

# HIV/AIDS: RIGHTS & RESPONSIBILITIES

## GRADE 8, LESSON #24

### Time Needed

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50 minutes (Some teachers will choose to do this lesson in 2 days.)

### Student Learning Objectives

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The student will be able to...

1. Problem-solve scenarios that they or their friends may encounter, using factual information rather than myths or stereotypes.
2. Explore their beliefs about the rights and responsibilities of people with HIV and listen to the opinions of others.
3. Apply the concept that HIV/AIDS is only spread through certain behaviors.
4. Identify abstinence as the safest protection from HIV and also explain the steps for correct condom use.

### Agenda

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1. Set the stage. (2 minutes)
2. Use situation sheets in small groups to practice applying knowledge, solving problems, and identifying feelings around the issue of HIV. (7 minutes)
3. Discuss situation sheets as a whole class and summarize the activity. (18 minutes - 3 minutes per group)
4. Use the KNOW curriculum's Correct Condom Use activity or alternative KNOW activities. (20 minutes)
5. Close the lesson. (2 minutes)
6. Assign homework. (1 minute)

**Note:** The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

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## Materials Needed

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**Classroom Materials:** (1 per class)

- Situation sheets: #1 *The Elementary School Teacher*, #2 *The Rumor*, #3 *The Basketball Player*, #4 *Kindergarten*, #5 *Discrimination*, #6 *Being a Friend*
- Eleven condom cards (from *Sequence to Correct Condom Use*)
- Several types of condoms
- Lubricant
- Scotch tape

**Student Materials:** (1 per student)

- Individual homework: *Get Creative*
- Family homework: *Public Attitudes Towards HIV/AIDS*
- Family homework: *Family Homework Letter & Confirmation Slip*

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## Preparation

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- If you do not feel comfortable with the Correct Condom Use activity, it is important that arrangements be made with the school nurse, someone from your county health department, or another health educator to present the information.
- Using the *Sequence to Correct Condom Use*, make a set of condom cards with each step of condom use on a different card. Make several sets if you choose one of the other options for this activity.
- Practice condom use demonstration.

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## Resources

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### Background Reading:

- HIV/AIDS: [Background Information for Educators](#)
- How to answer difficult questions: [Answering Difficult Questions](#)
- How to answer questions about controversial issues: [Values Question Protocol](#)
- The correct use of condoms and dental dams: [Effective Condom Use](#)

### Websites:

- Health Educators Toolbox <http://www.metrokc.gov/health/apu/healthed>, (Public Health – Seattle & King County [PHSKC])
- HIV/AIDS Program <http://www.metrokc.gov/health/apu> (PHSKC)
- Family Planning Program <http://www.metrokc.gov/health/famplan> (PHSKC)

### Phone Numbers:

- HIV/STD Hotline: (206) 205-7837 or (800) 678-1595 (PHSKC)
- HIV/STD Hotline: (800) 342-AIDS (Centers for Disease Control and Prevention)
- Sex Information Line: (206) 328-7711 or (888) 307-9275 (Planned Parenthood of Western Washington)
- Your local Public Health Department

## Activities

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### 1. Set the stage. (2 minutes)

*We studied HIV yesterday. Does anybody have any questions you thought of over night?*

*OK, I'm confident that you all know that HIV is spread through specific behaviors, not because of the type of person someone is. Today, we're going to talk about real-life situations and some different ways of handling them.*

### 2. Use situation sheets in small groups to practice applying knowledge, solving problems, and identifying feelings around the issue of HIV. (7 minutes)

*Now let's practice using the information we've learned during the HIV Unit to talk about some real-life situations.*

Divide the class into 6 groups. It is important to assign groups rather than forcing students to choose or be chosen. Give each group a situation sheet and allow them to talk for 5 minutes about the discussion questions on their sheet. They should try to reach some consensus but all opinions can be presented.

### 3. Discuss situation sheets as a whole class and summarize the activity. (18 minutes)

Have a representative from each group present the findings (in 2-3 minutes per group). If time allows, solicit comments from the whole class. During the class discussion, be sure to distinguish between opinions based on facts versus myths and stereotypes.

Situation #6 will have led the class to conclude that condoms break mostly when they aren't used properly. If they don't conclude that on their own, you can contribute that fact.

### 4. Use the KNOW curriculum's "Correct Condom Use" activity or alternative KNOW activities.<sup>1</sup> (20 minutes)

a. Discuss the role of condoms in the prevention of most STD's.

- *Not having sexual intercourse (abstaining from sex) is the most effective way to avoid STD's including HIV. Most teens are not having sex and waiting is a good choice for them.*
- *At some time in their lives most people will choose to have sex and will want to protect themselves from STD's and pregnancy.*

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<sup>1</sup> Reprinted and adapted from KNOW with permission of the Office of the Superintendent of Public Instruction (OSPI).

- *Although latex condoms cannot provide 100 percent protection, if used properly and every time, they can significantly reduce a person's risk of STD's, HIV and pregnancy.*
  - *Understanding proper condom use is very important in providing that protection.*
  - *Some couples who use condoms to prevent pregnancy still become pregnant. This most commonly happens because the condoms were not used every time or the couples were not given instructions on how to use them properly.*
- b. Randomly tape the eleven cards (one card for each step of condom use) in the front of the classroom.
  - c. Select five volunteers to arrange the cards in the correct order.
  - d. When they are finished, allow the class to give feedback until they think the order is correct.
  - e. Read each card and explain each step. For teacher reference material, see [Correct Condom Use](#).

#### **Alternatives to Agenda Item #4:**

- Have two sets of cards placed in different parts of the room. Have two groups arrange them in order and compare.
- Distribute a set of cards to each cooperative group. Have each group arrange them in order then compare them with the other groups.

#### **5. Close the lesson. (2 minutes)**

*What I hope you remember from today is – you can't tell from looking at a person if they have HIV and HIV does not discriminate. It does not prefer certain types of people. It can infect males or females, babies, kids, teenagers, or adults. It affects people from all races and ethnic groups, whether they are gay or straight. Anyone can catch HIV if they take risks:*

*Women can catch it from men,  
Women from women,  
Men from men,  
Men from women.*

***The virus does not spread because you are a certain type of person; it spreads through certain types of behavior: sex without correct condom use, sharing of needles, or from mother to baby.***

*You've done a great job this period. In the future, you'll probably face situations involving people with HIV and friends who are taking risks...just like the ones we discussed in class today and many others. When you're trying to figure out how to handle these situations, I hope you'll take into account all the information you have about HIV.*

#### **6. Assign homework. (1 minute)**

Individual Homework: *Get Creative*

- Write a song, poem, story or rap about HIV.

Family Homework: *Public Attitudes Towards HIV/AIDS*

- Students who do the family homework will also need to take home the *article “Eileen: A Woman with AIDS”* and *Family Homework Letter & Confirmation Slip*.

## A note about Family Homework:

It is the philosophy of the FLASH curriculum to encourage family communication. This is why every topic (although not every single lesson) includes a Family Homework Exercise. These exercises usually focus more on feelings and values than on content, although some involve reviewing that day’s learning. The child does NOT report back on the content of those conversations. Instead, he or she returns a Family Homework Confirmation Slip, signed by the child and whatever adult has completed the exercise with the child. This may be a parent or guardian, a grandparent or aunt or uncle, a partner or friend of the parent or guardian, a family counselor, someone from the child’s community of worship, or whomever else the child identifies as “family.”

It is not our intention, however, to penalize young people who cannot do Family Homework. There may be many reasons. Perhaps a particular issue is too sensitive and either the child or the family prefers not to discuss it. Perhaps the parent(s) or guardian(s) work evenings, care for elderly relatives or for some other reason just can’t make time to do homework together. Because some children cannot do Family Homework, we recommend that, whenever you assign FLASH homework, you always offer Individual Homework as an alternative through which a child could earn the same credit.

## Situation #1:

# The Elementary School Teacher

An elementary teacher was diagnosed with AIDS in October. His pneumonia and fatigue forced him to leave work for the rest of the year. It is now summer. He no longer has pneumonia and his physician says he is well enough to begin teaching again this September. He feels pretty good and plans to return to his classroom. School District policy supports his decision.

What do you think?

- Should he be allowed to teach? Why or why not?
- Would the age level of the children make any difference?
- Who should know about his condition: anyone, staff, parents, students, community?
- If they do know about his illness, what are some potential responses from the principal, other teachers, students, and parents?
- Would your opinions be the same or different if the person was HIV positive but had not progressed to AIDS?
- Other ideas?

## Situation #2: The Rumor

Rumor began to surface in a high school health class that a student in the class had tested positive for HIV. The school nurse and teacher asked for help from the District's Health Office.

What do you suggest?

- Should they report this student to the principal? Why or why not?
- What could happen if they talked to the student themselves to find out the truth? What should they do if the student tells them that he/she is HIV positive? What should they do if the student tells them that he/she does not have HIV?
- Should they talk with the class about the harm in spreading rumors and lead a discussion about privacy?
- Should they tell the class it's none of their business and forbid them from discussing it?
- Should they ignore the situation and hope it blows over?
- Other suggestions?



## Situation #3: The Basketball Player

A high school athlete is HIV positive. With his family's help, he's doing everything he can to take care of his health – exercise, get plenty of sleep, eat well and take his medication – and he feels good. He's planning to go out for basketball this year. His doctor supports his decision.

What do you think?

- Should he be allowed to play basketball? Why or why not?
- Would he need to behave different than the other players on the court? In the locker room? On trips?
- Would there be a risk of him infecting other players? If so, how?
- Who (if anyone) should know he has HIV?
- How do you think other basketball players would respond if they found out he had HIV?
- Anything else?

## Situation #4: Kindergarten

A little girl is HIV positive. She has been attending a preschool in Washington State where the teacher knows about her health status, but other students and their parents do not. She has been having minor illnesses more often (due to having HIV and needing to be on treatment which sometimes make her feel ill) but is well enough to attend school. She is ready for public kindergarten this fall. Her mother intends to send her.

What do you think?

- Should she be allowed to go? Why or why not?
- Who (if anyone) should know she has HIV?
- If the teacher knows, what precautions should be taken (if any)?
- As a parent, how would you feel if your child was in class with an HIV positive child?
- As a parent, would you want other parents or kids to know if your child was HIV positive?
- Is there any chance that attending school might be harmful for the little girl's health? If so, how?

## Situation #5: Discrimination

A junior high health class is studying HIV. The teacher tells the class that gay people get AIDS because they deserve it. Later that day, a female student is in tears. Her favorite uncle is gay. She doesn't want to go to her health class anymore.

What advice would you give her?

- Ask her guidance counselor if she can be moved to another health class?
- Try to arrange a guest speaker who can cover the facts about HIV?
- Complain to the principal and demand that the teacher apologize in front of the whole class?
- Write a letter to the teacher explaining why his statement hurt her? How do you think the teacher might respond?
- Talk about it with her family? What do you think that her family could do to help?
- Forget about it and go back to class? How do you think that would affect her participation in class from now on?
- Anything else?

## Situation #6: Being a Friend

Your cousin is going with someone and told you they're having sex. They haven't ever used a condom because your cousin says the person doesn't have any diseases and they look clean. And your cousin says condoms break anyway.

- How would your cousin know for sure if the person they're going with had HIV or another STD?
- What would you say to your cousin about "looking clean"?
- Is it true that condoms break a lot or is it just that people sometimes use them incorrectly?
- What could you say or do to help your cousin reduce their risk – to help your cousin not get HIV or another STD?

## Sequence to Correct Condom Use

**Directions:** Print or photocopy both pages. Cut each page into cards with 1 step per card.

**Check expiration date.**

**Carefully open condom package.**

**Apply lubricant to the inside tip of condom.**

**Penis becomes hard.**

**Carefully unroll the condom over the penis.**  
Make sure the “right side” is out.

**Leave room at the tip of the condom.**

(Pinch the tip of the condom as you unroll it.  
Don't flip it over. If the wrong side is out  
after it is unrolled onto the penis,  
use a new condom.)

**Apply more lubricant over the condom.**

**Intercourse occurs.**

**Ejaculation occurs.**

**Withdraw penis.**

(Hold on to the base of the condom.  
Tie the open end of condom in a knot.)

**Discard condom carefully.**



# Public Attitudes Towards HIV/AIDS

## Family Homework

### About Family Homework:

All family homework exercises are optional. Family homework is for two of you... the student and an adult in your family (parent, step-parent, aunt, uncle, etc.)

If you want credit, turn in a Family Homework Confirmation Slip by \_\_\_\_\_ .

### Directions:

1. Read this article aloud together: "EILEEN: A Woman with AIDS."
2. Discuss these questions:
  - Why do so many people still think HIV is only a gay man's disease?
  - What does Eileen mean by "the stigma of AIDS"?
  - How can women protect themselves against HIV?
  - Some of Eileen's friends wouldn't invite her to their homes after she got HIV. What if a close friend of our family got HIV? How would our family react?



## Eileen: A Woman With AIDS

Eileen is a woman living with AIDS. She is also a mother of two children (in third and fourth grades). Before she got sick, Eileen was a travel agent. She liked to backpack and dance. Four years ago, after two years of strange illnesses and infections, she found out she had HIV. She tried using drug treatments, but they made her too sick to get up in the morning. She had to stop. Last year she was finally diagnosed with AIDS.

Eileen knew her ex-boyfriend Jeff had used injection drugs. She never used drugs herself, but she got the virus from having sex with him. Last week, she found out that Jeff recently died from AIDS.

Her friends had different reactions when they heard the news about Eileen. Some of them drifted away. She says,

*"I was surprised and hurt. I couldn't believe that they would drop me, just when I needed them most. It's not good for them, either. I know they'll feel guilty after I die."*

Most of her friends were great.

*"It's been very emotional — we cry, we scream, we laugh. We're so sad that we will have to say 'good-bye' so soon."*

She was so weak, she quit her job. It also became very difficult to take care of her kids, so a close friend of the family moved in with them. Eileen made plans for her children to be adopted by her sister in another state after she dies.

Eileen is writing letters to the children to have when they are older.

*"Sometimes I feel like I'll die of a broken heart before I die of AIDS. I worry about how you'll do after I'm gone. I'm so sorry you have had to live with the stigma of AIDS."*

Eileen does her best to educate people about HIV. This helps her deal with her own feelings better. She's also in a support group for women with HIV. To Eileen, it's very important that more women with HIV speak up about the prejudice and the myth that HIV is only a gay man's disease.

*"Anyone can get HIV/AIDS ... it matters what you do... not what you feel."*

## Family Homework Letter

Dear Parents and Guardians,

As you know, we are doing our unit in “Family Life and Sexual Health.” Part of its purpose is to help your child talk more comfortably with you, as well as your family doctor, clergy, etc.

Your child has been offered a family homework exercise to complete with you for extra credit. It is strictly optional. There are other ways to earn the same credit. It is also confidential. It will not be turned in to me or discussed in class. This is simply a way for you to:

- reinforce your family’s beliefs,
- say some things you may have been meaning to say for a long time, and
- find out what your child is thinking regarding the issues we address in class.

Whenever you complete a family homework exercise, simply fill out the attached slip and your child can turn it in for credit. Please feel free to call me if you have any questions.

Sincerely,

\_\_\_\_\_  
Teacher, Principal or Nurse

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## Family Homework Confirmation Slip

We have completed the Family Homework: \_\_\_\_\_  
(topic)

\_\_\_\_\_  
Student’s signature

\_\_\_\_\_  
Signature of parent, guardian, another adult in the family or friend of the family

\_\_\_\_\_  
Date