Chapter 5
LEARNING ABOUT HIV/AIDS/STI’S AND HEPATITIS TRANSMISSION

Note: This Chapter covers topics that might make some participants feel uncomfortable. It’s the first time sexually related body fluids are discussed. While these points are essential for discussion about HIV/AIDS transmission, you might want to lead two separate sessions for this material. Youth may be grouped according to gender or maturity. You might also want to consider asking a nurse or health educator to assist you with this Chapter’s material.

OBJECTIVES
Participants will:

1. List six facts about AIDS
2. Identify the skin as a major barrier to HIV entering the blood
3. List ways in which you cannot get AIDS
4. Explain what HIV does to the immune system
5. Identify the four body fluids in which HIV can live
6. State four ways that HIV/AIDS can be transmitted
7. Write goals for strengthening their personal Circle of Life

OVERVIEW OF ONLINE MATERIAL

The chapter starts with a discussion of ways you can and can’t get AIDS. It also describes why it is important to protect yourself from AIDS. There is a game where kids identify the ways AIDS can be transmitted. Following this, each word of the acronym AIDS is defined. The next activity is a game where kids put pieces of a puzzle together in the order of the stages of HIV. Next there is a description of the body fluids where HIV is found and how HIV is transmitted through these fluids. There are games to reinforce these concepts. The chapter ends with students creating a shield that lists their strengths, weaknesses and goals in each area of their COL.
LESSON OVERVIEW

ACTIVITIES
1. WARM UP/REVIEW (5 min.)
2. QUESTION BOX (5-10 min.)
3. SKIN IS TOUGH (15 min.)
4. CAKEWALK GAME (15 min.)

MATERIALS NEEDED
Activity 3: may be done in small groups of 4 or as a demonstration for the whole class. The amount of materials needed varies depending on the number of groups.
Materials for each group:
- 2 clear drinking glasses (or 2 clear jars if done with a group)
- red and blue food coloring
- water
- paper towels
- plastic wrap
- toothpick
Activity 4:
- Pieces of paper (8 ½ x 11), each with a number from 1-12
- music that can be started/stopped
- list of questions (in lesson plan)
- prizes

PREPARATION
Activity 2: Review questions in the question box and prepare responses.
Activity 3: Read over the activity and decide how best to present it (in small groups or class). Set up materials (glasses, water, food coloring etc.).
Activity 4: Locate and set up device for playing music (CD player, computer, etc.).
ACTIVITY 1: WARM UP (5 MIN)
Purpose: To reinforce the concepts communicable and non-communicable.

Instructions
Ask: Who remembers the difference between a communicable and a non-communicable disease? (Answer: A communicable disease is one that can be spread from one person to another. A non-communicable disease cannot be spread from one person to another.)

Explain: I am going to say some names of diseases. Stand up (or raise your hand) if the disease is communicable.

Illness/Disease:
- A cold (communicable)
- Chicken pox (communicable)
- Diabetes
- Cancer
- Lice (communicable)
- Sunburn
- Broken arm
- HIV (communicable)

ACTIVITY 2: QUESTION BOX (5-10 min.)
Purpose: Allows youth to ask questions anonymously.
Materials: The question box.
Preparation: Review questions in question box before class and prepare responses.

Instructions:
Before class, check the question box.

ACTIVITY 3: SKIN IS TOUGH (15 min.)
Purpose: to help youth understand—
(1) the virus that causes AIDS must enter the bloodstream to infect someone
(2) human skin is a very effective barrier against infection — as long as there are no open sores or cuts to let the virus through.
**Materials:** The activity can be done in small groups of 4 or as a demonstration for the whole class.

If doing in groups, divide youth into groups of four. If doing as a demonstration, have students help.

Each group needs:
- two glasses (or jars) of water (half full)
- red and blue food coloring
- a paper towel
- a piece of plastic wrap
- a toothpick

**Instructions:**

1. **Review the online lesson:** In the online lesson, you learned about the 4 body fluids that can contain HIV if a person is infected.

2. **Ask:** Who can name these? (Blood, semen, vaginal fluid, breast milk).

3. **Write** the words HIV and AIDS on the white board. Summarize what has been learned about AIDS so far:
   - AIDS is caused by the virus HIV.
   - AIDS is a communicable disease. But, it is very hard to get.
   - The virus (HIV) has to get into a person’s blood to infect them.
   - It’s not very easy for germs to get into someone’s blood
   - A person’s skin helps to protect them from getting infected with HIV.

4. **Explain:** In order for a person to get infected with HIV they must come in contact with one of these fluids and it must get into their blood. That is why you can’t get AIDS from hugging someone who has the disease or even from drinking from the same cup as them. In order for a person to get AIDS, the virus must find a way to pass through your body’s main protection which is your skin and then it must get into your blood. The next activity will show you how your skin protects you from getting infected.

**Experiment 1:**
Have one person add a few drops of red coloring to one of the water glasses and blue coloring to the other one.
1. **Explain** that the glass with red food coloring represents the human body, and the water in it represents the blood inside the body. The blue water in the other glass represents HIV, the virus that causes AIDS.

   The same person in each group should then cover the top of the red water glass with a paper towel. After that, he or she should pour a little of the blue water onto that paper towel — not too much, or it might break the towel.

2. Have group members talk about what they observe. They should notice that the blue water seeps through the paper towel and mixes with the red water, thus causing discoloration. (If that does not happen a little more blue water should be poured onto the paper towel.)

3. **Explain**: if our skin were like the paper towel, it would not be able to keep the HIV virus from seeping into our bodies and then entering the blood system. But, our skin is not like a paper towel. It is much, much stronger.

**Experiment 2:**
Have someone empty the discolored red water glass and refill it, half way, with fresh water. Then they should add new drops of red food coloring to the water. (If needed, have them also prepare more blue water.) Have another person securely cover the opening of the red water glass with a piece of plastic wrap. Once the plastic wrap is secure, tell them to pour blue water onto the plastic wrap.

1. Have group members discuss what they observe. They should note that the plastic wrap repels the blue water — i.e., HIV, the virus that causes AIDS.

2. **Explain**: skin is like the plastic wrap. It serves as a protective barrier against the virus (HIV) — as long as there are no sores or other breaks it.

3. Have someone to make one or two pin holes in the plastic wrap — carefully and just large enough to let one or two drops of blue water drip through. Let the groups talk about what they are observing.

4. **Explain**: a cut in the skin is just like the pin holes in the plastic wrap. Cuts in the skin can let the virus (HIV) get into a person’s blood.

5. **Explain**: this experiment shows why we can’t get AIDS by just touching or hugging someone who has the disease. Our skin is an excellent barrier for keeping the disease out of our blood, as long as there are no cuts or sores on it.
ACTIVITY 4: CAKEWALK GAME (10-15 min.)

**Purpose:** to reinforce content from the online lesson.

**Materials:** Pieces of paper (8 ½ x 11), each with a number from 1-12, music that can be started/stopped, list of questions, prizes (club points).

**Preparation:** Assemble materials.

**Instructions:**

Note: For classes with more than 12 students, you can do the game twice so that all youth have a chance to participate.

Place numbered cards in a circle. Have students stand in a circle around the outside of the cards. Tell students that when you turn on the music they should walk (or dance?) around the circle. When the music stops they are to stop and stand on a number. You will read out a number (select one randomly) and the person on the card with the number will get to answer a question. If they answer correctly, they get to hold on to the card. If they do not answer correctly it is returned to its spot. Keep going until all the cards are used. At the end, (if possible) allow the youth to turn in their cards for a treat (club points or some other prize). For questions with a F(alse) answer, provide the correct information.

**List of Questions for youth to answer (true/false):**

1. You can get AIDS if someone coughs on you. (F)
2. You can get AIDS if you get bitten by a mosquito. (F)
3. A baby can get AIDS from its mother if she is infected. (T)
4. AIDS can be passed from one person to another by sharing needles. (T)
5. There is no cure for AIDS. (T)
6. AIDS is the virus that causes HIV. (F)
7. A person can be infected with HIV and not know it. (T)
8. Having sex with multiple partners increases your chance of getting AIDS. (T)
9. You can usually look at someone and know if he or she has AIDS. (F)
10. If a person is infected with HIV, the virus will be in their blood. (T)
11. HIV can enter a person’s body through a cut or open sore. (T)
12. The HIV virus attacks the liver. (F)