

DECISION-MAKING TO PREVENT HIV AND AIDS



LESSON INTRODUCTION:

The purpose of this lesson is to explore HIV/AIDS. Students will learn the skill of decision-making as they learn what puts a person at risk of getting infected with HIV and how important it is to get tested and treated. A condom demonstration is included in this lesson.



OBJECTIVES:

By the end of 8th grade Students will be able to...

- Identify the three most common ways that HIV is transmitted.
- Describe how abstinence and condoms help prevent STDs/STIs and HIV.
- Analyze sexual health decision-making that impacts HIV transmission and treatment.



VOCABULARY

- T Cells
- Antibody
- Transmission
- Human Immunodeficiency Virus (HIV)
- Auto Immunodeficiency Syndrome (AIDS)



STANDARDS:

Wisconsin Standard for Health Education

- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

National Sexuality Education Standards

- **SH.8.SM.1** Describe the steps to using a condom correctly.
- **PR.8.DM.1** Apply a decision-making model to various sexual health decisions.

GRADE: Middle School
LENGTH OF LESSON: 60 min
SEQUENCE: 9



ACTIVITIES:

- 9.1** Follow up of Advocating for Community Health – from Lesson 8
- 9.2** Introduction to HIV & Condom Demonstration
- 9.3** Homework/Assessment



MATERIALS/TECHNOLOGY:

- The Science of HIV/AIDS: <https://youtu.be/FDVNdnOCvKI>
- Butcher paper/whiteboard
- Penis model/demonstrator or banana
- Condom
- Decision-making model
- “A Student’s Story: Timeline of HIV” cards
- Assessment rubric



Revisit classroom ground rules and the Anonymous Question Box

(5 minutes)

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Remind students that the box will be available throughout the entire Human Growth and Development unit.



Activity 9.1 Follow-Up of Advocating for Community Health – from Lesson 8 (15 minutes)

As follow up from the advocacy skill lesson in the last class, remind students that the skill of advocacy means to build support for a cause and encourage others to adopt or maintain a healthy behavior.

Post the **Advocating for Community Health Skill Cue I CARE** from **Lesson 8** up in the class room. Ask students to present their PSAs to the class. Let the group know that they should evaluate their peers' PSAs by identifying how the steps of **I CARE** are presented in the PSA and share how effective they feel the message is. The instructor should provide feedback as well, and groups should use the feedback to improve their PSAs in later class time or as homework. Ideally, PSAs should be displayed throughout the school to promote healthy norms and enable students' advocacy messages to reach a wider audience.



Activity 9.2 Introduction to HIV & Condom Demonstration (20 minutes)

Once the PSA presentations from **Lesson 8** are complete, let students know that today you'll learn about HIV and AIDS, how to use condoms, and about decision-making around HIV prevention and treatment.

As an introduction, show the video **The Science of HIV/AIDS** that is listed within the resources section of this lesson plan. Let students know that in the video, they should listen for the following vocabulary words, and be prepared for a discussion afterwards:

- **Human Immunodeficiency Virus (HIV):** HIV stands for human immunodeficiency virus. It is the virus that can lead to acquired immunodeficiency syndrome, or AIDS, if not treated. HIV attacks the body's immune system, specifically the T cells, which help the immune system fight infection.
- **Acquired Immunodeficiency Syndrome (AIDS):** AIDS is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV).
- **T Cells:** A type of white blood cell that helps the immune system fight infection; the type of cell that is attacked by the HIV virus.
- **Antibody:** A blood protein produced in response to the HIV virus. When someone gets tested for HIV, doctors are testing for the presence of these antibodies in the blood.

After the video, ask the class the following discussion questions:

- What does HIV stand for?
- Is HIV a virus or a bacterium?
- What is a T cell?
- How is HIV transmitted?
- How is HIV not transmitted?
- Is there a cure for HIV?

As of the end of 2016, 6,923 were living with HIV in Wisconsin. Between 2007 and 2016, the HIV diagnosis rate in Wisconsin increased among younger males, aged 13-29, and fluctuated among younger females.¹

¹ Wisconsin AIDS/HIV Program Notes. June 2017. <https://www.dhs.wisconsin.gov/publications/p00792-17-june.pdf>

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Next, talk about prevention. People living with HIV can take anti-retroviral therapy medication (ART) that lowers the viral load of HIV in their bodies to the point where they cannot transmit the virus to others and can live a long and healthy life.

Remind students that the best way to stay safe and avoid contracting STDs such as HIV is to practice abstinence. However, if/when a person decides to become sexually active, using a condom is a very important part of protecting against HIV and other STDs. It is important because it is a barrier method that, when used correctly, blocks the exchange of bodily fluid during sexual activity, thus greatly reducing the transmission of many STDs, including HIV.

Additionally, for people at high risk of contracting HIV (defined as anyone who has had an STI in the last six months, anyone having sex with partners with an unknown STI/STD status, men who have sex with men that are not in a monogamous relationship, and injection drug users who share injection equipment), the CDC recommends the use of a daily pill called PrEP (pre-exposure prophylaxis), which is over 91% effective at stopping the transmission of HIV when taken correctly.² PrEP only prevents against HIV, not other STIs, so condoms should ALWAYS be used, even when taking PrEP.

Another method to stop the potential spread of HIV is called PEP (post-exposure prophylaxis), and it is best used when someone may have already been exposed to HIV, such as after having unprotected sex with a potentially infected partner, after a sexual assault, or after sharing needles when injecting drugs. PEP is a 30-day course of medication that stops HIV from taking hold in the body. It must be taken within 72 hours of possible exposure.

Now, share the steps to putting on a condom.

If you are demonstrating how to put on a condom, you can use a penis model (or a banana if policy prohibits you from using a penis model).

² Centers for Disease Control and Prevention website. <https://www.cdc.gov/hiv/risk/prep/index.html>.

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Steps to Using a Condom:

1. Go to the store or health clinic and get condoms. Check the condom size, type and expiration date.
2. Check for an air bubble in package to ensure that the condom is not dried out or punctured.
3. Once the penis is erect, open the condom package carefully with your hands and remove the rolled condom from the package. Do not use your teeth, sharp fingernails or scissors to open.
4. Be sure to hold the condom so that it will unroll easily. To make sure you have the right side up, test it by rolling the condom down your finger slightly. Position the condom over the head of the penis so the condom can be rolled down. If the wrong side is placed down on the penis initially, discard that condom and get a new one.
5. Leave a half inch space at the tip of the condom to collect semen. Hold the tip of the condom and roll condom down the entire length of the penis pushing all the air out.
6. After ejaculation, hold the rim of the condom and withdraw from the partner while the penis is still erect.
7. Dispose of the used condom properly by tying it in a knot with the ejaculate trapped inside, wrapping it in a facial tissue, and throwing it in the trash. Do not ever flush a condom down the toilet.

Remember: Use a new condom for every act of vaginal, oral, or anal intercourse.

The following websites may also be helpful in demonstrating how to effectively put on a condom: <http://www.advocatesforyouth.org/topics-issues/condom/115-how-to-use-a-condom> <http://www.plannedparenthood.org/learn/birth-control/condom>



Activity 9.3: A Student's Story - Timeline of HIV (20 minutes)

Let students know they are going to learn about and practice decision-making. On butcher paper or the board, post the steps of the **Decision-Making Model** and describe them for the students:

- **Step 1:** Assess the situation - what decisions need to be made?
- **Step 2:** List the options - what are all the positive and negative choices you could make?
- **Step 3:** Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)
- **Step 4:** Consider your values - what attitudes, ideas and beliefs are important to you?
- **Step 5:** Decide on the healthiest option and act on the decision.
- **Step 6:** Evaluate and reflect on the outcome.³

Now let students know they will have a chance to practice decision-making via a story you will work on together. Post butcher paper or utilize a whiteboard on two different sides of the room. These are timelines in the story of Kai. Divide students into two groups. Tell students that they will hear prompts in a story and be given **A Student's Story – Timeline of HIV Cards** to fill in the next parts of the story. They'll post these cards on their group's timeline.

As you read aloud each section of the timeline story, have a student from each side come up and get a card from you to post on their group's timeline. Each card is different and will take the story in a different direction. Someone in the group should read the card aloud and then post it on the timeline/story board. Continue to rotate through the class as you read the story and pause for students to come up and get a card.

The last card is blank. Prompt each group to determine the ending of the story. Direct students to choose an ending based on decisions Kai made throughout the story. Have them identify at least three more decisions that Kai might make that would cause the ending to make sense. Bring the whole group back together to share their stories of Kai. Be sure to focus on transmission, risk, and decisions Kai makes along the way. Ask students if they can identify some decisions that would have drastically changed Kai's stories.

³Benes, S. & Alperin, H. (2016) The essentials of teaching health education: Curriculum, instruction, and assessment. Human Kinetics: Champaign, IL.

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TO BE READ ALOUD BY INSTRUCTOR:

Story of Kai

Kai is fifteen years old and in the spring of 9th grade. Kai has some stress at home. Money is tight, and Kai often does not feel supported by very busy parents who are worried about their own issues. Kai's friends have become very important. Kai feels that school and the community where Kai grew up is small and small-minded. Kai knows there is a bigger more exciting world out there.

(DISTRIBUTE CARD 1 - ONE TO EACH GROUP)

In exploring the world, Kai has now had some new experiences. Kai does not know how to feel about them, but knows these things are defining and make Kai feel included and grown up. However, the health class Kai is taking in school taught about HIV transmission and risky behavior.

(DISTRIBUTE CARD 2 - ONE TO EACH GROUP)

Kai is feeling distracted and school is getting harder to deal with.

(DISTRIBUTE CARD 3 - ONE TO EACH GROUP)

Although Kai sometimes feels there is not an adult to turn to, the STD clinic staff have been friendly and helpful.

(DISTRIBUTE CARD 4 - ONE TO EACH GROUP)

Kai has made some big decisions for being only fifteen, decisions that may affect Kai longer than freshman year. What is next for Kai?

(STUDENTS DECIDE - Talk through student's ideas with the decision-making model).

 Activity 9.3: Decision-Making Model

Step 1:
**Assess the situation - what
decisions need to be made?**

Step 2:
**List the options - what are all
the positive and negative
choices you could make?**

Step 3:

Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)

Step 4:

Consider your values - what attitudes, ideas and beliefs are important to you?

Step 5:
**Decide on the healthiest
option and act on the decision**

Step 6:
**Evaluate and reflect on the
outcome**

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Activity 9.3: A Student's Story - Timeline of HIV Cards

<p style="text-align: center;">Card 1: Shared needles</p> <p>Kai injects drugs. The "friends" that showed Kai how to inject drugs shared their needles.</p>	<p style="text-align: center;">Card 1: Had unprotected sex with someone that was HIV positive</p> <p>Kai had unprotected sex with an older boy Kai met at a party. Kai did not ask about the boy's sexual history or his HIV status.</p>
<p style="text-align: center;">Card 2: Gets tested and learns status</p> <p>Kai decides to go for an STD test after taking health class and learning that some of Kai's behaviors are risky.</p>	<p style="text-align: center;">Card 2: Kai does not get tested</p> <p>Although Kai has done some risky things, they have been with friends who are not very old and they all seem to be healthy.</p>
<p style="text-align: center;">Card 3: Continues to do the behavior that created the risk of HIV transmission</p> <p>Kai enjoys the behaviors that are risky, and although some days Kai thinks it would be safer to stop, is not willing right now for many reasons.</p> <p>"You only live once", thinks Kai.</p>	<p style="text-align: center;">Card 3: Starts using condoms/only uses clean needles</p> <p>Kai's HIV status creates a motivation to change. Although Kai is not willing to stop the risky behavior totally, Kai is now using condoms consistently/clean needles consistently.</p>
<p style="text-align: center;">Card 4: Gets on medication proper to HIV status and behavior</p> <p>Kai is motivated to stay healthy and live a long life. Although some things are difficult now, Kai is committed to getting re-tested as recommended by the clinic and getting/staying on the proper medication for the current situation (PRT, PrEP, PEP). Kai is also trying to be more healthy in other ways.</p>	<p style="text-align: center;">Card 4: Does not continue to go to the clinic</p> <p>Kai is afraid that others will find out about the clinic and or the risky behavior. It seems best to stop going altogether.</p>



Activity 9.4: Homework/Assessment (5 minutes)

Remind students that they learned about the prevention and transmission of HIV, learned how to use condom, and practiced the steps of healthful decision-making. For homework, ask students to spend individual time reflecting on what they learned by answering the following questions in a short essay:

- What are the three most common ways that HIV is transmitted?
- Describe how abstinence and condoms help prevent HIV and other STIs.
- If you were faced with a decision like Kai, to decide whether to inject drugs using someone else's needle, write about the choices you would make using the 6-step model.
 - **Step 1:** Assess the situation - what decisions need to be made?
 - **Step 2:** List the options - what are all the positive and negative choices you could make?
 - **Step 3:** Weigh the possible outcomes using HELP (healthful, ethical, legal, parent approval)
 - **Step 4:** Consider your values - what attitudes, ideas and beliefs are important to you?
 - **Step 5:** Decide on the healthiest option and act on the decision.

At the beginning of the next class, collect students' essays and use the **Assessment Rubric** to assess learning. Time permitting, at the beginning of the next class, ask if anyone would like to share their answers. Reinforce correct/healthy answers and offer guidance for incorrect/less healthy answers.

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Assessment Rubric

Use the following rubric to assess student mastery of the learning objectives.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Identify the three most common ways that HIV is transmitted	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Describe how abstinence and condoms help prevent STDs/STIs and HIV	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Analyze sexual health decision-making that impact HIV transmission and treatment	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			