



# HIV and AIDS:



## Staying Safe

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Teacher's Guide

# HIV and AIDS: Staying Safe

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Grades 4-6

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# HIV and AIDS: Staying Safe

Grades 4-6

Running Time: 16 minutes

## Introduction

This program presents information and issues pertaining to HIV and AIDS in a way that will both educate and empower the viewer to take responsibility for his or her health.

This program is designed to give a basic understanding of HIV and AIDS. It covers the science of HIV and AIDS in an engaging animation that explains what happens to the immune system when HIV invades. The video identifies means of transmission and helps children understand risky behaviors. It emphasizes the importance of taking responsibility for one's health and for the choices one makes. The difficulties of living with HIV are also shown (in the program we meet a child who has HIV, and we learn what it is like to live with the virus).

Topics covered include:

- The Science of HIV and AIDS
- Does it Matter?
- Who gets HIV and AIDS?
- Means of Transmission
- Risky Behaviors and Consequences
- Safe Behaviors
- What It's Like to Have HIV
- Who to Speak to With Questions About HIV and AIDS
- Taking Responsibility for Health and Choices

## Facilitator Preparation

In Advance Of Screening:

- Preview program.
- Review quizzes.
- Be sure to have a clear idea of the science of HIV, the means of transmission, and the difference between HIV and AIDS in order to be able to readily answer questions after the screening.

On Day Of Presentation:

- Ask preliminary questions and create a basic understanding of HIV and AIDS.
- Present Program.
- Discuss Post-Viewing Questions.
- Hand out Blackline Masters, have students complete and go over answers.
- Let kids know to whom they can go to with questions that they may have currently or in the future.

Important areas to be aware of during and after viewing and discussions:

Be available to answer questions. Some kids may have fears that develop from this viewing. (A child may have pierced ears or have done blood brothers and be afraid that from this he or she has contracted HIV.) Inform the child of accurate data and as necessary refer them to parents, school nurses, etc.

An important aspect of discussion is helping kids to understand the difficulties of living with HIV and AIDS. (There may be children in the classroom who have it themselves or know someone who does.) It is recommended that a discussion take place after the program is viewed to promote understanding (experiencing stigma, discrimination, embarrassment, and the difficulties and side-effects of taking medication.)

The teacher will be a positive force in helping children understand the feeling of being different and being "left out" —a feeling many kids can relate to.

Remember to be sensitive during this discussion; there may be kids that you are not aware of that have HIV or AIDS or have family with HIV or AIDS.

## Program Objectives

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After the children and adults have watched this program and completed the selected activities, they should be able to:

- Describe the difference between HIV and AIDS.
- Describe the way that HIV affects the immune system.
- Explain how HIV develops into AIDS.
- Identify the four major means of HIV transmission.
- Identify risky behaviors.
- Be aware of how and where to get more information.
- Be aware of what it is like to have and live with HIV and AIDS.
- Empathize with the difficulties in terms of stigma for people who have HIV and/ or AIDS.

## View the Program 16 Minutes

## Follow-Up Discussion

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### 1. STIGMA

What are some reasons that a person might not want to tell others that he or she has HIV or AIDS? Discuss the idea of stigma. Do you think some people might discriminate against a person who has HIV or AIDS?

Some kids with HIV choose to not tell their friends that they have the virus for fear of being stigmatized. Because of the number of pills and the schedule of taking them, children with HIV may need to tell friends that they have HIV so that they can take the pills when at a play date or sleepover. Sometimes a family reacts with fear when they find out that a child who is playing with their child has the virus. This can make it hard for the child with HIV to have an active and healthy social life. Based on the information given in the program, is it reasonable to think one can get HIV from such casual contact as a play date or sleepover?

How do kids get HIV or AIDS? Most often it is transmitted from mother to her newborn child. Kids with HIV have not participated in the risky behaviors that we have mentioned. The virus was transmitted into their blood before they were born, or during the birth process.

Based on what we have learned about transmission, on how a person can and cannot contract the virus, do you think that a play date or a sleepover would be a way to contract the disease? (The correct answer is: No. Casual contact involved in a play date or sleepover will not transmit the virus.)

What should a child be careful of when playing with a child who has HIV? (All usual playing behaviors should cause no risk of HIV infection, so it is perfectly fine to play with a child who has HIV.) A child only needs to be careful not to touch the other child's blood. Should any child get injured in a way that causes bleeding, such as scraping a knee or knocking out a tooth, the other children and adults should be careful not to touch the child's blood, as this is a possible mode of transmission. It is important to note that this precaution should be taken whether or not one is aware of the child having HIV or another communicable disease, since a child (or any person) may have HIV without knowing it. An adult who steps in should attend to the child's injury using universal precautions, such as wearing gloves to create a barrier between one's self and the blood (or other bodily fluid). These are normal precautionary measures taken by health care professionals when handling any type of injury. It is important to note that in order to contract HIV this way, the receiving party would need to have a cut or other skin opening that would allow the HIV infected blood to enter the bloodstream. Precautions are recommended when cleaning up blood and bodily fluids whether or not one is aware of having a cut or broken skin.

### 2. HAVING HIV/ AIDS

What is it like to have HIV or AIDS? What are some of the side effects of the medicines that people with HIV and AIDS must take? What is it like to live with HIV? Why would it be hard to have HIV?

Some possible side effects:

- Throwing up
- Diarrhea (stomach problems)
- Hair loss
- Exhaustion
- Numbness and tingling in hands and feet
- Feeling ill
- Kidney and liver damage
- Possible death from side effects

How often must people with HIV or AIDS take their medications? Pills must be taken two to three times a day, as many as 25, or more, pills a day. Some pills must be taken with food, some without. Pills must be taken at specific times.

How would this affect a person's life? A child who has HIV may have to stop playing in order to come in and take their medication. He or she may feel too ill to play or go to school. The child may worry that other kids won't want to play with him or her.

What could you do if you knew someone who has HIV to help them feel more accepted and comfortable? Be friendly, be available for play dates. Do not tease or make fun of him or her, etc.

### 3. IS THERE A CURE FOR HIV AND AIDS?

There is no cure, but there are medications that are improving the health and extending the lives of those with HIV. Many people around the world have HIV and AIDS, and more people get infected everyday.

Having the virus would affect a person's life in many ways, permanently, for the rest of his or her life. Here are some ways that a person's life could be affected:

- Taking many medicines on a strict schedule.
- Side effects from the medicines.
- Illness.
- Possible death.
- Social issues, including feeling or being stigmatized.

People with HIV often feel that others do not want them around, and that they must hide their virus and/or disease. Also, later in life a person with HIV may find that dating, marrying, and having children become difficult issues to deal with. If a person is often ill, keeping and handling a job could be challenging.

### 4. TRANSMISSION

Discuss the issue of transmission in a way that is appropriate for the age level, class and environment viewing the program. It is up to the teacher, school, and school districts to decide what is appropriate. Here are the facts:

HIV is transmitted through blood and some bodily fluids. Bodily fluids refers primarily to blood, vaginal, and seminal secretions. There are no known cases of HIV being transmitted through saliva. (HIV could be transmitted through kissing only if both parties had open and bleeding sores in their mouths. There is such a small amount of HIV in saliva that there are no known cases of transmission through kissing).

Abstaining from risky behaviors is the way to be sure not to contract the disease. It is important not to do "blood brothers" or touch another child's blood if he or she becomes injured. Although both parties would need to have an open cut or lesion to actually transmit the disease this way, it is nevertheless the right thing to call an adult for assistance. The adult should use universal precautions such as wearing gloves and washing hands thoroughly.

Children may have questions about the specifics of body fluids or the specifics of what is meant by unprotected sex. It is up to the individual teacher to decide what aspects are appropriate to discuss in the classroom.

HIV can be transmitted four major ways.

1. Any unprotected sex with an infected person.
2. Any sharing of needles,  
(including illegal needle drug use,  
ear piercing and tattooing and  
sharing of medicinal syringes.)
3. Infected mother to unborn child.
4. Infected mother's breast milk.

Discuss ways to prevent these means of transmission. What are some risky behaviors? Do we sometimes involve ourselves in risky behaviors without realizing the consequences?

- Ideas for discussion—Staying Safe  
This is up to the discrimination of the teacher and school system.
- Not sharing needles. (both from illegal needle drug use or even sharing medicinal syringes such as for diabetes, etc. Do not share needles!)
- Not sharing needles or earrings during ear piercing. (Use a new earring or needle- do not share even if you think you have sterilized it!)
- Not tattooing at home or in a non-certified place. (Tattooing needles can transmit HIV.)
- Not doing blood brothers. (Blood brothers share blood directly, this is the easiest method of transmission.)
- Abstaining from sexual activity.
- Mothers with HIV or AIDS choosing not to breast feed. (Mothers with HIV or AIDS can receive appropriate medical care to prevent transmission to unborn child.)

More about Sharing Needles:

Be careful when getting ears pierced or other body parts pierced. Also, tattooing is a possible way of transmission, so along with ear piercing, it is important to go to a place that is certified. This ensures that adequate measures are being taken in order to prevent transmission.

### Blood Brothers:

It is very important not to do blood brothers or blood sisters with anyone, as sharing blood is a possible method of transmission. It is quite possible that a friend may not know he or she has HIV, or may not want to tell if he or she does know. So it is not enough to decide whether or not to share blood based on what someone says. It is essential NOT to engage in risky behaviors.

### Risky Behaviors

Questions for discussion: Will a person with HIV or AIDS always tell you that he or she has it? Why would a person not want to tell you that they have the disease? Is it possible for someone to have HIV and not know it? How would knowing that a person might not know or tell you that he or she has the virus affect your approach to risky behaviors? Is it better to abstain from risky behaviors or is it enough to believe that someone will tell you if he or she is infected and go ahead and participate in the risky behaviors?

What are some safe behaviors that do not involve transmission?

- Hugging
- Holding hands
- Swimming
- Playing outdoors (mosquitoes do not carry HIV)
- Regular playing behaviors
- Casual contact
- Using drinking fountains
- Using a toilet

### 5. THE SCIENCE OF HIV AND AIDS:

What is the immune system? (Our body's defense system; it is there to keep us healthy.) How does HIV affect the immune system? (It starts to take it over by using T-cells to replicate more HIV, thus destroying the T-cells.) What are the jobs of the B-cells and the T-cells? (To look for, mark, and destroy viruses, but they are not capable of destroying the HIV virus). What is the difference between a Helper T-cell and a Destroyer T-Cell? (A Helper T-Cell watches for viruses and tells the B-cells to mark the virus. The Destroyer T-cells -commonly known as Killer T-cells- then looks for the marked viruses and tries to destroy them.)

How does HIV become AIDS? The HIV virus destroys the immune system by taking over an important part of the immune system called T-cells. Without T-cells the immune system loses its ability to work. When the immune system does not work it cannot fight off any viruses, so that all kinds of viruses (not just HIV) can come along and make a person very sick. At this point a person can get very sick. When a person's immune system can no longer fight off all kinds of viruses that come along, he or she is known to have AIDS.

What happens to the body that creates AIDS? The HIV virus uses the body's T-cells to replicate themselves (make more HIV) and thus the T-cells are destroyed. The immune system then no longer works. When the immune system no longer works a person has AIDS.

What is AIDS? AIDS is a disease that is created when the HIV virus destroys the immune system to the point that the immune system can no longer fight off other kinds of virus as they come along.

What is the difference between HIV and AIDS? HIV is the virus that causes the disease known as AIDS.

### DEMO IDEAS TO SHOW HOW FAST HIV CAN REPLICATE ITSELF:

There is an effective way to respond to the frequently asked question, "Can't the body make more T-cells"? The answer is "Yes, the body can make more T-cells, but not nearly as fast as the HIV virus can make more of itself."

1. Tell the kids to imagine that you, the teacher, are a T-cell, and the kids represent the virus. Now imagine that the kids and the teacher play a game of soccer, who would win? Now imagine that you join the class across the hall, and all of those kids are also viruses and their teacher is another T-cell, now who would win? Okay, now imagine that the entire school is playing on the HIV team and all of the teachers are representing the T-cells. Now who would win? This is the problem for the T-cells in the body. They can reproduce themselves, but the virus reproduces so much quicker that the T-cells cannot keep up.

2. Take a plastic egg (the kind used to sell pantyhose) or similar object and stuff it with marshmallows in advance. Show the egg to the kids and explain that this represents a T-cell. Show them a marshmallow and tell them that the marshmallow represents the virus. Put the marshmallow inside the egg, being careful that the rest of the marshmallows don't show, and explain that this is the virus using a T-cell to replicate itself. Then open up the T-cell (egg) and show them that this is how fast the HIV virus can replicate.

## Description of Blackline Masters:

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1. Blackline Master #1, HIV and AIDS Quiz. This assessment will clarify and reinforce the important facts about the science and transmission of HIV and AIDS. It is very important that kids fully understand the facts. By completing this quiz and then going over the answers in class, they should have a solid understanding.

2. Blackline Master #2, Science Questions. This is a fill in the blank activity that can be used in advance to assess knowledge of scientific terms and concepts.

3. Blackline Master #3, Word Match. This is a word match that reinforces vocabulary words and safe and unsafe behaviors.

4. Blackline Master #4, Crossword Puzzle. This may be given to take home and be completed (it will further reinforce the key words as well as provide a format for discussion with parents.)

5. Blackline Master #5, Creative Writing. Write an essay about the idea of stigma. Why might someone be stigmatized? Is this a good thing? What can you do about it?

6. Blackline Master #6, Immune System Science Booklet. This is a fun and simple art project that reinforces concepts learned in the program. The finished booklet shows two examples, how the immune system handles a virus, and in contrast how the immune system interacts with HIV. Each child can make a booklet by assembling the pages in numbered order from the two included Blackline Masters. The booklet can be colored in and kept as a reference book, or suggest that they take their books home and tell the cell story to their families.

## Answer Key

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### Blackline Master #1, Quiz

1. virus
2. disease
3. all of the above
4. blood
5. all of the above
6. No
7. Yes
8. all the above
9. Yes
10. Helper T-cells

### Blackline Master #2, Science Questions

1. virus
2. disease
3. bodies
4. immune
5. AIDS
6. HIV
7. blood
8. cell
9. T-cell
10. fluids

### Blackline Master #3, Word Match

1. AIDS
2. HIV
3. holding hands
4. sharing needles
5. part of body that destroys viruses
6. part of body that fights to keep us healthy
7. part of body that hunts down viruses
8. part of body that watches for viruses
9. taking charge of one's life

### Blackline Master #4, Crossword Puzzle

- ACROSS
1. pills
  5. blood
  6. disease
  7. immune
  8. swimming
  10. AIDS
  11. illness
  12. side
- DOWN
1. prevention
  2. piercing
  3. bodily
  4. hugging
  9. virus
  13. HIV

## Internet Resources for Educators

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<http://www.pedaids.org/>

Elizabeth Glaser Pediatric AIDS Foundation; the leading worldwide non-profit foundation dedicated to identifying, funding, and conducting pediatric HIV/AIDS research.

<http://www.pedaids.com/globprogram.html> The Elizabeth Glaser Pediatric AIDS Foundation's Global HIV/ AIDS link. An excellent link on the global AIDS situation. This link is very kid friendly. There is a map, personal stories, a fact sheet and more! Highly recommended, especially as a site kids can view on their own to get more info.

<http://abbott.com/community/abbottscienceeducation.html>

Abbott Laboratories website; link to excellent quiz and basic science with illustration.

<http://www.cdc.gov/hiv/bscience.htm>

Center for Disease Control website; link to science of HIV.

<http://www.nih.gov/od/oar>

National Institutes of Health

<http://www.afoc.org/prevention/faq.html>

AIDS Foundation of Chicago; link to excellent question and answer page.

<http://www.aids.org/information.html>

AIDS.org; AIDS home page

<http://www.aids.org/FactSheets/101-what-is-aids.html#anchor250Aids.org>

Simple questions and answers on HIV and AIDS.

<http://www.pedhiv aids.org/>

National Pediatric and Family HIV Resource Center

GLOBAL HIV / AIDS INFORMATION

<http://www.pedaids.com/globprogram.html>

The Elizabeth Glaser Pediatric AIDS Foundation's Global HIV/ AIDS link. An excellent link on the global AIDS situation. This link is very kid friendly. There is a map, personal stories, a fact sheet and more! Highly recommended, especially as a site kids can view on their own to get more info!

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5021a3.htm>

A report through the CDC on HIV/ AIDS globally. Facts and statistics on HIV/ AIDS in various regions, as well as a map and a graph showing numbers of infections yearly and by region. Includes an interview about the current global situation.

<http://www.niaid.nih.gov/factsheets/aidsstat.htm>

Fact sheet of worldwide and United States infection by the National Institute of Allergy and Infectious Diseases.

<http://www.cdc.gov/hiv/stats/internat.htm>

Basic Statistics - International Statistics by the CDC.

Books for Kids with HIV

Baker, Lynn S, [You and HIV: A Day At a Time](#). W.B. Saunders Company, 1991.

Tasker, Mary, [How Can I Tell You?](#) Association for the Care of Children's Health, 1992.

HIV AIDS HOTLINE

<http://www.ashastd.org/nah/>

English(1-800-342-AIDS)

TTY service for the deaf (1-800-243-7889)

Spanish service (1-800-344-7432)

## Script of Narration

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Life is full of possibilities, isn't it? You kids are so bright, you can do anything you put your minds to! You can participate in sports, do well in school, and achieve your dreams, right? Right. And sometimes achieving your dreams means being responsible.

Yeah, like doing my homework.

Studying for a test.

Taking out the garbage at home.

Going to practice everyday.

That's right, and sometimes we have to be responsible in ways that we might not even think of.

Like what?

Like—well, there are some dangers and risks that we might not know about.

I know not to run into traffic.

I know to eat right so I have lots of energy.

Exactly. But there are some risks that we can't see. And we may need to learn about how to avoid them.

Like talking to strangers.

Saying no to drugs.

And not eating foods I'm allergic to.

Exactly. One risk that's important to learn about is the risk of HIV infection.

HIV?

You mean AIDS?

HIV and AIDS. It's important to learn about what causes HIV and AIDS, what the risks are, and what can be done to prevent them.

I thought only adults could get HIV. I'm just a kid.

HIV is a thing of the past.

Lots of people have it, and they're fine.

Ah, it may appear that way.

Don't they have a cure? At least that's what my brother told me.

There is no cure for HIV. Many many people around the world have HIV and AIDS, and more people get infected every day. It's not a thing of the past. Anyone can get HIV or AIDS. The virus doesn't choose between adults and kids, men and women. HIV infects any person.

What is HIV?

HIV, the Human Immunodeficiency Virus, is a virus that attacks your immune system.

Your what?

Your immune system. The immune system is the part of your body that protects you against disease like cold and flu.

Oh, right.

If you get a cold or flu or worse, your immune system fights it off so that you get better.

Oh, I get it.

But imagine if your immune system was so weakened, and it wasn't able to fight off the virus or the infection anymore, then what would happen?

I'd get sick.

Do you like being sick?

Only when I can stay home from school.

No, I mean if you're really sick, when you don't feel well at all.

No, of course not.

Well, that's the reality of living with AIDS. AIDS stands for Acquired Immune Deficiency Syndrome and HIV is the virus that causes AIDS and can make a person very very sick. Let's see how it works inside the body.

## Animation:

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Imagine the cells inside your body are spending the day at the beach. When a virus locates the kind of cell it can use to reproduce itself, it attacks the cell and takes control. Luckily we have cells called T-cells that look out for viruses and stop them. T-cells, along with their friends the B-cells, make up an important part of our body called the immune system, starring the captain of the lifeguard squad—the helper T-cell, and his hard-working team of B-cells, and destroyer T-cells. Together they keep our bodies safe from viruses.

Once a helper T-cell spots a virus, it must alert the rest of the immune system to attack it. However, the immune system only works well if the helper T-cells are there to alert that viruses are in the area, ready to invade. The B-cells mark the virus so that destroyer T-cells will know what needs to be gotten rid of. Once again, because of the excellent teamwork of our T-cells and B-cells, the immune system saves the day and our body stays healthy and happy.

HIV is the virus that causes AIDS. When HIV enters a person's body, it looks for helper T-cells. When the HIV virus finds a helper T-cell, it attaches itself to it. The HIV virus uses the helper T-cell's copy machinery to make many copies of itself. Soon other viruses will enter the body. Without helper T-cells to alert them, the rest of the immune system does not know what to do. Eventually even such common viruses as the flu cannot be stopped. So the virus continues to invade healthy cells. Once enough T-cells have been destroyed, a person with HIV is considered to have AIDS, Acquired Immune Deficiency Syndrome. At this later stage, the HIV infected body is so weakened that it will begin to catch all kinds of diseases, become very sick, and die. Again, the word AIDS is used when a person's immune system can no longer work as a team to fight off the different kinds of viruses that may come along.

END OF ANIMATION

The immune system is very very important. You want to protect your immune system so that it can keep you healthy and fight off an infection.

Can't the body make more T-cells?

Yes, the body can make more T-cells but not nearly as fast as the HIV virus can make more of itself.

Wow! How do people get HIV?

HIV can be transmitted through blood and some bodily fluids

What?

Well, HIV can be transmitted four major ways. Through any unprotected sex with an infected person, sharing needles with an infected person, infected mother to unborn child, and infected mother's breastmilk.

Can I get HIV through a drinking fountain?

Or a swimming pool?

What if I hold hands with someone?

All of these things are perfectly safe. You will not get HIV from: sharing a drinking fountain, using a toilet, being in a swimming pool, holding hands, hugging, kissing, mosquitoes. It's important not to share bodily fluids, including blood, with another person because this is a possible way to contract HIV. So you shouldn't do blood brothers or blood sisters with anyone, not even a close friend. And if you get your ears pierced or other body piercings, you should go to a place that's certified.

I never do anything risky, so I won't get HIV or AIDS.

That's great, and I'm very proud of you. But it's important to remember that we sometimes do involve ourselves in risky behaviors without realizing the consequences. Have you ever done anything that was risky?

I went on my skateboard down a steep slope. I crashed and broke my arm.

Did you know it was risky before you did it?

Sure, but I wanted to have fun.

Once I ran in front of a car, and I almost got hit.

Why were you running?

I was late for class, and I didn't want to get in trouble. Afterwards I realized that it's more important to be safe than to be a minute earlier. The class hadn't even started yet when I had gotten there.

Hmmm. So you see there are many reasons that we sometimes engage in risky behaviors. It could be because of peer pressure, because we want to have fun, and sometimes you beat the odds, right?

Right.

And sometimes you don't.

Right.

Not a lot of people have HIV. I would know if I saw someone who had it.

Yeah, I'd know if someone had HIV or AIDS.

You would? How would you know?

I could just tell.

I could tell by looking at someone.

But people with HIV and AIDS often look just as healthy as you or I. You can't tell by just looking at someone. So it's very important not to participate in any of the risky behaviors by taking charge of your own body.

I met someone who has HIV, and he seems fine.

Yeah, but does it matter if I get HIV?

Here's the thing. Not only does HIV lead to AIDS which could make you very sick and even kill you, but it's very difficult to live with HIV. Let's meet a child who has HIV.

My name is Jay, and I'm nine years old. I was born with HIV. Here's the pills I take twice a day. I take the pills because I have germs in my blood. Sometimes it's hard to stop playing and take my pills. We like to have sleepovers, and play sports just like everybody else. I just want you to know that kids with HIV are just regular kids.

So you see, it's perfectly fine to be friends with someone who has HIV or AIDS. You will not contract the disease through casual contact. HIV is transmitted through blood and other bodily fluids. So if you have anymore questions, who could you talk to about it?

My mom.

My dad.

I could talk to my teacher.

Or the school nurse.

That's right. These would all be good people to talk to, to get more information about your health.

So when it comes to your health, remember that the consequences for some risky behaviors, such as unprotected sex or illegal needle drug use, can be very serious and potentially even deadly.

So now that you know, you can make choices that will have a positive impact on your future.

But I won't get it; I'm lucky.

See, that's the thing. A lot of people in the past, and still today, say that they wouldn't get it; it wouldn't happen to them, because they were lucky or because they know better. But guess what—a lot of those people did, in fact, get HIV. And many of them have died of AIDS.

Who is responsible for your health?

My mom.

Well, certainly she and your dad can take you to the doctor and give you medicine, but—can she always be with you?

No.

So when you're not with your parents, who is responsible for your health and well-being?

I am.

That's right! You. You. You are responsible for your health and well-being.

Well, how can I be sure that I won't get AIDS?

You can be very very sure that you won't become infected with HIV by not engaging in the behaviors that can lead to infection—like any unprotected sex or illegal drug use. And you will be safe, and you will have taken responsibility for your health.

Got it!

Today we've learned about what HIV and AIDS does inside the body, what the risks are, and how to keep ourselves healthy. We've also learned that we will not catch the virus through casual contact. And that it is important to be supportive and helpful to people who do have the virus. So with all of this great information, what are you going to do as you go through life?

Make good choices!!



**united learning**

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