# This Can't Happen to Me

## High School

### HIV/AIDS Team Pack and Videotape

### Teacher's Guide

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Dear Educator:

As an obstetrician/gynecologist, I have seen first-hand the impact of teenage sexuality on many lives and families. In addition to unplanned pregnancies, sexual activity, especially without use of condoms, can lead to devastating diseases. Diseases like gonorrhea and chlamydia cause sterility. Human papilloma virus, the most common STD, causes venereal warts, abnormal Pap smears, and is linked to cervical cancer. The impact of AIDS is well-known. I see these problems in girls from all races, nationalities, religious groups, and socioeconomic classes.

As a teacher, you are able to present important health education/risk prevention materials to students. I urge you to talk as openly to your students about sexuality, abstinence, and contraception as your school district permits. Help them to find career goals and productive uses of their time such as sports, church, volunteer work, or jobs. Students with pride in themselves, and with meaningful use of their free time are less likely to get involved in drugs and other risky behaviors.

In these Team Packs, we endeavor to teach students not only the facts about pregnancy and sexually transmitted diseases, but also to think about responsibility for their actions. A letter to parents, expressing these same ideas, is included in the REPRODUCIBLE RESOURCES section of this Teacher’s Guide. Please duplicate this letter and send it home with students. If parents contact you for information not included in these materials, local health departments and/or physicians are normally excellent sources of assistance or referral. Thank you for helping students avoid infectious diseases.

Sincerely,

Judith Simms-Cendan, M.D.
Clinical Assistant Professor
Department of Obstetrics and Gynecology

Equal Opportunity / Affirmative Action Institution
The HIV/AIDS **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students overwhelmingly endorse this method of classroom activity.

**HIV/AIDS Team Pack Goals:**

To allow students to:

1. increase knowledge about HIV/AIDS
2. increase empathy for and decrease fear of people with HIV/AIDS
3. identify with the adverse consequences of risky behavior
4. encourage the modification of behavior to avoid the consequences of risky behavior

**HIV/AIDS Team Pack Objectives:**

Students will:

1. discuss HIV/AIDS with their families
2. explain how HIV is spread
3. list ways to avoid HIV infection
4. encourage the modification of behavior to avoid the consequences of risky behavior
5. describe how HIV causes disease
6. discuss the social, psychological and economic impact of HIV/AIDS
7. become aware of special sensitivities of people with HIV/AIDS
8. distinguish between fact and myth about HIV/AIDS

Each HIV/AIDS **Team Pack** provides a self-contained teaching unit for use by four students during two class periods. In the first period, students review questions and answers about AIDS, using a “jigsaw format”.

In the second period, students are involved in role-play. The role-play can be initiated by using either the printed version, in which the couple is abstinent, or the video version, in which the couple has been sexually active.
Time Requirements
The activity consists of (1) an HIV/AIDS information exchange segment (2) a role-play set up either by a scenario given at the end of the printed information exchange or by a videotape which presents a slightly different scenario and (3) a wrap-up discussion session--led by the teacher--immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Some teachers have completed this activity in one 50-minute class period, but most prefer to use two periods for the Team Pack. Optional activities are provided for additional instruction and interaction about HIV/AIDS.

Procedures

• Decide in advance which role-play situation you will use following the Team Pack's information exchange:

Videotape scenario:
The videotape “It Can’t Happen to Me”, sets up a very realistic scenario in which the players (whom you may want to note are "older" teens) are sexually involved and have sexually active histories. If you don’t have the videotape, you can obtain a copy from your curriculum supervisor or from the Center (see page 7 for address). If you plan to use the videotape, positive and negative result lab slips should be run off ahead of time (masters at end of this manual) to hand out to each Bill and Linda following the viewing. The use of different colored paper for positive and negative results will help you keep the “action” straight. The long version (19:30) includes a two-minute frank discussion on condom use which is omitted from the shorter version (17:15). Bill acquired HIV from unprotected sex.

Printed scenario:
The scenario printed as the final segment of the Team Pack sets up a situation appropriate for abstinence-based school systems. Bill acquired HIV from a blood transfusion in 1984 but does not know it.

Although the authors feel the videotape scenario does an extremely effective job of involving the students personally, you are by far the best judge of the acceptance level of your classes, and will therefore be able to choose the most effective role-play scenario for your group.

• A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: “Cooperative Learning-The Team Approach to HIV/AIDS Education” and “Dysfunctional Groups-Diagnosis and Treatment”. They were designed to introduce the Team Pack technique and assist teachers with small group instruction. The videotape should be available through your curriculum supervisor or the Center.
Familiarization with materials

• Going through the **Team Pack** with two or three other teachers assuming the roles the students would play is the best way to familiarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

Classroom preparation

• Students need to know how to get free, confidential medical information and treatment. Put the number and address of your local health clinic on the chalk board. **HIV/AIDS Contact numbers:**
  - National STD hotline: 1 800 227 8922
  - National AIDS hotline: 1 800 342 AIDS (1 800 342 2437)
  - Florida AIDS hotline: 1 800 FLA AIDS (1 800 352 2437)

• In Alachua County, Florida, pharmacists were eager to help the students for the optional activity of researching the treatment cost of AIDS.

• Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (If you have an uneven number of students in your class, you may have to have some groups with only three students). If the video is used, try to arrange the room so that students will remain in their groups while viewing the videotape and, after the videotape, will be ready to receive their lab slips and immediately begin the role play without moving around.

Roles:

• If possible, Bill should be played by a male and Linda should be played by a female.
• In a group of three, Janice and Mark may be played by the same person.
• Once the students are in their groups, allow them to decide on the roles they play: (If there is a "natural leader" in the group, you may want to direct that person to Janice's role, as she is director of the play.)

**Bill** and **Linda** have been going steady with each other.

**Mark** is Bill's best friend and the person to whom Bill might choose to talk before confronting Linda. Mark leads a discussion within the group following the role play.

**Janice** is Linda's best friend and may be consulted by Linda after Bill talks to her. Janice, as director of the play, is the one most responsible for keeping the group on task.
Videotape scenario:
Both Bill and Linda were sexually active prior to meeting each other and have been having intercourse with each other. Bill gave blood and is called by the health department to have his blood retested for HIV antibody. Linda decides to go with him. The video takes them through pretesting counseling, and then the agonizing two-week wait for the results. When the couple return to the clinic for their results, the video ends and you, the teacher, then pass out the laboratory slips (see last pages).
Once Bill and Linda get their test results, they must discuss their problem and their futures.

Printed scenario:
The roles are similar to the video version, except that Bill and Linda have agreed not to have sex until after marriage, although they engage in heavy petting. Bill has never had sex nor used drugs. He was infected with HIV in 1984 when he received a blood transfusion after being in a car accident. (This was before donated blood was tested for HIV.)

Supervising the Team Pack

First Class Period - Information Exchange:

• Distribute the Team Packs.

• Getting the Class Started - Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class. (See p. 9 of this booklet.)

• After reading the instructions, tell each student to read and follow the instructions in boldface print at the bottom of his instruction sheet and wait for Janice to give further instructions. From this point, the activity should run itself under the guidance of Janice.

• Pages 9-14 consolidate all students’ first six pages of questions and answers in the student booklets, so that you can track the group discussions. You can judge each group’s progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

• The teacher can begin to detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the “Dysfunctional Groups-Diagnosis and Treatment” videotape for further information on dysfunctional groups.
Second Class Period - Role-Play:
If you have chosen to use the:

**Videotape scenario**
You should ask the students to stay in their groups of four for a role play to follow, but adjust seating so everyone can see the TV screen. You will want to have the “positive” and “negative” lab slips ready to hand out to all Bills and Lindas immediately after the videotape’s conclusion to avoid losing its dramatic impact. You may want to randomize the slips, but we suggest that the best discussion situations will arise if all Bills test positive and all Lindas test negative. After Bill and Linda have decided what they’re going to do, Mark and Janice have discussion questions for their groups (see below). After that discussion, you will want to “wrap up”.

**Printed scenario**
Read aloud the underlined part of the story:

The four players are Bill and Linda, who have been dating for a year and a half, and their best friends, Janice and Mark. (If there are only three people, someone will have to play both Mark and Janice.) Bill and Linda are engaged and are into heavy petting and deep kissing, but have decided not to have sex until after marriage. Bill will act out telling Linda that there is a problem that the two of them need to discuss. They may also want to discuss this problem with Janice and Mark.

Instruct students to continue with page 6 of their booklets: Janice should again lead the group, first initiating the role play. After Bill and Linda have decided what they’re going to do, Mark and Janice have discussion questions for their group (see below). After the conclusion of these discussions, you will want to “wrap up”.

**Mark’s questions:**

1. How do you think you would cope if you discovered you were infected with HIV?
2. How would it change your life?
3. Would you:
   a) tell your family?  
   b) tell your friends?
4. How would you want to be treated by your:
   a) family?  
   b) friends?
   c) continue your education?

**Janice’s questions:**

1. What do you think are the major factors that determine whether people are sexually active before marriage? Outside of marriage?
2. What do you think are the major factors that lead couples to practice safer sex versus unsafe sex?
**Wrap-Up**

- The wrap-up discussion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.

- Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other. There are several suggestions to consider when conducting the debriefing:

  - Practice the **WAIT TIME** concept. Research has shown that learning is increased 200-300% if one waits 3-5 seconds between asking a question and calling on someone. This enables everyone to formulate an answer and makes for much more active learning.

  - Ask probing questions that cannot be answered by a "yes" or "no." Start by questioning the "Lindas", as girls are often easier to get to talk about feelings.

**HIV/AIDS Activity - Sample Questions for Teacher Wrap-up:**

1. For "Linda"
   a. How did you feel when you saw your test results?
   b. How did you feel when Bill told you his results? Did your feelings toward Bill change?
   c. What decisions did you make? Were your decisions based more on emotional or rational influences? Are you satisfied with these decisions?
   d. How did you go about making these decisions?

2. For "Bill":
   a. How did you feel when you saw your test results?
   b. Did you tell Linda first or your best friend? Why?
   c. How did you feel having to tell Linda (or your best friend) about your problem?
   d. How did you handle the situation?

3. For "Janice"
   a. Did Bill and Linda come to a decision about the relationship?
   b. Do you think your friend Linda is being fair?
   c. How do you feel about your own risk factor? (especially with videotape)

4. For "Mark"
   a. Did Bill and Linda base their decision on factual information?
   b. What about your friendship with Bill?
   c. Are you going to do anything about your behavior?

5. In general:
   a. Would you feel differently if Bill had contracted HIV in another way? Why?
   b. What was the most worthwhile part of the activity? The most difficult part?
   c. What support do people like Bill and Linda need?
Read along as your teacher reads this page aloud.

The goals of this activity are to:
1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to present information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Janice will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. Please remove the namecard from the back of the booklet, fold it, and place it in front of you so that the others in your group will know which role you are playing.

TURN THE PAGE

Note from the Authors

Team Packs (group instructional methodology) are developed by trial and error. The HIV/AIDS Team Pack has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.

address on cover
What are sexually transmitted diseases (STDs)?

Sexually transmitted diseases, or STDs, are types of infections that a person may contract by having unprotected sex with someone who is infected. There are many different kinds of sexually transmitted diseases and the treatment for each is different.

Let's see how many different STDs we can identify and give the main symptom for each.

- Gonorrhea and Chlamydia - cause vaginal and penile discharges
- Herpes and Syphilis - cause blisters and sores
- Venereal warts - cause bumps
- HIV is another STD

What is the most common STD?

Human papilloma virus (HPV) causes genital warts and is the most common STD. It is found in up to 2/3 of teens who have had sex. HPV can also cause pre-cancerous changes in the cervix of women.

Like HIV, HPV often has no symptoms in the early stages and can be spread before a person knows s/he carries the virus. Once a person gets one of these viruses, s/he usually has it the rest of his or her life. Most women with HPV are infected by men who believed themselves disease-free. Many infected men never have HPV symptoms.

Can you tell if a person is free from a sexually transmitted disease?

No. Many people are infected with STDs and do not know it. As a result, an infected person can spread the disease to others without knowing it.

How can you avoid getting an STD?

Abstinence from sex is the only sure way to avoid contracting STDs including the virus called HIV. However, for those individuals who engage in sexual activities, there are ways to reduce your risk of contracting an STD including HIV:

a. The more partners, the greater the chances of being infected. Having multiple sex partners increases the chances of being infected.
b. Remember a person can have an STD and not know it. Have your partner and yourself checked at the Public Health Clinic or by a physician.

c. Latex condoms are highly effective when used consistently and correctly for each sexual act. Using latex condoms will greatly reduce your risk of becoming infected with an STD, including HIV.

d. The use of alcohol and other drugs impair judgment and lower inhibitions. ABSTAINING from alcohol and other drugs allows you to make clear and unimpaired choices.

Linda  What is HIV?

HIV is a virus called Human Immunodeficiency Virus. HIV is the virus that causes AIDS. A virus is a microorganism that lives in the cells of the body. Viruses are not killed by antibiotics. However, new antiviral drugs for HIV are showing increasing effectiveness.

Bill  What happens when a person gets infected with HIV?

Stage 1: The Hidden Infection Right after HIV gets into the body, most people are unaware of the virus. However, "flu-like" symptoms such as sore throat, fever, tiredness, and swollen glands may occur during the first month of infection. An infected person may unknowingly spread HIV at this stage.

Stage 2: The Discovery One to six months later, a blood test will show that the person is infected. This test measures antibodies (the body’s response) to the virus. The infected person can also spread the disease during this time.

Stage 3: The Disease This is the stage in the AIDS disease when the patient exhibits many symptoms. Tiredness, swollen glands, diarrhea, night sweats, fever, dry cough, weight loss, white patches in mouth, pink to purple raised spots on skin, and bruising easily are common symptoms.

Janice  What is AIDS?

AIDS is Acquired Immunodeficiency Syndrome (AIDS). It is an incurable disease that destroys the immune system. As a result of having AIDS, your body is unable to fight off infections or cancers, which eventually cause death.

Mark  How can you get HIV?

Body fluids and contaminated needles can carry the virus (HIV). The virus must enter the body of a person. This can happen if you engage in high risk behaviors. High risk behaviors include having unprotected sex and/or injection using contaminated needles.

Blood, semen, vaginal fluids and breast milk carry the highest concentration of HIV. Any
exchange of these body fluids will put you at a high risk for contracting HIV. Other body fluids such as tears, sweat, saliva, and urine contain little if any of HIV and the risk from these fluids is very low. Needles used in drug use, tattooing, and body piercing can pass HIV from one person to another if the needle is contaminated with the virus.

Linda Can you get HIV by giving blood?

There is NO WAY to get HIV by giving blood because the blood banks use sterile, one-use needles.

Bill Can you get HIV by receiving blood?

Getting a blood transfusion does have some risk, but now that all blood is tested, the risk is very low. (approximately 1:100,000) That is ten times less likely than being struck by lightning.

Janice Can anyone get HIV?

Yes, anyone can get HIV. The HIV virus doesn’t care about your color, age, or sexual preference. It’s transmitted when people engage in certain high risk behaviors: needle sharing and unprotected sex (anal, oral, and vaginal).

Mark Can you get HIV from kissing or from saliva?

It is highly unlikely that HIV is transmitted by kissing. Casual contact through closed-mouth or “social” kissing is not a risk for transmission for HIV. Theoretically, there is some potential for contact with blood during “French” or open-mouth kissing. The CDC recommends against engaging in this activity with an infected person.

Linda Can you get HIV from clothes, toilet seats, swimming pools, or eating or drinking after someone?

No. The HIV virus must have a warm, moist environment to survive. The virus dies quickly outside the human body.

Bill Can the HIV virus be transmitted from mothers to babies?

Yes, in the U. S. 1/4 of the babies born to infected mothers will get the virus and eventually die of AIDS. A baby can contract the virus through the placenta, during birth, or from mother’s breast milk. Pregnant women should be tested for HIV because if they are positive, treatment decreases the chances of the baby getting infected from 1:4 to less than 1:10.
Janice    Can I find out if I am infected with the HIV virus?

Yes. The most common and least expensive blood test detects antibodies to the virus and shows whether someone has been infected with the virus that causes HIV. This blood test becomes positive one to six months after infection. Because of this, a negative antibody test does not prove that you are uninfected. A negative blood test means that you did not have antibodies to the HIV virus at the time you were tested. To be certain, you need a second blood test six months after the first test. Be sure not to have any high risk behaviors (sexual or IV drugs) between blood tests. Newer and more expensive blood tests have been developed to test for viral proteins or viral RNA. Infected or not, you need to protect yourself and those you love.

Mark    What does having a positive HIV blood test mean?

It means you have been infected with the virus. The virus is in your blood and semen or vaginal secretions and can be spread to other people. It does not mean you have the AIDS disease.

Linda    When does HIV become AIDS?

It varies from one person to another. Generally, there are flu-like symptoms that do not go away. Some of these symptoms include tiredness, fever, swollen glands, and night sweats. Diarrhea, decreased appetite, and dry cough are also symptoms. AIDS can look like a lot of other illnesses. If you have any of these symptoms that last longer than a week and you have engaged in high risk behavior, contact a physician.

Bill    What kills people who have AIDS?

The infections or cancers that occur because of the weakened immune system are what kill AIDS patients. These are usually infections or cancers that don’t cause disease in healthy people whose normal immune system fight and win the battle against diseases.

Janice    How long after being infected with HIV do you become sick with AIDS?

It can be within a few months, or it can be many years. No one knows yet the longest period of time it may take to get sick. The time range is from one to twelve years and the average is eight years.
Mark Can HIV/AIDS be cured?

To date, there is no cure for HIV/AIDS and it is lethal. However, recent developments using a series of three different types of drugs has shown promise in slowing the advancement of AIDS. However, these drugs can cost an average of $30,000 a year. With that amount of money, how would you spend it?

Linda Who pays for the treatment for a person with AIDS?

The answer is not clear. People with AIDS often lose many days of work or lose their jobs as a result of their disease. Viewpoints on this issue cover a wide range of attitudes and beliefs. Some view it as the responsibility of the:

1. infected individual
2. health insurance company
3. community or local agency
4. state or federal government

Bill How can you reduce your chances of getting HIV/AIDS?

A. Practice SEXUAL ABSTINENCE
B. No needles (drug use, tattoos, and body piercing)
C. If you do have sex, use a latex condom correctly during EACH sexual activity. Remember: You can’t tell by looking at someone if he or she is infected. Don’t take the chance! You can’t always trust what they say, either.

Janice Do condoms prevent the transmission of HIV/AIDS?

Latex condoms significantly reduce the chances of contracting HIV, but they are not a complete guarantee. Condoms make sexual activity safer, not safe.
### HIV Blood Test Results

<table>
<thead>
<tr>
<th>Test</th>
<th>Result</th>
<th>Interpretation</th>
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<tr>
<td><strong>ELISA</strong></td>
<td>Positive</td>
<td>Patient has antibody against HIV and is therefore infected with HIV</td>
</tr>
<tr>
<td><strong>WESTERN BLOT</strong></td>
<td>Positive</td>
<td>Patient has antibody against HIV and is therefore infected with HIV</td>
</tr>
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</table>

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The patient has antibody against HIV and is therefore infected with HIV.
**HIV BLOOD TEST RESULTS**

<table>
<thead>
<tr>
<th>Test</th>
<th>Result</th>
<th>Status</th>
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<tbody>
<tr>
<td>ELISA</td>
<td>Positive</td>
<td>☑</td>
</tr>
<tr>
<td>WESTERN BLOT</td>
<td>Positive</td>
<td>☑</td>
</tr>
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**INTERPRETATION:**
Patient has no antibody against HIV; may need to be retested in 6 mos. to rule out HIV infection.
1. A married couple have never had sex with anyone but each other. They have never used IV drugs. To protect themselves against HIV infection, they should:  
   a) abstain from sex.  
   b) use condoms.  
   c) use the pill.  
   d) have no worries about getting AIDS.

2. What is the surest way to avoid getting a sexually transmitted disease?  
   a) Have sexual intercourse with only 1 person.  
   b) Get a medical check-up.  
   c) Don’t have sexual intercourse.  
   d) Use a condom during sexual intercourse.

3. What are the early symptoms of AIDS?  
   a) fever, unexplained weight loss and swollen glands  
   b) acne, stomach ache and severe headaches  
   c) severe muscular cramps and potassium deficiency  
   d) asthma, allergies and hives

4. AIDS is caused by  
   a) a bacteria called Human Immunology Disease.  
   b) a bacteria called Human Immunology Virus.  
   c) a virus called Human Immunology Disease.  
   d) a virus called Human Immunodeficiency Virus.

5. You know a person is infected with the AIDS virus by the person’s  
   a) choice of sex partner (“straight or gay”).  
   b) gender or race.  
   c) physical appearance.  
   d) positive HIV blood test.

6. The commonly used HIV blood test checks the blood for  
   a) the antibodies produced by the body against the virus.  
   b) white blood cells infected with the virus.  
   c) the presence of the AIDS virus.  
   d) Human Immunodeficiency Virus.

7. Pick the true ending for the following statement:  
   Having a positive HIV blood test means the person  
   a) has AIDS.  
   b) can spread HIV and may develop AIDS.  
   c) is protected against AIDS.  
   d) should not attend school.
8. How long after a person becomes infected with HIV will it take for a blood test to be positive?
   a) 1-6 days
   b) 1-6 weeks
   c) 1-6 months
   d) after 12 months

9. What is the surest way to avoid being infected with HIV?
   a) Limit the number of sex partners.
   b) Share a drug needle with only one friend.
   c) Abstain from sexual intercourse and intravenous (IV) drug use.
   d) Use condoms with sexual partners.

For Questions 10-20:

Can you get AIDS if you...

   a) Yes   b) No

10. ...have sex with only one person and are certain that person is uninfected?

11. ...get infected body fluids (such as semen, vaginal secretions or blood) into your body?

12. ...shake hands with an infected person?

13. ...are in the same classroom with an infected person?

14. ...get an infected person’s tears or sweat on your skin?

15. ...share needles with an infected person?

16. ...have unprotected anal, oral or vaginal intercourse with an infected person?

17. ...use the same toilet as an infected person?

18. ...hug or kiss an infected person?

19. ...donate blood at a local blood bank?

20. ...are a baby born of an infected mother?
The preceding test is provided for your use to evaluate student cognitive gain. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program. The Center for Cooperative Learning is always very pleased to have teachers share their data in order to evaluate changes which may be needed in this curriculum.

Answers to the Multiple Choice Questions

1. d  
2. c  
3. a  
4. d  
5. d  
6. a  
7. b  
8. c  
9. c  
10. b

11. a  
12. b  
13. b  
14. b  
15. a  
16. a  
17. b  
18. b  
19. b  
20. a
(Date)

Dear Parents/Grandparents/Guardians:

Our class is studying HIV and AIDS. Part of the students’ learning experience requires discussion with their classmates about current issues dealing with HIV/AIDS.

Your student will have a homework activity that involves family discussion about HIV/AIDS related topics. Some of these issues deal with:

• the difference between HIV and AIDS
• does HIV kill you
• what are the costs of HIV/AIDS
• abstinence from drugs and sex,
• how to keep from getting HIV.

We hope to promote communication between students and their families to further the awareness of HIV/AIDS. Your student will be given a short Parent/Student Team Pack to bring home for the family to share. Thank you for your support.

Sincerely,

__________________________
Teacher

__________________________
School
HIV/AIDS FACT SHEET

• **ABSTINENCE** is the only 100 percent safe way to avoid sexually transmitted HIV/AIDS.

• AIDS is the leading cause of death for Americans 22-44 years of age.

• One in four new HIV infection occurs in people under the age of 22.

• Heterosexual transmission of HIV is the leading mode of transmission world wide.

• A majority of individuals infected with HIV do not know that they are HIV positive.

• Most people with AIDS acquired HIV as a result of sexual contact.

• Floridians account for one in six persons with AIDS due to heterosexual sex.

• In the Nation, Floridians account for one in eleven persons with AIDS due to male to male contact.

• In the United States, every piece of equipment (needle, container, and tubing) used to draw blood is brand new. After the equipment is used, it is destroyed. **You CANNOT** get HIV from giving blood.

• Latex condoms are highly effective when used consistently and correctly for every sexual act.

• Currently a combination of drug therapy is showing the most potential for treatment of AIDS. This includes using nucleoside analogs, non-nucleoside analogs, and protease inhibitors.

• In addition to blood tests for antibody against HIV, there are now tests for the presence of HIV proteins (antigens) and viral RNA in blood. These are more expensive and, therefore, the antibody tests are used more frequently to screen for infection. The HIV protein and viral RNA tests usually become positive earlier in the course of the infection. They are particularly useful when trying to decide if an infant born of an HIV positive mother is infected. The baby will have antibody from the mother and will test positive by the antibody assay, whether or not the baby is infected. If the HIV protein or viral RNA test is **POSITIVE**, it means that the baby **IS** infected.
RESEARCHING THE TREATMENT COST OF HIV/AIDS

Current therapy for AIDS patients is showing promise with a combination drug treatment using three major categories of drugs: 1. nucleoside analogs 2. nonnucleoside analogs and 3. protease inhibitors.

The cost varies from patient to patient due to many factors. What would a year’s supply of combination drug therapy (one drug from each of the 3 categories) cost someone with HIV/AIDS in your community? Contact three pharmacies and fill in the chart.

<table>
<thead>
<tr>
<th>Drug Category</th>
<th>Store A</th>
<th>Store B</th>
<th>Store C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUCLEOSIDE ANALOGS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. AZT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ddI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NONNUCLEOSIDE ANALOGS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. saquinavir</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ritonavir</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROTEASE INHIBITORS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. nevirapine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. delavirdine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the information you collected for the chart, answer the following questions.

1. How much would combination drug therapy cost for 12 months with each of the pharmacies?
2. Why would a person with HIV/AIDS do comparison shopping for drugs used in combination drug therapy?
3. Name three (3) factors a person with HIV/AIDS might consider in selecting a pharmacy.
PARENT/GUARDIAN PART:

This **Team Pack** is intended to promote a discussion between parents/or guardian & their child. Students have been learning with Team Packs in school. Learners are in groups, & each is given factual information to teach the others through discussion. When using them, just try to discuss each question you are asked as best you can before asking your teammate for the right answer, and give that teammate plenty of time to do the same. All parts important for you to read are underlined, & the **read-aloud** ones are **bolded**.

Start by asking your child: **“How do Team Packs work?”**, & listen while s/he explains.

1. **P/G** What is the difference between HIV & AIDS?
   
   HIV=human immunodeficiency virus, the germ that causes AIDS=Acquired Immunodeficiency Syndrome

2. Student asks:
   
   Were you afraid of HIV/AIDS when you were my age & if not what were you afraid of?
   
   ?

3. **P/G** How is HIV/AIDS spread and what about blood transfusions?
   
   HIV is spread through sex, IV drugs & being born to an infected mother. Giving blood is 100% safe, getting HIV from blood transfusion is very very rare—~1/10 chance of being hit by lightning.

4. Student:
   
   Are you in danger of getting HIV/AIDS?
   
   ?

5. **P/G** How can one keep from getting HIV/AIDS?
   
   Abstain from sex & IV drugs
   
   (INclude????condom use decreases chances?)

6. Student:
   
   How does HIV/AIDS kill people?
   
   ?

7. **P/G** a. Is there a vaccine
   
   No
   
   b. Is there a drug treatment?
   
   Yes, but very expensive; ~$30,000/year

8. Student:
   
   Who should pay?
   
   ?
STUDENT PART:

When your parent/guardian asks, explain how Team Packs work. Remember to discuss each question you are asked as best you can before asking your teammate for the right answer, and give that teammate plenty of time to do the same. All parts important for you to read are underlined, & the read-aloud ones are bolded.

1. P/G What is the difference between HIV & AIDS?
   ?

2. Student asks: Were you afraid of HIV/AIDS when you were my age & if not what were you afraid of?
   (Listen carefully to the answer of the person you’re talking with; this might be a good time to share some of YOUR big fears when s/he has finished sharing with you.)

3. P/G How is HIV/AIDS spread and what about blood transfusions?
   ?Remember what you learned in Team Packs at school.

4. Student: Are you in danger of getting HIV/AIDS?
   (You may think you already know what the answer to this question will be; or it may surprise you.)

5. P/G How can one keep from getting HIV/AIDS?
   ?

   It destroys the immune system that automatically protects the body from infection; when the immune system becomes weak enough, everyday types of infections can be deadly.

7. P/G a. Is there a vaccine?
   ?
   b. Is there a drug treatment?
   ?

8. Student: Who should pay?
   Some people think...
   ...the government should pay
   ...health insurance companies should pay
   ...the person who infected you should pay
   ...each person should pay for him or herself
   Be sure to discuss what might be difficult or easy about each of the above, & add any new ideas you’d like to discuss.
WEBSITE SCAVENGER HUNT

Using the computer, briefly answer the following questions while researching the information at the websites listed. WARNING: Some of these sites contain explicit information and materials.

1. **HOW SHOULD I ACT AROUND PEOPLE WITH AIDS?**
   http://www.thebody.com jossey/ garwood.html

   1. List three things people do when they are uncomfortable around someone.
   2. What is the AIDS Memorial Quilt?
   3. What are some of the special health needs for people with AIDS?

2. **HIV & AIDS**
   http://aztec.inre.asu.edu/ arc/ hiv.html

   1. How many people have HIV in the U.S.?
   2. What are some signs of the HIV infection?
   3. How does a blood test for HIV work?

3. **TALKING WITH CHILDREN ABOUT HIV/AIDS**

   1. What age should you talk to children about HIV?
   2. List several appropriate statements for two different age groups.

4. **THE CONDOM FACT SHEET**
   http://www.geewiz.com./confact.html

   1. How many STD’s occur in the U.S. each year?
   2. List three myths about condoms.
   3. List three prevention strategies for HIV.

5. **WHY TEENAGERS DO NOT USE CONDOMS**
   http://www.urban.org/ periodcl/ prr25_2c.htm

   1. List three reasons why teenagers do not use condoms.
   2. Who is responsible for your personal health?

6. **DO CONDOMS WORK?**
   http://www.safersex.org/ condoms/ work/ docondomswork.html

   1. What is the most effective way to prevent HIV infection?
   2. What diseases can condoms help to prevent?
## HIV/AIDS: CROSSWORD PUZZLE

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. a viral disease that attacks the immune system and presently has no cure</td>
<td>1. abbreviation for Food and Drug Administration</td>
</tr>
<tr>
<td>4. a microscopic animal, bacteria, protist, or virus</td>
<td>2. to have gotten or obtained from another person</td>
</tr>
<tr>
<td>7. abbreviation for Centers for Disease Control and Prevention</td>
<td>3. abbreviation for sexually transmitted disease</td>
</tr>
<tr>
<td>10. proteins made by the body to protect against microorganisms or other foreign substances</td>
<td>5. phase of development of a disease between the infection and when the first symptoms appear</td>
</tr>
<tr>
<td>12. the act of voluntarily doing without something</td>
<td>6. showing no symptoms even though no one may be infected but showing no symptoms</td>
</tr>
<tr>
<td>13. to pass along</td>
<td>8. to make unsterile by contact</td>
</tr>
<tr>
<td>16. system of the body that protects against disease</td>
<td>9. the introduction of whole blood into a vein</td>
</tr>
<tr>
<td>17. a set of symptoms that occur together</td>
<td>11. free from living microorganisms; aseptic</td>
</tr>
<tr>
<td>18. one of the smallest microorganism that can cause infectious diseases</td>
<td>14. thin, protective sheath for the penis to prevent exchange of body fluids</td>
</tr>
<tr>
<td>20. rapid spread of a disease among many individuals in a community</td>
<td>15. a lack of or not sufficient</td>
</tr>
<tr>
<td></td>
<td>19. causes AIDS; abbreviation for Human Immunodeficiency Virus</td>
</tr>
</tbody>
</table>
Students may have other questions about HIV/AIDS that they would like additional information. The Centers for Disease Control and Prevention has a toll-free hotline that may be used to obtain additional information.

*Hotline people were very helpful to students who called.

*Class discussions or question/answer sessions can be conducted with the CDC Hotline number if you have access to a speaker telephone. Questions should be compiled before conferencing. Compile a master list of questions to avoid duplication of questions.

**CDC National AIDS Hotline**
- 1-800-342-2437 (English)
- 1-800-342-7432 (Spanish)
- 1-800-324-7889 (Deaf)

**Solution to HIV/AIDS Crossword Puzzle:**
ABSTINENCE—refrain; the act of voluntarily doing without something; to hold oneself back; eg. abstain from sex, abstain from drinking alcohol

AIDS—Acquired Immune Deficiency Syndrome—a disease that attacks the immune system, leaving unable to defend itself against infection.

- A- ACQUIRED—to get or obtain from another person
- I- IMMUNE—referring to the immune system
- D- DEFICIENCY—a lack of or not sufficient
- S- SYNDROME—a set of symptoms that occur together (in the case AIDS a set of infections or illnesses that occurs because of a severely compromised immune system)

antibodies—protein made by the body to protect against microorganisms or other foreign substances

asymptomatic—having an infectious organism within the body, but having no symptoms

blood transfusion—the introduction of whole blood into a vein

CDC—Centers for Disease Control and Prevention.

condom—thin protective sheath for the penis to prevent exchange of body fluids

contaminated—unsterile, having microorganisms (germs) in or on something

epidemic—rapid spread of disease among many individuals in a community

FDA—Food and Drug Administration

HIV—(Human Immunodeficiency Virus)—a virus that infects T lymphocytes (T-cell) of the immune system. This virus causes AIDS.

immunity—resistance to or protection against a specified disease, the power to resist infection

immune system—system of the body that protects against disease

incubation period—phase in the development of a disease between the infection and the first appearance of symptoms

microorganism—a microscopic animal, bacteria, protist, and virus.

STD—(Sexually Transmitted Disease)—diseases which are passed from person to person through sexual contact

sterile—free from living microorganisms

transmit—to pass along or spread a disease from one person to another

virus—small microorganism that can cause an infectious disease
TEACHER RESOURCES AND REFERENCES

BIOGRAPHIES/AUTOBIOGRAPHIES

Arthur Ashe-Days of Grace
Elizabeth Glaser-In the Absence of Angels
Magic Johnson-What You Can Do To Avoid Aids
The Greg Louganis-Breaking the Surface
Ryan White-Ryan White: My Own Story

BOOKS FOR STUDENTS

Ford, M. T. 100 Questions & Answers about AIDS:
Schwartz, L.AIDS Questions and Answers for Kids Grades 7-12.

WEBSITES*

*WARNING: Some of these sites may contain some explicit materials. If you provide these websites to students, obtain parental permission in advance.

1. How Should I Act Around People with AIDS? (Provides information on basic health issues and special sensitivities when interacting with people who have HIV/AIDS)
   http://www.thebody.com/jossey/garwood.html

2. Kids with HIV (Provides information about transmission and care of children with HIV).
   http://www.thebody.com/wa/summer96/kidshiv.html

3. HIV & AIDS (Provides a wide variety of information about HIV/AIDS).
   http://aztec.inre.asu.edu/arc/hiv.html

4. GH6000 Talking With Children About HIV/AIDS (Provides a breakdown of what is appropriate for different age groups)
   http://etcs.ext.missouri.edu/publications/xplor/hesguide/humanrel/gh6000.htm

5. The Condom Fact Sheet
   http://www.geewiz.com./confact.html

6. Why Teenagers Do Not Use Condoms
   http://www.urban.org/periodcl/prr25_2c.htm

7. Do Condoms Work?
   http://www.safersex.org/condoms/work/docondomswork.html

8. Magic Johnson Foundation
   http://www.magicjohnson.org/

VIDEOS

1. Common Threads: Stories from the Quilt
2. Philadelphia
3. Longtime Companion
4. The Los Altos Story
March 13, 1998

Dear Parent/Caregiver:

As an obstetrician/gynecologist, I have seen first-hand the impact of teenage sexuality on many lives and families. In addition to unplanned pregnancies, sexual activity, especially without use of condoms, can lead to devastating diseases. Diseases like gonorrhea and chlamydia cause sterility. Human papilloma virus, the most common STD, causes venereal warts, abnormal Pap smears, and is linked to cervical cancer. The impact of AIDS is well-known. I see these problems in girls from all races, nationalities, religious groups, and socioeconomic classes.

As a parent, you are the best role model and teacher for your son or daughter. I urge you to talk openly to your son/daughter about sexuality, abstinence, and contraception. Help them to find career goals and productive uses of their time such as sports, church, volunteer work, or jobs. Students with pride in themselves, and with meaningful use of their free time are less likely to get involved in drugs and other risky behaviors.

In these Team Packs, we endeavor to teach students not only the facts about pregnancy and sexually transmitted diseases, but also to think about responsibility for their actions. We hope you will discuss these issues at home together. If you are in need of further information, your son/daughter’s teacher has been given a list of resources. Please also contact your family doctor if you have any questions.

Sincerely,

Judith Simms-Cendan, M.D.
Clinical Assistant Professor
Department of Obstetrics and Gynecology
JSC/mr
### Educator's Evaluation Form

**The Center for Cooperative Learning**  
College of Medicine, University of Florida  
5700 SW 34th Street, Suite 323  
Gainesville, Florida 32608  
(352) 392-3858   FAX (352) 392-8822   Suncom 622 3858

Please indicate the most appropriate responses re: any previously unreported uses of Center Team Packs/videos:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students learned a great deal from Team Packs/videos.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>2. Students learn to work together effectively.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>3. I think Team Packs/videos reduce student risk behaviors.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>4. Overall I thought it was a very worthwhile activity.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5. I will use Team Packs again.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>6. I will use Center videotape(s) again.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

7. Materials used in what class(es): LMS Health Science (Other: )

8. When used: Spring 19___ Fall 19___ (Other: )

<table>
<thead>
<tr>
<th>Middle School:</th>
<th>Team Packs</th>
<th>Videos</th>
<th>Test Grade</th>
<th>Grade # available</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Immunity (Celebrate Immunization!)</td>
<td>NA</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Part 1: Why It Won’t Happen To You ...........................................</td>
<td>___</td>
<td>NA</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Part 2: Fighting Disease in Six Rounds .......................................</td>
<td>___</td>
<td>NA</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10. AIDS (Life in the Balance) .......................................................</td>
<td>___</td>
<td>NA</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>11. Puberty/AIDS (Celebrate Growth: Time For a Change)</td>
<td>___</td>
<td>NA</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>12. Alcohol (Live It Up—Don’t Booze It Up) .......................................</td>
<td>___</td>
<td>NA</td>
<td>___</td>
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</tr>
<tr>
<td>High School:</td>
<td></td>
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<tr>
<td>13. AIDS (This Can’t Happen To Me)</td>
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<td>___</td>
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<tr>
<td>14. Gonorrhea (Courting Trouble)</td>
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<td>___</td>
</tr>
<tr>
<td>15. Herpes/HPV (Watch Yourself)</td>
<td>___</td>
<td>NA</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>16. Pregnancy (Once is Enough)</td>
<td>___</td>
<td>NA</td>
<td>___</td>
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</tr>
</tbody>
</table>

Please fold, seal, and return—the other side is preaddressed.

Thank you for your vital role in preventing teenage pregnancy and STD's including HIV/AIDS. We welcome any comments you wish to make in the space below AND any you wish to attach.