

1. Distribute an index card to each student. Ask the students to take out a pen/pencil. Ask them to write down two or three statements they know or have heard about HIV or AIDS.
2. Divide your students into small groups with five to six students in each group. Assign the group roles: leader, recorder, spokesperson. Explain:
  - The leader will help the small group stay working on the task.
  - The recorder will write the ideas generated by the small group.
  - The spokesperson will share the small group's ideas with the class.
3. Ask them to share their statements with one another, discussing whether or not each statement is a myth or a fact.
4. Distribute a piece of chart paper and a marker to each group. Ask each group to divide a sheet of chart paper in half by drawing a line down the center; then, have them write "facts" on the left-hand side and "myths" on the right-hand side. Ask them to compile their list of statements, placing each one under the accurate heading.
5. Ask the leader to gather the index cards. Rotate the index cards from one group to another so that each group of students has a new set of statements. Ask them to categorize the statements as facts or myths.
6. Have each small group post their list and report to the class.
7. Explain:

*HIV is considered a sexually transmitted disease, or STD. It is considered an STD because one of the ways the virus is transmitted is through sexual intercourse. As we progress through this unit, we will learn about HIV and other STDs and will talk about transmission by sexual intercourse. Sexual intercourse is the term we will use to include oral, anal, and vaginal sexual intercourse.*

Teacher's Note: The above explanation will help students clarify the meaning of the term "sexual intercourse." It will be used throughout this curriculum rather than repeating "oral, anal, and vaginal sexual intercourse."

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### **Activity 2: 20 minutes**

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Review information on HIV and risk behaviors.

1. Distribute the Student Worksheet, That's a Fact!, to each student.
2. Introduce the video by stating:

*Let's check our facts by watching a video about HIV and AIDS. It is called HIV: Get the Picture. As you watch, listen carefully to hear if our lists of facts and myths are accurate. Also, use Part A of your worksheet to record any new facts you hear about HIV and AIDS.*

3. Show the video *HIV: Get the Picture*.

4. Refer to the lists of facts and myths that are posted on the walls. Discuss the placement of various statements. Correct any misinformation and clarify any confusing information. Add any of the following points if not mentioned by the students:
- The majority of people who are infected with HIV became infected through sexual intercourse.
  - The second major cause of HIV infection is needle sharing.
  - Avoid contact with blood or other body fluids that contain blood cells: semen, vaginal secretions, breast milk. While people have gotten infected from skin contact with blood, this is not a major mode of transmission.
  - Mosquitoes do not transmit HIV.
  - There are many theories regarding the origin of HIV, but no one knows for sure.
  - Human Immunodeficiency Virus causes HIV infection, which has no symptoms at first, but eventually leads to symptoms of illness and AIDS. AIDS is the last stage of the disease process.

Teacher's Note: Refer to the Teacher Reference on HIV for information.

If the students raise issues or questions that you are unsure about, inform the students that you don't know if the statement is a fact or a myth, but you will try to find an answer. You or an assigned student can get information by calling the Michigan AIDS hotline at (800) 872-AIDS (2437) or the National AIDS Hotline at (800) 342-2437.

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**Closure: 2 minutes**

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- Summarize by asking:  
*What is the only way to be 100 percent sure you will not get HIV?* [Abstinence from sexual intercourse and from needle sharing will prevent infection with HIV. Of course, contact with other people's blood should also be avoided.]  
*What does abstinence mean?* [Abstinence means choosing not to do something.]
- Collect the posted lists of facts and myths for use in Lesson 7.
- Instruct the students to bring the Student Worksheet, That's a Fact!, to the next health class or collect them for redistribution during the next lesson.
- Distribute the Student Handout, HIV Fact Sheet, to the students. Encourage them to take it home and share it with their families.
- State:  
*During our next lesson, we will learn about other sexually transmitted diseases and about behaviors that place a person at risk for getting HIV or another STD.*