Lesson 8: HIV, AIDS & STDs Basics

OBJECTIVES
1. Students will know how HIV and other STDs are and are not transmitted.
2. Students will understand the risk of HIV infection from sexual activity, needle use, and needle sharing.
3. Students will address unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV.
4. Students will know about the antiretroviral medication PreP and Pep.

AGENDA
5 minutes  Do Now: Pre-Survey
30 minutes  HIV & AIDS Overview
10 minutes  Understanding STDs
5 minutes  Closure: Homework Explanation & Optional: Exit Ticket
50 minutes  Total

MATERIALS
- Vocabulary Reference List
- Student Worksheet
- Teacher Keys
- “Understanding HIV & AIDS” HRM Video
- STDs Photographs PowerPoint slides
- STDs Materials
- SFUSD Youth Resource Guide
- Optional: Exit Ticket

SUGGESTED ACCOMMODATIONS
- HIV & AIDS Overview/ Understanding STDs
  - Worksheets:
    - Provide accommodated worksheet with some word blanks filled in and the remaining blanks highlighted
    - Provide word bank and/or labels with vocabulary words pre-typed for students to add to worksheet(s)
  - Exit Ticket: Provide alternative response options, (i.e. stamp, marker)

CALIFORNIA HEALTH EDUCATION STANDARDS

1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.
1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.

6.1.G Develop a plan to avoid, HIV, AIDS, and other STDs, and pregnancy.

8.2.G Promote respect for and dignity of persons living with HIV or AIDS.
Lesson 8: HIV, AIDS & STDs Basics

DO NOW ACTIVITY  
5 minutes
(This part of the lesson is modeled after "Understanding HIV and AIDS" Human Relations Media Curriculum)
Students will take a pre-survey about the HIV virus as their Do Now. After students complete the survey, go over it briefly and explain that today we will cover a lot of information about HIV, AIDS & STDs.

HIV & AIDS Overview: Video & Discussion  
30 minutes
(This part of the lesson is modeled after "Understanding HIV and AIDS" Human Relations Media Curriculum)
For this part of the lesson, you will be showing students the 16-minute film titled "Understanding HIV & AIDS" from the Human Relations Media curriculum. You will need to check out the video from the Health Education Department at SFUSD’s School Health Programs @ 1515 Quintara a week in advance before you teach this lesson. Request the video through this link:

http://sfusdhealtheducation.org/request-middle-school-resources/

We strongly recommend that you preview the video before showing it to your students so you can become familiar with where you’d be pausing the video and ask student questions. Explain to students that you will be pausing the video often so they can take notes in their worksheets and clarify any questions they may have. Distribute the student worksheet and tell students to include the correct answers as they are watching the film. Because of lack of time, emphasize to students to pay close attention since you will not be rewinding the video. They can work with the classmates next to them to complete their worksheet.

1. Play video from the start.
2. Pause the video at (1:46) minutes. Allow students to write the answers to the first question on their worksheet, what does HIV stand for?
3. Pause the video immediately a minute later (1:47) for students to write what AIDS stands for.
4. Pause video at (3:04) minutes for the answer to what body system HIV damages as a whole.
5. Pause video at (3:57) for answers to a person is said to have AIDS when their T-cell count drops to 200 with an opportunistic infection.
6. Pause video at (4:57) minutes for answer to who is at risk for becoming infected with HIV.

7. Pause video at (5:45) minutes for answer to where HIV is present in the body, how someone can become infected, and what to do to reduce the risk of becoming infected.

8. Pause video at (8:23) minutes to answer the question what is the most effective way to protect yourself from the HIV virus.

9. Pause video at (9:01) minutes to answer other ways we can protect ourselves from the HIV virus.

10. Pause video at (12:00) minutes to answer the only way to know a person has the HIV virus.

11. Pause video at (14:24) minutes to answer how we should treat persons that are HIV positive.

12. Pause video at (16:09) minutes to answer who you can talk to if you think you’ve been exposed to the HIV virus.

13. Finally, the video officially ends at (16:36) minutes. We suggest you end the video then so you can use the remaining time to have a debrief discussion with students.

**Debrief or Discussion**

“What was one thing you learned today that you didn’t know before about HIV and AIDS?”

“What questions or comments do you have about HIV & AIDS?”

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### Understanding STDs: Group Activity 20 minutes

*(This part of the lesson is modeled after “HIV/STD Prevention Education for CA Youth” Positive Prevention Curriculum)*

1. Ask students if they know what an STI and STD are. Write their correct responses on the board, while explaining each term. Your board can look like this:

   Sexually: related to having sex, making love, etc.
   Transmitted: passed by means of, spread
   Infection: a bacteria, a virus
   Disease: being sick, body not working properly

Distribute the student worksheet and tell students to include the correct answers on their worksheet. Also, tell students you will be focusing on STDs during this part of our lesson.
Explain that an STD is a disease or illness you can get or give someone by having sex with them.

2. Ask students if they know how many STDs there are.

**Suggested Script:** “There are more than 25 different diseases which can be transmitted (spread) by sexual contact. At least ten of these are very common in the United States. (STDs are very common in the US.) About one-half of new STD infections occur in teenagers between the ages of 15-19 years old. Some consequences of STDs can include pain, sterility, and death.”

“The goal of this activity is NOT to memorize all the different STDs, but to understand that many other serious diseases besides HIV can be passed through sexual contact, and that students can take steps to prevent becoming infected with these diseases, and to prevent complication if they are infected. “

3. Explain to students that they will be working in small groups of four. You will show students actual photographs of a variety of STDs. As each STD is named, discussed and the photo displayed, students will place the corresponding STD under one of these three categories: “Viral”, “Bacterial”, and “Other”. With your group members, discuss the STDs, its causes, symptoms and treatments. Students will be filling out the worksheet as they are working in groups.

**The three categories should be completed as seen below:**

<table>
<thead>
<tr>
<th>Bacterial (treatable but repeatable)</th>
<th>Viral (non-curable)</th>
<th>Other (treatable but repeatable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chlamydia</td>
<td>Genital Herpes</td>
<td>Pubic Lice (Crabs)</td>
</tr>
<tr>
<td>Gonorrhea</td>
<td>Human Papilloma Virus (HPV)</td>
<td></td>
</tr>
<tr>
<td>Syphilis</td>
<td>Hepatitis B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIV</td>
<td></td>
</tr>
</tbody>
</table>

**Closure: Homework & Optional Exit Ticket 5 minutes**

To conclude today's lesson, explain that tonight’s homework is to share and have a conversation with their parent, guardian or trusted adult about today’s lesson. They will share their in-class student worksheet for their adult to take a look at. Their parent, guardian, and trusted adult will sign their student worksheet and write a few comments about the lesson and the conversation they have with their youth.

If you have enough time at the end of class (about an extra 5-10 minutes), you may distribute the exit ticket titled “Myth Buster”. Explain to students that the purpose of the exit ticket is to assess their understanding of today's lesson. After they complete it on their own, review the exit ticket and answer any questions they did not get correctly.
Lesson 6: Vocabulary

1. **Abstain**: Choosing not to engage in an activity or set of activities. (Example: Someone could choose to abstain from oral, vaginal, and anal sex as a way to reduce the risk of STIs.)

2. **Asymptomatic**: When the body does not show symptoms of an infection or illness.

3. **Bacteria**: microscopic living organisms, usually one-celled, that can be found everywhere. They can be dangerous, such as when they cause infection.

4. **Curable**: An infection or medical condition that can be put to an end.

5. **Harm reduction**: Ways to lessen the negative health consequences of practicing high-risk behaviors.

6. **Infection**: When the body is attacked by a disease.

7. **Opportunistic infection**: In a person with the HIV virus, opportunistic infections can include lymphoma and pneumonia. The HIV virus takes advantage of the weaker immune system.

8. **STI (Sexually Transmitted Infection)**: An infection that is passed from person to person through sexual contact.

9. **STD (Sexually Transmitted Disease)**: A disease or infection that is usually transmitted by direct sexual contact and that include some that may be contracted by other than sexual means.

10. **Symptom**: A physical sign showing that someone has an infection or illness.

11. **T-cell**: a type of cell produced by the thymus gland and actively participating in the immune response.

12. **Transmission**: When an infection is passed from person to person.

13. **Treatable**: An infection or medical condition where symptoms can be reduced.

14. **Vaccine**: A medical substance used to stimulate the production of antibodies and provide immunity against one or several diseases.

15. **Virus**: an infective agent that typically consists of a nucleic acid molecule in a protein coat, is too small to be seen by light microscopy, and is able to multiply only within the living cells of a host.
Pre/Post Survey

(This part of the lesson is modeled after “Understanding HIV and IDS” Human Relations Media Curriculum)

Name: ___________________________________________ Period: ___________ Date: ________________

**Directions:** Choose the correct answer for each of the statements or questions below.

1. HIV causes
   a. Syphilis
   b. AIDS
   c. The common cold
   d. Pneumonia

2. HIV is transmitted by
   a. Toilet seats and mosquitos
   b. Tears, urine and sweat
   c. Kissing and shaking hands
   d. Blood and sex fluids

3. Which statement is true?
   a. Anyone can be infected with HIV
   b. People under 25 don’t get HIV
   c. Only drug user get HIV
   d. People in small towns rarely get HIV

4. Medications to treat HIV infection
   a. Can cure the disease
   b. Slow down the disease
   c. Don’t have much effect
   d. Only work for men

5. HIV attacks the
   a. Heart
   b. Sex organs
   c. Immune system
   d. Lungs

6. An HIV test shows if you have
   a. AIDS
   b. HIV
   c. A healthy immune system
   d. Healthy blood

7. How many people under 25 get HIV infection each year?
   a. Very few
   b. About a quarter of all new cases
   c. About half of all new cases
   d. About three-quarters of all new cases

8. Which activities can spread HIV?
   a. Unprotected sex, sharing needles, breast-feeding a baby
   b. Playing sports with a person with HIV
   c. Eating in a restaurant where people with HIV work
   d. Sneezing, coughing, and spitting
Pre/Post Survey

(This part of the lesson is modeled after “Understanding HIV and IDS” Human Relations Media Curriculum)

ANSWER KEY

1. HIV causes
   a. Syphilis
   b. AIDS
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   d. Sneezing, coughing, and spitting
Student Worksheet: HIV & STDs Basics

(This part of the lesson is modeled after “HIV/STD Prevention Education for CA Youth” Positive Prevention Curriculum)

Part I.

Directions: As you are watching the film “Understanding HIV & AIDS”, pay close attention as you will be taking notes throughout the video.

1. HIV stands for H________________________ I________________________ V___________________
2. AIDS stands for A________________________ I________________________ D________________________ S________________________
3. HIV attacks T-cells which damages the __________________________ system as a whole.
4. When an infected person’s T-cell count drops to _________ and they develop an ________________ infection (like pneumonia) they are said to have AIDS.
5. Who is at risk of becoming infected with HIV? __________________________ (everyone)
6. How is HIV transmitted? HIV is present in __________________________, __________________________, __________________________, HIV is transmitted when any of these come into contact with the blood found in the mucous membrane of a person. This contact can occur during ________________ sex, sharing __________________________, and from a ________________ mother to a child. Having unprotected sex including vaginal, or anal intercourse as well as oral sex can transmit the HIV virus. You can reduce the risk of getting infected with HIV by using __________________________ when having sex.
7. The most effective way to protect yourself of the HIV virus is by __________________________ __________________________. You can also protect yourself by not sharing___________ and only going to Licensed________________________ parlors. Also, you can protect yourself by not using __________________________ or other drugs.
8. The only way to know if someone has HIV is by getting________________________.
9. How should you act towards someone who is HIV positive? __________________________ __________________________ __________________________
10. Name one person you should talk to if you think you’ve been exposed to HIV: __________________________.
Student Worksheet: HIV & STDs Basics

(This part of the lesson is modeled after “HIV/STD Prevention Education for CA Youth” Positive Prevention Curriculum)

Part II.

Directions: First, answer questions 1-5 with your teacher and class. Then, for questions 6-8, look at STD materials and the Health Me Handout. For question # 6, check with your group whether the STD you are studying is caused by a virus, bacteria or something else (“other”), and whether it can be cured.

1. STI= S________________________ T____________________________ I________________________

2. STD= S________________________ T ______________________________ D___________________________

3. What’s the best way to not get a STDs? ________________________________

4. How can you protect yourself from STDs? ________________________________

5. You have the right to ask about your partner’s ________________________________

<table>
<thead>
<tr>
<th>STD</th>
<th>Check:</th>
<th>Virus</th>
<th>Bacteria</th>
<th>Other</th>
<th>Curable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Lice</td>
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<td>( ) yes  ( )no</td>
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</tbody>
</table>

7. You can have an STI and not know because many STIs don’t have __________________________!

8. Identify one local clinic where a person can get an STD test: _________________________________

9. Signature of Parent or trusted adult _________________________________
Student Worksheet: STD Basics

(This part of the lesson is modeled after “HIV/STD Prevention Education for CA Youth” Positive Prevention Curriculum)

ANSWER KEY

Part I.
1. HIV stands for Human ___ Immunodeficiency Virus
2. AIDS stands for Acquired Immune Deficiency Syndrome
3. HIV attacks T-cells which damages the immune system as a whole.
4. When an infected person’s T-cell count drops to __200___ and they develop an opportunistic infection (like pneumonia) they are said to have AIDS.
5. Who is at risk of becoming infected with HIV? Everyone
6. How is HIV transmitted? HIV is present in blood, semen, vaginal fluid. HIV is transmitted when any of these come into contact with the blood found in the mucous membrane of a person. This contact can occur during unprotected sex, sharing needles, and from a pregnant mother to a child. Having unprotected sex including vaginal, or anal intercourse as well as oral sex can transmit the HIV virus. You can reduce the risk of getting infected with HIV by using condoms when having sex.
7. The most effective way to protect yourself of the HIV virus is by not having sex (abstinence or abstaining from sex). You can also protect yourself by not sharing needles and only going to Licensed tattoo parlors. Also, you can protect yourself by not using alcohol or other drugs.
8. The only way to know if someone has HIV is by getting tested.
9. How should you act towards someone who is HIV positive? The same ways as everyone else. We should treat an HIV positive person with dignity, respect and understanding.
10. Name one person you should talk to if you think you’ve been exposed to HIV: parent, doctor, school nurse, or counselor.
Student Worksheet: STD Basics

(This part of the lesson is modeled after “HIV/STD Prevention Education for CA Youth” Positive Prevention Curriculum)

ANSWER KEY

Part II.

1. STI= Sexually Transmitted Infection

2. STD= Sexually Transmitted Disease

3. What’s the best way to not get a STDs? _Not have sex_ 

4. How can you protect yourself from STDs? _Use barriers (like condoms) every time_

5. You have the right to ask about your partner’s sexual experiences

6. | STD                              | Check: | Virus | Bacteria | Other | Curable? |
<table>
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<td>Human Immunodeficiency Virus (HIV)</td>
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<td></td>
<td>✓</td>
<td>(✓) yes  ( )no</td>
</tr>
</tbody>
</table>

7. You can have an STI and not know because many STIs don’t have signs or symptoms

8. Identify one local clinic where a person can get an STD test: _see Healthy Me handout_
# Exit ticket: Myth Buster

(This part of the lesson is modeled after “Understanding HIV and IDS” Human Relations Media Curriculum)

Name: ________________________________   Period: ___________ Date: __________

**Directions:** Even after all the year since HIV was first discovered, there are still a lot of myths. Check what you know now about HIV and AIDS by deciding whether these statements are true or false.

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
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<tbody>
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<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>3. Condoms reduce the spread of HIV through sex.</td>
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<td>4. Medicines can cure HIV infections.</td>
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## Exit ticket: Myth Buster

(This part of the lesson is modeled after “Understanding HIV and IDS” Human Relations Media Curriculum)

### ANSWER KEY

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