

COURSE: Health	GRADE(S): 6 th Grade
UNIT: HIV/AIDS	TIMEFRAME: 7 Lessons

NATIONAL HEALTH EDUCATION STANDARDS:

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:

10.1. Concepts of Health
10.1.6.E. Identify health problems that can occur throughout life and describe ways to prevent them.

10.2. Healthful Living
102.6.A Explain the relationship between personal health practices and individual well-being.

Reading Assessment Anchors:

R6.A.2.1 Understand nonfiction appropriate to grade level
R6.A.2.1 Identify and apply the meaning of vocabulary in nonfiction
R6.A.2.3 Make inferences, draw conclusions, and make generalizations based on text
R6.A.2.4 Identify and explain main ideas and relevant details

<p>UNIT OBJECTIVES:</p> <p>Analyze students' perception that sexual activity has serious consequences that can affect their daily lives and social relationships.</p>	<p>CONTENT:</p> <p>I. STD's</p> <ul style="list-style-type: none"> - STD <ul style="list-style-type: none"> o Stands for Sexually Transmitted Disease o A person contracts an STD from skin to skin and/or sexual contact with a person who has an STD. o 14-22 year-olds have the highest rate of infection. - Causes of STD's (Organisms cause STD's) <ul style="list-style-type: none"> o <i>Parasites:</i> Can be large enough to see and can be cured with medicine. o <i>Bacteria:</i> Are too small to see and can be cured with antibiotics (medicines used to kill disease-causing bacteria). o <i>Viruses:</i> Are so small, they may even go through condoms and there are no cures for viruses that cause STD's.
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Identify health practices to prevent or lower risk for STD's.

- Types
 - o Herpes (genital)
 - o Syphilis
 - o Vaginitis
 - o Genital Warts
 - o HIV/AIDS
 - o Gonorrhea
 - o Chlamydia
 - o Pediculosis Pubis and Scabies
 - o Additional/Current STD's

- Complications
 - o Vary by type of STD

- Treatment
 - o Clinics
 - o Patient's Rights

- Prevention
 - o Abstinence
 - Choosing not to have sexual intercourse.
 - Abstinence is the most effective means of preventing pregnancy and STD's including AIDS.
 - Abstinence is a normal/acceptable choice.
 - o Latex condoms
 - o Proper treatment to prevent infection

- HIV/AIDS
 - o Words associated with AIDS
 - Disease
 - Needles
 - Catching
 - Virus
 - Blood
 - Cancer
 - Kissing
 - Death

- AIDS
 - o *Acquired*: To get, caught or transmitted in a contagious manner.
 - o *Immune*: the body's defense system, the ability to fight off an illness.
 - o *Deficiency*: a lack of, not working properly.
 - o *Syndrome*: a pattern of symptoms or signs of disease.

- HIV
 - o Human
 - o Immuno
 - o Deficiency
 - o Virus

- Nature of the virus (HIV)
 - o Found in humans only
 - o Body fluids with low HIV concentrations:
 - Saliva
 - Tears
 - Urine
 - Breast milk
 - o Body fluids with high HIV concentrations.
 - Blood
 - Semen
 - Vaginal secretions

- Virus is fragile outside the body fluids.
 - o Modes of transmission
 - Blood to blood contact
 - Blood transfusions – very rare in USA
 - Sharing needles
 - Associated with drug abuse.
 - One of the 2 most common modes.
 - Sexual contact
 - Intercourse or other contact with exposure to body fluids.
 - One of the 2 most common modes.
 - Mother to child
 - During pregnancy
 - During birth
 - During breast feeding
 - o *Universal Precautions:* In all your actions always assume anyone with whom you interact is HIV+ and protect yourself.
 - o Ways you can't get AIDS
 - Casual contact
 - Hugging
 - Shaking Hands
 - Talking with someone
 - Playing with someone
 - Sitting next to someone
 - Eating with someone
 - From public restrooms
 - On the phone
 - From furniture
 - Insect bites

- Disease Progression
 - o Exposure to the virus
 - o Blood is infected with virus
 - HIV+
 - No symptoms
 - Communicable – may infect others

- Window period
 - HIV+, but doesn't show up on tests for up to 6 months.
- Incubation period
 - HIV+ with no AIDS symptoms up to 15 years or more.
- AIDS – cell count less than 200
 - HIV invades the immune system
 - Virus attaches to helper T cell
 - Virus takes control of the cell (reproduces its genetic material in the helper T cell).
 - Virus multiplies inside the helper T cell, disrupting the helper T cell's ability to recruit B cells to produce antibodies to fight pathogens.
 - Helper T cell is destroyed
 - Newly created HIV attach to more helper T cells.
 - System becomes ineffective in fighting disease causing pathogens.
- Symptoms
 - Fever or night sweats
 - Loss of weight
 - Swollen glands in neck and armpit
 - Fatigue/tiredness
 - Diarrhea
 - White spots in mouth
 - Kaposi's sarcoma – blotches of skin cancer
 - Opportunistic diseases invade and kill.
 - Pneumonia
 - Cancer

ACTIVITIES:***Journal/Notebook:***

Every student will keep a journal and notebook about HIV/AIDS information.

Spread of HIV Activity:

- ✧ Distribute paper to all students.
- ✧ Put a small mark on 3 of the sheets before distribution.
- ✧ Students number their paper from 1-3.
- ✧ Students get signature of 3 different students.
- ✧ Students with marked sheets stand up, this represents HIV infection.
- ✧ Anyone who had these people sign their #1 stand up.
- ✧ Anyone who had these people sign their #2 stand up.
- ✧ Anyone who had these people sign their #3 stand up. (Interpersonal Communication)

Lecture/Discussion:

The cause and modes of transmission of AIDS.

Abstinence from sexual activity and avoidance of illegal drug use are the only reliable means of preventing the transmission of AIDS.

Characteristics of the virus and its effects on the immune system.

Fact or Myth:

Choose fact or myth for a series of statements about AIDS.

Students will view the Ryan White Story and complete a teacher generated worksheet. (Interpersonal Communication)

AIDS Project:

Students design a brochure/poster communicating the AIDS acronym, the nature virus, methods of transmission, risk factors, and disease progression. (Advocacy)

Hotline:

Call AIDS Hotline number for answers to class questions.

Guest Speakers:

S.A.V.E. (Stop AIDS Via Education)
High School Peer Educators

Laser Disc Interactive Video:

Health AIDS: UNDERSTANDING OURSELVES, ABC
News Interactive Video Disc

ASSESSMENTS:

Students score 70% or higher on HIV/AIDS test/quiz.

On a worksheet, students will differentiate between HIV/AIDS facts or myths.

AIDS Project

Teacher scores HIV/AIDS brochure/poster for neatness, creativity, and content according to rubric.

In a journal, students will describe how the information in the Ryan White video impacted their perceptions of a person inflicted with HIV/AIDS.

REMEDICATION:

Re-test

Test adaptation

Peer teaching

One on one with teacher

AIDS Project; teacher highlights main concepts with the student. Then the child creates their project with the information.

ENRICHMENT:

Search web sties for added information on HIV/AIDS

Interview an infected person

Create a project other than a brochure or poster

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Teaching Kids About How AIDS Works:
A Curriculum for Grades 4-6
by David Schonfeld M.D. and Marcia
Quackenbush, MS.MFCC ETR Associates

The Health Teacher's Book of Lists,
by Patricia Rizzo Toner, M.Ed. and Marian D.
Milliken, M.Ed. pp. 97-114

Totally Awesome Health, by Meeks Height
pp. 327-604

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WEB SITES:

Health Teacher (1999-2006)
Retrieved on July 13, 2006 from:
<http://www.healthteacher.com>

Healing Well (1996-2006)
Retrieved on July 13, 2006 from:
<http://www.healingwell.com>

Center for Disease Control and Prevention (2006)
Retrieved on July 13, 2006 from:
<http://www.cdc.gov>

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