

Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.		•		•	•
Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions.	•	•	•	•	•
Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.	•	•	•	•	•

BLOOM'S TAXONOMY OF COGNITIVE DOMAIN:

Level	Bloom's Definition	L1	L2	L3	L4	L5
Knowledge	Remember previously learned information	•	•	•	•	•
Comprehension	Demonstrate an understanding of the facts	•	•	•	•	•
Application	Use learned material in new and concrete situations	•	•	•	•	•
Analysis	Break down objects or ideas into simpler parts and find evidence to support generalizations				•	•
Synthesis	Compile component ideas into a new whole or propose alternative solutions				•	•
Evaluation	Make and defend judgments based on internal evidence or external criteria					•

Lesson 1: HIV Transmission & Prevention

Objectives:

- Students will be able to define HIV and AIDS.
- Students will be able to identify the ways that HIV can be transmitted from one person to another.
- Students will be able to understand how HIV can spread rapidly.
- Students will be able to identify ways to prevent the spread of HIV.

Vocabulary: Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS)

Materials needed: Student Activity #1, cards

Time: 50 minutes

Introduction: (10 minutes)

1. Give students 3-4 minutes to take a short quiz <see **Student Activity #1**>. Tell them it is not a test, but just a way to get a sense of everyone's knowledge of HIV and AIDS before starting the unit. Ask students to answer questions 1-7 and to think about definitions for HIV and AIDS. They do not need to write the definitions down until it is discussed as a class.
2. Go over the answers to the quiz as a class <see Teacher's Key>. Be sure to go over the ways in which HIV is transmitted and clarify any misunderstandings. Ask students to share ideas for what is HIV and AIDS. Discuss and have students record agreed-upon definitions on their handout or use the definitions on the Teacher's Key. Make sure students understand the difference between HIV and AIDS. For example, no one can contact AIDS directly; they get infected with HIV, which then develops into AIDS.

Lesson: (30 minutes)

3. Prepare enough small cards to distribute to all the students. Mark the cards as follows: 1 card with a blue dot (if possible, give this card to a confident student), 1/3 of the cards with a yellow dot, 1/3 of the cards with a green dot, and 1/3 of the cards blank. Give a card to each student in the room.
4. Tell students to sign their name in the top right-hand corner of the card and keep track of their card throughout the activity. Instruct students to walk around the room signing each other's card. After about 5-10 minutes, have students return to their seats.
5. Inform the group that this is an exercise to demonstrate how quickly HIV can spread within a community. Ask the student with a blue dot on his/her card to stand up. Tell the group that the person who is standing up represents someone who is infected with HIV. Make the point that you cannot tell if someone has HIV by simply looking at the person. Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many do not even know they are infected.
6. Go over again how HIV is spread and reinforce that it cannot be passed from casual contact. For the purpose of this exercise, however, say that signing each other's cards represents having sex with another person. Ask the student with the blue card to state the names of people on their card. Instruct students to stand up when their name is called. Note that all of those standing could now be infected with HIV. Ask those standing to

share the names of those whom signed their cards and instruct students to stand up when called. Continue until all of the students are standing. If a person's name is called more than once, point out that this signifies a higher chance of infection. Remind students that not every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.

7. Explain that with unprotected sex, HIV can spread very quickly through the social networks of a community. Introduce the idea of prevention. Ask students to see if they have a green dot on their card. Inform the group that every person with a green dot on their card said “no” to unprotected sex and, therefore, is not infected with HIV. Those with a green dot may sit down. Inform the group that those with a yellow dot on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Ask students with a yellow dot to sit down. Inform the group that those still standing did not say “no” to sex, did not use a condom, and therefore, put themselves at risk and could be infected with HIV.
8. After the activity, discuss the following questions:
 - a. How does this exercise help explain how HIV can spread so quickly in a community?
 - b. Did anyone realize that he or she was infected before passing on HIV to someone else?
 - c. Do you think that in real life HIV is often passed from one person to another without someone realizing that he or she is infected? Why is this?

Exit ticket/Homework: (10 minutes)

Instruct students to review the list of how HIV can be transmitted and have them write down specific ways that HIV can be prevented. Challenge them to think of as many prevention methods as possible, in addition to the ones that were discussed in the activity. You may choose to have them complete it in a chart like this:

HIV Transmission	HIV Prevention
<ul style="list-style-type: none"> ▪ Unprotected sex with an infected person ▪ Contaminated blood transfusion ▪ Sharing contaminated needles ▪ Between a mother and her infant during pregnancy, childbirth, and breastfeeding 	<p><i>Possible answers may include:</i></p> <ul style="list-style-type: none"> ▪ Getting tested to know your own status and knowing the status of sexual partners ▪ Abstaining from sex until in a monogamous relationship ▪ Being faithful to one partner ▪ Correct and consistent use of condoms ▪ Using clean needles in syringes and not sharing needles ▪ Screening donated blood ▪ Testing expectant mothers and treating those who are HIV-infected to prevent mother-to-child transmission

Activity #1: HIV AND AIDS QUIZ

- 1) What does "AIDS" stand for?
A:
I:
D:
S:
- 2) What is the difference between HIV and AIDS?
 - HIV is a virus and AIDS is a bacterial disease
 - HIV is the virus that causes AIDS
 - There is no difference between HIV and AIDS
- 3) How can you tell if somebody has HIV or AIDS?
 - Because of the way they act
 - They look tired and ill
 - There is no easy way to tell
- 4) According to the United Nations, how many people are living with HIV worldwide (2012 figure)?
 - 5 million
 - 15 million
 - 35 million
 - 50 million
- 5) HIV can be passed from one person to another. Check all that apply:
 - By unprotected sex
 - By sharing a toothbrush
 - From mother to child during pregnancy
 - By mosquitoes
 - By hugging or kissing
 - By sharing a drinking cup or cutlery
 - By sharing needles
 - Through breast milk
 - By swimming in the same pool
 - By coughing or sneezing
 - By being best friends
 - By untested blood transfusion
- 6) There is a cure for AIDS.
 - True
 - False
- 7) People with HIV in the developing world don't usually live as long as people with HIV elsewhere.
 - True
 - False

DEFINITIONS

HIV _____

AIDS _____

HIV AND AIDS QUIZ Teacher's Key

- 1) What does "AIDS" stand for?
Acquired Immune Deficiency Syndrome
- 2) What is the difference between HIV and AIDS?
 - HIV is the virus that causes AIDS
- 3) How can you tell if somebody has HIV or AIDS?
 - There is no easy way to tell
- 4) According to the United Nations, how many people are living with HIV worldwide (2012 figure)?
 - 35 million
- 5) HIV can be passed from one person to another. Check all that apply:
 - By unprotected sex
 - From mother to child during pregnancy
 - By sharing needles
 - Through breast milk
 - By untested blood transfusion
- 6) There is a cure for AIDS.
 - False
- 7) People with HIV in the developing world don't usually live as long as people with HIV elsewhere.
 - True

DEFINITIONS

HIV (Human Immunodeficiency Virus) is a virus that attacks the body's immune system by killing the CD4 cells that are created to fight infections in the body. Eventually, HIV develops into AIDS.

AIDS (Acquired Immunodeficiency Syndrome) is a late stage of infection caused by HIV. AIDS is the condition where a person's immune system is so weak that multiple infections threaten their life.