

HIV/AIDS

OVERVIEW

This lesson helps students understand the difference between HIV and AIDS and that it is an infection that can impact anyone. It covers how HIV/AIDS is transmitted and not transmitted, and how modern medicine can help treat those infected. The lesson ends with a discussion about the stereotypes and stigma associated with individuals living with HIV/AIDS with the hope to reduce bias and bigotry.

SEL CONNECTIONS

- 3.E.3. Students reflect on how to build an accepting and inclusive learning community. Students collaborate to identify barriers to belonging for all individuals in their learning community. Students question the norms of groups and systems in healthy ways.
- 4.H.3. Students examine and reflect on the concept of microaggression. Students understand allyship and the bystander effect. Students understand that allyship is a continuous process that includes ongoing self-reflection.

CALIFORNIA HEALTH CONTENT STANDARDS

- 1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
- 1.5.G Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.
- 1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.
- 8.2.G Promote respect for and dignity of persons living with HIV or AIDS.

LEARNING TARGETS & SUCCESS CRITERIA

Describe how HIV/AIDS is transmitted, impacts the human body, and can be prevented.

- ☐ I can distinguish between HIV and AIDS. [knowledge]
- ☐ I can acknowledge that HIV infection and AIDS have an impact on a broad range of people of all ages. [knowledge]
- ☐ I can identify how HIV/AIDS are and are not transmitted. [knowledge]
- ☐ I can describe the purpose of PreP and Pep. [knowledge]

Develop awareness of the stigma associated with individuals living with HIV/AIDS.

- ☐ I can identify and address stereotypes and stigma associated with individuals living with HIV/AIDS. [knowledge/skill]

TEACHER PREPARATION

Background Information

- 1.1 - Ground Rules Guidance

Considerations

Materials

- Slides: 7.1 - HIV/AIDS
- Card sort: 7.2 - HIV Transmission Mismatch Cards
- 7.3 - HIV & AIDS Mythbusters
- 7.3a - HIV & AIDS Mythbusters ANSWER KEY
- 7.4 - HIV Stigma Scenarios
- 7.4a cdc-HIV-stigma-factsheet.pdf
- 7.5 - HIV Hotline

RATIONALE

Teaching middle school students about HIV/AIDS is crucial for fostering awareness, reducing stigma, and promoting healthy decision-making. At this age, students are beginning to explore relationships and their own health, making it important to provide them with accurate information. Educating them about HIV/AIDS helps them understand the risks, prevention methods, and the importance of empathy for those affected by the virus. It empowers students to make informed choices, reduce misconceptions, and build a foundation of respect and responsibility for their own and others' health.

STEP-BY-STEP LESSON

1) Begin each lesson with a **WARM-UP** and/or **INCLUSIVE WELCOME**.

2) **Slides: HIV & AIDS**

- Slides: 7.1 - HIV/AIDS
- Activities 3 & 4 are embedded in the slides.

3) **Video: What Is HIV? with questions**

- The T/F statements presented to the “contestant” in this video animation include:
 - “You can tell by looking at someone whether they have HIV.”
 - “You can get HIV through casual contact or being near someone with HIV.”
 - “This product can prevent a person from getting HIV:
 - Condoms
 - Birth Control Pills
 - A medicine called PrEP”

4) Transmission Mismatch Activity

- [7.2 - HIV Transmission Mismatch Cards](#)
- Students can each be given a card, or can be teacher-directed.

5) HIV & AIDS Mythbusters

- [7.3 - HIV & AIDS Mythbusters](#)
- [7.3a - HIV & AIDS Mythbusters ANSWER KEY](#)

6) HIV Stigma Scenarios

- [7.4 - HIV Stigma Scenarios](#)
- [7.4a cdc-HIV-stigma-factsheet.pdf](#)

7) HIV Hotline

- [7.5 - HIV Hotline](#)

8) End each lesson by revisiting LEARNING TARGET and SUCCESS CRITERIA and including an [INTENTIONAL CLOSE](#).**SUGGESTED ACCOMMODATIONS & MODIFICATIONS**

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OPTIONS FOR HOME-SCHOOL PARTNERSHIP

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RESOURCES

- [CSHE Glossary](#) for teacher reference only