

Grade 6 Lesson 1

HIV Overview: Transmission

Overview

The purpose of this lesson is to help students understand how HIV is transmitted, to identify behaviors that do and do not put individuals at risk for HIV infection, and to review ways to protect against acquiring and transmitting HIV.

NOTE: Teachers need to be prepared to respond to unexpected questions from students regarding sexual health, even though they are not part of the planned presentation. See introductory section on tips for answering different types of questions.

Laws & Standards

The 5/6 KNOW Curriculum, 2014 edition, complies with the AIDS Omnibus Act and partially fulfills the Healthy Youth Act (2008). It aligns with the WA State Health and Fitness Standards (2008), the WA State Guidelines for Sexual Health Information and Disease Prevention (2005), the National Sexuality Education Standards (2011), and current research on the prevention of HIV and other STDs. Please see the introduction for more details, including information on how to fully comply with the Healthy Youth Act.

Objectives

The students will:

- * Know that AIDS is caused by a virus (HIV)
- * Identify ways HIV is transmitted
- * Identify ways HIV is NOT transmitted
- * Identify behaviors that protect a person from HIV infection

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Agenda

Time: 50 minutes

1. Introduction and Ground Rules (10 min)
2. Review of Basic Facts (10 min)
3. Fluid Transmission Demonstration (10 min)
4. Transmission Risk and Prevention Game (15 min)
5. Staying Healthy (5 min)

Materials:

- * 2 clear glass or plastic cups
- * 1 eyedropper
- * Blue food dye (liquid)
- * Two paper tents, one labeled HIV+ (positive) and one HIV- (negative)
- * Family Homework, 1 per student

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Activity 1

Introduction and Ground Rules

Time: 10 minutes

1. Introduce the topic of HIV and other STDs.

“Today we’re going to learn about HIV and AIDS. Some of you may have learned about HIV in other classes, or at home, and for some of you, this will be a new topic. HIV is a very serious illness that can cause death. However, many people can live a very long time with HIV with the help of a doctor. This is an important subject, and I know we’re all going to learn a lot in this unit.”

2. Share ground rules with the class. Write them down as you cover each one.

“Even though we already have rules for classroom behavior, I’m going to go over class rules especially for this topic. I want to help everyone feel comfortable asking questions and participating in the lessons. I’m going to start by giving you my ideas, and then I’ll ask if you have any others to add.”

- * Ask questions. (Tell the class you will do your best to answer all questions or find the answer, if you don’t know it.)
 - * No put-downs.
 - * It is okay to disagree.
 - * Listen and be respectful of others’ opinions.
 - * Protect people’s privacy. For example, questions about friends and family members should not include their names or identities. Instead, say “Someone I know…” or “Someone I heard of…”
3. Ask the class if they have any ground rules to add. Add them to the list.
 4. Ask for a raise of hands to show agreement with the ground rules.

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Activity 2

Review of Basic Facts

Time: 10 minutes

- * Tell students to indicate whether they “agree,” “disagree,” or are “unsure” about each statement as you read it aloud. (The teacher can select one of the following two methods.)

Thumbs up = agree Thumbs down = disagree Thumbs sideways = unsure

or

Stand up = agree Sit down = disagree Hold both hands up = unsure
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- * After each statement is “voted” upon, give students the correct answer (shown in parentheses after the statement).
 - * If many students are unsure about answers, review the KNOW Grade 5 Lesson 1, Activity 2 “Review of Basic Facts.”
1. HIV is a virus. (True)
 2. HIV causes AIDS. (True)
 3. HIV is easy to get. (False)
 4. HIV is found in the blood, semen, vaginal fluids and breast milk of someone who has HIV. (True)
 5. People who have HIV may not show any signs of being sick. (True)
 6. People can live a very long time with HIV with the help of a doctor. (True)
 7. Anyone who has sex without a condom can get HIV if the other person has it, whether they are male or female, gay or straight, rich or poor. (True)
 8. HIV infection can be cured. (False)
 9. HIV infection can be prevented. (True)
 10. HIV can be transmitted in sweat. (False)
 11. Abstinence from sexual intercourse and from sharing needles are two ways to avoid HIV. (True)
 12. If someone gives HIV to another person, the first person doesn’t have it anymore. (False)

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Activity 3

Fluid Transmission Demonstration

Time: 10 minutes

Materials:

- * 2 clear glass or plastic cups
- * 1 eyedropper
- * Blue food dye (liquid)
- * Two paper tents, one labeled HIV+ (positive) and one HIV- (negative)

Preparation:

- * Fill the 2 cups with water.
- * Add enough blue food dye (at least several drops) to one of the cups to turn the water deep blue.
- * Place the "HIV+" (HIV positive) label beside the cup with blue water.
- * Place the "HIV-" (HIV negative) label beside the cup with clear water.

1. Introduce the demonstration by explaining that the cups represent two people, Joe and Teri. If there is a student in the class that uses one of these names, substitute a different name.
2. Remind students that the term HIV positive (with a plus sign) means a person has HIV, and the term HIV negative (with a minus sign) means a person does not have HIV. In this demonstration, **Joe (the HIV+ cup) has HIV. Teri (the HIV- cup) does not.**
3. Explain that the blue water in Joe's cup represents fluids from Joe's body that can transmit HIV, like blood, semen, vaginal fluid or breast milk. The clear water represents fluids from Teri's body. Teri does NOT have HIV.
4. Explain that in order for someone to get HIV, they must get blood, semen or vaginal fluids into their body, through sharing needles or by having sex with someone who has HIV. In this demonstration, some of Joe's HIV+ fluid would have to get into Teri's body. (In other words, Teri's test tube fluids will turn bluish if they have HIV.)
5. Follow the demonstration script on the next page.

SCIENCE CONNECTIONS

This activity will reinforce science concepts related to conducting an experiment and understanding cause/effect relationships.

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Activity 3 cont.

Fluid Transmission Demonstration

Ask Students	Demonstrate	Explain
<i>"Can Teri get HIV by sitting next to Joe?" (e.g. Do Teri's fluids turn blue?)"</i>	Push cups closer together, but not touching.	<i>"No. Teri would not get HIV because none of Joe's fluid got in her body."</i>
<i>"Can Teri get HIV by touching Joe?"</i>	Push cups together so they are touching.	<i>"No. Teri would not get HIV because none of Joe's fluid got in her body."</i>
<i>"Can Teri get infected by sharing a pencil with Joe?"</i>	Touch a pencil to one cup, then the other cup.	<i>"No. Teri would not get HIV because none of Joe's fluid got in her body."</i>
<i>"What if Teri donates blood to Joe?"</i>	Use the clean, unused dropper to take a dropperful of water from Teri's cup to Joe's cup.	<i>"No, because Teri's blood does not have HIV."</i>
<i>"What if Joe and Teri had sex, or Joe's blood got into Teri's body because they shared a needle?"</i>	Take a dropperful of Joe's blue fluid and inject it into Teri's cup. Add more until it turns noticeably blue.	<i>"Yes, Teri could get HIV. This is why people should not share needles or have sex with someone who has HIV."</i>
<i>"Why do you think the fluid in Teri's cup is light blue instead of dark blue like Joe's?"</i>	Add a couple more drops from the blue food dye bottle into Teri's cup.	<i>"Once HIV is in the body, it multiplies and damages the immune system, which usually protects us from diseases. Over time, Teri's water would get darker and darker blue, as the virus made more copies of itself. That's why people with AIDS get sick with serious diseases, especially if they don't have a doctor who can help them stay healthier and live longer."</i>
<i>"If Joe and Teri were real people, would anyone know they had HIV just by looking at them?"</i>		<i>"No. People with HIV usually look as healthy as anyone else. We can't see inside a person (like we did here) to see if there is HIV in their blood, which is why the blood must be tested to tell if it has HIV in it."</i>

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Activity 4

Transmission Risk and Prevention Game

Time: 15 minutes

Materials:

- * Category Cards, 1 set per small group
- * Behavior Cards, 1 set per small group

Introduction:

1. Introduce the activity: *“Next we are going to play a cooperative game to review how HIV can be transmitted and how it can be prevented.”*
2. Explain the game rules:
 - * The class will be divided in small groups.
 - * Each group will be given one set of category cards and one set of behavior cards.
 - * Each small group will try to place the behavior cards under the correct category.
 - * At the end, we’ll review the correct answers as a large group.
3. Give an example:
 - * Write the two categories on the board, “You Can Get HIV” and “You Can’t Get HIV.”
 - * Using one of the behavior cards (for example, “kissing”), demonstrate how you expect them to place behavior cards under the appropriate category (in this case, “You Can’t Get HIV.”)

Small Group Work:

4. Divide the class into groups of 4 or 5, using whatever method you prefer. Give each group the two sets of cards to place on a table or floor. If they are uncertain about the placement of a particular behavior, they should set that card to the side or make their best guess.
5. Offer help, if needed. Allow groups to work until most have completed the task or until you have 8 minutes left.

Debriefing the Activity

6. You will find debrief points for each behavior on the following pages to assist you as you debrief each individual behavior.
7. Ask for volunteers to report on the behavior cards they placed under the “You Can Get HIV” category. Write their answers on the board under that category.
8. Ask for volunteers to report the behaviors they placed under “You Can’t Get HIV”. Write their answers on the board under that category.
9. Use the debrief points on the following page to correct answers as necessary.

A Person Can Get HIV

- * **Sharing needles for drug use with someone who has HIV**
- * **Sex without a condom with someone who has HIV**
- * **Born to a mom who has HIV**
- * **Breastfeeding from a mom who has HIV**

A Person Can't Get HIV

- * Sitting on public toilet seats
- * Kissing someone who has HIV
- * Hugging someone who has HIV
- * Sharing food with someone who has HIV
- * Getting bit by a mosquito that has bitten someone with HIV

Debrief Points: CAN get HIV

Sharing needles for drug use with someone who has HIV

"A person can get HIV this way because there is some blood left inside the needle from when the person with HIV used it. If another person uses it, they are injecting the HIV + blood into their body."

Sex without a condom with someone who has HIV

"If someone has sex without a condom with someone who has HIV, they can get HIV because the other person's semen or vaginal fluid contains HIV. Using a condom would protect them from those fluids."

Born to a mom who has HIV

"HIV can be passed to the developing fetus in the uterus, or to the baby during birth as it passes through the vagina. When a woman has HIV and is pregnant, there is a 25% (1 in 4) chance her baby will be born with HIV. However, if she takes HIV medications while she is pregnant, and has a C-section, there is only a 2% chance that the baby will get HIV."

Breastfeeding from a mom who has HIV

"A baby can get HIV if it drinks breast milk from a mom who has HIV. Breast milk is one of the fluids that contains HIV, and it enters the baby's body through the soft tissue in the mouth."

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Activity 4 cont.

Transmission Risk and Prevention Game

A Person Can Get HIV

- * Sharing needles for drug use with someone who has HIV
- * Sex without a condom with someone who has HIV
- * Born to a mom who has HIV
- * Breastfeeding from a mom who has HIV

A Person Can't Get HIV

- * **Sitting on public toilet seats**
- * **Kissing someone who has HIV**
- * **Hugging someone who has HIV**
- * **Sharing food with someone who has HIV**
- * **Getting bit by a mosquito that has bitten someone with HIV**

Debrief Points: CAN'T Get HIV

Sitting on public toilet seats

"A person cannot get HIV this way because there is no semen, vaginal fluid, blood or breast milk present." Only if students ask, tell them: "Even if someone sat on blood, semen or vaginal fluid on a toilet seat, the skin would keep that fluid out of their body."

Kissing someone who has HIV

"A person cannot get HIV this way because saliva does not contain HIV." Only if students ask, tell them: "If someone had a little cut in their mouth when they were kissing, there would not be enough blood to transmit HIV. The only way HIV could be passed this way would be very unlikely: if the person with HIV had a lot of sores in their mouth, and the other person had a lot of sores and cuts in their gums."

Hugging someone who has HIV

"A person cannot get HIV this way because there is no semen, vaginal fluid, blood or breast milk present."

Sharing food with someone who has HIV

"A person cannot get HIV this way because there is no semen, vaginal fluid, blood or breast milk present."

Getting bit by a mosquito that has bitten someone with HIV

"Although this may seem similar to sharing a needle, it is not. No blood remains in the mosquito stinger and so no blood is shared between the people who are bitten."

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Activity 5

Staying Healthy

Time: 5 minutes

Materials: Family Homework, 1 per student

1. Review the lesson by reminding the class that kids their age almost never get HIV. Ask the class to tell you quickly what are some important things people should do when they are older to protect themselves from getting HIV. Make sure your list includes the following:
 - * Choose not to have sex
 - * Use a condom when having sex
 - * Don't share needles for drugs or anything else

Remind students that it is also important for people to get tested for HIV, so if they do have it they can make sure not to pass it on to anyone else, like to a person they have sex with or to a baby if they are pregnant.

2. Assign Family Homework.
 - * Students have two options for getting credit.
 - * Option 1: Discuss the family questions on the sheet with a trusted adult. The trusted adult can be a parent, guardian, another family member, their religious leader, etc. You will not be asking them what they talked about. They get credit by turning in the signed confirmation slip.
 - * Option 2: If anyone decides not to do the family homework, for whatever reason, there are individual questions that they can answer on paper and turn in for the same credit.
3. Wrap-up the lesson by restating the main points.

"I want everyone to remember that kids your age almost never get HIV. That is because the behaviors that spread HIV, like having sex and sharing needles, are not things that kids do. It is still important that we discuss HIV, because it is a very serious illness, and there are important things people can do to prevent getting it. I want to make sure you all know how to keep yourselves healthy when you get older."

Family Homework: Talking about HIV

All Family Homework is optional. You may complete the Individual Homework questions instead.

Purpose: To share your thoughts with each other about HIV.

Directions for family homework:

- * Find a place where the two of you (the student and the trusted adult) can talk privately.
- * The trusted adult can be a parent, guardian, another family member, your religious leader, etc.
- * Only share your discussion with others if you give each other permission.
- * To receive credit, turn in the signed confirmation slip.

Family homework questions:

1. Both: How do you think HIV has affected our family or community?
2. Adult asks student: What is the most important thing you've learned about HIV?
3. Student asks adult: Why do you think it's important for me to learn about preventing HIV?

Confirmation Slip

Family Homework: Talking About HIV

We have completed the family homework.

Adult signature: _____

Student signature: _____

Date: _____

**Individual Homework
(alternative to Family Homework)**

Name _____

Directions for individual homework:

If you decide not to do the family homework, turn in your written answers to the individual questions for the same credit.

1. How do you think HIV has affected your community?

2. What is the most important thing you've learned about HIV?

3. What is the most important thing about preventing HIV that you would want to tell others whom you care about?

Category Cards for Activity 4: Transmission Risk Game

Copy onto WHITE paper and cut



You Can
Get HIV



You Can't
Get HIV

Behavior Cards for Activity 4: Transmission Risk Game

Copy all Behavior Cards onto the SAME COLOR PAPER and cut

**Sharing needles for drug use
with someone who has HIV**

**Sitting on public
toilet seats**

**Kissing someone
who has HIV**

Behavior Cards for Activity 4: Transmission Risk Game

Copy all Behavior Cards onto the SAME COLOR PAPER and cut

**Sharing food with someone
who has HIV**

**Hugging someone
who has HIV**

**Sex without a condom with
someone who has HIV**

Behavior Cards for Activity 4: Transmission Risk Game

Copy all Behavior Cards onto the SAME COLOR PAPER and cut

**Getting bit by a mosquito
that has bitten someone
with HIV**

Born to a mom who has HIV

**Breastfeeding from a mom
who has HIV**