lessons. Parents will have been notified of the lessons taking place and will be invited to share in the learning via various take-home assignments. Information about HIV/AIDS should be available at the nurse's and guidance offices. Lessons included in this LE will draw attention to community organizations and will have been reviewed by an HIV/AIDS Advisory Panel within the district.</p>
<p>Reflection (How will I do this lesson differently? How did the students react?)</p>	

***Special Considerations*:** Scenarios can/should be altered to reflect the priorities of the HIV/AIDS Advisory Panel in your district as well as community values.

Abstinence

Day # 4 of Learning Experience (LE)

About This Lesson

Grade Level 6th, 7th, and 8th

Subject..... HIV/AIDS – Abstinence and Communication

Length of Lesson Approximately 1 hour

Date _____

Prepared By..... _____

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

The purpose of this lesson is for students to recognize the benefits of abstaining from sexual activity. They will have the opportunity to practice how to respond in a pressure situation.

Education Standards Addressed:

New York State Standards in Health Education:

1. Personal Health and Fitness
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

National Sexuality Education Standards:

Pregnancy and Reproduction
Sexual Transmitted Diseases and HIV

Teacher Guide

Guiding Question(s) (What question[s] will guide your students' learning for this lesson?)	<ul style="list-style-type: none">✓ What are the benefits of a teenager being abstinent from sexual activity?✓ What are some ways a teenager can respond when being pressured to do something they don't want to do?✓ How should a person's voice sound and body look when they are refusing something?
Objectives (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">✓ By the end of this lesson students will be able to describe the benefits of remaining abstinent from sexual activity.✓ By end of this lesson students will be able to demonstrate refusal skills in the context of HIV/AIDS prevention.✓ By the end of this lesson students will be able to recognize common "Come On" lines and matching "Refusal" lines.

Teacher Guide

<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual's blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids. ✓ HIV/AIDS cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual. ✓ Adolescents can and should avoid pregnancy and STD/HIV/AIDS. ✓ Most adolescents do not engage in risky sexual behavior. ✓ Abstinence is the only pregnancy and STD/HIV/AIDS prevention method that is 100% effective, 100% safe and 100% free of side effects. ✓ There are strong personal, medical and relationship building reasons for teenagers to abstain from sexual contact.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ The teacher will assess the students' knowledge about HIV/AIDS prevention during the journal discussion. ✓ The teacher will assess the students' proficiency in refusal techniques during the role play portion of the lesson. ✓ The teacher will assess the students' ability to respond to "Come On" lines while circulating around the room during the group work activity.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Journal for each student (Appendix A: Student Journal) ✓ Copies of "Come on Lines and Comebacks Worksheet" class (Appendix C: Come On Lines and Comebacks Worksheet) ✓ Copies of "Refusal Skill Checklist" worksheet for class (Appendix D: Refusal Skill Checklist) ✓ Copies of "Talking to Your Parent/Guardian " assignment for each student (Appendix E: Talking to Your Parent/Guardian Worksheet)
<p>Resources (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"> ✓ HIV/AIDS pamphlets in Nurse's Office ✓ HIV/AIDS pamphlets in Guidance Office ✓ See Resources for additional resources

	What the teacher will do	What the students will do
<p>Procedure (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)</p>	<p>1. Introduce journal question, “What are the benefits of a teenager choosing NOT to be sexually active (abstinence)?</p> <ul style="list-style-type: none"> • Possible answers might include: <ul style="list-style-type: none"> ▪ I won’t get a disease or pregnant ▪ I will keep my reputation ▪ My friends/family won’t be disappointed ▪ I won’t have to worry about whether the person likes me • Conduct a class discussion about the points they mention, reminding them that abstinence is the only way to PREVENT contracting HIV through sexual contact. Remind them that oral and anal sex are also considered sex and can transmit the virus. 	<p>1. Students will spend 2-3 minutes answering the journal question. They will have the option to share their responses.</p>
	<p>2. Divide the class into groups of 2-3 students/group. Give each group a list of “Come On” lines (Appendix C). As a group they need to create refusal responses to the “Come On” lines. They should fill out the worksheet and choose one line to practice in a role play. Remind them of these tips:</p> <ul style="list-style-type: none"> • Be confident in your response and follow through by repeating until the person you are speaking to gets the point. • Knowing common pressure lines and practicing what you say before the situation arises will eliminate some on-the-spot pressure. • If a situation feels uncomfortable or “funny” simply walk away and stay away. • Your body language can sometimes send mixed signals. Use body language that will get your point across clearly. Stand tall, speak clearly and be assertive. Eye contact is important when delivering your message. 	<p>2. Students will work in groups of 2-3 to complete the “Come On Lines and Comebacks” Worksheet (Appendix C). They will practice one line to role play in front of the class.</p>
	<p>3. Instruct each group to choose one “Come on Line”/Refusal interaction to role play for the class. Have the rest of the class rate each group on the effectiveness of their refusal skills (Refusal Skill Checklist- Appendix D).</p>	<p>3. Students will demonstrate their refusal skills for the class. They will also “grade” other groups on the effectiveness of their refusal.</p>

<p>Activity (Describe the independent activity to reinforce this lesson such as homework or work done outside of class.)</p>	<ul style="list-style-type: none"> ✓ Students will have the option to complete the Extra Credit assignment, “Talking to Your Parent(s)” (Appendix E). All students should complete the “What I think” section for homework. They should have a conversation with a parent/guardian about it (and get it signed) for extra credit.
<p>Coordinated School Health (CSH) (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"> ✓ This Learning Experience about HIV/AIDS for the Middle School grades should be delivered by a certified health educator. It should take place during regularly scheduled lessons. Parents will have been notified of the lessons taking place and will be invited to share in the learning via various take-home assignments. Information about HIV/AIDS should be available at the nurse’s and guidance offices. Lessons included in this Learning Experience will draw attention to community organizations and will have been reviewed by an HIV/AIDS Advisory Panel within the district.

Reducing Your Risk

Day #5 of Learning Experience (LE)

About This Lesson

Grade Level 6th, 7th, and 8th

Subject..... HIV/AIDS – Reducing Your Risk – Condom Demo

Length of Lesson Approximately 1 hour

Date _____

Prepared By..... _____

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

The purpose of this lesson is to review facts about HIV/AIDS and then to discuss how to reduce a person’s risk for infection using a condom.

Education Standards Addressed:

New York State Standards in Health Education:

1. Personal Health and Fitness
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

National Sexuality Education Standards:

Pregnancy and Reproduction
Sexual Transmitted Diseases and HIV

Teacher Guide

<p>Guiding Question(s) (What question[s] will guide your students’ learning for this lesson?)</p>	<p>✓ What have I learned about HIV/AIDS transmission, prevention and its effect on the body? How can a person use a condom correctly in order to reduce the risk of disease transmission?</p>
<p>Objectives (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.)</p>	<p>✓ By the end of this lesson students will be able to describe the methods of transmission and prevention of HIV.</p> <p>✓ By the end of this lesson students will be able to describe the steps to using a condom correctly.</p> <p>✓ By the end of this lesson students will be able to explain the impact HIV/AIDS has on an infected person’s body.</p>

Teacher Guide

<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ HIV stands for Human Immunodeficiency Virus. ✓ AIDS stands for Acquired Immunodeficiency Syndrome. ✓ HIV is the virus that causes AIDS. ✓ HIV weakens the immune system and puts people at risk for getting serious infections they normally wouldn't. ✓ A person is diagnosed with AIDS when the person's blood lacks the number of CD4 cells to fight infections and when they are showing symptoms of an opportunistic infection. ✓ The four fluids that transmit the virus are blood, semen, vaginal fluids and breast milk. ✓ Individuals who are infected with HIV may not have any signs or symptoms but can transmit the infection to others. ✓ The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual's blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids. ✓ HIV can be transmitted through blood to blood contact; sexual contact with an infected individual, by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk. ✓ HIV cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual. ✓ A small number of individuals including some doctors, nurses, and other medical personnel have been infected with HIV/AIDS when they were directly exposed to infected blood. ✓ People can get tested for HIV from their own doctor, as well as many clinics and hospitals around the country. ✓ Combinations of antiviral drugs and drugs that boost the immune system can control the growth of the virus and have allowed many people with HIV to resist infections, stay healthy, prolonging their lives, but these medications are not a cure. ✓ Insects cannot transmit HIV.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ The teacher will assess the learning that has taken place over the course of the unit while observing the first activity. ✓ The teacher will assess the students' abilities to differentiate between risk REDUCTION and risk PREVENTION during the journal activity. ✓ The teacher will assess the students' understanding of how to correctly use a condom during the condom activity.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Journal for each student (Appendix A) ✓ A computer for each student, or printed copies of HIV/AIDS online quiz ✓ 10 sets (or however many you need to meet your class size) of the condom index cards ✓ **If you are going to include a condom demonstration with this lesson (depending on district policies), you will need a penis model and a condom.

Teacher Guide

Resources

(What authentic school/community resources and reliable / valid internet websites will be used to support this lesson and communicate to others beyond the classroom?)

- ✓ [Advocates for Youth](#)
- ✓ [Avert online quizzes](#)
- ✓ HIV/AIDS pamphlets in Nurse's Office
- ✓ HIV/AIDS pamphlets in Guidance Office
- ✓ See [Resources](#) for additional resources

	What the teacher will do	What the students will do
<p>Procedure (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)</p>	<p>1. The teacher will introduce the journal question and conduct a class discussion, stressing that ABSTINENCE is the only way to PREVENT contracting HIV if a person is going to be sexually active. However, latex condoms can be effective in reducing the risk of infection.</p> <ul style="list-style-type: none"> • What is the difference between risk PREVENTION and risk REDUCTION? Give an example. • Possible examples might include: <ul style="list-style-type: none"> ▪ The chance of getting hurt, sick, or injured is either eliminated or just decreased. ▪ If you wear your seatbelt you reduce your risk of getting injured in a car accident. If you don't ride in the car, you eliminated the risk! 	<p>1. The students will answer the journal question and will have the opportunity to share their answers.</p>
	<p>2. The teacher will explain the Avert "HIV and AIDS Quiz." Students will be directed to the website to take the EASY level interactive quiz in order to review basic concepts about HIV discussed in previous lessons. After taking the quiz the teacher should instruct the students to visit three of their classmates to share three different facts they remember from the quiz. Following this activity, the teacher should conduct a question/answer period to clarify any misunderstandings/discuss new/interesting information.</p> <ul style="list-style-type: none"> • If you do not have access to computers have students work together or use print version going over answers together. Quiz questions can and should be adjusted and aligned with school district's policy, and/or the Condom Availability Program (CAP) if applicable. • The "Avert's AIDS Challenge" and "Condom Quiz" are also resources. Preview the quizzes first and utilize or adjust base on school district's policy. 	<p>2. The students will each have a computer and will take the Avert "HIV and AIDS Quiz." The students should answer the EASY level questions and read the explanations. After the quiz the students should go to three of their classmates to share information they learned. Following this activity students will have the opportunity to ask questions and/or make comments on what was new/interesting for them.</p>

	What the teacher will do	What the students will do
	<p>3. The final activity is to discuss how to use condoms effectively. The teacher should note that if used correctly and consistently condoms can be extremely effective at reducing the risk of disease transmission. However, the effectiveness decreases greatly when human error is considered. For this activity, students should work in pairs. The teacher will give each pair index cards, each containing a step to proper condom use. The students need to try to put the steps in the correct order. After giving pairs a chance to arrange the cards correctly, the teacher will go over the correct steps, explaining them along the way. *If school district administration/policy/HIV/AIDS Advisory Council supports a condom demonstration, this would be an appropriate time. The steps should be (each written on a separate index card, with enough copies for ½ the class):</p> <ul style="list-style-type: none"> • Get a condom. Go to the store, health clinic, or if school district has a CAP go to designated office to get them. • When you are ready to have sex, check the expiration date on the individual condom package. • Once the penis is erect, open the package with clean hands. • Squeeze the tip of condom with your fingers and place the rolled condom on head of penis. • Leave a ½ space at the tip of the condom to collect semen. • Hold the tip of condom and unroll until penis is completely covered. If the condom doesn't unroll easily - it is probably upside down. If it is upside down, then remove the condom, throw it away, and try again using new condom. • After ejaculation, while the penis is still erect, hold condom at base of penis and carefully remove the condom without spilling any semen. • Wrap the condom in tissue or tie it in a knot and throw it away. (Don't flush down toilet.) • Use a NEW condom for every act of vaginal, oral, and anal intercourse. 	<p>3. The students will work with a partner to arrange the index cards in the correct order, reflecting the most effective way of using a condom</p>

<p>Coordinated School Health (CSH) (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 Middle School grades should be delivered by a certified health educator. It should take place during regularly scheduled lessons. Parents will have been notified of the lessons taking place and will be invited to share in the learning via various take-home assignments. Information about HIV/AIDS should be available at the nurse's and guidance offices. Lessons included in this LE will draw attention to community organizations and have been reviewed by the HIV/AIDS Advisory Panel in the district.</p>
<p>Reflection (How will I do this lesson differently? How did the students react?)</p>	

*Not all districts are comfortable with the discussion/demonstration of condom use at the Middle School level. Prior to teaching this lesson, teachers should have a clear understanding of what has been approved by the required HIV/AIDS Advisory Council. Additionally, parents have the option of opting their child out of the prevention portion of HIV/AIDS education. In this case, students should be removed from the class during this lesson and given an appropriate alternative assignment.

“Did You Know?” Brochure Project

Final Day(s) of Learning Experience (LE)

About This Lesson

Grade Level 6th, 7th, and 8th

Subject..... HIV/AIDS – Advocacy and Accessing Information

Length of Lesson Approximately 2-3 hours

Date _____

Prepared By..... _____

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

The purpose of this lesson is to educate peers, families and communities about HIV/AIDS. In order to achieve this goal, the students will review basic HIV/AIDS facts and will evaluate websites for quality information and identify local resources as well.

Education Standards Addressed:

New York State Standards in Health Education:

1. Personal Health and Fitness
2. A Safe and Healthy Environment
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
7. Health-Enhancing Behaviors and Avoid/Reduce Health Risks

National Sexuality Education Standards:

Anatomy and Physiology

Sexual Transmitted Diseases and HIV

Teacher Guide

<p>Guiding Question(s) (What question[s] will guide your students' learning for this lesson?)</p>	<ul style="list-style-type: none">✓ What does HIV stand for? What does AIDS stand for? What is their relationship to one another?✓ How is HIV spread? What are the highest risk behaviors? How can you prevent becoming infected?✓ How does HIV affect the body? What are the symptoms?✓ What are ways that HIV is NOT spread? How does a person get tested for HIV and how is it treated?
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Teacher Guide

<p>Objectives (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.)</p>	<ul style="list-style-type: none"> ✓ By the end of this lesson students will research HIV/AIDS and identify credible online resources. ✓ By the end of this lesson students will demonstrate an understanding of the basic facts related to HIV/AIDS. ✓ By the end of this lesson students will be able to identify resources in their community that offer education and testing for HIV/AIDS. ✓ At the conclusion of this lesson students will identify community members and organizations to share the knowledge they have acquired.
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ HIV stands for Human Immunodeficiency Virus. ✓ AIDS stands for Acquired Immunodeficiency Syndrome. ✓ HIV is the virus that causes AIDS. ✓ HIV weakens the immune system and puts people at risk for getting serious infections they normally wouldn't. ✓ A person is diagnosed with AIDS when the person's blood lacks the number of CD4 cells to fight infections and when they are showing symptoms of an opportunistic infection. ✓ The four fluids that transmit the virus are blood, semen, vaginal fluids and breast milk. ✓ Individuals who are infected with HIV may not have any signs or symptoms but can transmit the infection to others. ✓ The risk of becoming infected with HIV/AIDS can be virtually eliminated by avoiding contact with another individual's blood; practicing abstinence from sexual contact and not sharing needles to inject drugs, vitamins or steroids. ✓ HIV can be transmitted through blood to blood contact; sexual contact with an infected individual, by using needles and other injection equipment that an infected individual has used; and from an infected mother to her infant before or during birth or through breast milk. ✓ HIV cannot be transmitted by touching someone who is infected or by being in the same room with an infected individual. ✓ A small number of individuals including some doctors, nurses, and other medical personnel have been infected with HIV/AIDS when they were directly exposed to infected blood. ✓ People can get tested for HIV from their own doctor, as well as many clinics and hospitals around the country. ✓ Combinations of antiviral drugs and drugs that boost the immune system can control the growth of the virus and have allowed many people with HIV to resist infections, stay healthy, and prolong their lives, but these medications are not a cure.

Teacher Guide

<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ The teacher will assess the students' prior knowledge about advocacy during the journal discussion. ✓ The teacher will assess the students' ability to access reliable information as they are researching for the brochure project. ✓ The teacher will assess the students' understanding of HIV/AIDS when reviewing the completed student informational brochures.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Journal for each student (Appendix A) ✓ Copy of "Did You Know" (Appendix F) ✓ Markers and construction paper, or the ability to use a brochure-building program on the computer (example: Microsoft Publisher)
<p>Resources (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"> ✓ HIV/AIDS pamphlets in Nurse's Office ✓ HIV/AIDS pamphlets in Guidance Office ✓ www.kidshealth.org ✓ See Resources for additional resources

	What the teacher will do	What the students will do
Procedure (For every action by the teacher there should be an action by the learners. Number each step. Use detail.)	1. The teacher will introduce the journal question and conduct a class discussion. <ul style="list-style-type: none"> • What do you think it means to advocate for something? Try to give one example. Possible examples: <ul style="list-style-type: none"> ▪ To help others ▪ To stick up for others ▪ To work toward something ▪ To support something/someone 	1. The students will answer the journal question and will have the opportunity to share their answers.
	2. The teacher will introduce the HIV/AIDS “Did You Know” (Appendix F: Did You Know Worksheet) informational brochure project. As students are working the teacher will circulate and help students with the many aspects they are required to complete. <ul style="list-style-type: none"> • Depending on time and student ability, students can either be provided with websites (see resource section) or search for reliable websites using the “Website Evaluation Form” (Appendix G: Website Evaluation Form) as a guide. 	2. The students will individually work to complete the “Did You Know” (Appendix F: Did You Know Worksheet) informational brochure project.

Activity (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"> ✓ As a homework assignment, students need to find others to share their brochures with. They need to identify a person, persons, or even a public place such as a coffee shop or doctor’s office that is willing to let them display their project. To receive minimum credit, they must share the information with their families. They will receive extra credit if they find a community organization that is willing to let them display their work in order to advocate for the health of the community through education. *The display of work should be AFTER it is reviewed/assessed by the teacher.
Coordinated School Health (CSH) (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"> ✓ This Learning Experience about HIV/AIDS for the Middle School grades should be delivered by a certified health educator. It should take place during regularly scheduled lessons. Parents will have been notified of the lessons taking place and will be invited to share in the learning via various take-home assignments. Information about HIV/AIDS should be available at the nurse’s and guidance offices. Lessons included in this Learning Experience will draw attention to community organizations and will have been reviewed by an HIV/AIDS Advisory Panel within the district.
Reflection (How will I do this lesson differently? How did the students react?)	

Appendices

Appendix A

Student Journal

Name _____ Period _____

Journal 1:

Journal 2:

Journal 3:

Appendix B

Decision-Making Worksheet

NAME: _____

DATE: _____

CLASS: _____



■ **Define the Problem**

■ **Examine Possible Solutions**-what are your choices?

■ **Consider Consequences**-what are possible outcomes of these choices?

■ **Identify Your Values**-what is important to you?

■ **Decide & Act**-act to solve the problem.

■ **Evaluate Results**- were you successful? If not, choose another alternative and act on it.

Appendix C

Come-On Lines and Comebacks Worksheet

Directions: Work in your group to come up with great comebacks for these common “Come-on” lines. Be prepared to demonstrate one line of your choice for the class.

The Come-on:	Your Come-back:
Trust me. I won't let anything happen to you.	
I've been tested and I'm clean.	
But I love you. Don't you love me?	
SHOW me how much you love me.	
No one will find out about this.	
It will bring us closer together.	
If you won't have sex with me, I'll just find someone who will.	
I'll break up with you if you don't have sex with me.	
It's OK, I've got a condom.	
I'll always love you. Let me share this with you.	

Adapted from: Scott and White Worth the Wait ® program

Appendix D

Refusal Skill Checklist

Directions: As groups are demonstrating comeback lines, rate their effectiveness by placing a checkmark next to the skill if they present it.

Comments:

Skill	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10
Shows confidence										
Stands tall										
Speaks clearly										
Is assertive (not passive or aggressive)										
Uses eye contact										

Appendix E (Extra Credit)

Talking to Your Parent/Guardian Worksheet

Name: _____ Date: _____

One of the most valuable resources a teen is their parent/guardian(s). Find the time when BOTH of you can sit down and discuss the following questions about healthy relationships. When you have completed the worksheet, submit it for extra credit. However, the discussion you have with your parent/guardian can be PRICELESS! This should be a **discussion**, NOT just handing him/her the sheet to complete on his/her own.

1. What characteristics do you feel are necessary to have/develop a healthy relationship and WHY?

What I think:

What my parent/guardian(s) think:

2. How should teenagers show affection to a significant person (boyfriend/girlfriend) in their life?

What I think:

What my parent/guardian(s) think:

3. How do you feel about teenagers who choose to be sexually active prior to marriage?

What I think:

What my parent/guardian(s) think:

5. What can parent/guardian(s) do to help their child(ren) avoid an unwanted teenage pregnancy, sexually transmitted infections, or an unhealthy relationship?

What I think:

What my parent/guardian(s) think:

6. How is dating different in the 21st century compared to when your parent/guardian(s) were teenagers?

What I think:

What my parent/guardian(s) think:

7. What I learned by talking to my parent/guardian(s) about healthy relationships:

8. What I learned by talking to my son/daughter about healthy relationships:

This activity adapted from:

“Outrageous Teaching Techniques in Health Education”

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Health Education Professional

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Appendix F

HIV/AIDS Advocacy - "Did You Know?" Brochure

Create an informational brochure about HIV/AIDS. The necessary components and a rubric for how you will be graded are below. You must use at least 3 different sources to obtain your information. Fill out the "website evaluation form" for each resource used.

- What does HIV stand for? What does AIDS stand for? What is their relationship to one another?
- How is HIV spread? What are the highest risk behaviors? How can you prevent becoming infected?
- How does HIV affect the body? What are the symptoms?
- What are ways that HIV is NOT spread? How does a person get tested for HIV and how is it treated?
- Statistics related to HIV/AIDS in New York State, United States and Worldwide
- At least 3 reliable resources where readers can get more information
- At least 2 local resources where readers can get more information and testing

Criteria	Possible Points	Points Earned
What does HIV stand for? What does AIDS stand for? What is their relationship to one another?	15	
How is HIV spread? What are the highest risk behaviors? How can you prevent becoming infected?	15	
How does HIV affect the body? What are the symptoms?	15	
What are ways that HIV is NOT spread? How does a person get tested for HIV and how is it treated?	15	
Statistics related to HIV/AIDS in United States and Worldwide	10	
At least 3 reliable resources where readers can get more information	10	
At least 2 local resources where readers can get more information and testing	10	
Informational brochure is neat, organized and eye-catching. Grammar, spelling, and punctuation are correct.	10	
TOTAL	100	



Website Evaluation Form

Website and Date Accessed: _____

Appendix G

Website Evaluation Form

Website and Date Accessed: _____

Criteria to look for:	Student Evaluation:
<p>Author:</p> <ul style="list-style-type: none"> ✓ Who is the author and what are his/her qualifications? ✓ What does the domain name/URL reveal? ✓ Is the page sponsored by an organization? 	
<p>Purpose:</p> <ul style="list-style-type: none"> ✓ Is the page intended to educate, explain, persuade, or sell a product? 	
<p>Objectivity:</p> <ul style="list-style-type: none"> ✓ Is the information fact or opinion? ✓ How can you tell? ✓ Is the author objective or biased? 	
<p>Accuracy:</p> <ul style="list-style-type: none"> ✓ Are sources for the information verifiable? ✓ Who is responsible for the information's accuracy? ✓ Can the information be verified elsewhere? ✓ Is it free of typos and grammatical errors? 	
<p>Reliability:</p> <ul style="list-style-type: none"> ✓ Is the information reliable and credible? ✓ Is the institution providing the information well-known and respected? ✓ Does the information appear to be well-researched and valid? 	
<p>Currency:</p> <ul style="list-style-type: none"> ✓ Is the information current? ✓ Is the web site kept up-to-date? ✓ Are you able to identify when the site was last updated? 	
<p>Links:</p> <ul style="list-style-type: none"> ✓ Are the links helpful? ✓ Are the links related to the topic of the site? ✓ Do all the links work? ✓ Are annotations provided for the links? 	

HIV/AIDS Resources

- [A Guidance Document for Achieving the NYS Standards in Health Education](#)
- [CDC Adolescent and School Health, Sexual Risk Behaviors, HIV, STD and Teen Pregnancy Prevention](#)
- CDC National Prevention Information Network (NPIN) provides tools and resources to support prevention and a forum to collaborate and receive breaking news on prevention strategies.
- [CDC Sexually Transmitted Diseases Statistics and Information](#)
- [Commissioner's Regulations Part 135](#)
- [Common Core Standards for ELA and Literacy](#): outlines Common Core Standards for ELA and Literacy.
- [Condom Availability](#): New York State Education Department's Commissioner's Regulations §135.3 (c) (2-ii) boards of education or trustees may make condoms available to students as part of a district's AIDS instruction program,
- [HIV and Youth Infographic](#): Provides up to date statistics on prevalence and prevention.
- [Kidshealth.org](#): 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.
- [National Sexuality Education Standards: Core Content and Skills \(Future of Sex Education\)](#).
- [New York City Department of Education HIV/AIDS Curriculum 2012](#)
- [New York State Department of Health Ending the AIDS Epidemic in New York State](#)
- [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 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).
- [Sexuality Information and Education Council for the United States \(SIECUS\)](#): K-12 Guidelines for Comprehensive Sexuality Education.

- [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.
- [The Teen Brain: Behavior, Problem Solving and Decision-Making](#): article from the American Academy of Child and Adolescent Psychiatry. These concepts are relevant when deciding how to teach about 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.