

Monroe School District
Grade 7 HIV Prevention Lesson
2-Day Supplemental Health Lesson Plan

Overview:

This 2 day mini-unit is intended to supplement the Comprehensive health instruction provided through Botvin LifeSkills and meets the requirements of [RCW 28A.300.475](#). The following lessons align with currently adopted Instructional Materials and community norms and expectations. They are medically and scientifically accurate. As a reminder, students will need norms around having respectful discourse for sensitive topics. Students should never feel expected to share personal or family medical information. Families should be notified at least 10 days in advance of when you will be teaching these lessons.

National & State Health Education Standards Alignments

- **NHES 1 & WA H1.6-8:** Comprehending concepts related to health promotion, disease prevention, and risk reduction.
- **NHES 4 & WA H4.6-8:** Using interpersonal communication and assertiveness skills to support health and safety.
- **NHES 5 & WA H5.6-8:** Applying decision-making skills to enhance personal health.

Learning Targets

Students will:

1. Explain how HIV, AIDS, and other STIs can and cannot spread, and identify behaviors that reduce transmission risks.
2. Differentiate between bacterial and viral infections, and understand curing versus managing illnesses.
3. Apply the 3Cs decision-making process (Clarify, Consider, Choose) to health-related scenarios.
4. Analyze how misinformation and stigma affect health decisions and the treatment of others.

Duration: Two 40 minute class periods

Materials: Home Group Color Cards (3 colors of index cards or paper), Printed copies of Text A, B, and C; Jigsaw Graphic Organizers; Scenario Cards; 3Cs Student Organizers.

Day 1: Concept Mastery via Jigsaw Expert Groups

Phase 1: Connect & Review (~3 minutes)

1. As students enter, hand them their colored card and direct them to sit with their matching **Home Group** color.
2. Display the T-Chart: *HIV CAN Spread | HIV CANNOT Spread*.
3. **Teacher Script:** > "Welcome, everyone. Please make sure you are sitting at your designated color table. In your science notebooks, we are starting with a quick review. In 6th grade, you learned the basic facts about how HIV is spread. With your elbow partner, brainstorm at least two ways HIV can spread, and two everyday casual contacts that cannot spread HIV. You have 90 seconds. Go."
4. Briefly call on students to populate the chart. Reiterate that casual, everyday contact (shaking hands, hugging, sharing food, coughs, sneezes, toilet seats, mosquitoes) *never* transmits the virus.

Here is an example of a completed t-chart

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HIV CAN Spread Through	HIV CANNOT Spread Through
• blood	• hugging
• semen	• sharing food or drinks
• vaginal fluids	• sitting near someone
• rectal fluids	• coughing or sneezing
• breast milk	• touching surfaces
• sharing needles or syringes	• mosquito bites
• unprotected sexual contact	• shaking hands

Phase 2: Direct Instruction & Jigsaw Launch (~7 minutes)

1. Introduce the purpose of the lesson and frame students as peer educators.

2. **Teacher Script:**

***"Today, we are building on our previous science and health learning. We are going to use a learning structure called a 'Jigsaw' to explore three related topics: STIs in general, HIV, and the advanced stage called AIDS.

Here is how a Jigsaw works: No single person in this room is going to read all three articles today. Instead, you are going to become an absolute expert on the one article assigned to your letter. Once you master your facts, you will return to your colored Home Group and teach your classmates. If you do not do your job during the expert phase, your group members will not have the medical facts they need for tomorrow's decision-making scenarios. We are depending on each other to get medically accurate information today."*

3. **The Transition to Expert Tables:**

- Point to designated areas of the room for each letter.

- **Teacher Script:**

***"When I say go, please stand up, take your pencil and your graphic organizer, and move to your designated Expert Table.

- All **A** Experts (HIV), move to Tables 1 and 2.
- All **B** Experts (AIDS), move to Tables 3 and 4.
- All **C** Experts (STIs), move to Tables 5 and 6.

You have 30 seconds to make this transition silently. Go."*

Phase 3: The Expert Group Prep Phase (10 minutes)

1. Distribute the reading sheets to the appropriate tables (Text A to Expert A, etc.).
2. Set a visible 10-minute countdown timer.

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3. Teacher Script:

***Experts, look at your graphic organizer. You only need to fill out the column that matches your letter right now.*

First, read your assigned text silently for 3 minutes. Underline key terms as you read.

Once everyone at your table is finished, work together as a team of experts to discuss and answer the questions in your column. Do not just work in silence. Discuss the answers, make sure your definitions are medically accurate, and decide on the best, simplest way to explain these facts to your home group. Begin."

4. Teacher Monitoring during Phase 3:

- Walk the room to check for understanding and manage behavior.
- **If a table is working in complete silence:** Stop them and ask a guiding question. *"Expert B group, I see you are writing. Put your pencils down for a second. How are you going to explain the word 'syndrome' to your home group in a way that is easy to understand?"*
- **If students are rushing:** Challenge them to practice verbalizing their key takeaways. *"Don't just write down the definition of abstinence. Practice explaining to your partner why it is the only 100% effective choice."*

Phase 4: The Jigsaw Share-Out Phase (13 minutes)

1. Once the 10-minute expert timer rings, direct students back to their original Home Groups.

2. Teacher Script:

"Time is up. Please return to your original colored Home Group tables in 15 seconds. Bring your graphic organizers and your reading sheets."

3. Establish the Golden Rules of Jigsawing:

- To prevent students from simply swapping papers and silently copying down answers, establish strict boundaries before anyone begins speaking.
 - **Teacher Script:**
 - **Listen carefully to the two Golden Rules of this share-out:*
 - **The 'No Peeking' Rule:** You are NOT allowed to look at, touch, or copy directly from another student's graphic organizer or reading sheet.
 - **The 'Ears Only' Rule:** You can only write down information in your blank columns when you hear it spoken aloud by your home group's expert. If you are teaching, you must talk. If you are listening, you must ask questions if they go too fast.
- We are going to use a strict timer to make sure everyone gets equal time to teach. Let's begin."

4. Facilitate the Rotations (Timer-Driven):

- **Round 1 (Minutes 0–4):**
 - ** Teacher Script: "Expert C is up first. Expert C, you have 4 minutes to teach your home group about STIs, bacteria, and viruses. Experts A and B, your job is to listen and fill in the STI column on your organizer. Expert C, begin."*
 - *At 4 minutes, ring a bell/buzzer: "Stop. Thank your Expert C."*
- **Round 2 (Minutes 4–8):**
 - *Teacher Script: "Expert A is up next. Expert A, you have 4 minutes to teach your home group about HIV, how it attacks white blood cells, and how it does and does not spread. Experts B and C, fill in your HIV column. Expert A, begin."*
 - *At 8 minutes, ring a bell/buzzer: "Stop. Thank your Expert A."*

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○ **Round 3 (Minutes 8–12):**

- *Teacher Script: "Expert B is up last. Expert B, you have 4 minutes to teach your group about AIDS, how it is diagnosed, modern medicine, and how to fight stigma. Experts A and C, fill in your AIDS column. Expert B, begin."*
- *At 12 minutes, ring a bell/buzzer: "Stop. Your graphic organizers should now be fully complete."*

Phase 5: Debrief & Reflection (~5 minutes)

1. Bring the whole class back together for a brief synthesising check.
2. **Teacher Prompt:** > *"Let's check our shared knowledge. If a classmate tells you that someone caught AIDS from sharing a gym locker bench, which expert group can bust that myth, and what scientific facts would you use?"*
3. **Key Synthesis Takeaway:** Confirm that STIs/HIV only spread during close, intimate sexual contact or blood-to-blood contact. Ensure students understand that a person must already have HIV to develop AIDS, but modern medicine stops this progression, keeping people healthy.

Reading Passages on Tab to the left

Classroom Management & Troubleshooting

Challenge	Quick Solution for the Teacher
A group has uneven numbers (e.g., missing an Expert B due to an absence)	Combine this home group with an adjacent group to create a quad (4 students) that has two of one expert type. The two identical experts can take turns teaching or teach together.
A student is highly anxious about speaking/teaching	During Phase 3 (Expert Prep), identify this student and pair them up with a confident peer who has the same reading letter. Allow them to "co-teach" their home group together during their designated round.
A student is trying to silently copy from a peer's sheet	Gently tap their desk, slide their peer's paper out of view, and say: <i>"Remember our golden rule: your ears are doing the work right now. Expert A, speak a little louder so they can hear your explanation."</i>
An Expert Group finished their reading/organizer very early	Prompt them to do the Advanced Learner Synthesis : <i>"Since you are done, discuss this together: How does the difference between bacteria and viruses explain why some STIs are cured with antibiotics while HIV can only be managed?"</i>

Jigsaw Graphic Organizer Template

Every student receives this graphic organizer. They fill out their own designated section during **Part 1 (Expert Groups)**, and fill out the other two sections while listening to their peers during **Part 2 (Jigsaw Share-Out)**. See Student Formatted Graphic Organizer Tab (to the left) for printable/editable student version.

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Focus Area	Text A: HIV	Text B: AIDS	Text C: STIs
Important Facts	<i>What is HIV?</i> <i>What does it infect and destroy in the body?</i> <i>Which body fluids can spread it?</i>	<i>Is AIDS a separate virus than HIV?</i> <i>Under what conditions does a doctor diagnose someone with AIDS?</i>	<i>What is an STI?</i> <i>What are the two types of germs that cause them?</i>
Prevention & Healthy Decisions	<i>What are key ways to prevent HIV?</i> <i>What do modern medicines do?</i>	<i>How do modern treatments help someone with HIV?</i> <i>What is "stigma"?</i>	<i>How are bacterial STIs treated differently from viral STIs?</i> <i>What are key prevention choices?</i>
Vocabulary	<i>Define:</i> • HIV • Immune System • Deficiency	<i>Define:</i> • Acquired • Syndrome • Stigma	<i>Define:</i> • STI • Bacteria vs. Virus • Symptom
One Key Idea to Teach Others	<i>What is the most important myth to bust or fact to share about this topic?</i>	<i>What is the most important thing to share about this topic?</i>	<i>Why can someone spread an STI without knowing it?</i>

Teacher Answer Key / Exemplar Student Responses

Expert A: HIV (Text A)

- **Scientific Facts:** HIV is a virus that targets and weakens the body's immune system. It specifically infects and destroys a type of white blood cell that helps the body fight off germs. It only spreads through blood, semen, vaginal fluids, and breast milk.

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- **Prevention & Decisions:** Abstinence (choosing not to have sex) is 100% effective. Other strategies include using condoms correctly, regular testing, and never sharing needles. Modern daily medicines can keep the virus at a very low level in the body.
- **Vocabulary:** * *HIV*: Human Immunodeficiency Virus.
 - *Immune System*: The body's natural defense system against illness.
 - *Deficiency*: Lacking strength or not working fully.
- **One Key Idea:** HIV is *not* spread through casual daily contact (hugging, kissing, sharing food, coughs, sneezes, or mosquito bites). You cannot tell if someone has it just by looking at them.

Expert B: AIDS (Text B)

- **Scientific Facts:** No, AIDS is not a separate virus; it is the most severe and advanced stage of an HIV infection. A doctor diagnoses someone with AIDS *only if* they already have HIV, and either their white blood cell count drops too low or they get sick from common germs.
- **Prevention & Decisions:** Modern daily medicines stop HIV from copying itself and keep the immune system strong, preventing HIV from ever turning into AIDS. "Stigma" is the unfair treatment of others caused by fear and misinformation.
- **Vocabulary:**
 - *Acquired*: Something a person gets during their life (not born with it).
 - *Syndrome*: A group of different symptoms or health problems that happen together.
 - *Stigma*: Unfair treatment of others based on fear or myths.
- **One Key Idea:** Because of modern medical progress, getting HIV does not mean a person will get AIDS. People living with HIV/AIDS deserve compassion, respect, and support.

Expert C: STIs (Text C)

- **Scientific Facts:** STI stands for sexually transmitted infection. It is an infection spread primarily through close, intimate sexual contact. They are caused by two types of germs: bacteria (like chlamydia and gonorrhea) and viruses (like HIV).
- **Prevention & Decisions:** Bacterial STIs can be completely cured with antibiotics. Viral STIs cannot be cured, but can be successfully managed with daily medicines. Key prevention choices include abstinence, using condoms, and avoiding alcohol/drugs.
- **Vocabulary:**
 - *STI*: Sexually Transmitted Infection.
 - *Bacteria vs. Virus*: Bacteria are single-celled germs cured with antibiotics; viruses are smaller germs that must use human cells to copy themselves and are managed, not cured.
 - *Symptom*: A physical sign of being sick (like a rash, pain, or fever).
- **One Key Idea:** Many STIs do not show symptoms right away. Since a person can look and feel perfectly healthy, they might pass an infection to someone else during sexual contact without knowing it. Regular testing is the only way to know for sure.

Differentiation & Scaffolding Strategies

For Struggling Readers & English Language Learners (ELL)

1. **Pre-Highlighted Texts:** Provide students with copies of Text A, B, or C where key terms and direct answers to the organizer are highlighted in yellow.
2. **Vocabulary Matching Cards:** Provide matching cards with the bolded vocabulary words on one side and the student-friendly definitions on the other.
3. **Structured Sentence Frames for Teaching:** During Part 2 (Jigsaw Share-Out), give students a cue card with speech prompts:

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- "My topic was _____. One important medical fact is _____."
- "A key word to understand is _____, which means _____."
- "The most important thing for our group to remember is _____."

For Advanced Learners (Deeper Inquiry, Not More Work)

Rather than giving faster readers extra tasks, integrate deeper cognitive demands directly into the existing home triad and scenario activities:

1. **Day 1: The Synthesis Connection (Within the Jigsaw):** When advanced learners complete their designated expert row, challenge them to think about how their topic directly connects to the other two.
 - *If they read Text C (STIs): "How does the medical difference between bacteria and viruses explain why we can cure chlamydia but cannot cure HIV?"*
 - *If they read Text B (AIDS): "How does the definition of 'Syndrome' explain why an AIDS diagnosis requires a person to already have HIV?"*
2. **Day 1: The "Probing Peer-Teacher" Role:** During the Jigsaw share-out, task these students with asking their home triad one high-level question to check their peers' understanding:
 - *"Based on what we just shared, why is it medically incorrect to say a classmate caught AIDS from a toilet seat?"*
3. **Day 2: "Under the Surface" Scenario Analysis:** When analyzing Day 2 scenarios in their groups, prompt advanced thinkers to identify the *systemic* issue behind the conflict. For example, in **Scenario 4** or **Scenario 8**, they should lead their group in discussing *why* fear-based myths spread faster than scientific facts, or how media algorithms can promote misinformation.

4. Day 1 Debrief & Reflection (~5 minutes)

- **Teacher Prompt:** *"What is one major difference between a bacterial STI and a viral STI? How does modern medicine change what it means to live with HIV or prevent AIDS?"*
- **Takeaway:** Check for understanding: Antibiotics cure bacterial infections, but viral infections are managed with daily meds. A person cannot get AIDS unless they already have HIV, and modern treatments prevent this progression.

Day 2: Application of the 3Cs Decision-Making Process

1. Day 1 Review (~5 minutes)

- **Teacher Activity:** Conduct a rapid check of yesterday's Jigsaw concepts.
- **Questions:** 1. *"Does someone automatically have AIDS the moment they contract HIV?"* (No, AIDS is the advanced stage that only occurs if HIV goes untreated and severely damages immune cells).

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2. "Can you get an STI from sharing a toilet seat or hugging?" (No, STIs are only transmitted during close, intimate sexual contact or blood-to-blood contact).

2. Introducing the 3Cs Framework (~5 minutes)

- **Teacher Activity:** Display the 3Cs Framework (from the Botvin LifeSkills curriculum):
 - **Clarify:** What is the situation or pressure? Is there misinformation or stigma involved?
 - **Consider:** What are the choices and their consequences? What medically accurate facts apply here?
 - **Choose:** What is the healthiest, safest, and most respectful decision?
- **Language Supports:** Provide sentence starters:
 - "The conflict or misconception in this situation is..."
 - "A medically accurate fact that applies here is..."
 - "The healthiest choice is _____ because..."

3. Small-Group Scenario Analysis (~20 minutes)

- **Student Activity:** Students work in their table groups. Each group is assigned 2–3 scenario cards. Students discuss each scenario, walking through the **3Cs** steps and recording their consensus on their student organizers.

Day 2 Scenario Cards (Medically & Structurally Aligned)

Scenario 1: Viral vs. Bacterial Treatment Confusion

Taylor reads an online science blog post about chlamydia (a bacterial STI) being completely cured with prescription antibiotics. In the comments, someone claims, "If you ever get any STI, including HIV, you can just take some antibiotics from a doctor and be cured in a week." Taylor wants to make sure they have the facts right.

- **Clarify:** What is the medical misconception in the comment?
- **Consider:** What is the biological difference between bacteria and viruses regarding antibiotics?
- **Choose:** How can Taylor explain the difference between curing a bacterial infection and managing a viral infection?

Scenario 2: Misinterpreting a Low White Blood Cell Count

In a school group chat, students are discussing a rumor that a classmate "has AIDS" simply because someone heard that the classmate was hospitalized with a dangerously low white blood cell count. Jordan remembers the health lesson and wants to explain the medical accuracy of this situation.

- **Clarify:** What is the misunderstanding about low white blood cell counts in this chat?
- **Consider:** Does a low white blood cell count automatically mean someone has AIDS? What clinical history must a person have first?
- **Choose:** What objective medical facts can Jordan share to clarify how AIDS is actually diagnosed?

Scenario 3: Fearing the Progression of HIV

During a science presentation on modern medicine, a student learns that some individuals live with HIV for decades. However, the student is confused because they thought contracting HIV meant a person would immediately develop AIDS and face terminal illness.

- **Clarify:** What is the student's misunderstanding about the progression of HIV?

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- **Consider:** How has scientific progress and daily medication changed the clinical timeline for people living with HIV?
- **Choose:** What medically accurate facts explain how modern treatment prevents HIV from turning into AIDS?

Scenario 4: Historical Science Reports vs. Modern Realities

While researching history, Alex finds a newspaper article from 1983 describing AIDS as an completely untreatable, highly mysterious disease. Alex's project partner gets worried and says, *"We shouldn't sit near anyone who might have a family member with HIV because it is highly contagious in classrooms."*

- **Clarify:** Why is the information from 1983 clinically outdated and misleading today?
- **Consider:** What are the actual medical pathways for HIV transmission? Does casual school contact spread the virus?
- **Choose:** How can Alex use current scientific data to explain how the virus is and is not transmitted?

Scenario 5: DIY Piercings and Shared Needles

During a weekend social gathering, a group of friends decides it would be exciting to get matching ear piercings. One peer pulls out a sewing needle, saying, *"I can do it for everyone! We can just wipe the needle on a clean shirt or run it under hot tap water to clean it between turns."* Sam wants to make a safe, informed decision.

- **Clarify:** What is the biological risk of sharing needles for piercings? What is the myth about "cleaning" the needle?
- **Consider:** Does wiping a needle or using tap water destroy blood-borne pathogens like HIV? How does blood-to-blood contact transmit viruses?
- **Choose:** What medically accurate reason can Sam provide to explain why sharing piercing equipment is unsafe, and what is the healthiest decision?

Scenario 6: Misconceptions about Skin Contact in Physical Education

During a health class discussion about STIs, a student asserts, *"Since STIs spread through skin-to-skin contact, that means you can easily catch them by wrestling, high-fiving, or sharing a locker room bench."* Several students in class look concerned about their upcoming gym period.

- **Clarify:** What is the misconception about the term "skin-to-skin contact" in the context of STIs?
- **Consider:** What specific clinical environment and context is required for STI transmission to occur?
- **Choose:** How can a student clarify the biological boundaries of STI transmission to reassure classmates about casual physical contact?

Scenario 7: Asymptomatic Transmission

A public health video mentions that many STIs do not show physical signs of infection right away. A student watching the video is confused because they assumed that if a person looks and feels completely healthy, they cannot possibly have or transmit an infection.

- **Clarify:** What is the false assumption about physical appearance and infections?
- **Consider:** What is asymptomatic transmission? Why is clinical testing the only reliable way to identify an STI?
- **Choose:** What objective, scientifically accurate explanation can be given to explain why a lack of symptoms does not guarantee a lack of infection?

Scenario 8: Evaluating Online Health Products

Casey is searching online for preventative health strategies and finds a website claiming that drinking a special herbal tea "cures HIV and prevents all STIs." The website features dramatic claims and has many positive reviews, but no scientific citations. Casey wants to make an informed, evidence-based decision.

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- **Clarify:** What is the conflict between the website's advertising claims and established medical science?
- **Consider:** What are the only scientifically proven and medically approved ways to prevent STIs? What is the role of abstinence, condoms, and professional medical care?
- **Choose:** What criteria should Casey use to distinguish between unverified commercial claims and reliable, medically accurate health resources?

4. Day 2 Debrief & Reflection (~7 minutes)

- **Teacher Activity:** Call the class together. Have groups share how they resolved one of their scenarios using the **Choose** step.
- **Key Synthesis Points to Reiterate:**
 - STIs only spread during close, intimate sexual contact or blood-to-blood contact. Casual classroom/social touch is safe.
 - You cannot get AIDS without already having HIV; modern medical treatments stop HIV from replicating, preventing the progression to AIDS.
 - Bacterial STIs can be completely cured with antibiotics; viral STIs are managed, not cured, by daily medicine.
 - Respect, empathy, and medically accurate facts are our best tools for fighting stigma.

Text A: HIV: What It Is and How It Can Be Prevented

What is HIV?

HIV stands for **Human Immunodeficiency Virus**. To understand this name, it helps to break it down. *Immuno* refers to the body's immune system, which is our natural defense system against illness. *Deficiency* means lacking strength or not working fully. Therefore, HIV is a virus that targets and weakens the body's immune system.

Specifically, the virus infects and destroys a type of white blood cell that helps the body fight off germs. Without medical treatment, HIV can make it very hard for a person's body to defend itself against common illnesses.

How is HIV Spread?

HIV is a sexually transmitted infection (STI). This means it can be spread during sexual contact. However, the virus cannot live easily outside of the human body. It can only be transmitted when specific body fluids from a person with HIV enter another person's bloodstream.

These specific fluids are:

- Blood
- Semen and vaginal fluids
- Breast milk

Outside of sexual contact, HIV can spread through blood-to-blood contact. This most commonly happens when people share needles or syringes to inject medicine or drugs, allowing infected blood to enter someone else's body. Additionally, a parent with HIV can pass the virus to their baby during pregnancy, birth, or breastfeeding if they do not receive proper medical care.

How HIV is NOT Spread

It is just as important to know how HIV is *not* spread. You cannot get HIV from casual, everyday contact. The virus is not spread through:

- Hugging, shaking hands, or closed-mouth kissing
- Sharing food, drinks, or dishes
- Coughing or sneezing
- Toilet seats, sweat, or tears
- Mosquitoes or other insect bites

Because you cannot tell if someone has HIV just by looking at them, testing is the only way to know for sure. Learning the facts helps prevent fear, stigma, and the unfair treatment of others.

Prevention and Treatment

There are highly effective ways to prevent the spread of HIV. Choosing not to have sex (abstinence) is the only 100% effective way to prevent sexual transmission. For those who are sexually active, using condoms correctly and getting tested regularly are key prevention steps. Never sharing needles or syringes is also essential.

Today, science has created powerful medicines to treat HIV. While there is not yet a cure, these daily medications can keep the virus at a very low level in the body. This helps people with HIV live long, healthy lives and reduces the risk of passing the virus to anyone else to almost zero.

Text B: AIDS: What It Is and Why Treatment Matters

What is AIDS?

AIDS stands for **Acquired Immunodeficiency Syndrome**. To understand this medical term, we can break down two important academic words:

- **Acquired** means it is something a person gets during their life. They are not born with it.
- **Syndrome** means a group of different symptoms or health problems that happen together.

AIDS is not a separate virus. Instead, it is the most severe and advanced stage of an HIV infection.

How HIV Becomes AIDS

A person does not get AIDS immediately after catching HIV. In fact, a person with HIV can feel completely healthy for many years. However, if the infection is not treated, the virus will slowly copy itself and destroy the body's immune cells.

Over a long period, the immune system becomes so badly damaged that it can no longer defend the body. If a person already has HIV, a doctor will diagnose them with AIDS when their white blood cell count drops too low, or when they get sick from common germs that a healthy body could easily fight.

A History of Scientific Progress

When doctors first discovered AIDS in the 1980s, they did not have any medicines to treat the virus. Because of this, almost everyone who got HIV eventually developed AIDS. It was a very scary time, and people did not understand how the virus spread.

Fortunately, science has made incredible progress. Researchers worked hard to study the virus, and they created highly effective medicines. Today, because of these breakthroughs, getting HIV does not mean a person will get AIDS.

Why Medical Treatment is Lifesaving

Modern treatments are highly successful. People take daily medications that stop HIV from copying itself. This protects the immune cells and keeps the immune system strong.

Because of these powerful medicines, a person with HIV can prevent the virus from ever turning into AIDS. Treatment allows people with HIV to live long, active, and healthy lives. It also lowers the amount of virus in their body so much that they cannot pass HIV to anyone else.

Compassion, Support, and Facts

In the past, fear and a lack of information caused people with HIV or AIDS to be treated unfairly. This unfair treatment is called **stigma**.

Knowing the scientific facts helps us replace fear with compassion. Today, we know that people living with HIV or AIDS deserve respect and support, just like anyone else dealing with a long-term medical condition.

Sources: Centers for Disease Control and Prevention (CDC) — What Is HIV?: <https://www.cdc.gov/hiv/basics/whatishiv.html>, How HIV Spreads: <https://www.cdc.gov/hiv/causes/index.html>, Mayo Clinic — HIV/AIDS Symptoms and Causes: <https://www.mayoclinic.org/diseases-conditions/hiv-aids/symptoms-causes/syc-20373524>

Text C: STIs: What They Are and How They Can Be Prevented

What is an STI?

STI stands for **sexually transmitted infection**. An infection occurs when harmful germs, such as bacteria or viruses, enter the body and begin to multiply. STIs are specific types of infections that are spread primarily through close, intimate sexual contact.

It is helpful to know that STIs are caused by two different types of germs:

- **Bacteria:** These are tiny, single-celled organisms. Bacterial STIs include infections like chlamydia and gonorrhea.
- **Viruses:** These are even smaller germs that must use the body's cells to copy themselves. HIV is an example of a viral STI.

How Do STIs Spread?

STIs are transmitted only when infected body fluids, or close skin-to-skin contact, pass the germs from one person to another **during sexual contact**.

One of the most important facts to understand is that many STIs do not show symptoms right away. A **symptom** is a physical sign of being sick, like a rash, pain, or fever. Because a person can look and feel perfectly healthy even when they have an STI, they might pass the infection to someone else during sexual contact without knowing it. For this reason, regular healthcare testing is the only reliable way to know if an infection is present.

Treatment: Curing vs. Managing

The way doctors treat an STI depends entirely on the type of germ that caused it:

- **Bacterial STIs** can be completely cured with prescription medicines called **antibiotics**. Getting early treatment cures the infection and protects others from getting it.
- **Viral STIs** (like HIV) cannot be cured. However, modern medical treatments are excellent. Doctors can prescribe daily medicines that keep the virus under control, manage any symptoms, and allow the person to stay healthy.

Without treatment, both bacterial and viral STIs can lead to serious, long-term health problems.

Prevention and Healthy Choices

Fortunately, there are highly reliable ways to protect yourself from STIs:

- **Abstinence:** Choosing not to have sex is the only 100% effective way to prevent getting or spreading an STI through sexual contact.
- **Protection:** For people who are sexually active, using condoms correctly every time is highly effective at blocking the spread of fluids and skin-to-skin contact.
- **Avoiding Substance Use:** Using alcohol or drugs can affect a person's brain and judgment. This can make it much harder to make safe, healthy, and informed decisions.

Learning accurate facts from healthcare professionals, trusted adults, and reliable health organizations helps us make smart decisions, reduce stigma, and keep ourselves and our communities healthy.

Sources: Centers for Disease Control and Prevention (CDC) — About STIs: <https://www.cdc.gov/sti/about/index.html>, Centers for Disease Control and Prevention (CDC) — STI Prevention: <https://www.cdc.gov/sti/prevention/index.html>, Mayo Clinic — Sexually Transmitted Diseases (STDs) Symptoms and Causes: <https://www.mayoclinic.org/diseases-conditions/sexually-transmitted-diseases-stds/symptoms-causes/syc-20351240>, Snohomish County Health Department: <https://snohd.org/>

Student Vocabulary Sheet: STIs, HIV, and AIDS

This vocabulary list supports our 2-day health unit. It explains key medical, biological, and social terms using scientific facts in student-friendly language.

Core Health and Medical Terms

Term	Pronunciation	Student-Friendly Definition	Classroom Example
STI	<i>S-T-I</i>	Sexually Transmitted Infection. An infection spread from one person to another primarily during close, intimate sexual contact.	<i>Learning how STIs are spread helps people make healthy decisions to protect themselves.</i>
Infection	<i>in-FEK-shun</i>	What happens when harmful germs enter the body, begin to multiply, and cause damage to cells.	<i>An infection can be caused by different kinds of germs, like bacteria or viruses.</i>
Transmission	<i>trans-MISH-un</i>	The passing or spreading of germs (like bacteria or viruses) from one person to another.	<i>Washing hands prevents the transmission of cold germs, while abstinence prevents the transmission of STIs.</i>
Symptom	<i>SIMP-tum</i>	A physical sign of being sick, such as a rash, fever, or pain.	<i>A sore throat is a common symptom of the flu.</i>
Asymptomatic	<i>ay-simp-tuh-MAT-ik</i>	Having an infection but showing no physical signs or symptoms of being sick.	<i>Because many STIs are asymptomatic, a person can pass them to others without realizing they are infected.</i>
Healthcare Testing	<i>HEALTH-kair TES-ting</i>	A medical check (such as a blood test) done by a professional to find out if a specific germ is inside the body.	<i>Because you cannot see germs, healthcare testing is the only sure way to find out if someone has an STI.</i>

Biological and Scientific Terms

Term	Pronunciation	Student-Friendly Definition	Classroom Example
Immune System	<i>ih-MYOON SIS-tem</i>	The body's natural defense system made of cells and organs that protects us from germs and diseases.	<i>Your immune system works 24 hours a day to fight off the common cold.</i>

Bacteria	<i>bak-TEER-ee-uh</i>	Tiny, single-celled organisms. Some bacteria cause infections (like chlamydia) that can be completely cured with medicine.	<i>Strep throat is an infection caused by bacteria.</i>
Virus	<i>VY-rus</i>	Extremely small germs that must use the body's cells to copy themselves. Viral infections (like HIV) cannot be cured, but they can be managed with daily medicine.	<i>The common flu is caused by a virus, which is why antibiotics do not cure it.</i>
Antibiotics	<i>an-tih-by-OT-iks</i>	Powerful prescription medicines used by doctors to completely cure infections caused by bacteria . They do <i>not</i> work against viruses.	<i>If you have a biological infection caused by bacteria, the doctor might prescribe antibiotics.</i>

HIV and AIDS Terminology

Term	Pronunciation	Student-Friendly Definition	Classroom Example
HIV	<i>H-I-V</i>	Human Immunodeficiency Virus. A specific virus that infects and destroys a type of white blood cell, slowly weakening the immune system over time if left untreated.	<i>HIV cannot survive easily outside the human body and is not spread through casual touch.</i>
Deficiency	<i>deh-FISH-uhn-see</i>	Lacking strength, lacking a necessary part, or not working fully.	<i>A vitamin deficiency means your body does not have enough of a certain vitamin to stay healthy.</i>
AIDS	<i>AYDZ</i>	Acquired Immunodeficiency Syndrome. The most advanced and severe stage of an HIV infection, diagnosed only when a person's immune system is severely damaged.	<i>You cannot get AIDS unless you already have HIV, and modern medicine can prevent HIV from ever turning into AIDS.</i>
Acquired	<i>uh-KWY-urd</i>	Something a person gets during their lifetime; it is not something they are born with or inherit from their family genetics.	<i>A preference for certain foods is acquired as you grow older.</i>

Syndrome	<i>SIN-droh-m</i>	A group of different symptoms or health problems that happen together.	<i>Doctors use the word syndrome to describe a collection of health signs that point to a specific condition.</i>
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Prevention and Social Terms

Term	Pronunciation	Student-Friendly Definition	Classroom Example
Abstinence	<i>AB-stih-nens</i>	In health, choosing not to engage in sexual activity.	<i>Choosing abstinence is the only 100% effective way to prevent getting or spreading an STI.</i>
Stigma	<i>STIG-muh</i>	The unfair treatment, negative labeling, or exclusion of people because of a medical condition or stereotype.	<i>Stigma is caused by fear and misinformation, but sharing scientific facts helps us replace fear with compassion.</i>

Name: _____

Date: _____

Focus Area	Text A: HIV	Text B: AIDS	Text C: STIs
Important Facts	<i>What is HIV?</i>	<i>Is AIDS a separate virus than HIV?</i>	<i>What is an STI?</i>
	<i>What does it infect and destroy in the body?</i>	<i>Under what conditions does a doctor diagnose someone with AIDS?</i>	<i>What are the two types of germs that cause them?</i>
	<i>Which body fluids can spread it?</i>		

Focus Area	Text A: HIV	Text B: AIDS	Text C: STIs
Prevention & Healthy Decisions	<i>What are key ways to prevent HIV?</i>	<i>How do modern treatments help someone with HIV?</i>	<i>How are bacterial STIs treated differently from viral STIs?</i>
	<i>What do modern medicines do?</i>	<i>What is "stigma"?</i>	<i>What are key prevention choices?</i>

Focus Area	Text A: HIV	Text B: AIDS	Text C: STIs
Vocabulary	<i>Define:</i> - HIV - Immune System - Deficiency	<i>Define:</i> - Acquired - Syndrome - Stigma	<i>Define:</i> - STI - Bacteria vs. Virus - Symptom
One Key Idea to Teach Others	What is the most important myth to bust or fact to share about this topic?	What is the most important thing to share about this topic?	Why can someone spread an STI without knowing it?