UNDERSTANDING HIV AND AIDS

EXECUTIVE PRODUCER
Anson W. Schloat

PRODUCER
John G. Young

TEACHER’S RESOURCE BOOK
Karin Rhines
Former HIV/AIDS Program Director,
Westchester County (NY) Department of Health

Copyright 2006
Human Relations Media, Inc.
## Table of Contents

**Introduction** 1
**Learning Objectives** 2
**Program Summary** 3
**Notes to the Teacher** 5

### Student Activities

1. Pre/Post Test 7
2. Afraid of AIDS 9
3. From Beginning to End 11
4. Protect Your Goals 13
5. Messages, Messages 14
6. A Child’s Story 16
7. AIDS by the Numbers 18
8. Get the Word Out 19
9. What Can I Do about AIDS? 20
10. Dear Mom 21
12. Imagine 23
13. Myth Buster 24

### Fact Sheets

1. Yikes, There’s Blood! 26
2. Why Be AIDS Smart? 27
3. No Big Deal? 28
4. The Test 30
5. AIDS Basics 32
6. AIDS Timeline 33
7. Resources 35
8. Annotated Bibliography 36

**Other Programs from Human Relations Media** 38
June 2006 marked the 25th anniversary of the identification of a new infectious disease, one that is now known as AIDS—Acquired Immunodeficiency Syndrome. Initially the disease was thought to affect only gay men, but within a few years it had been diagnosed in injection drug users, their heterosexual partners, and the babies of infected women. In the last quarter century, enormous progress has been made in understanding the molecular basis of the disease and its destruction of the immune system; in its causative agent (HIV) and mechanisms of transmission and infection, as well as in developing tests to detect infection early and medications to prolong life. Where less progress has been made is in developing a vaccine to prevent infection; in finding a cure once infection has occurred; and in stopping new infections.

Recent advances—screening tests that give results in 20 minutes instead of two-to-three weeks and combination medications that can be taken just once a day unlike earlier medications that had to be taken every four hours around the clock—can lull us into complacency about this disease. Talk show interviews with infected men and women who are succeeding with the medication regimen reinforce the notion that HIV infection and AIDS are no longer “a big deal.”

But the reality can be far different. Each year approximately 40,000 new HIV infections occur in the U.S. In the last decade, new infections have been occurring in younger people. It is estimated that half of new infections occur in individuals younger than 25. And while treatment is much, much better than it was only a decade ago, the medications are expensive and still have such potent side effects that many infected people cannot continue taking them.

In the absence of a vaccine, clear no-nonsense information and practice with the skills to apply it to their personal lives constitute the best hope for helping adolescents avoid infection while, at the same time, helping them develop compassion for those who are infected.

Today’s students were born into a world where HIV/AIDS is a reality. Much of the hysteria and stigma associated with AIDS is gone, but there is still a lot of misinformation about both the disease and its transmission. The purpose of the video Understanding HIV and AIDS and the accompanying Teacher’s Resource Book is to bring students up-to-date on our current understanding of HIV and AIDS and to help them assess their own knowledge, attitudes and beliefs about the disease. It should be noted that the video and activities are merely a starting point. Students’ personal experiences will influence what information they need and when they need it. It is hoped that this learning package will also make students aware of adolescent-friendly local resources (including teachers) that they can access with their questions and concerns as they mature physically and emotionally.
After watching the video *Understanding HIV and AIDS* and participating in the class activities included in this Teacher’s Resource Book, your students will be able to:

- understand how HIV is and is not transmitted
- understand how to prevent HIV transmission
- assess their own risk of HIV infection
- understand that they are in an age group with a high risk for HIV infection
- recognize that HIV can have a dramatic effect on the life of a person who is infected and on the lives of those around him
- distinguish between HIV infection and AIDS and recognize the sequence of events that occur from infection to death
- be aware of how to find a site for an HIV test
- understand that HIV-positive people still face painful stigmatization and discrimination
- assess their level of comfort about HIV and HIV-infected people
- recognize that HIV is a global problem that is having a severe impact on the lives of young people around the world
Understanding HIV and AIDS explores the questions students ask about HIV and AIDS by using a discussion group with students, a doctor who specializes in HIV education, and two HIV-infected individuals. Interspersed with the discussion group segments are graphics and narration to reinforce and expand the points made in each segment. Rapper and actor Bow Wow serves as the narrator for the program.

This video begins with students voicing their questions and concerns about HIV and AIDS: *What does HIV stand for? What does AIDS stand for? Can you get it from kissing? I’m not sure how I’d react around someone who is HIV-positive. HIV is scary because you could die from it.*

Bow Wow introduces himself and explains that the video will address fears about HIV and AIDS with information, beginning with the basics. He distinguishes between HIV and AIDS and narrates an animated sequence that shows how the immune system identifies and attacks germs that enter the body. The animation depicts the way that HIV is able to take over T-cells in the immune system and make more copies of itself. Eventually the immune system becomes so weakened that illness results.

The first discussion segment opens with Leslie Hayes McKenzie, MD, Chief of Adolescent Medicine at Brooklyn Hospital Center. She asks the students if they know what HIV means and how it relates to AIDS. After their discussion, Eddie, who is HIV+, asks if they know who is likely to get infected with HIV and makes that point that HIV does not discriminate. Bow Wow then describes how transmission of HIV can occur if blood, semen or vaginal fluid containing the virus comes in contact with blood in mucous membranes of another person. Unprotected sexual contact, sharing needles, and transmission from an infected mother to her child are identified as the ways most HIV transmission occurs. The use of condoms to reduce sexual transmission and the role of other sexually-transmitted diseases in increasing transmission is discussed.

The group then focuses on transmission. Sharing contaminated needles, not only for drugs, but also for tattoos is discussed. One student asks if babies of HIV-infected mothers are always infected. Dr. McKenzie describes the importance of HIV testing for pregnant women so those who are infected can get medications that will reduce HIV transmission to their children. Kelly, who is HIV-positive, describes how she took medicine during her pregnancy and had a daughter who was not infected. Bow Wow explains how needles shared for insulin, steroids, tattoos and piercings can all cause HIV transmission. He reinforces the importance of testing during pregnancy.

Next a student asks how Kelly and Eddie became infected. Kelly shares that she was infected by a boyfriend at 19. Eddie describes his careless approach to using condoms because he felt it couldn’t happen to him until he was diagnosed in his late teens. Bow Wow tells viewers they can protect themselves and reminds them that abstinence is the most effective way to prevent HIV infection, other STD infections and pregnancy. He makes
the point that when it becomes appropriate to have sex, condoms should always be used. He
tells viewers that they can protect themselves by not sharing needles and only going to
licensed shops for tattoos and piercings. As the segment ends, Bow Wow points out that
alcohol and drugs impair judgment and can lead people to risk-taking.

Kelly asks the students how HIV is not spread and they describe daily interactions that are
not infectious, but also make the point that people might treat HIV-infected individuals
differently out of fear. Next, Bow Wow explains how HIV is treated with a combination of
medications—called a ‘cocktail’—that is being used successfully to treat HIV infection and
slow its progression. Animation shows how different drugs in the cocktail work to hamper
HIV’s destruction of the immune system.

A student asks how it feels to have HIV. Kelly talks about how the side-effects of the
medication affect her and describes the emotional toll of having to take the medication.
Eddie discusses the constant nausea and fatigue and the pressure of having to take the
medication and not being able to miss a dose.

Can you tell by looking at a person whether he or she has HIV? Bow Wow addresses this
myth and tells viewers that the only way to know is by being tested. The doctor points out
that a lot of people are HIV positive and don’t know it because they aren’t sick. Bow Wow
lists places where HIV testing can be done—at a doctor’s office, hospital, clinic, health
department. He explains what anonymous testing is and describes the difference between the
standard test and the rapid test. He urges viewers who think they may have been exposed to
HIV to get tested.

Eddie asks the group how they think they should act toward an HIV-positive person. One
student responds that people with HIV should be treated like anyone else. Kelly describes
the fears that HIV-positive people have about being ostracized by their families and
communities. She explains that there are still uninformed people who don’t believe people
with HIV should be treated like everyone else so it is often difficult for people who are HIV-
positive to speak out.

The final segments of the video focus on HIV as preventable and emphasize the role of
accurate information, personal responsibility and good decision-making in preventing
infection. The adults remind viewers that not everyone is having sex, that teens should not
be talked into doing things they aren’t ready for, and that they should play an active role in
protecting themselves from infection.

Bow Wow recaps the main points of the program and ends with this message: “All people,
whether HIV-positive or not, deserve to be treated with dignity, respect and understanding.”
Messages, Messages, page 14

Your students are bombarded by messages—appropriate and inappropriate—every waking hour. This activity encourages them to reflect on what they are hearing and which are good for them and which are bad. A class discussion of their responses can help them analyze how these messages affect them.

A Child’s Story, page 16

This story is the composite of two sets of orphaned children in Africa—a sister and her two brothers who are struggling to stay together with the help of an aid agency near them; and two brothers who received money from a fund to grant children’s wishes so they could rent a plot of land where they grow and sell vegetables to help them stay together.

In Africa, Asia, and Latin America, AIDS is having a dramatic effect on the lives of children. Many older children drop out of school to work so they can keep their younger siblings together. Other children are left to fend for themselves unless they are lucky enough to live in places that have programs for AIDS orphans.

Depending upon class time and your students’ age, you may want your students to do Part One of this activity as a class discussion of the story rather than as an individual writing assignment.

Part Two is more appropriate for older students. The letter to a government representative may possibly be done in conjunction with students’ civics instruction. This letter-writing activity can act as a reminder that even middle school students have a right to share their thoughts with government officials.

AIDS by the Numbers, page 18

This activity challenges students to compare rates of HIV infection around the world with the size of their own school’s student body. To get students started on this activity, you’ll need to provide them with two essential pieces of information which should be on public record at your school:

- the combined size of the student body and faculty of your school
- the annual budget of your school

To simplify calculations, you may wish to round the numbers. For example, if your student body and faculty size totals 1,243, you may round it to 1,200. If the school budget is 2,874,912 dollars, you may round it to 3,000,000 dollars.
This page was left blank intentionally.
STUDENT ACTIVITIES
Pre/Post Test

Choose the correct answer for each of the statements or questions below.

1. HIV causes
   a. Syphilis  
   b. AIDS  
   c. The common cold  
   d. Pneumonia

2. HIV is transmitted by
   a. Toilet seats and mosquitoes  
   b. Tears, urine and sweat  
   c. Kissing and shaking hands  
   d. Blood and sex fluids

3. Which statement is true?
   a. Anyone can be infected with HIV  
   b. Only drug users get HIV  
   c. People under 25 don’t get HIV  
   d. People in small towns rarely get HIV

4. Medications to treat HIV infection
   a. Can cure the disease  
   b. Slow down the disease  
   c. Don’t have much effect  
   d. Only work for men

5. HIV attacks the
   a. Heart  
   b. Sex organs  
   c. Immune system  
   d. Lungs

6. An HIV test shows if you have
   a. AIDS  
   b. HIV  
   c. A healthy immune system  
   d. Healthy blood

7. How many people under 25 get HIV infection each year?
   a. Very few  
   b. About a quarter of all new cases  
   c. About half of all new cases  
   d. About three-quarters of all new cases

8. Which activities can spread HIV?
   a. Unprotected sex, sharing needles, breast-feeding a baby  
   b. Eating in a restaurant where people with HIV work  
   c. Playing sports with a person with HIV  
   d. Sneezing, coughing, and spitting

The Answer Key for this activity appears on the next page.
Name: ________________________________

Answer Key

1. HIV causes
   a. Syphilis  
   b. AIDS  
   c. The common cold  
   d. Pneumonia

2. HIV is transmitted by
   a. Toilet seats and mosquitoes  
   b. Tears, urine and sweat  
   c. Kissing and shaking hands  
   d. Blood and sex fluids

3. Which statement is true?
   a. Anyone can be infected with HIV  
   b. Only drug users get HIV  
   c. People under 25 don’t get HIV  
   d. People in small towns rarely get HIV

4. Medications to treat HIV infection
   a. Can cure the disease  
   b. Slow down the disease  
   c. Don’t have much effect  
   d. Only work for men

5. HIV attacks the
   a. Heart  
   b. Sex organs  
   c. Immune system  
   d. Lungs

6. An HIV test shows if you have
   a. AIDS  
   b. HIV  
   c. A healthy immune system  
   d. Healthy blood

7. How many people under 25 get HIV infection each year?
   a. Very few  
   b. About a quarter of all new cases  
   c. About half of all new cases  
   d. About three-quarters of all new cases

8. Which activities can spread HIV?
   a. Unprotected sex, sharing needles, breast-feeding a baby  
   b. Eating in a restaurant where people with HIV work  
   c. Playing sports with a person with HIV  
   d. Sneezing, coughing, and spitting
Some people are afraid of HIV and AIDS. Sometimes this is because they don’t know much about the disease. Sometimes it is because the idea of contracting any deadly disease is frightening to them.

**PART ONE**

Consider the following situations. What do you think you would do in each one?

1. You are invited to attend a concert to raise money for AIDS research. People with HIV and AIDS will be attending. Will you go? Why or why not?

2. Your community service group has made toys and clothes for children whose parents have HIV infection. You are invited to deliver these gifts to the children and their families. Will you go? Why or why not?

3. You belong to your school’s hospital visitation program. Yesterday the hospital asked for volunteers to visit people infected with HIV. Will you volunteer? Why or why not?

4. Your favorite aunt is a great cook and has offered to bake your birthday cake. Your parents just told you that she is infected with HIV. Will you accept? Why or why not?

5. It is rumored that your best friend’s brother has been diagnosed with HIV. He usually hangs out and plays video games with the two of you when you visit. Will you still visit? Why or why not?

This activity is continued on the next page.
PART TWO

Once you have finished Part One, answer the questions below.

1. Were there any situations that you chose to avoid? Which ones?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Would any new information or experiences have made you more comfortable in the situation(s) you chose to avoid? Explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Today, most people with HIV infection live at least 10 years. Many live much longer. But even when they appear healthy, HIV is still affecting their bodies. To understand this, it helps to understand what goes on inside the body after the virus gets in.

The diagram below represents the immune system—at the top of the diagram, the immune system is healthy. At the bottom, it is barely functioning. The box contains descriptions of what is happening to the body as HIV infection progresses. Match the words and phrases listed with the lines and brackets on the diagram to see key events of HIV infection from beginning to end.

**Words and Phrases:**

- AIDS occurs without medications
- Symptoms of infection occur
- Death
- Infected but without symptoms
- Medication can be taken to prolong life
- Infection with HIV

*The Answer Key for this activity appears on the next page.*
Answer Key

**Words and Phrases:**

- *AIDS occurs without medications*
- *Symptoms of infection occur*
- *Death*
- *Infected but without symptoms*
- *Medication can be taken to prolong life*
- *Infection with HIV*
Do you ever think about what you want to do with your life—not just when you’re an adult, but next week? Next year? When you have goals, it means you respect yourself. And when you respect yourself, you’re more likely to protect yourself so you’ll be healthy enough to reach and enjoy your goals. Goals don’t have to be big, like becoming a major league athlete or getting married. They can be more modest—such as learning to play a musical instrument or getting a driver’s license.

Think about your goals.

1. What do you want to accomplish in the next month?

2. What do you want to accomplish in the next year?

3. What do you want to accomplish in the next five years?

Look back at your goals. Choose one that is really important to you and put a ☺ beside it. Now list what you are willing to do to take care of yourself so you can reach that goal. Be sure to include how you’ll prevent HIV infection.
Every day, all day, you receive messages. They may come from your parents, friends, teachers, the TV, radio and even from billboards on the street. These messages tell you to behave this way or that way, to buy this or that, to think this way or that way. Sometimes it is hard to figure out which messages to listen to! Let’s look at some messages.

**PART ONE**

**What message do you hear about the way you should dress from:**

<table>
<thead>
<tr>
<th>Your parents?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friends?</td>
<td></td>
</tr>
<tr>
<td>Your teachers?</td>
<td></td>
</tr>
<tr>
<td>Your favorite TV show?</td>
<td></td>
</tr>
<tr>
<td>Are these messages the same or different?</td>
<td></td>
</tr>
<tr>
<td>What do you think is appropriate dress for you?</td>
<td></td>
</tr>
</tbody>
</table>

**What message do you hear about drugs from:**

<table>
<thead>
<tr>
<th>Your parents?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friends?</td>
<td></td>
</tr>
<tr>
<td>Your teachers?</td>
<td></td>
</tr>
<tr>
<td>Your favorite TV show?</td>
<td></td>
</tr>
<tr>
<td>Are these messages the same or different?</td>
<td></td>
</tr>
<tr>
<td>What do you think is appropriate drug behavior for you?</td>
<td></td>
</tr>
</tbody>
</table>

*This activity is continued on the next page.*
**What message do you hear about sex from:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your parents?</td>
<td></td>
</tr>
<tr>
<td>Your friends?</td>
<td></td>
</tr>
<tr>
<td>Your teachers?</td>
<td></td>
</tr>
<tr>
<td>Your favorite TV show?</td>
<td></td>
</tr>
</tbody>
</table>

Are these messages the same or different?

What do you think is appropriate sexual behavior for you?

---

**What message do you hear about people with HIV and AIDS from:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your parents?</td>
<td></td>
</tr>
<tr>
<td>Your friends?</td>
<td></td>
</tr>
<tr>
<td>Your teachers?</td>
<td></td>
</tr>
<tr>
<td>Your favorite TV show?</td>
<td></td>
</tr>
</tbody>
</table>

Are these messages the same or different?

What do you think about people with AIDS?

---

**PART TWO**

Discuss your answers in class. When other people don’t agree with your answers, don’t tune them out. Try to listen carefully to their reasons. Which reasons make the most sense for someone your age? Which do not? Who makes the final decision about your behavior?
Even now, HIV and AIDS are ravaging Africa, Asia and Latin America. It isn’t just adults who are affected—many children are victims, too. This is the story of three of them.

Ten-year-old Pendol looked at her new dress. It was beautiful. Little orange birds looked out from behind the green leaves of the pattern. This was the first new dress she’d had in four years. She folded the dress carefully and placed it on a high shelf attached to the wall of the one-room earthen floor hut where she lived with her two brothers. “Will it be safe there?” the woman from the aid agency asked. Pendol nodded. “Good.” The woman smile and said, “I’ll see you in two weeks.”

Pendol was six when her mother died of AIDS. She and her brothers had cared for their mother. A doctor from the aid agency came once a month, but he didn’t have any medicines to help her. Pendol’s father had died earlier. She barely remembered him. Now she takes care of her older brothers. She carries water from a well a half mile away to wash their clothes and tend their little garden and to keep the shanty clean. Her 12 and 15 year-old brothers, Juma and Jomo, go to school. The aid agency pays for their tuition and uniforms. She wants to go to school, too, but there weren’t enough scholarships, so her brothers teach her their lessons. She can read simple things and write her name and her alphabet.

Two years ago the aid agency had helped her older brother write a letter to a group that grants the wishes of children. Juma wanted to rent a small plot of land to grow more vegetables so they would have some to sell. He got his wish. Now he, Jomo, and Pendol work the big garden every day after school. It’s hard work because they have to carry water almost a mile, but it’s worth it. Every weekend they take a basket of produce to the village market and sell what they have grown. Juma uses the money they make to buy firewood for their cooking fire. If they make enough money, he also buys a pound of rice.

Pendol still misses her mother, but she and her brothers are doing okay.

Pendol and her brothers are just a few of the millions of children who have been orphaned by the AIDS epidemic in Africa, Asia and Latin America. In spite of their difficult lives, Pendol’s family is lucky. They have been able to stay together near the village where they were born.

This activity is continued on the next page.
PART ONE

Choose one of the activities below.

1. Imagine what it would be like to live without your parents. Use the back of this sheet to write several paragraphs about how you think you would live. What would you need to do in order to survive?

2. Imagine that you can visit Pendol and her brothers. What would you say to them? What would you want to know about their lives? Use the back of this sheet to write several paragraphs describing your visit.

PART TWO

To learn more about HIV and AIDS around the world, start with some research—if you log onto www.unaids.org, you will find many resources to get you going. Try these activities:

1. The United States is the richest country in the world. What do you think we should be doing about the AIDS epidemic in other countries? Are there things you could do? Are there things the US could do? Write out your ideas.

2. As a US citizen, you might want to put your ideas into a letter and send them to your Senator or Representative. They make decisions about how federal money is spent. What would you want to say to someone in government?
An estimated 40,000 people are infected with HIV each year in the US. And remember, people who are infected with HIV didn’t intend to get infected. They may have been uninformed or they may not have thought they were at risk. But what does that mean? Here are some questions whose answers may help you get a better sense of how HIV infection affects all of us.

1. How many people are in your school, both teachers and students?  
   Divide 40,000 by the number of people in your school. How many schools the size of yours would it take to hold all the newly infected people?

2. Now multiply 40,000 by your age. How many people have become infected since you were born?
   Divide this new number by the number of people in your school (#3 ÷ #1). How many schools the size of yours would it take to hold this number of infected people?

3. Assume that one-fourth of the people infected since you were born need medication. How many people is this (#3 ÷ 4)?
   The medications each of these people need cost about $10,000 a year. How much will the medication cost each year for the number of people in #5 (#5 × 10,000)?

4. How much is your school budget?
   How many budgets for a school the size of yours equal the amount of money for medications from #6 (#6 ÷ #7)?

When people become infected, their family and friends are affected. Let’s say that each newly infected person has 3 family members and 2 friends. How many people have been affected by HIV infection since you were born (#3 × 5)?

Are the calculations you did an argument FOR more programs to prevent HIV infection or AGAINST more prevention programs? Write your opinion below. Use the back of this page if you need more space.
ACTIVITY 8
GET THE WORD OUT

Name: _____________________________________

Some of the best HIV prevention programs have been created for adolescents by adolescents. Use the following questions to help you create an HIV prevention program.

1. Who do you want to reach? (for example, 9th grade boys or all 8th graders or only school athletes?)

________________________________________________________________________________________________________________________________________________

2. What is your main message? (short and catchy is good)

________________________________________________________________________________________________________________________________________________

3. What are your supporting points?

________________________________________________________________________________________________________________________________________________


________________________________________________________________________________________________________________________________________________

5. What materials do you need to do it?

________________________________________________________________________________________________________________________________________________

6. Which people do you need to help you?

________________________________________________________________________________________________________________________________________________

7. How will you know if your audience got it?

________________________________________________________________________________________________________________________________________________
Perhaps you think you’re too young to make a difference? Many young people feel this way. The truth is that just by taking care of yourself, you are already doing something. But some people your age (and even younger) have had a big impact on how a country views HIV/AIDS and those who have it. In Indiana, a boy named Ryan White spoke out about AIDS and today the US government funding for AIDS care is called the “Ryan White CARE Act.” In South Africa, a boy named Nkosi Johnson spoke out about AIDS. Nkosi’s Haven, an AIDS care center, is named after him.

Research to find out more about the life of one of these boys. Write a brief biography below.
Has anyone said to you, “I can’t believe how fast you’re growing,” or “When did you get so grown up?” While you probably can’t wait for your next birthday, your parents and the other adults in your life may see you as growing up too quickly. Sometimes this makes it difficult for them to know what to say, especially around subjects like HIV and AIDS. They want you to learn what you need to know to be safe, but they don’t want to tell you too much too soon.

Has any adult ever asked you what you need to know about HIV and AIDS? Probably not. So why don’t you begin the conversation? Use the space below to write a letter to an adult who is important to you—a parent, an adult sibling, a teacher, a friend. Explain what you need to know and why you and other kids your age need to know it.
June 27th is National HIV Testing Day in the United States. This event was started by the National Organization of People with AIDS in 1997. Throughout the US, groups that provide HIV services organize events to encourage people to learn about HIV and get tested. Big cities like New York, Los Angeles, Houston and Washington DC sometimes have big promotions like free concerts or radio contests. But smaller cities may also have events, such as a local health department that stays open late for people who want to be tested.

1. Find out what happens on National HIV Testing Day in the town where you live. You might start by calling your health department or HIV/AIDS organization. In addition to learning what, when, and where, you’ll also want to know if they have age limits and require parental permission. Be sure to ask how the testing is done—is blood drawn or is a rapid test used? The website www.hivtest.org also has useful information. Write what you learn below.

2. Are there ways you could help make this year’s event a success? List them below.

3. If your community doesn’t have a National HIV Testing Day event, what could you do to let people know about June 27th? Write your ideas below.
Whenever something painful happens, people look for ways to explain their feelings. Often they write stories or plays or poems, or create paintings or shoot photos and videos. During the AIDS epidemic, thousands of people have expressed their feelings creatively.

Whether or not you realize it, HIV and AIDS affect you directly or indirectly and probably will for the rest of your life. In the space below, write a poem or draw a picture or cartoon that tells how you feel about HIV/AIDS.
Even after all the years since HIV was first discovered, there are still a lot of myths. Check what you know about HIV and AIDS by deciding whether these statements are true or false.

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You can get HIV infection if a mosquito bites you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is safe to be friends with someone with AIDS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clinics give a test for AIDS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Condoms reduce the spread of HIV through sex.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Medicines can cure HIV infection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You can’t get infected the first time you have sex.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You can get a vaccine to prevent AIDS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Infected women can transfer HIV to their babies during birth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. HIV cripples the immune system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. You can get HIV if you share needles for piercing your body, getting a tattoo, or shooting drugs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. You can get HIV infection if you donate blood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Teenagers are too young to get infected with HIV because their bodies are not fully matured.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Answer Key for this activity appears on the next page.
### Answer Key

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You can get HIV infection if a mosquito bites you.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>It is safe to be friends with someone with AIDS.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Clinics give a test for AIDS.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Condoms reduce the spread of HIV through sex.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Medicines can cure HIV infection.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>You can’t get infected the first time you have sex.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>You can get a vaccine to prevent AIDS.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Infected women can transfer HIV to their babies during birth.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>HIV cripples the immune system.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>You can get HIV if you share needles for piercing your body, getting a tattoo, or shooting drugs.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>You can get HIV infection if you donate blood.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Teenagers are too young to get infected with HIV because their bodies are not fully matured.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
During day-to-day relationships with other people, blood is the only body fluid that can transmit HIV that you are likely to encounter. This can happen if someone gets cut or has a nose bleed. Do you know what to do in a situation like this?

Here are some tips:

- Don’t be scared; be careful.
- Treat all blood as if it is infectious. Many things can be passed by blood, not just HIV.
- You can handle most situations, but if there is a lot of blood call an adult or 911.
- Give the person who is bleeding a tissue or other soft material to place over the bleeding. If you have a first aid kit, use gauze pads. Have the injured person apply pressure to stop the bleeding.
- When the bleeding has stopped, have the injured person bandage the wound if possible. If you don’t have any cuts or scratches on your hands, you can help.
- Place anything with blood on it in a bag and put it in the trash. It’s safe to do this.
- Both you and the injured person need to wash up thoroughly with warm—not hot—soapy water.
- If blood has splashed anywhere, clean it up with bleach and water (roughly one part bleach to nine parts water).

***************

Many schools have steps they must take when dealing with blood. Check to see if your school has specific steps, and post the information in your classroom.
You were born into a world where there is HIV and AIDS. You have probably heard a lot about it in school, from friends, and even from movies, TV shows and the news. You may even be getting tired of hearing about it. But the adults in your life keep talking about HIV and AIDS because they care about you.

Here are some reasons to be concerned:

- During the first 15 years of the AIDS epidemic (1981-1994), only 2,748 teenagers 13 to 19 were diagnosed with AIDS in the United States, but in just the last ten years (1995-2004) 5,995 American teens have been diagnosed with HIV infection or AIDS.

- It is estimated that half of new infections are happening in people under the age of 25.

- If you have a sexually-transmitted disease, there is a greater chance of becoming infected with HIV. In 2004 there were almost 1,000,000 reported cases of Chlamydia infection—one of the most common sexually transmitted diseases.

- In the early years of the HIV/AIDS epidemic, AIDS was mostly a disease of men, but between 2001-2004, women represented 29 percent of all new HIV/AIDS cases.

- Using alcohol or other mind-altering drugs lowers a person’s ability to make good decisions—and can result in behaviors that cause HIV infection.

- There are an estimated 40,000 new HIV infections each year.

But there is good news, too:

- More teens are delaying sexual activity.

- More than 60 percent of those teens who are sexually active report using condoms.

- As of 2004, alcohol and drug use among teens was gradually decreasing.

- There are many places teens can go to get good, accurate information about HIV/AIDS—libraries, websites, schools, medical providers.

Be informed, act informed—show the adults in your life how smart you are!
A growing number of adolescents have the wrong idea—they think that HIV infection is no big deal. They figure that with all the medicines for HIV and AIDS, they can be treated and cured if they ever get infected. They may see ads in magazines or on the Internet for HIV medications that show infected people who look healthy and happy. They may hear interviews on TV with people who are talking about how great their lives are now that they have the latest medicines.

Have advances in the treatment of HIV and AIDS made this disease “no big deal?” Let’s look at the facts.

- HIV medications have to be taken at the same time every day in order to work properly.
- You can’t skip or forget a dose.
- HIV medications cost about 10,000 dollars a year and must be taken for life.
- Many people cannot afford the cost of these medicines and don’t have insurance to cover it.
- There are government programs that help HIV-infected people get the medicines, but in many states there are waiting lists to get into these programs.
- Many people die before their name gets to the top of the waiting list for government programs.
- HIV medications are so strong that some people get sick when they take them, and are forced to stop. Doctors will try different combinations looking for a treatment that the patient can tolerate, but some people just can’t take any combination.
- HIV medications can have serious side effects. The medications work at slowing down HIV, but they also cause other things to happen to the body and some of them are very unpleasant.

This fact sheet is continued on the next page.
HIV medications can cause high cholesterol levels that can lead to a heart attack.

They can cause high blood sugar levels that can lead to diabetes.

HIV medications can cause the fat in the body to be taken from where it is usually stored and moved to other areas, like the upper back where it looks like a hump.

Not everyone who takes HIV medications has these side effects. Many people who do have them stay on the medications anyway because the medicines are helping them stay alive right now.

Medical treatment for HIV and AIDS had come a long way in your lifetime. Infected people are living longer because of this treatment. But it certainly does come at a price.

Consider this: is it better to take HIV medications or not to get infected in the first place?
There was a time when anyone who wanted an HIV test went to their Health Department or their doctor’s office, had blood drawn, and waited nervously—sometimes very nervously—for two to three weeks for the results to be in. Now tests are available that use fluid from the cheek or urine or blood. Today tests can be done in as little as 20 minutes. There’s even a test that can be done at home.

With all these choices, what do you need to know to decide which test to take?

Let’s start with the basics:

**The Test**

Sometimes this is called an AIDS test, but it doesn’t actually test for AIDS—it tests for HIV infection. Two tests are used together to determine if a person is infected with HIV. The first, a *screening* test, determines if antibodies (chemicals the body makes to fight HIV) that look like HIV antibodies are present. If the screening test shows the possibility of HIV antibodies, a second test is done. This is called a *confirmatory* test because it checks to make sure that the antibodies the screening test “saw” really are HIV antibodies. These two tests used together are 99.6 percent accurate. When blood is drawn and you wait for two weeks for the results, the screening test and the confirmatory test will have both been done, if necessary.

The rapid test is a *screening* test that takes about 20 minutes. Most people who get tested get a negative test result (no HIV antibodies) so this is quick, easy, and reassuring. But if they test positive (HIV antibodies are probably present), they will usually be advised to have blood drawn so a confirmatory test can be done. This test takes longer—about two weeks to get results back.

One FDA-approved home screening test, called Home Access, is available at many pharmacies. You call an 800 number to register for your test—the registration number is on the package. Then you prick your finger, drop the blood on a special card, and send this card to the lab to be tested. In about a week you can call the 800 number again and get your results. Both a screening test and, if necessary, a confirmatory test are done on the sample you sent.

Just remember, it takes about 25 days after infection before the tests can “see” HIV antibodies. Also, think twice about purchasing a test that is advertised on the Internet. Only Home Access is approved as safe and accurate, the others are not.

**Cost**

Some places provide free HIV testing, others charge for it. Be sure to ask about costs before you have the test.

*This fact sheet is continued on the next page.*
Confidential vs. Anonymous

Confidential testing links your name with your test results; anonymous testing does not. When you check out a testing site, ask which kinds of testing are offered. Anonymous testing does NOT mean that no one will know you were tested because it can’t prevent you from running into someone you know when you go to get tested. It also means that you won’t get a copy of your test results—you can see them, but since there isn’t a name on them, you can’t keep them. So if you want a copy of the results, you will need to have a confidential test.

Age

Does the testing site test people your age? It’s a good idea to ask.

Parental Notification

Most medical facilities will encourage you to discuss your decision to be tested with a parent or other trusted adult, but federal law allows adolescents to get reproductive health services without parental permission. Family planning and STD programs almost always offer HIV testing services.

Counseling

HIV counseling isn’t like seeing a therapist. HIV counselors compile a risk history and provide education and service referrals. Some programs do counseling and testing together, but more and more HIV testing is becoming part of regular medical care. If you have lots of questions you want answered, be sure to ask whether someone at the testing site will spend time answering your questions.

Partner Notification

When people test HIV-positive they are asked for the names of sex and drug partners. This is done so these partners can be contacted and encouraged to get an HIV test. The partners will not be told who gave their names.

Tips for When You Decide to Take the Test

Find an adult you trust and tell them you’re going to be tested.

Take a friend with you to the testing site. Getting any kind of test can be scary and it helps to have company. Take the friend when you get your results, too.

You’re getting tested because you did something risky, right? Make a plan for what you will do with your test results. If you test negative, plan how you’ll stay that way. If you test positive, be sure to get referrals for what to do next. This includes a doctor who treats people your age and a support group of people your age so you don’t feel alone.
**What is AIDS?**
AIDS stands for Acquired Immune Deficiency Syndrome. It occurs when HIV (Human Immunodeficiency Virus) infects the body and cripples the immune system. When the immune system can no longer fight off HIV, diseases including Kaposi’s sarcoma and pneumocystis pneumonia develop and can cause death.

**How do I get infected?**
HIV gets into the bloodstream through sex without a condom and sharing needles. Women who are infected have a slight chance of passing it to their babies during birth and nursing.

**How else can I get it?**
HIV is not passed during normal daily activities. It is safe to spend time with friends who have HIV infection or AIDS. You can go to school with them, play sports with them, go to movies, or just hang out—anything except having sex and doing drugs together.

**How do I keep from getting it?**
The only 100 percent way to prevent HIV infection is not to have sex and not to do drugs. This is called abstinence. If you do decide to have sex, use a condom, use it properly, use it every time. (Not the same one, a new condom each time.) And stick with one partner. Also, stay away from drugs—that includes alcohol—because they are double trouble. You can get HIV from sharing needles to shoot drugs. And all drugs reduce your “NO” power so you may have sex without a condom or inject drugs when you’re under the influence.

**How do I find out if I’ve got it?**
Have an HIV test. Your health department should be able to tell you where there is a testing site. You can also check the Internet at [www.hivtest.org](http://www.hivtest.org) and put in your zip code to find a site near you.

**What do I do if I’ve got it?**
Find a doctor or clinic that specializes in treating HIV infection in adolescents. The testing site should be able to help you. You should also get into a support group for people your age. You don’t have to be alone and the other people in the group will be able to help you. If you are early in your infection you’ll feel healthy for many years, but you can infect others—so be responsible.
Fill in the column to the right with key events in your family during the AIDS epidemic.

<table>
<thead>
<tr>
<th>Year</th>
<th>AIDS Timeline</th>
<th>Your Family’s Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>➢ First cases of AIDS was identified in the US</td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>➢ The virus that causes AIDS was discovered by scientists in the US and France</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>➢ A blood test for HIV was developed</td>
<td>➢ First international conference on AIDS</td>
</tr>
<tr>
<td>1986</td>
<td>➢ The first AIDS drug (AZT) was tested</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>➢ The first panel of the AIDS quilt was made</td>
<td>➢ ACT-UP, a group to advocate for people with AIDS, was founded</td>
</tr>
<tr>
<td></td>
<td>➢ 47,000 infections were reported in the US</td>
<td>➢ 107 million copies of “Understanding AIDS” were distributed by the U.S. Surgeon General</td>
</tr>
<tr>
<td>1988</td>
<td>➢ The first World AIDS Day (December 1) was marked</td>
<td>➢ The first World AIDS Day (December 1) was marked</td>
</tr>
<tr>
<td>1989</td>
<td>➢ A new AIDS drug (ddI) was approved</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>➢ World Health Organization estimates that 700,000 babies have been born infected with HIV worldwide during the epidemic</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>➢ A third drug to fight AIDS (ddC) was approved</td>
<td>➢ The red ribbon became the symbol for AIDS</td>
</tr>
<tr>
<td></td>
<td>➢ Basketball star Magic Johnson announced that he was infected with HIV—requests for HIV testing soared</td>
<td>➢ Basketball star Magic Johnson announced that he was infected with HIV—requests for HIV testing soared</td>
</tr>
</tbody>
</table>

*This fact sheet is continued on the next page.*
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>Tennis star Arthur Ashe announced that he was infected with HIV.</td>
</tr>
<tr>
<td>1994</td>
<td>Tom Hanks won an Oscar for playing a man dying of AIDS in <em>Philadelphia</em>. AZT was found to reduce the transmission of HIV from mother to child.</td>
</tr>
<tr>
<td>1995</td>
<td>AIDS was the leading cause of death of 25-44 year olds in the US. The first of a new type of AIDS drug (protease inhibitors) was approved in the US.</td>
</tr>
<tr>
<td>1996</td>
<td>UNAIDS was founded by the United Nations. The first home HIV test kit was approved in the US. A new type of AIDS drug (NNRTI) was approved in the US.</td>
</tr>
<tr>
<td>1997</td>
<td>The number of deaths from AIDS dropped for the first time because of the new drugs.</td>
</tr>
<tr>
<td>1998</td>
<td>A man in the US was found to have a strain of HIV resistant to almost all AIDS drugs.</td>
</tr>
<tr>
<td>2001</td>
<td>CDC announced that many people over 50 were becoming infected with HIV.</td>
</tr>
<tr>
<td>2002</td>
<td>In Brazil, condoms with soccer team logos on them hit the market. The Global Fund to Fight AIDS, Tuberculosis, and Malaria was started. A rapid HIV test was approved in the US.</td>
</tr>
<tr>
<td>2003</td>
<td>A new drug for people with HIV strains resistant to other drugs was approved in the US.</td>
</tr>
<tr>
<td>2005</td>
<td>This year marked the 25th anniversary of the discovery of AIDS. Worldwide an estimated 20 million people have died and more than 40 million have been infected.</td>
</tr>
</tbody>
</table>
The resources below can help you find almost any information you want to know or need to find out about HIV and AIDS.

**CDC National STD & AIDS Hotlines**
- 800-342-2437 or 800-227-8922—English Service (24 hours a day, 7 days a week)
- 800-344-7432—Spanish Service (8:00 AM - 2:00 AM, 7 days a week)
- 800-243-7889—TTY Service (10:00 AM - 10:00 PM, Monday - Friday)

**Websites**
**General Information**
- www.cdc.gov
  The Centers for Disease Control and Prevention website provides sheets of frequently asked questions about HIV and AIDS, statistics on HIV and AIDS in the United States, and information on testing and treatment options. It also provides lots of information on related topics, including tuberculosis and sexually-transmitted diseases.
- www.aegis.com
  The AIDS Education Global Information System (AEGIS) is a huge on-line library of HIV/AIDS information from every corner of the globe.
- www.unaids.org
  The United Nations Program on HIV/AIDS website provides information about the number of cases of HIV and AIDS in all parts of the world and what is being done country by country.

**For Teens**
- www.aids.org
  This website provides easy access to basic HIV and AIDS information.
- www.adolescentaids.org
  This is the website of the adolescent AIDS program at Montefiore Medical Center (Bronx, NY). It provides basic information for all adolescents, including an on-line magazine called The Deal, and detailed information for HIV-infected adolescents.
- www.avert.org
  This is the website of Avert, an international organization to prevent HIV infection. It contains lots of useful information and is easy to use.
There are thousands of books about HIV and AIDS and even more articles. This selected bibliography focuses on recent books written for young adults.

**AIDS in the 21st Century: What You Should Know** (Issues in Focus), Michelle M. Houle, 2003 Enslow Publishers

“Using scientific explanations as well as stories of individuals, author Michelle M. Houle gives an in-depth description of the AIDS epidemic. She covers global issues, the importance of awareness and education, and what is being done to combat the illness.” Publisher’s Website

**At Issue Series - Responding to the AIDS Epidemic**, Daniel A. Leone, Editor, 2006, Greenhaven Press

“This book is great for debate material or as a writing prompt for persuasive essays. This collection is for mature readers with the critical-thinking skills needed to understand and evaluate the materials.” School Library Journal (August 2002)

**Chanda’s Secrets**, Allan Stratton, 2004, Annick Press

Michael L Printz Honor Book

A fictionalized story of an African girl’s growing awareness of a disease (AIDS) that transforms her life.

**Our Stories, Our Songs: African Children Talk About AIDS**, Deborah Ellis, 2005, Fitzhenry & Whiteside Limited

“In the summer of 2003, Ellis traveled to Malawi and Zambia and met with children and teens whose lives have been touched by AIDS. In short, autobiographical vignettes, the young people, many of whom are orphans or living on the street, discuss their families, their favorite pastimes, their fears, and their dreams.” School Library Journal


“In this powerful and captivating graphic novel, Winick, a professional cartoonist and cast member of MTV’s The Real World 3: San Francisco, pays tribute to his Real World housemate and friend Pedro Zamora, an AIDS activist and educator who died of the disease in 1994.” Publisher’s Review

*This fact sheet is continued on the next page.*

He was a hemophiliac who developed AIDS, then was denied an education by his hometown of Kokomo, Indiana. Ryan White fought back—and he changed the way the United States viewed people living with AIDS. This book is out of print, but is still available in many libraries and used book stores.

The Names Project (Cornerstones of Freedom), Larry Dane Brimner, 2000, Children’s Press

This book traces the history of the AIDS quilt and the story of AIDS in America.

We Are All the Same: A Story of a Boy’s Courage and a Mother’s Love, Jim Wooten, 2004, Penguin Press

“We Are All the Same is a powerful testament to the strength of the human spirit, even as it bears witness to the scope of the tragedy that is unfolding in Africa and around the world, cutting down millions of children like Nkosi Johnson.” Publisher’s Website
## Other Programs from Human Relations Media

<table>
<thead>
<tr>
<th>Program</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Choking Game</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Food, Health and Exercise: Putting It All Together</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Systems of the Body: Digestion</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Systems of the Body: Muscle and Bones</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Making Good Choices: Keys to Good Decisions</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Huffing: The Latest Facts about Inhalant Abuse</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Fears and Phobias: Understanding Them, Defeating Them</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Coping with an Emotional Crisis</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Standing Tall: Learning Assertiveness Skills</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Addiction and the Human Brain</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Athletes, Alcohol and Steroids: What’s Wrong with This Picture?</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>The Five Life Strategies of Successful Teens</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Stressed Out: Stress Management 101</td>
<td>video/print or DVD/print</td>
</tr>
<tr>
<td>Understanding Eating Disorders</td>
<td>video/print or DVD/print</td>
</tr>
</tbody>
</table>

Visit our website for detailed descriptions of the above programs.

Available from
McIntyre Media Inc.
203 - 75 First Street
Orangeville ON L9W 5B6

Phone: 800 /565-3036
Fax: 519/942-8489
Web: [www.mcintyre.ca](http://www.mcintyre.ca)