

Commencement Level HIV/AIDS Lesson Plans

Welcome to the Commencement Level HIV/AIDS Lesson Plans are designed to be learner centered and flexible for the teacher. Most students at the high school level should have had lesson on HIV/AIDS in elementary and middle school; therefore, they should have a base of knowledge about this disease. The Learning Experience and lessons have been designed to allow students to be responsible for their learning and to facilitate peer learning with guidance and direction from the health educator. The basic premise of this Learning Experience is that students will be arranged into six groups called “home groups”. Within their “home groups”, students will be given a specific group task to research ([Appendix C](#)). Students will be presenting this research in some type of creative presentation style to their class as their culminating or summative assessment. Through the research process, students will also form sub groups called “teaching groups”. The teaching groups will be made up of 1-2 people from each “home group”. While in “teaching groups”, students will share their task, research and findings. They may also make suggestions on research or resources to others, share resources, or make connections of research with other groups. At the point when each “home group” is presenting their summative assessment, all students should feel that they have contributed to the work of others through interconnections within in their “teaching groups”. The concept of “teaching groups” encourages communication, discussion, and exchange of ideas.

The design of the Learning Experience can be modified by the teacher to occur over just a short period of time or extended into several more days. The teacher may also choose to focus on just a few tasks rather than all six tasks. The resources in the toolkit are appropriate for both students and teachers. The teacher should make the resources available to students. The teacher may decide to expand on a particular resource, for example: showing an HIV/AIDS themed film in class, or simply providing a list of films for students to watch on their own time. The lessons within the Learning Experience provide the teacher with lesson objectives, NYS and National Standards and Performance Indicators, National Sexuality Standards, and Common Core Standards. The teacher may want to use the “Guidance Document for Achieving the New York State Standards in Health Education” to assess the appropriate information or functional knowledge (content) that students need to be accountable to research and cover. The HIV/AIDS specific functional knowledge for the commencement level can be found in this document.

Note to Teacher: The teacher may want to evaluate how this Learning Experience fits into the school district’s HIV/AIDS education policies and tailor accordingly. The teacher may want to single out “Methods of Prevention” to ensure parents can opt their child out of that specific portion of the curriculum. In many schools as part of “Methods of Prevention”, teachers may do some type of condom education or demonstration on how condoms are used. This portion is not included in the Commencement Level Learning Experience for the following reasons: it is covered in the middle school lesson plans (Day #5) and can be easily tailored for commencement level age-appropriateness; school districts that have included condom demonstration plans in health education class have very specific protocols; and NYS schools that have condom availability programs in place according to Commissioner’s Regulations §135.3 (c) (2-ii) are required to have training plans for staff providing condoms and personal health guidance approved by the NYSED. The resources included in this guidance document are inclusive, current and evidence-based should additional information be needed.

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Introduction to HIV/AIDS

Day #1 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject HIV/AIDS Introduction

Length of Lesson Approximately 45 minutes

Date _____

Prepared By _____

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

The purpose of the lesson is to gain an understanding of the pre-existing knowledge that the students currently possess what they need or want to learn more about, and what they did learn as a result of the lesson. Students will use supporting text and collaboration with other students to build their understanding. The basis for the information acquired will help them navigate through the HIV/AIDS Unit.

New York 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:

Sexual Transmitted Diseases and HIV

Teacher Guide

Guiding Question(s)

(What question[s] will guide your students' learning for this lesson?)

- ✓ What information about HIV/AIDS is currently available?
- ✓ What information about HIV/AIDS is needed to know and understand how to keep healthy?
- ✓ What information about HIV/AIDS is still needed to be learned to keep healthy?

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"> ✓ The students will complete a KWL chart (K=what they currently know, W=what they want or need to know, L=what they have learned as a result of the reading and conversations with peers). (Appendix A) ✓ The students will read informational text in class and complete a graphic organizer. ✓ The students will discuss their understanding of the material with their peers.
<p>Information (Give and/or demonstrate necessary information. This will include functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the: <ul style="list-style-type: none"> • Nature of the Disease • Modes of Transmission • Risk Groups • Testing and Treatment • Prevention
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Complete the KWL chart. ✓ Teacher will assess participation and knowledge during the lesson as he/she circulates and observes progress on the KWL chart, and after the lesson when reviewing. ✓ Computer with internet access OR copy of teenshealth.org article for each student ✓ Graphic Organizer (Appendix B)
<p>Materials Needed (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> ✓ KWL Chart (Appendix A) ✓ Computer with internet access OR copy of teenshealth.org article for each student ✓ Graphic Organizer (Appendix B)
<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"> ✓ Review information in Commencement Resource Section

	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 instruct the class that they will begin the HIV/AIDS Unit. The teacher will give the students the KWL Chart and have them complete the K section: What do they already KNOW? The teacher will provide a few moments to allow students to complete this section.</p>	<p>1. The students will receive and complete the KWL Chart and follow teacher instruction on completing the K Section</p>
	<p>2. Through a guided discussion the teacher will ask students to share what they already know about HIV/AIDS. Teacher will confirm accurate information, and correct inaccurate information. Teacher will instruct students if the information is something, they didn't already know to write this in the L section: "What they have LEARNED." Teacher also instruct students if might know the information but are not entirely sure write it in the W Section, "WHAT they need or WANT to know." (Teacher should ensure basic information about the "Nature of the Disease" is covered such as: What does HIV and AIDS stand for? AIDS is a disease that is caused by HIV, etc.,)</p>	<p>2. The students will share what they already know. The students will follow teacher instruction for completing the L Section and the WSection on the .KWL Chart.</p>
	<p>3. After guided discussion, teacher instruct students to independently write in the W Section: "WHAT they need or WANT to know?" Teacher will ask student to share what their learning needs are (L Section).</p>	<p>3. After all the students have contributed to the K Section, they will then follow teacher instruction for writing in the W Section. They will then share what their learning needs are (L Section). then independently write in the W Section.</p>
	<p>4. Teacher will hand out article and graphic organizer ensuring students understand how to complete assignment. Any remaining work to be completed as homework.</p>	<p>4. Students will receive the article and graphic organizer. Students will read the article and begin completing the graphic organizer.</p>
	<p>5. Teacher will instruct the class to continue to fill in the KWL Chart as they continue to learn from the article and assess what they still need to know.</p>	<p>5. Students will continue to fill in the KWL Chart as they continue to learn from the article and assess what they still need to know.</p>

<p>Activity (Describe the independent activity to reinforce this lesson such as homework, work done outside class.)</p>	<p>✓ Students will continue with the work from class, reading the article and filling in the graphic organizer that goes with the article. Students will also continue to assess their learning and what they still need to know through completing the KWL Chart.</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 Commencement Level 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, and school library. Lessons included in this Learning Experience will draw attention to foundational information 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.

Establishing Groups and Tasks: Beginning Research

Day # 2 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject Health: HIV/AIDS

Length of Lesson Approximately 45 minutes

Date _____

Prepared By _____

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

The purpose of this activity is for students to continue to review and complete the previous class material: [KWL Chart](#), the current health article and the graphic organizer. Students will break into groups (Home Group and Teaching Group) and given particular tasks ([Appendix C](#)). Students will meet with their home groups and develop a sketch of their task ([Appendix C](#)).

Education Standards Addressed

New York 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:

Pregnancy and Reproduction
Sexual Transmitted Diseases and HIV

Teacher Guide

Guiding Question(s)

(What question[s] will guide your students' learning for this lesson?)

- ✓ What information have I learned about HIV/AIDS?
- ✓ What information do I still need to learn to be safe and healthy?
- ✓ In what ways can I contribute to my "Home" and "Teaching" groups?
- ✓ How will my group task help me to learn and understand more about HIV/AIDS?

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"> ✓ The students will continue to fill out the KWL Chart. ✓ The students will complete the required reading and complete the Graphic Organizer (Appendix B). ✓ The students will discuss the required reading in class. ✓ The students will form their “Home Groups.” ✓ The students will receive their task for their project within their “Home Groups.”
<p>Information (Give and/or demonstrate necessary information, to include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the nature of the disease, origins, modes of transmission, risk groups, testing and treatment, home testing, statistics and prevention.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Complete the KWL Chart. ✓ Identify current article here. ✓ Graphic Organizer (Appendix B).
<p>Materials Needed (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> ✓ KWL Chart ✓ Current Health Article ✓ Graphic Organizer (Appendix B) ✓ Group Task (Appendix C) Sheets for each group/student ✓ Task Presentation Grading Rubric (Appendix D)
<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"> ✓ Review information in Commencement Resource Section

Prior to class the teacher to thoroughly review the current health article highlighting pertinent information or “speaking points” as important for students to understand.

	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 review the previous lesson and information from the KWL Chart . The teacher will ask the students to fill in more information into the W and L Sections of their charts based on the reading from the current health article . The teacher will ask the students to share some of their additions to the W Section of their charts.	1. The students will review the previous lesson and information from the KWL Chart . Students will fill in more information into the W and L Sections of their charts based on the reading from the current health article . The students will share some of their additions to the W Section of their charts.
	2. The teacher will ask the students to refer to their current health article and Graphic Organizer (Appendix B). The teacher will go over the information from the graphic organizer and ask students to share their thoughts. Teacher will encourage the students to write in any additional information on the Graphic Organizer from the guided class discussion.	2. Students will refer to their current health article and Graphic Organizer (Appendix B) and share their thoughts. Students will write in any additional information on the graphic organizer from the guided class discussion
	3. The teacher may want to make a list of vocabulary terms and definitions for the class based on the findings of the graphic organizer. This list should be visible for the students to refer to as they navigate through the lessons ahead and their project task (Appendix C).	3. The students will contribute to a list of vocabulary terms and definitions for the class based on the findings from the graphic organizer. Students are able to visualize the list and refer to as needed during their work.
	4. Vocabulary terms may include an expanded list: deficiency, syndrome, immune system, antiretroviral drugs, immunodeficiency, sexually transmitted infections, status, regimen, commemorate, replicating, dormant, eradicate. The teacher may continue to add to this list as groups begin to complete research.	4. The students are able to visualize the expanded list of terms and refer to as needed during their research.
	5. The teacher will collect the Graphic Organizers (Appendix B) from the students and grade or provide credit accordingly. Instruct students to continue adding to their KWL Chart .	5. Students will hand in their graphic organizers for grade/credit. Students continue to add to their KWL Chart .

	What the teacher will do	What the students will do
	<p>6. The teacher will then either form 6 student groups or have students form groups themselves. Once groups are arranged the teacher will explain that these groups will be their “Home” groups. The “Home” groups will be given a specific task (Appendix C) to research and develop a presentation to educate fellow classmates. The teacher may either assign groups to a particular task or allow groups to pick a task that interests them. Once “Home” groups have established, the teacher can establish “Teaching” groups. The “Teaching” groups will be made up of 1-2 students from each group. The teacher may wait to establish teaching groups until the next class.</p>	<p>6. The students will get into 6 groups. These groups will be their “Home” groups. The “Home” groups will be given a specific task to research and develop a presentation to educate classmates. The students may either be assigned a particular task, or they may pick a task that interests them. Once “Home” groups have been established, the teacher can establish “Teaching” groups. Students will receive tasks for each group and a grading rubric for each presentation.</p>
	<p>7. The teacher will give out tasks to each group and the Grading Rubric (Appendix B) for presentation. Teacher will review the Tasks (Appendix C) and Grading Rubric and answer any student questions. Teacher will also instruct students they will prepare a one-page informational handout that summarizes the major highlights and information from their presentation. Enough copies should be prepared for each student in the class.</p>	<p>7. Students will prepare a one-page informational handout that summarizes the major highpoints and information from their presentation.</p>
	<p>8. The teacher will prepare the students for the next class period, which should be a research period in a media center, computer lab or a classroom with appropriate and current materials and resources. The teacher will encourage students to research on their own outside of class. Teacher should make resources available to students using the Commencement Resource Section.</p>	<p>8. Students will prepare for the next class period with appropriate materials and resources. Students may begin researching their task independently outside of class. Students will receive some additional materials from the Commencement Resource Section.</p>
	<p>9. Teacher will provide an outline of research dates and due dates for the final project.</p>	<p>9. Students will be clear on research dates and when the final group task is due. Students will understand this activity will culminate with a presentation to the class.</p>

<p>Activity (Describe the independent activity to reinforce this lesson.)</p>	<p>✓ Students will be encouraged to begin thinking about their Tasks (Appendix C) and presentations to the class. They may begin to research independently outside of class as well.</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 commencement level 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, and school library. Lessons included in this learning experience will draw attention to peer interaction, group dynamics and research, 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

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 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.

Introduction to Research and Resources

Day # 3 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject..... Health: HIV/AIDS

Length of Lesson Approximately 45 minutes

Date _____

Prepared By..... _____

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

Students will meet in “Home” groups to begin the research process for their group Task ([Appendix C](#)) and will be working in the library/media center, computer lab or with resources in the classroom. Students will be assigned “Teaching” groups by the end of the class period and will arrange into “Teaching” groups to discuss group task and findings from research.

Education Standards Addressed:

New York 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:

- Pregnancy and Reproduction
- Sexual Transmitted Disease 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 information have I learned about HIV/AIDS? ✓ What information do I still need to learn to be safe and health? ✓ In what ways can I contribute to my "Home" and "Teaching" groups? ✓ How will my group task help me to learn and understand more about HIV/AIDS? ✓ What resources will be most helpful for my research and task?
<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"> ✓ Students will meet in "Home" groups to begin research process. ✓ Students will determine what resource tools are needed. ✓ "Teaching" groups will be assigned. ✓ Students will arrange into their "Teaching" groups, providing an overview of their "Home" groups.
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the nature of the disease, origins, modes of transmission, risk groups, testing and treatment, home testing, statistics and prevention. Other specific information outlined in group task.
<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 learning and understanding by overseeing and facilitating "Home" groups as the research process begins. ✓ Teachers will also assess student learning and understanding by overseeing how students are explaining their task and research to their "Teaching" groups.
<p>Materials Needed (List all materials needed to complete the entire lesson plan).</p>	<ul style="list-style-type: none"> ✓ Commencement Resource Section ✓ List of students in groups for the "Teaching" groups (prepared prior to class) ✓ Computers, internet access
<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"> ✓ Review information in Commencement Resource Section

Prior to class the teacher will reserve time in the library/media center, a computer lab, or use of mobile computers for research purposes.

	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 begin the class by having students get into their “Home” groups and review the 6 specific group tasks.	1. Students will get into their “Home” groups and review the 6 specific group tasks.
	2. Teacher will indicate to the students that they will be researching and review the school policy on appropriate computer (electronic) usage.	2. Students will be researching for most of the class period and understand the school policy on appropriate computer (electronic) usage.
	3. The teacher will help facilitate the groups and provide direction as far as types of resources they can use. Teacher should circulate to each group throughout the class to support and guide the research.	3. Students will be evaluating and reviewing the most suitable resources for their specific task.
	4. At the end of the class, the teacher will establish “Teaching” groups. Teacher will explain that the “Teaching” groups will be made up of 1-2 students from each “Home” group. When students are arranged in “Teaching” groups they will each share the task of their “Home” groups and their research and findings of the group each day.	4. Students will arrange into their “Teaching” groups at the end of the class to share the task of their “Home” group, and their research and findings. The “Teaching” groups should attempt to coordinate their research and findings and suggest resources for each other.
	5. The teacher will instruct that each research day that students will be getting into their “Teaching” groups for 5-10 minutes to communicate with each other.	5. Students will get into their “Teaching” groups to connect.
	6. Teacher will instruct students to continue to research and contribute to their task outside of the classroom (i.e., during study hall, free period, home).	6. Students will continue to research and contribute to their task outside of classroom.

<p>Activity (Describe the independent activity to reinforce this lesson such as homework/work done outside of class.)</p>	<p>✓ Students will be instructed to continue research and contribute to their task outside of the classroom (i.e. study hall, free period, home).</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 Commencement level 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, and school library. Lessons included will draw attention to group dynamics, leadership and research process 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

Prior to this lesson the teacher should have sent home a parent/guardian letter informing of the lessons that will be taking place. If there are students in class whose parents have opted them out of the prevention 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.

Research

Day # 4 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject Health: HIV/AIDS

Length of Lesson Approximately 45 minutes

Date _____

Prepared By _____

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

The purpose of this lesson is for students to meet in “Home” groups to research for their group task ([Appendix C](#)) by working in a library/media center, computer lab or in classroom with current materials and resources. Students will meet with their “Teaching” groups towards the end of the class period to discuss their findings, research, recommendations, etc.

Education Standards Addressed:

New York 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:

- Pregnancy and Reproduction
- Sexual Transmitted Disease 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 information have I learned about HIV/AIDS? ✓ What information do I still need to learn to be safe and healthy? ✓ In what ways can I contribute to my "Home" and "Teaching" groups? ✓ How will my group task help me to learn and understand more about HIV/AIDS? ✓ What resources will be most helpful for my research and my task (Appendix C)?
<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"> ✓ The students will meet in "Home" groups to continue research and determine what resource tools may be valuable to use. ✓ Students will arrange into their "Teaching" groups and provide an overview of their research and findings for the day. ✓ Research and resources will be recommended to their "Teaching" group.
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the nature of the disease, origins, modes of transmission, risk groups, testing and treatment, home testing, statistics and prevention. Other specific information outlined in group task (Appendix C).
<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 learning and understanding by overseeing and facilitating "Home" groups as they research. They will also assess their learning and understanding by overseeing how students are explaining their tasks (Appendix C) and research to their "Teaching" groups.
<p>Materials Needed (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> ✓ Computers, internet, current resources ✓ Commencement Resource Section
<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"> ✓ Review information in Commencement Resource Section

Prior to class the teacher will reserve time in the library/media center or a computer lab.

	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. During the research phase, the teacher will actively facilitate the group discussion on recommended resources and guiding research. Teacher will continue checking to ensure groups are on working on tasks while accessing student learning.	1. Students are in "Home" groups conducting research and reviewing resources.
	2. Teacher can recommend to "Home" groups information, research and findings they may want to share in their "Teaching" groups.	2. During last 5-10 minutes the students will get into their "Teaching" groups and will communicate their research and findings for the day, recommend resources and attentively listen to other students their group.
	3. Teacher will encourage "Home" groups to coordinate and divide up tasks of the presentation work, reminding that work may need to continue outside the classroom.	3. Students will discuss in their "Home" groups the presentation work they will need to continue to work on outside of class. They will divide tasks appropriately.

Activity (Describe the independent activity to reinforce this lesson such as homework or work done outside of class.)	<ul style="list-style-type: none"> ✓ Students will be instructed to continue research and contribute to their task and presentation outside the classroom. Students should divide up tasks amongst the group accordingly.
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 Commencement Level 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 working as teams, research capability 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?)	

Research and Resource Tools

Day #5 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject Health Education: HIV/AIDS

Length of Lesson 2 classes of approximately 45 minutes each

Date _____

Prepared By _____

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

The purpose of this lesson is for students to have the opportunity to meet I “Home” groups to research the group “Task” ([Appendix C](#)). They will work in the classroom, Library/media center or computer lab. Student will meet with their “Teaching” group at the end of the class period to discuss their finding with research, recommendations, etc.

Education Standards Addressed:

New York 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:

Pregnancy and Reproduction
Sexual Transmitted Disease 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 information have I learned about HIV/AIDS? ✓ What information do I still need to learn to be safe and healthy? ✓ In what ways can I contribute to my "Home" and "Teaching" groups? ✓ How will my group task help me to learn and understand more about HIV/AIDS? ✓ What resources will be most helpful for my research and task?
<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"> ✓ The students will meet in "Home" groups to continue to research for their group task (Appendix C). ✓ The students will determine what resource tools they may want to use. ✓ The students will arrange into their "Teaching" groups and provide overview of their research and findings for the day. ✓ They will recommend research and resource tools to their "Teaching" group.
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the nature of the disease, origins, modes of transmission, risk groups, testing and treatment, home testing, statistics, and prevention. ✓ Other specific information outlined in the group "Task" (Appendix C).
<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 student learning and understanding by overseeing and facilitating home groups as they research. ✓ Learning and understanding will also be accessed by overseeing how students are explaining topics, completing their tasks and research being conducted.
<p>Materials Needed (List all materials needed to complete the entire lesson plan)</p>	<ul style="list-style-type: none"> ✓ Commencement Resource Section ✓ Computers, internet access
<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"> ✓ Review information in Commencement Resource Section

Prior to class time, the teacher will reserve time in the library/media center, a computer lab or use mobile computers for research purposes.

	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. During this research phase the teacher should be actively facilitating the groups, recommending appropriate resource tools , checking to ensure groups are completing all the requirements of the task, while continual assessing student learning,	1. Students are in “Home” groups conducting research and reviewing resource tools.
	2. During the last 5-10 minutes the teacher will have the students go into their “Teaching” groups. Teacher will then facilitate the teaching groups, again checking to ensure groups are all on task and assessing student learning.	2. During the last 5-10 minutes the students will get into their “Teaching” groups and will communicate their research findings for the day, recommended resources and listen to the other students in their group as well.
	3. As the research phase is coming to a close, the teacher will be checking to see how students plan to present their findings: power point, Prezi, video, poster, etc. Teacher will coordinate with the groups to ensure that technology needs are met related to their presentation on the due date.	3. Students will be planning how they will present their findings: power point, Prezi, video, poster, etc. After students coordinate with each other they need to coordinate with the teacher to ensure their technology needs are met and they are prepared to present on the due date.
	4. Teacher will remind students they will need to prepare a one- page informational handout that summarizes the major highlights and information from their presentation. Enough copies should be prepared for each student in the class.	4. Students reminded to prepare a one-page informational handout summarizing major highlights and information from their presentation. Students will request having enough copies made for each student.
	5. Teacher will encourage “Home” groups to coordinate and divide up tasks of the presentation work that needs to continue outside the classroom.	5. Students will discuss in their “Home” groups. The presentation work they will need to continue working on outside of class. Tasks will be divided appropriately.

Activity (Describe the independent activity to reinforce this lesson such as homework or work done outside of class; include at least one.)	✓ Students will be instructed to continue researching and contribute to task presentation outside of the classroom. Students to divide up task amongst the group accordingly.
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<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 Commencement Level 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 office, and school library. Lessons included will draw attention to resources and utilizing appropriate HIV/AIDS resource tools 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.

Presentations

Days #6 and #7 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject Health: HIV/AIDS

Length of Lesson Approximately 45 minutes

Date _____

Prepared By _____

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

The purpose of this lesson is to educate peers about HIV/AIDS by students presenting their task presentations to the class. Each “Home” groups will have 10 minutes to present and will be graded with the presentation “Grading Rubric” ([Appendix D](#))

New York 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:

Pregnancy and Reproduction
Sexual Transmitted Disease 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 information about HIV/AIDS will I learn from the class presentations and informational handouts?✓ How can this information help me to stay safe and make good decisions?✓ How can I continue to learn about and advocate for HIV/AIDS causes?
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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"> ✓ Students will present their group task presentations using power point, Prezi, video, poster or other creative means. ✓ The groups will provide their peers with a one-page informational handout that summarizes key aspects and information from their presentation. ✓ The students will listen to peer presentations and ask questions accordingly. ✓ The students will continue to fill in the “L” Section on their KWL Chart.
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the nature of the disease, origins, modes of transmission, risk groups, testing and treatment, home testing, statistics, and prevention. ✓ Other specific information outlined in group task.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Summative Assessment: The Group Task Presentation ✓ Teacher will observe the learning of the entire class by asking questions after each presentation.
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Computer ✓ LED Projector ✓ TV/DVD Player ✓ HIV/AIDS Grading Rubric (Appendix D) ✓ Students will need their KWL Chart.
<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"> ✓ Review information in Commencement Resource Section

Prior to class the teacher will establish the order of the presentations. Most likely groups will have to present over 2 classes.

	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. Teacher sets up the classroom and prepares for the student presentations.	1. Students have KWL Chart so can add to the “L” Section.
	2. Teacher has HIV/AIDS Grading Rubrics (Appendix D) prepared for each group.	2. Student groups prepare for their presentations.
	3. Teacher instructs the students to have their KWL Chart out and ready to add to the “L” Section.	3. Students present their task presentations, give out their one-page informational hand-out and answer peer questions.
	4. Teacher assists groups in setting up presentations.	4. Students answer teacher questions about presentations and information.
	5. Teacher grades groups and makes notes during the presentation.	5. Students make any additions in the “L” Section of their KWL Chart after each presentation.
	6. Teacher asks questions, provides feedback, solicits questions/comments from the class, and reminds student to complete the “L” Section of their KWL Chart .	6. Students follow teachers’ instructions for each group presentation.

<p>Activity (Describe the independent activity to reinforce this lesson such as homework or work done outside of class; include at least one.)</p>	<ul style="list-style-type: none"> ✓ Students will be instructed to finish up their KWL Chart. ✓ The charts will be collected and graded.
<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 Commencement Level 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, and school library. Lessons included in this Learning Experience will draw attention to peer leadership and peer education regarding to HIV/AIDS and will have been reviewed by an HIV/AIDS Advisory Panel within the district.
<p>Reflection (How will I do this lesson differently? How did the students react?)</p>	

Conclusion

Day #8 of Learning Experience (LE)

About This Lesson

Grade Level High School (9th – 12th)

Subject Health: HIV/AIDS

Length of Lesson Approximately 45 minutes

Date _____

Prepared By _____

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

The purpose of this lesson is to have students discuss their learning about HIV/AIDS.

Education Standards Addressed

New York 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:

Pregnancy and Reproduction
Sexual Transmitted Disease 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 information about HIV/AIDS will I learn from the class presentations and informational handouts?✓ How can this information help me to stay safe and make good decisions?✓ How can I continue to learn about and advocate for HIV/AIDS causes?
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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"> ✓ Students will evaluate their learning. ✓ Students may want to embark on a larger school/community wide HIV/AIDS advocacy initiative (Appendix E Advocacy Initiatives: Classroom and Community)
<p>Information (Give and/or demonstrate necessary information. This will include the functional knowledge taught.)</p>	<ul style="list-style-type: none"> ✓ Basic facts about the nature of the disease, origins, modes of transmission, risk groups, testing and treatment, home testing, statistics, and prevention. ✓ Other specific information outlined in group task.
<p>Assessment (Steps/assessments to check for student understanding. Assessment will determine if the objective was met.)</p>	<ul style="list-style-type: none"> ✓ Summative Assessment: The Group Task Presentation ✓ Teacher will observe the learning of the entire class by asking questions after each presentation. ✓ HIV/AIDS Grading Rubric (Appendix D).
<p>Materials Needed (List all materials needed to complete the entire lesson plan.)</p>	<ul style="list-style-type: none"> ✓ Computer ✓ LED Projector ✓ TV/DVD Player ✓ HIV/AIDS Grading Rubric (Appendix D) ✓ Advocacy Initiatives: Classroom and Community (Appendix E).
<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"> ✓ Review information in Commencement Resource Section

	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. Teacher has HIV/AIDS Grading Rubrics (Appendix D) prepared for each group and instructs students on completion	1. Students follow teachers' instruction on completing HIV/AIDS Grading Rubrics on each presentation except their own.
	2. Teacher collects HIV/AIDS Grading Rubrics and reviews in general terms.	2. Students have an opportunity to ask teacher and peers for any clarifications relate to comments.
	3. Teacher reviews and discusses the Advocacy Initiatives: Classroom and Community (Appendix E) information.	3. Students engage in discussion on importance of engaging in advocacy initiatives.

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"> ✓ Students may want to develop a larger scale advocacy initiative for the school/community. ✓ Advocacy Initiatives: Classroom and Community (Appendix E).
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 Commencement Level 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, and school library. Lessons included in this Learning Experience will draw attention to evaluation, importance of community and advocacy regarding to HIV/AIDS 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?)	

Appendix Worksheets

Appendix A

KWL

Name: _____ Date: _____ Period: _____

Topic:

K

(What I know)

W

(What I want to know)

L

(What I have learned)

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Appendix B

Graphic Organizer

Name: _____ Article: _____		Period: _____ Source: _____
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What information do I hope to gain from reading this article?		Why is this article important for teens to read and understand?
--	--	--

What are the main points of the article that I will remember?
--

What are some statistics that I found to be interesting?		Important Terms and Definitions
---	--	--

Appendix C

Six Group Tasks Identified and Described

The teacher will divide the class into six even groups or allow the class to arrange themselves into six even groups. Each group will receive a task. The group can either choose the task that seems most interesting to them or the teacher can assign tasks to a particular group.

Depending on the timeframe for the teacher, they can either make this into an extended project or shorten it to fit their schedule. The teacher can make those adjustments to the group task and the grading rubric accordingly.

The groups will thoroughly research their tasks. They should be accountable to answer all the pertinent pieces of the task. They may use the resources provided in the toolkit (YouTube videos, films, books, Twitter sites, Facebook sites, websites, Smartphone apps) as well as their own research. The groups will be presenting their findings to their classmates. Their presentation can be done as a power point, Prezi, video, story board, poster, tri fold board, or other presentation means. However, the teacher may want the groups to adhere to one presentation format. The groups must also put together a one-page handout that summarizes important information or concepts of their presentation. The teacher may want to have students create a newsletter or pamphlet instead, if time and resources allow. At the end of the learning experience, the students will each have six handouts with information from all of the presentations. This will serve a good resource tool for students. The teacher may also want to use these handouts to form test or essay questions for a final class assessment.

Group Tasks:

- **Group 1:** Historical Figures
- **Group 2:** Origins and Myths of HIV/AIDS
- **Group 3:** Risk Groups, Transmission, and Prevention
- **Group 4:** The Spectrum of HIV to Full Blown AIDS. HIV/AIDS Medication and Treatments
- **Group 5:** HIV Testing
- **Group 6:** The Future of HIV/AIDS. The Global Impact of HIV/AIDS.

Group 1: Historical Figures

Group Task

- Using list of historical figures, the group will research each person and report back.
- Who is this person?
- How was this person affected by this disease?
- What did they experience?
- How did their experience help to understand more about this disease and become more compassionate, empathetic, and tolerant of those living with AIDS?

Historical Figures:

- Ryan White
- Magic Johnson
- Freddie Mercury
- Elizabeth Glaser
- Pedro Zamora
- Greg Louganis
- Cleve Jones
- Harvey Milk

The group may use the resources provided in the toolkit. The YouTube videos in the toolkit are recommended for Group 1.

Group 2: Origins and Myths

Group Task: The group will explore the origins of HIV/AIDS. How did this disease begin? Where did it originate from? What does science tell us? What were the early myths of this disease and how and why have they been de-bunked? Why was their mass hysteria associated with HIV/AIDS and those who were thought to be infected? What was GRID? How did the early myths and discrimination associate with this disease impact research and treatment? The group may use the resource provided in the toolkit.

Group 3: Risk Groups, Transmission, and Prevention

Group Task: The group will explore the highest risk groups and why these groups are at such high risk. How is HIV transmitted? What is the science behind the transmission of HIV? What body fluids transmit HIV and why? What are behaviors that can put someone at risk for acquiring HIV? What are other factors or contributing behaviors that could put someone at risk? How can we prevent HIV/AIDS? What is preventative education? The group may use the resource provided in the toolkit.

Group 4: The Spectrum of HIV to AIDS. HIV/AIDS Medications and Treatments

Group task: The group will explore the spectrum of initial HIV infection to developing and being diagnosed with full blown AIDS. What is happening within the body? What is the general timeframe from initial infection to the diagnosis of full-blown AIDS? How can medications and treatments help someone who is HIV positive? What types of medications are used? How should they be used? What might it be like to live with this disease and the regime of medications? The group may use the resource provided in the toolkit.

Group 5: HIV Testing

Group Task: The group will explore how a person is tested for HIV? What are the types of AIDS tests? What do AIDS test look for? What is the window period? What type of pre and post-test counseling may be offered to someone being tested? What are some of the benefits of being tested? How can early testing help with the progression of this disease? How do home tests work? Who should get tested? How often should someone get tested? How can testing reduce the numbers of new infections? Where can someone go to be tested in our local area? The group may use the resource provided in the toolkit.

Notation: Effective September 1, 2010 Public Health Law §2781 (A) requires an HIV test must be offered to all persons between the ages of 13 and 64 receiving hospital or primary care services with limited exceptions noted in the law. For more information on this NYS Law navigate to the following link: <http://www.health.ny.gov/diseases/aids/testing/law/faqs.htm>

Group 6: The Future of HIV/AIDS; Global Impact of HIV/AIDS.

Group Task: The group will explore the science and research currently being done to find a cure for this disease. What are some new studies or advances? Will there ever be a vaccine? Will there ever be a cure? How has HIV/AIDS impacted other countries? How is the US helping to provide research, technical assistance, and financial support to other nations—to combat the global HIV/AIDS pandemic? The group may use the resource provided in the toolkit.

Appendix D

HIV/AIDS Grading Rubric (Group Task)

Group: _____ Students: _____

	4	3	2	1
Organization of Presentation	Extremely well thought out and organized. Format was easy to follow. Obvious pre-plan and organization.	Presented in a thoughtful manner. Most transitions were easy to follow.	Somewhat organized. Transitions were not smooth.	Presentation was choppy and confusing to the audience. Obvious lack of planning.
Research	Went above and beyond to research accurate information. Used a variety of classroom resources from the toolkit, and other valid and factual resources that greatly contributed to success and authenticity of project. Used 10 or more resources.	Used classroom resources from the toolkit, and other decent outside resources. Resources benefited project in an acceptable manner. Used at least 7-10 resources.	Used classroom resources from the toolkit in a satisfactory manner but did not seek out any other outside resources. Used 4-7 resources.	Did not utilize classroom resources from the toolkit in an acceptable manner. Some information presented was not credible. Used 1-4 resources.
Group Cohesiveness	The group is highly motivated to create an outstanding project. Group members enjoy working together and inspire each other. This is a very important issue for the group.	The group seems to work well together. It is apparent that the group is motivated by their topic and the desire to create a quality project.	The group seems to be functioning at different levels. Not all group members are working to full potential. It is not apparent that the group feels compelled to create a quality project.	It is very apparent that the group is not functioning at the level that they need to be to achieve success. The group is not motivated or inspired by their topic.
Presentation Mechanics	The presentation was engaging, provocative, and captured the interest of the audience through-out the duration of the presentation. Video, power point, or Prezi, etc. were used in a highly technological and professional manner. All visual aides were easy for the audience to read and were grammatically correct.	The presentation was well done and interesting to the audience. Video, power point, or Prezi, etc. were used in and acceptable and organized manner. Visuals were of good quality. A few grammatical errors.	The presentation lacked use of video, power point, Prezi, etc. This did not help to enhance the project in a meaningful manner. Visual aides were difficult to read and had many grammatical errors.	The group did not use any means of technology. The presentation did not hold the interest or attention of the audience. No visual aides were used.
Posture, Eye Contact, Volume	Presenters stand up straight, make good eye contact with the audience. Voice projection is very good. It is obvious that the presenters practiced prior to the presentation.	Most of the presenters did a good job of presenting to their audience	Presenters lack confidence with the material. At times did not make eye contact or were difficult to hear.	Presenters did not connect with their audience. It was evident that the presenters did not know their material or make an attempt to do so.

	4	3	2	1
Length of Presentation 10 minutes	Presenters made excellent use of their presentation time. The presentation was efficiently completed within the 10-minute time frame.	Presenters completed the presentation between 8-10 minutes.	Presenters did not elaborate on important pieces of information and rushed through the presentation. Presentation completed in 5-7 minutes.	Presenters did not do justice to their important task. Key information was left out. Presentation was completed in less than 5 minutes.
One Page Informational Handout	Informational handout was well organized and easy to understand. The group did an excellent job of summarizing key points of their presentation and information. Handout was typed had no grammatical errors.	Informational handout was organized. The group summarized the presentation and key understandings in an acceptable manner. The handout was typed but had a few grammatical errors.	The informational handout was a bit disorganized and key points from the presentation were missing. The handout was typed but had many grammatical errors.	The group either did not submit an informational handout or the handout that was completed was disorganized and did not cover important information. Several grammatical errors.

Appendix E

Advocacy Initiatives – Classroom and Community

As an aside to the lessons on HIV/AIDS, the teacher may also have the class(es) work on a larger scale advocacy initiative within their school or community. Ideas for advocacy projects may be:

Developing a HIV/AIDS Resource Guide

A student developed resource guide may have contact information, directions, etc. for area agencies and services that may provide HIV or STD testing, treatment, or counseling. Some students may also be interested in opportunities to volunteer or get involved with agencies, organizations, or services that provide treatment and care to those living with HIV in their community. This resource list could help to put students in contact with these services.

HIV/AIDS Themed Film Night

There are several exceptional films that have been made over the last 30 years that tell stories of the history of this disease from a perspective that may be difficult to teach about in the classroom. Many students today do not understand the hysteria of the epidemic in the early days or even who Ryan White was. Hosting a film night in a school or community to show HIV/AIDS themed films may be a good way to help people understand and/or be reminded of the history of this disease. A list of popular HIV/AIDS themed films are located in this toolkit. Please check the ratings for each film. Appropriate parent permission may need to be granted for some films.

School Wide Education

Students may want to share some of their research with their school community. Current statistics, risk behaviors, testing and treatment, and prevention education can be shared with the school community through school announcements, school TV news programs, school websites, twitter, or Facebook sites, posters, flyers, newsletters, articles for the school newspaper, etc.

HIV/AIDS Guest Speakers

Many HIV/AIDS agencies and organizations have education programs and speakers. Inviting guest speakers into the school or classroom, who either work with people with HIV/AIDS or have HIV/AIDS maybe a good way for people to understand the disease and what it is like to live with the disease. A guest speaker could also be invited to a school wide wellness day. Some communities have peer educators or peer theater groups that are available to go into schools and speak to or perform for students.

Collecting Materials or volunteering for HIV/AIDS Agencies or Organizations:

Students may want to look into agencies or organizations in their local community that provide services and materials or personal items for those living with AIDS. A school wide initiative could be planned to collect items of need for those individuals or services. Students may also want to look on a more global scale of organizations that provide services and relief to countries ravaged by this disease. Many agencies and organizations are in need of volunteers to do important tasks that keep their organizations running smoothly and helping the people who need these services. Encouraging students to volunteer for these services is a positive way to educate students about the disease and to be compassionate to those living with HIV/AIDS.

There are many opportunities in local areas to get involved with activities and initiatives that help support this cause and keep this disease at the fore front of the public's attention. Many areas have AIDS fundraising walks and events centered on World AIDS Day (December 1st). Getting in touch with services in your community, your local or state health department, or area gay/straight alliances may be a good way to see what the needs are in your community and ways that you can develop advocacy activities for your students.

Commencement Level Resource Section

- [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](#)
- [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.

Facebook Pages

The following are a list of popular and informative Facebook pages that provide up to date news, information, trends, statistics, medical advances, etc. for HIV/AIDS, and also promote global activism.

- [International Aids Alliance](#)
- [The AIDS Network](#)
- [HIV/AIDS Combatants](#)
- [The Fight Against HIV AIDS](#)
- [HIV AIDS Vaccine Research](#)
- [Broadway Cares/Equity Fight AIDS](#)
- [Global Youth Coalition on HIV/AIDS](#)
- [CDC](#)
- [AIDS.gov](#)
- [AIDS Research Alliance](#)
- [AIDS Memorial Quilt](#)
- [Elton John AIDS Foundation](#)
- [\(RED\)](#)
- [AVERT](#)
- [POZ Magazine](#)

Smart Phone Apps

The following are a list of free Smart Phone Apps that can be used to obtain up to date news, information, trends, statistics, medical advances, etc. for HIV/AIDS, and also promote global activism. To find these Apps, simply conduct a search in the App Store on an Ipad, Iphone, or another smart phone device.

1) AIDSinfo HIV/AIDS Glossary:

Provides mobile access to definitions for more than 700 HIV/AIDS related terms.
(National Library of Medicine)

2) Stop AIDS:

Main goal of this App is to inform about the AIDS virus. The program contains a number of articles and statistics about the virus.

3) HIV Testing and Care (US Dept of Health and Human Services)

The HIV/AIDS Prevention and Service Provider Locator is the first of its kind, location-based search tool that allows you to search for testing services, housing providers, health centers, and other services near your current location.

4) HIV AIDS Animated Pocket Dictionary of HIV/AIDS

100 plus HIV & AIDS related medical terms with true to life 3D animation.

5) Facing AIDS (US Department of Health and Human Services)

Help reduce HIV related stigma. Promote HIV testing. Join us in Facing AIDS.

6) HIV Risk Meter

Learn about the activities that put you at risk for acquiring HIV and STD's. Answer 3 simple questions to determine your HIV risk. Just tap the answers that best reflect your experience and the app will calculate your risk. HIV and STD testing recommendations will be based on your answers.

7) HIV iConference CME

HIV iConference puts HIV/AIDS conference in the palm of your hand. Within hours of a national meeting or international conference, HIV iConference brings breaking news, clinical trial results, abstracts, expert commentary, and interactive meeting features.

Twitter Sites

The following are a list of Twitter sites that can be followed to obtain up to date news, information, trends, statistics, medical advances, etc. for HIV/AIDS, and also promote global activism.

@AIDSgov

@AIDSinfo

@CDC_HIV/AIDS

@CDCSTD

@hivsnp

@CDCNPIN

@GreaterThanAIDS

@AIDSCouncilNENY

Websites

The following are a list of popular, informative, factual and valid websites that provide up to date news, information, trends, statistics, medical advances, etc. for HIV/AIDS, and also promote global activism.

- [Centers for Disease Control](#)
- [AIDS Glossary Search A-Z](#)
- [Center for Disease Control National Prevention Network](#)
- [New York State Department of Health AIDS Institute](#)
- <http://www.health.ny.gov/diseases/aids/testing/sites.htm>
- <http://www.nyaidslines.org/app/index.php?pid=1>
- http://www.nyhiv.com/office_of_aids_policy_dohmh_hiv_aids_bureau.html
- [Alliance for Positive Health](#)
- [New York State AIDS Institute Training Center](#)
- [Teens Health](#)
- [HIV.gov](#)
- [AIDS Memorial Quilt](#)
- [Pediatric Aids Foundation](#)
- <http://www.teenhealthandwellness.com> (this is a paid subscription but relatively inexpensive for schools to buy. Teen Health and Wellness is written for teens and is quite thorough for any health issue.)

YouTube Videos

YouTube provides a large library of videos on virtually every subject and human interest. The HIV/AIDS video library on YouTube consists of 30 years of documentation of the disease and stories of those affected. The following list are some suggested supporting videos that go along with lessons in the toolkit. Please note that YouTube videos are often produced by amateurs and the content is often questionable. YouTube videos are often taken down as well. The list of videos provided have been reviewed, but it is suggested that the teacher review them prior to showing them in class to make sure the content is appropriate for the learner.

- 1) The Stages of HIV Infection (AVERT.org)
- 2) 30 Years Of HIV/AIDS in the US
- 3) The Plague of Our Time: The HIV/AIDS Epidemic
- 4) The Face of AIDS in America
- 5) Remembering Ryan White: 20 Years On
- 6) AIDS Boy Banned from Attending School 1st August 1985
- 7) Magic Johnson Announce Retirement November 7, 1991
- 8) Elizabeth Glaser's 1992 DNC Speech
- 9) MTV's Tribute to Pedro Zamora (1-4 Parts)
- 10) TV 20-20 Greg Louganis 1995 Parts 1-4
- 11) Cleve Jones on Harvey Milk and AIDS Memorial Quilt
- 12) Beyond Granite: The AIDS Memorial Quilt

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.