

Grade 6
Lesson 1

HIV Overview: Transmission

Activity 2

Review of Basic Facts

Time: 10 minutes

- * Tell students to indicate whether they “agree,” “disagree,” or are “unsure” about each statement as you read it aloud. (The teacher can select one of the following two methods.)

Thumbs up = agree
Thumbs down = disagree
Thumbs sideways = unsure

or

Stand up = agree
Sit down = disagree
Hold both hands up = unsure

- * After each statement is “voted” upon, give students the correct answer (shown in parentheses after the statement).
- * If many students are unsure about answers, review the KNOW Grade 5 Lesson 1, Activity 2 “Review of Basic Facts.”

1. HIV is a virus. (True)
2. HIV causes AIDS. (True)
3. HIV is easy to get. (False)
4. HIV is found in the blood, semen, vaginal fluids and breast milk of someone who has HIV. (True)
5. People who have HIV may not show any signs of being sick. (True)
6. People can live a very long time with HIV with the help of a doctor. (True)
7. Anyone who has sex without a condom can get HIV if the other person has it, whether they are male or female, gay or straight, rich or poor. (True)
8. HIV infection can be cured. (False)
9. HIV infection can be prevented. (True)
10. HIV can be transmitted in sweat. (False)
11. Abstinence from sexual intercourse and from sharing needles are two ways to avoid HIV. (True)
12. If someone gives HIV to another person, the first person doesn’t have it anymore. (False)

Category Cards for Activity 4: Transmission Risk Game

Copy onto WHITE paper and cut



You Can
Get HIV



You Can't
Get HIV

Behavior Cards for Activity 4: Transmission Risk Game

Copy all Behavior Cards onto the SAME COLOR PAPER and cut



**Sharing needles for drug use
with someone who has HIV**



**Sitting on public
toilet seats**



**Kissing someone
who has HIV**

Behavior Cards for Activity 4: Transmission Risk Game


Copy all Behavior Cards onto the SAME COLOR PAPER and cut



**Sharing food with someone
who has HIV**



**Hugging someone
who has HIV**



**Sex without a condom with
someone who has HIV**

**Grade 6
Lesson 1**

HIV Overview: Transmission

Behavior Cards for Activity 4: Transmission Risk Game

Copy all Behavior Cards onto the SAME COLOR PAPER and cut



**Getting bit by a mosquito
that has bitten someone
with HIV**



Born to a mom who has HIV



**Breastfeeding from a mom
who has HIV**

Activity 1

Definition of Abstinence

Time: 5 minutes

1. Introduce the lesson.

"Yesterday we learned some basic information about HIV. Today we are going to learn more about what it means to be abstinent and we will have a chance to practice saying no to some things we might not want to do. I think we will all have fun while we learn some important skills."

2. Define abstinence.

"Let's start by defining the word abstinence: Does anyone know what it means?"

Solicit responses and wrap up by stating:

"Abstinence means not doing something. For example, someone can abstain from drinking or from doing drugs. Often when people just say the word 'abstinence' they mean not having sex. That is what we are going to talk about today."

"Why would we be talking about abstinence in our HIV unit?" Solicit responses.

"That's right—not having sex is an excellent way for someone to prevent getting HIV. We are talking about abstinence now, even though kids your age are not having sex, because abstinence will be an important choice you will make when you are older to help keep yourself healthy and protect yourself from HIV."

Grade 6
Lesson 2

Abstinence and Refusal Skills

Activity 2

Refusal Skills

Time: 15 minutes

Materials:

Refusal Skill Visual, 1 copy for document camera or projector

1. Set abstinence as the norm.

“Sometimes the things we see on TV and the things we hear older kids say make it seem like all teenagers are having sex. But let me ask you, how many teenagers do you think are having sex? Just a few? Half of them? Almost all of them?” Solicit responses.

“Would you be surprised if I told you that most middle and high school students are not having sex? Most teenagers are actually abstinent, even though that may not be what we think.”

2. Introduce Refusal Skills.

“Abstinence means deciding not to have sex. Abstinence is something that teens and adults choose at different times in their lives. People of every sexual orientation, including gay, lesbian, bisexual and straight people, choose abstinence.”

“In order to be abstinent, people need to be able to say no to sex. Since you will need to be able to say no to sex when you are older, we are going to practice this skill now. Honestly, saying no to sex is a lot like saying no to other things. Let’s talk a little more about how people can say no effectively.”

3. Discuss reasons it can be hard to say no.

“Sometimes, it can be hard to say no. For example, if I offer you a snack you don’t like, maybe it’s not too hard to just say “no thanks.” But, let’s imagine a more challenging situation. What if a friend you really like asks you to do something you shouldn’t, like steal candy from his sister’s room, or watch something on TV you know you are not allowed to see? Why would it be harder to say no to your friend in those situations?”

Activity 2 cont.

Refusal Skills

Solicit responses, making sure the list includes the following:

- * You don't want to hurt your friend's feelings
- * You are afraid they won't want to be your friend anymore
- * You want to seem cool
- * You are afraid other people will think you are dumb or a baby
- * You really want to do the thing you are not supposed to do

3. Discuss strategies for saying no effectively.

"We all need to say no sometimes, even when it is hard. In a minute we are going to have a chance to practice saying no in some different situations."

"Let's start by thinking about how we can make sure that we can say no in a really clear and strong way. What are some things you can say or do that lets someone know you really mean it when you say no? If it's helpful, you can think of a time someone else told you no—maybe a friend, a brother or sister, or a parent, and you knew they really meant it. How did you know?"

Solicit responses, making sure the list includes the following:

- * Use a firm voice
- * Look someone right in the eye
- * Stand up tall
- * Use a loud voice
- * Say "no," not "maybe" or something else
- * Say no even if you are asked several times

Praise students for their thoughtful answers.