

State University of New York College at Buffalo - Buffalo State College

## Digital Commons at Buffalo State

---

Publications and Professional Materials

The Dr. Catherine Collins Collection

---

1988

### Professional; 1988; AIDS Instruction Grades K-12

Catherine Collins

Follow this and additional works at: [https://digitalcommons.buffalostate.edu/collins\\_publications](https://digitalcommons.buffalostate.edu/collins_publications)



Part of the [Education Commons](#), and the [History Commons](#)

---

#### Recommended Citation

"Professional; 1988; AIDS Instruction Grades K-12." Publications and Professional Materials. Monroe Fordham Regional History Center. Archives & Special Collections Department, E. H. Butler Library, SUNY Buffalo State.

[https://digitalcommons.buffalostate.edu/collins\\_publications/5](https://digitalcommons.buffalostate.edu/collins_publications/5)

This Book is brought to you for free and open access by the The Dr. Catherine Collins Collection at Digital Commons at Buffalo State. It has been accepted for inclusion in Publications and Professional Materials by an authorized administrator of Digital Commons at Buffalo State. For more information, please contact [digitalcommons@buffalostate.edu](mailto:digitalcommons@buffalostate.edu).

**AIDS INSTRUCTION - GRADES KINDERGARTEN THROUGH TWELVE  
BUFFALO CITY SCHOOL DISTRICT**

To Members of the Superintendent's Advisory Committee on AIDS Education

Please review the enclosed draft copy of the district's guide for AIDS instruction. Please keep in mind that this is a draft copy, for discussion purposes only, and that the final version of this document will contain adjustments as determined by the recommendations of the Committee, the Associate Superintendent for Instruction, the Acting Assistant Superintendent for Curriculum Evaluation and Development, and the Director of Health Education. The final version of this document will be color coded for easy reference.

Upon approval of this guide by the Buffalo Board of Education, it will be supplied to all district teachers who are responsible for health education.

-----  
NAME: \_\_\_\_\_

I have read the enclosed guide for AIDS instruction and

\_\_\_\_\_ I approve of the guide in this form.

\_\_\_\_\_ I recommend adjustments as indicated on the appropriate pages of the guide,  
which I am returning.

\_\_\_\_\_ I recommend adjustments as indicated below (attach additional sheets as needed).

A meeting of the Advisory Committee has been scheduled for Saturday, June 25, 1988 (time and place to be announced). Your recommendations will be collected and discussed at this meeting. If you are unable to attend, please return the guide with your suggestions for adjustments clearly indicated **OR** your suggestions for adjustments to:

Department of Curriculum Evaluation and Development  
CLL/Campus West, 1300 Elmwood Avenue  
Buffalo, New York 14222  
Attention: Vic Lama

DRAFT COPY

FOR DISCUSSION ONLY

DRAFT COPY

FOR DISCUSSION ONLY

**BUFFALO PUBLIC SCHOOLS**

**BUFFALO, NEW YORK**

**AIDS EDUCATION**

**GRADES KINDERGARTEN THROUGH 12**

**HEALTH EDUCATION  
AIDS INSTRUCTIONAL GUIDE**

Eugene T. Reville, Superintendent of Schools

Joseph T. Murray, Associate Superintendent for Instructional Services

**BOARD OF EDUCATION**

Judith Fisher, President

Dr. Oscar Smukler, Vice President

Florence E. Baugh

Robert A. Flowers

Bettye M. Blackman

David B. Kelly

James W. Comerford

Mozella Richardson

JoAnne I. Skorka

Developed in Cooperation with the  
**Superintendent's Advisory Committee on AIDS**

Helen R. Nunley, Chairperson

John Achtyl

Catherine Collins, R.N.

Dr. Edward Langford

Dr. Peggy Brooks-Bertram

David Comerford

Dr. Isaiah Meggett

Dr. Ruthellen Bunis

Paulette Ford

Annette Naples

Jerome Calhoun

Reverend Clara Gillies

Dr. Joseph Ricotta

Ellen Christenson

Rosalyn Hamilton

Margarita Santiago

Dr. Elias Cohen

John Ingram

Rasheeda Seabrook

Kathryn Cohen

Dr. Stephen Joyce

Michael Sicignano

Khaledah Kaudeyr

Adapted from the AIDS INSTRUCTIONAL GUIDE, Grades K-12

The New York State Education Department

**DEPARTMENT OF CURRICULUM EVALUATION AND DEVELOPMENT**

Samuel J. Alessi, Jr., Acting Assistant Superintendent



## PHILOSOPHY

All students enrolled in the Buffalo Public Schools should be provided with continuing opportunities to learn respect for themselves and for others. This includes acceptance of their own uniqueness and the uniqueness of every human being. In order to accomplish this goal, students must understand their roles and responsibilities within their family, school, and community settings. Such expanded understanding will help them to accept responsibility for their own behavior and for the long and short-term consequences it may have on themselves and on others.

The district's program of health education has been designed, on all grade levels, to promote the development of positive values, knowledge, and behaviors related to healthy living. Students are taught to act in ways which promote their own healthy growth and development, both physically and emotionally, and to avoid behavior which may bring harm or injury to themselves or to others.

Education is the most effective and valuable tool against the spread of infection. Since the spread of HIV (Human Immunodeficiency Virus) affects every section of our society, AIDS (Acquired Immune Deficiency Syndrome) instruction is essential if we are to successfully combat this growing threat to public health.

It is the district's philosophy that any instruction concerning AIDS be conducted only within a comprehensive program of health education which stresses the development of positive health values and habits. Since AIDS education is associated with moral, religious, and legal values, an Advisory Council has been established to assist in the planning of the content, implementation, and evaluation of the district's AIDS education program. This Advisory Council consists of parents; guardians; representatives from religious, health care, and social service organizations; appropriate school personnel; and interested community members. This Council has been designed to reflect the values and needs of our community and to assure that those values and needs are incorporated into the program on all grade levels.

## INTRODUCTION

It is the intention of the New York State Board of Regents and the Commissioner of Education that AIDS instruction be conducted only within a comprehensive program of instruction in positive health values and habits. Students should be taught self-respect and respect for others. They should learn behavioral patterns which promote their own healthy growth and development and to avoid behaviors which may bring harm or injury to themselves or others. They should learn to accept responsibility for their own behavior and its short and long-term consequences. They should clearly understand that abstaining from sexual activity until marriage increases their positive life choices for careers, marriage, and the establishment of their own stable families.

This publication has been designed to supplement the district's existing curriculum guides for health education. The format is consistent with that of the health guides currently in use. Additional content has been provided for teacher information.

The loose-leaf format permits regular updating which will be necessary as new information becomes available. The charts and diagrams may be reproduced in the form of transparencies for classroom use.

This guide was developed with the guidance of an Advisory Committee. Advisory Committee members assisted in the determination of content and suggested additional material to be included on each grade level. They reviewed and recommended resource materials for use by teachers as well as by students.

Classroom teachers responsible for health instruction will find that the instructional content of this guide can be readily incorporated into the health curriculum appropriate for each grade level. AIDS education does not constitute a separate conceptual area but should be covered under one or more of the existing conceptual areas. Those which are most appropriate for AIDS instruction include Diseases and Disorders, Healthful Lifestyles, Human Growth and Development, Family Life Education, Emotional Health, and Community Health.

The content of this guide is organized around major concepts which are, for the most part, consistent throughout the entire program. These major concepts provide the basis for organizing information for students and for identifying those skills which, when practiced, will lead to a healthful lifestyle.

The contents of this guide may be adapted to the needs and resources of the students and their parents, and teachers are encouraged to develop additional student activities and lessons appropriate to their needs.

Children and adults are both vulnerable to communicable diseases.

Some diseases are communicable and some are not communicable.

Communicable diseases are diseases caused by bacteria or viruses which are transmitted from one person to another. Some communicable diseases are: measles, mumps, chicken pox, and the common cold.

Communicable diseases are diseases caused by bacteria or viruses which are transmitted from one person to another. Some communicable diseases are: measles, mumps, chicken pox, and the common cold.

Communicable diseases are diseases caused by bacteria or viruses which are transmitted from one person to another.

Some communicable diseases are: measles, mumps, chicken pox, and the common cold.

Some communicable diseases are: measles, mumps, chicken pox, and the common cold.

**AIDS INSTRUCTIONAL GUIDE**

**Kindergarten through 3rd Grade**

Although AIDS is primarily a disease contracted by adults, some children are contract AIDS.

At the present time, AIDS is the most serious communicable disease known.

One of the ways that AIDS can be contracted is through the sharing of syringes and needles.

Although in modern medicine have made it possible to cure many diseases through early and proper treatment, there is however, no known cure for AIDS.



## MAJOR CONCEPT

Some diseases are communicable and some are not communicable.

Communicable diseases may be transmitted directly from one person to another, or indirectly through some intermediary agent.

At the present time, AIDS is the most serious communicable disease known.

## SUPPORTING KNOWLEDGE

Children and adults are both vulnerable to communicable diseases.

Communicable diseases which are commonly contracted during childhood include mumps, measles, chicken pox, and the common cold.

Communicable diseases are infections caused by bacteria or viruses which are transmitted from one person to another.

Sometimes bacteria or viruses are transmitted indirectly because they can survive for a time outside the human body.

Once an infection has been contracted, proper medical treatment is very important.

Although AIDS is primarily a disease contracted by adults, some children do contract AIDS.

One of the ways that AIDS can be contracted is through the sharing of hypodermic needles.

Advances in modern medicine have made it possible to cure many diseases through early and proper treatment; there is, however, no known cure for AIDS.

## HEALTHFUL LIFESTYLES

By taking proper precautions, some communicable diseases can be avoided.

Vaccinations and inoculations are important in the prevention of some communicable diseases.

An understanding of the means by which diseases may be transmitted is essential if one is to avoid exposure to those diseases.

Once a disease has been contracted, it is important to seek medical advice and to follow that advice carefully.

A mother who suffers from AIDS may pass the disease on to her baby.

## STUDENT ACTIVITIES

Discuss the ways in which diseases may be transmitted from one person to another.

Compile a list of common, communicable childhood diseases and discuss the major symptoms of each.

Compile a list of the things that can be done to avoid infections.

Discuss the differences between vaccinations and inoculations and the reasons for which they are administered.

Discuss the dangers of illegal drug use, especially the dangers involved with illegal drugs that are injected into the body.

Discuss the reasons why physicians and dentists sterilize their instruments and use disposable hypodermic needles.



MAJOR CONCEPT

Through the practice of good health habits, many infections can be prevented.

SUPPORTING KNOWLEDGE

By learning good health habits in childhood, and practicing those habits regularly, one's chances of remaining healthy are greatly improved.

Good health habits include the development of personal attitudes which include respect for self and others, a sense of personal dignity, and the acceptance of responsibility for one's own body.

## HEALTHFUL LIFESTYLES

The practice of good health habits involves personal cleanliness, the avoidance of sharing personal objects such as combs and toothbrushes, the avoidance of close personal contact with strangers, and the practice of good nutritional habits.

The practice of good health habits also includes the avoidance of harmful substances and potentially dangerous situations.

Each individual can make a difference by making the right behavioral choices.

Every person has a need to love and to be loved.

Touching is a way of showing love and affection.

Some forms of touching can be painful and/or unpleasant, and everyone should know the difference between "good" and "bad" touching.

Children should learn that they have the right to say "no" and when to exercise that right.

Any threat to or violation of one's personal dignity should be reported immediately.

## STUDENT ACTIVITIES

Identify the individuals to whom children should report any threat to or violation of their personal dignity.

List substances which are dangerous or harmful and identify the specific dangers associated with each.

List practices and procedures which are designed to promote good health. Decide which should be practiced several times each day, at least once each day, etc.

## TEACHER NOTES - GRADES KINDERGARTEN TO 3

The content of this section is designed to help students recognize the nature of communicable diseases and the manner in which they may be transmitted. There is very little specific information on AIDS presented at this level. However, since students in this age group may experience fears about contracting the disease themselves, it is important that questions which arise concerning AIDS be addressed honestly and simply with an emphasis placed on reducing such fears.

An essential element of health instruction is the promotion of self-esteem. Students should learn those health habits and personal skills which foster and enhance the overall quality of a healthful lifestyle. These involve:

- learning and practicing good health habits.
- demonstrating personal safety skills.
- showing an appreciation of one's own uniqueness and the uniqueness of others.
- recognizing their ability to make choices, and understanding that they are responsible for the consequences of those choices.
- understanding how family members care for and help one another.



### SAMPLE LESSON - GRADES K THROUGH 3

- OBJECTIVE** Students assume individual responsibility for the practice of positive health habits.
- CONTENT** There are skills to practice which will lead to a healthful lifestyle. Each individual is responsible for carrying out daily practices which promote physical and emotional health, personal safety, and well-being. These practices include the avoidance of behaviors and situations which are actually or potentially dangerous to health and safety.
- VOCABULARY** healthful lifestyle  
infection  
nutrition  
responsibility
- MATERIALS** Illustrated magazines, drawing paper, crayons or markers, scissors, paste, divided bulletin board or large sheets of tagboard/illustration board
- ACTIVITIES** Students list practices which promote good health; teacher writes them on board. These may include:
- washing hands and faces
  - bathing and showering
  - washing hair
  - brushing and flossing teeth
  - exercising
  - resting/sleeping
  - choosing nutritious foods
  - interacting with family, friends
  - interacting with pets
  - sharing thoughts and feelings
  - visiting the doctor/dentist/nurse
  - taking proper medication when ill

**ACTIVITIES**  
**(continued)**

Students list practices, situations, or things to avoid in order to promote good health and safety; teacher writes them on board.

These may include:

- sharing personal items (combs, toothbrushes, etc.)
- coughing/sneezing without covering one's mouth
- eating "junk food"
- staying up too late at night
- playing in the street
- playing with knives or other sharp objects
- accepting candy from strangers
- tasting or smelling unknown substances (cleaning supplies, solvents, medicine cabinet contents, etc.)
- playing with matches or lighters
- swimming without supervision
- using a stove without supervision
- throwing objects at others

Students identify pictures that illustrate good health/safety/nutrition habits in magazines and cut these out. Students may draw their own illustrations. These are then made into a collage and pasted on tagboard or illustration board or are posted on one half of the bulletin board. These are labeled "DO's."

Students identify pictures that illustrate poor health/safety/nutrition habits in magazines and cut these out. Students may draw their own illustrations. These are then made into a collage and pasted on tagboard or illustration board or are posted on one half of the bulletin board. These are labeled "DON'T's."

This display may be called "Healthful Lifestyles."

**EVALUATION**

The completed display.

Teacher observations of student participation.



## TEACHER VOCABULARY - GRADES K - 3

**Acquired Immune Deficiency Syndrome** - A disease caused by a virus which breaks down the body's immune system, making it vulnerable to opportunistic infections and cancer.

**AIDS** - The initials for the disease "Acquired Immune Deficiency Syndrome."

**Communicable Disease** - A disease that is transmitted directly or indirectly from one person to another. Such diseases are caused by bacteria, viruses, and other organisms or their toxic products.

**Casual Contact** - The usual daily interaction between people at work, in school, or in social situations.

**Droplet Spray** - Organisms that are projected in droplets of water when an infected person coughs or sneezes and may be received in the eyes, nose, or mouth of a nearby person.

**Immunization** - A method of producing resistance to a communicable disease, usually by vaccination or inoculation.

**Opportunistic Infection** - An infection caused by a microorganism that rarely causes disease in persons with normal immune systems.

The information about AIDS is being  
spread from one part to another through  
various means.

The state of education can also be  
helped by using appropriate aids in school  
with the help of staff.

The state of education can also be  
helped by the use of appropriate aids  
in the classroom.

Investigation and development can  
also be done in the classroom.

Developmental changes are being  
made through a variety of means in the  
state of education.

### AIDS INSTRUCTIONAL GUIDE

Grades 4 and 5

The state of education can also be  
helped by the use of appropriate aids  
in the classroom.

The state of education can also be  
helped by the use of appropriate aids  
in the classroom.

The state of education can also be  
helped by the use of appropriate aids  
in the classroom.

The state of education can also be  
helped by the use of appropriate aids  
in the classroom.

There is no known cure for AIDS at  
the present time. However, research  
indicates that early testing and  
treatment.

There is no known cure for AIDS at  
the present time. However, research  
indicates that early testing and  
treatment.

There is no known cure for AIDS at  
the present time. However, research  
indicates that early testing and  
treatment.

AIDS can be transmitted through  
sexual contact or shared body fluids.

AIDS is spread through the exchange  
of body fluids such as blood, semen,  
and breast milk. It is not spread  
through the air.

AIDS affects people of all ages and  
backgrounds, but it is more common  
among adults than among children.

## MAJOR CONCEPT

Communicable diseases are transmitted through a process referred to as the chain of infection.

The normal immune system creates antibodies which can destroy many disease-causing microorganisms.

AIDS, the most serious communicable disease known at present, is caused by a virus that can break down the body's immune system.

## SUPPORTING KNOWLEDGE

An infectious agent may be transmitted from one host to another through various modes.

The chain of infection can be broken by taking appropriate steps to avoid contact with the infectious agent.

The chain of infection can also be broken by the infected person through appropriate actions.

Vaccinations and immunizations can also break the chain of infection.

The body's immune system operates as a defense against disease.

When the immune system breaks down, proper medical care can often provide relief and restore normal functioning.

Most infections can be cured; some, however, may cause permanent physical damage.

There is no known cure for AIDS at the present time; however, appropriate behavior can greatly reduce the chance of infection.

There is no vaccine available to prevent AIDS at the present time.

AIDS cannot be transmitted through air, water, food, or casual body contact.

AIDS is spread through the exchange of body fluids such as direct blood-to-blood contact and, as a result, IV drug users constitute a high risk group.

AIDS affects people of all ages and backgrounds, but is much more common among adults than among children.



## HEALTHFUL LIFESTYLES

It is important to understand the modes through which infectious diseases may be transmitted.

Each individual must assume responsibility for breaking the chain of infection in order not to spread a disease to others and in order not to catch the disease from others.

Understanding the mode of transmission of communicable diseases can lead to avoidance of situations and behaviors which are likely to spread infection.

Effective protection against AIDS includes the avoidance of blood-to-blood contact through the sharing of hypodermic needles, and needles or other sharp objects used in tattooing, body scarification, blood-brother/sister rituals, and ear-piercing.

It is just as important to know how AIDS cannot be spread as it is to know how AIDS can be spread.

People who are suffering from AIDS need care, consideration, and compassion.

## STUDENT ACTIVITIES

Students diagram the chain of infection showing how it works.

Students complete the chain of infection for the common cold.

Students explain how the chain of infection for measles can be broken.

Students list actions they can take to avoid the spread of disease by breaking the chain of infection.

Students understand the manner in which the body's immune system operates as a defense against disease.

Students describe the manner in which the body's immune system responds to measles, the common cold.

Students list actions they can take to protect their immune systems by reducing exposure to infections.

Students demonstrate an understanding of how AIDS breaks down the body's immune system by drawing an illustrated chart.

Students list the ways in which AIDS cannot be spread.

Students list activities which would be considered high risk with concern to AIDS.

MAJOR CONCEPT

There are skills to practice which will lead to a healthful lifestyle.

SUPPORTING KNOWLEDGE

Family, friends, and school can provide help and support in the maintenance of good health habits.

Peer pressure can be an important factor in making decisions about personal behavior.

Community resources are available to provide information, help, and counseling concerning AIDS.



## HEALTHFUL LIFESTYLES

Respect for self and for others, and proper attention to and care for one's health and well-being are essential to healthful living.

Each individual is responsible for promoting optimum health through appropriate personal behavior.

The avoidance of tobacco, alcohol, and other drugs is essential to the maintenance of good health.

It is important to understand the degree of risk involved with certain behaviors, and the short and long-term consequences of those behaviors.

It is also important to learn how to resist peer pressure when the behavior involved is potentially harmful, illegal, or dangerous.

Everyone has special responsibilities when a family member or friend becomes ill.

## STUDENT ACTIVITIES

Students discuss the short and long-term consequences of using tobacco, alcohol, and other drugs.

Students list the ways in which family, friends, and school can provide help and support in the maintenance of good health.

Students discuss self-protective behaviors in terms of setting limits and saying no.

Students identify community resources which can provide information, help, and counseling concerning AIDS.

Students identify their responsibilities to their families, friends, and their school.

Students identify specific responsibilities they have when a family member or friend becomes ill or disabled.

Students list those responsibilities they are able to assume and those for which they will need help.

## TEACHER NOTES - GRADES 4 AND 5

The goal in grades 4 and 5 is to equip students with the ability to take personal responsibility for their health and well-being. Whether the area be setting personal limits, disease prevention, responding to risk-taking situations, or family involvement, students are channeled to practice positive behaviors that promote overall optimum health.

At this level it is appropriate for students to understand that AIDS is a communicable disease. The nature of the disease is outlined to provide students with a basic grasp of the impact of AIDS on the human immune system. This knowledge alerts students to the serious implications of the AIDS virus. It is meant to create awareness, not anxiety, in students. It is just as important for students to understand how the AIDS virus cannot be transmitted. The intent, again, is to reduce anxiety via understanding accurate transmission information. It is appropriate to answer students' questions about AIDS and AIDS transmission as simply as possible. **Please note that a student may be excused from a methods prevention lesson specific to AIDS on receipt of a written request to a principal from a parent or guardian.** Any methods of prevention lesson should stress that abstinence from drug use and pre-marital sex is the most appropriate and effective protection against AIDS.

## SAMPLE LESSON - GRADES 4 AND 5

- OBJECTIVE** Students understand the ways in which AIDS cannot be transmitted. "Myths" concerning the transmission of AIDS (many of which may cause concern for students) are dispelled.
- CONTENT** AIDS is a communicable disease which can be transmitted in a very limited number of ways. AIDS cannot be transmitted in any of the following ways:
- touching, hugging
  - sneezing, coughing
  - sharing food or beverages
  - using public toilets
  - using public swimming pools
  - sitting next to someone with AIDS
  - donating blood
- VOCABULARY** communicable disease  
immune system  
innoculation  
vaccine  
virus
- MATERIALS** Copies of the AIDS Myth-Fact Sheet (Grades 4-5), answer sheets, pencils
- ACTIVITIES** Students complete the AIDS Myth-Fact Sheet by marking the answers true or false. Each item is then discussed in a large group setting and, as the correct answers are identified, students correct their papers. Students then list the ways in which AIDS cannot be transmitted and teacher lists them on the board.
- EVALUATION** Student responses on AIDS Myth-Fact Sheet.  
Student responses during subsequent class discussion.



## AIDS MYTH-FACT SHEET

(Grades 4 - 5)

In the spaces provided, mark each item below with a T if you believe it is true or an F if you believe it is false.

- \_\_\_\_\_ 1. People can get AIDS by being in the same room with a person who has AIDS..
- \_\_\_\_\_ 2. There is a vaccine to prevent AIDS.
- \_\_\_\_\_ 3. AIDS is transmitted by sneezing.
- \_\_\_\_\_ 4. A person can get AIDS by giving blood.
- \_\_\_\_\_ 5. AIDS is a communicable disease.
- \_\_\_\_\_ 6. People can get AIDS by sharing a glass of orange drink.
- \_\_\_\_\_ 7. There are people and places in the community that can help people with AIDS.
- \_\_\_\_\_ 8. AIDS is caused by a virus.
- \_\_\_\_\_ 9. AIDS breaks down the body's immune system.
- \_\_\_\_\_ 10. There is a cure for AIDS.

1. FALSE The AIDS virus, HIV (Human Immunodeficiency Virus), is transmitted through the sharing of body fluids. The virus itself is very fragile and cannot live outside the human body.

AIDS is NOT transmitted by:

sneezing or coughing.

using public toilets.

using swimming pools.

eating in public restaurants.

donating blood.

ordinary social contact with someone who has AIDS.

2. FALSE At the present time, there is no vaccine that is effective in preventing AIDS.

3. FALSE See item 1.

4. FALSE Disposable needles are used in blood donations, and the same needle is never used on more than one donor. There was, at one time, a danger to frequent blood recipients such as hemophiliacs. This danger no longer exists since all blood is tested and treated before use in a blood transfusion.

5. TRUE AIDS can be transmitted by anyone who is infected with the AIDS virus.

6. FALSE See item 1.

7. TRUE Resources are available in the schools and in the community to provide accurate information on AIDS. These resources include doctors, nurses, and other medical professionals; teachers and guidance counselors; print and non-print media; community resource agencies and public health facilities; and members of the clergy.

8. TRUE The virus which causes AIDS is HIV (Human Immunodeficiency Virus).

9. TRUE The AIDS virus breaks down the body's immune system which is then unable to break the chain of infection for what are called opportunistic infections. These infections are caused by microorganisms that rarely cause disease in persons with normal immune systems.

10. TRUE At the present time there is no cure for AIDS.



## TEACHER VOCABULARY - GRADES 4-5

**Addiction** - Habitual use of a substance accompanied by a compulsive craving for that substance.

**AIDS** - Acquired Immune Deficiency Syndrome. A disease caused by a virus which breaks down the body's immune system, making it vulnerable to opportunistic infections and cancer.

**Antibodies** - Substances in the blood produced by the body's immune system to fight against invading organisms.

**HIV** - The Human Immunodeficiency Virus. It causes AIDS by attacking the body's immune system, making infected people vulnerable to fatal infections, cancer, and neurological disorders.

**Immune System** - A body system that helps fight off invading organisms and disease.

**Intravenous drugs** - Drugs that are injected directly into a vein and thus into the bloodstream.

**Lymphocyte** - A type of white blood cell that is produced in the bone marrow. Some of these cells migrate to the thymus, where they develop as T-cells. Other lymphocytes that mature in the bone marrow or in organs other than the thymus are called B-cells. The B-cells manufacture antibodies, and the T-cells regulate antibody production. In healthy people about 60 percent of circulating lymphocytes are T-cells. With AIDS, only about 2 percent of the lymphocytes are T-cells. With fewer T-cells, the body is unable to recognize and attack invading organisms.

**Opportunistic infection** - An infection caused by a microorganism that rarely causes disease in persons with normal immune systems.

**Risk-factor** - Activity that makes a person more likely or more susceptible to be exposed to danger.

**Transmission** - The passing of infectious agents from one person to another.

**Virus** - A microscopic organism that can cause infections.

AIDS can be transmitted by a person who appears to be healthy.

It is important to know that AIDS is the acronym for Acquired Immune Deficiency Syndrome.

The symptoms of AIDS are not always the same. In some cases, the symptoms may be similar to those of other illnesses.

AIDS is spread through the exchange of body fluids such as blood and semen.

There are many ways to prevent the spread of AIDS.

Understanding the ways in which AIDS is spread is the first step in preventing it. It is important to know that AIDS is the acronym for Acquired Immune Deficiency Syndrome.

**AIDS INSTRUCTIONAL GUIDE**

Grades 6 through 8

Understanding the ways in which AIDS is spread is the first step in preventing it. It is important to know that AIDS is the acronym for Acquired Immune Deficiency Syndrome.

There are many ways to prevent the spread of AIDS. It is important to know that AIDS is the acronym for Acquired Immune Deficiency Syndrome.

Community resources are available to provide information, help, and support. It is important to know that AIDS is the acronym for Acquired Immune Deficiency Syndrome.

## MAJOR CONCEPT

AIDS, the most serious communicable disease known at present, is caused by a virus (HIV) that can break down the body's immune system.

There are skills to practice which will lead to a healthful lifestyle.

## SUPPORTING KNOWLEDGE

AIDS can be transmitted by a person who appears to be perfectly healthy.

Human Immunodeficiency Virus (HIV) is the transmitter of the disease AIDS.

The laboratory test currently used to detect the presence of the Human Immunodeficiency Virus (HIV) reveals antibodies in the blood.

AIDS is spread through the exchange of body fluids such as blood and semen.

There are methods of prevention for AIDS.

Emotional reactions, social relationships, and health habits contribute to the establishment of behavioral patterns which affect emotional health and interpersonal relationships.

Peer pressure may play a significant role in determining individual behavior.

Understanding the mode of transmission of communicable diseases can lead to avoidance of situations and behaviors which are likely to spread infection.

Family, friends, and school can provide help and support in the maintenance of good health habits.

Community resources are available to provide information, help, and counseling concerning AIDS.



## HEALTHFUL LIFESTYLES

Effective protection against AIDS includes abstaining from sexual activity until marriage.

Effective protection against AIDS includes the avoidance of blood-to-blood contact through the sharing of hypodermic needles, and needles or other sharp objects used in tattooing, body scarification, blood-brother/sister rituals, and ear-piercing.

It is just as important to know how AIDS cannot be spread as it is to know how AIDS can be spread.

People who are suffering from AIDS need care, consideration, and compassion.

The avoidance of tobacco, alcohol, and other drugs is essential to the maintenance of good health.

It is important to understand the degree of risk involved with certain behaviors, and the short and long-term consequences of those behaviors.

Everyone has special responsibilities when a family member or friend becomes ill

Respect for self and for others involves the acceptance of and appreciation for the uniqueness of every individual.

## STUDENT ACTIVITIES

Students become familiar with the spectrum of HIV infection.

Students identify internal and external signs for the three stages of the disease (asymptomatic, AIDS related complex, and AIDS).

Students list the ways in which the AIDS virus can be transmitted and the ways in which it cannot be transmitted.

Students discuss the short and long-term consequences of using tobacco, alcohol, and other drugs.

Students list the ways in which family, friends, and school can provide help and support in the maintenance of good health.

Students list a variety of actions and words that clearly signal refusal to succumb to the pressure of others.

Students identify, in small groups, a number of media messages which, directly or indirectly, deal with some aspect of human sexuality. They discuss the manner in which each message is communicated (words and/or pictures) and prepare a summary report for class presentation.

Students discuss self-protective behaviors in terms of setting limits and saying no.

Students identify community resources which can provide information, help, and counseling concerning AIDS.

Students identify their responsibilities to their families, friends, and their school.

Students identify specific responsibilities they have when a family member or friend becomes ill or disabled.

Students list those responsibilities they are able to assume and those for which they will need help.

MAJOR CONCEPT

Community resources are available to provide information, help, and counseling concerning AIDS.

SUPPORTING KNOWLEDGE

Individuals and agencies in the school and in the community are prepared to provide assistance with AIDS-related concerns and problems.

Information on AIDS found in newspapers, magazines, brochures, videotapes, and through other sources should be checked for informational bias, partial information, and/or inaccurate information.

The same piece of information may be handled differently by various groups or agencies.

## HEALTHFUL LIFESTYLES

It is important for individuals to make themselves aware of community resources available to provide assistance with health-related concerns.

Each individual has a responsibility to become informed concerning any threat to personal or community health.

## STUDENT ACTIVITIES

Students list individuals and agencies that are available to provide assistance concerning AIDS and identify the kind of assistance that is available in each case.

Students discuss the best sources for obtaining accurate, reliable AIDS information.

Students research various local agencies that provide help, information, and/or support concerning AIDS and report their findings to the class.



## TEACHER NOTES - GRADES 6 - 8

Instruction at this level focuses on practicing those skills and behaviors which promote respect and appreciation for self and others. These include acceptance of self, acceptance of others, resisting peer pressure and other pressures when appropriate, saying no, abstaining from tobacco, alcohol, and other drugs, and abstaining from sexual activity.

It is at this level that a more concentrated AIDS instruction focus begins through the consideration of behaviors associated with AIDS transmission. The content provides a framework for addressing AIDS instruction in accordance with the Commissioner's Regulations. Instruction needs to provide accurate information concerning the nature of the disease, methods of transmission, and methods of prevention. It is appropriate to answer students' questions about AIDS and AIDS transmission as simply, but as completely, as possible. **Please note that a student may be excused from a methods prevention lesson specific to AIDS on receipt of a written request to a principal from a parent or guardian.** Any methods of prevention lesson should stress that abstinence from drug use and pre-marital sex is the most appropriate and effective protection against AIDS.

## SAMPLE LESSON - GRADES 6-8

- OBJECTIVE** Students distinguish between those behaviors that involve risk and those which do not.
- Students become aware of the consequences of impulsive behavior.
- CONTENT** Activities that put one at risk involve chance and, as a result, should be evaluated for potential harm. It is important to consider both the probability and extent of possible harm before deciding to participate in these activities. It is also important to consider both short-range and long-term results of risk-taking behavior.
- VOCABULARY** chance  
consequences  
probability  
risk
- MATERIALS** Blank index cards, pencils, container to mix cards
- ACTIVITIES** Each student is given a blank index card. Students write their names on cards which are collected by the teacher. The cards are put into a container and shaken to mix. Students then discuss the dangers of smoking. (The risk of lung cancer, throat cancer, coronary heart disease, chronic bronchitis, and emphysema is approximately 20 percent greater for heavy smokers than they are for the general population.)
- To establish reasonable probability, it is assumed that all students are heavy smokers. The teacher lists the diseases on the board as headings for five columns. One-fourth of the index cards are drawn at random from the container, and the students' names written on the cards are listed in the first column under lung cancer. The cards are then returned to the container and another one-fourth are drawn. These names are listed in the second column under throat cancer. This procedure is repeated, with one-fourth of the

cards drawn for cardiovascular disease, one-tenth for emphysema, and one-fifth for chronic bronchitis, until all columns are filled.

Students discuss the results of this chance drawing in terms of personal risk.

Students also consider the decision to smoke or not to smoke in terms of the results of this drawing. A poll may be taken to determine the number of students who would still decide to smoke.

An additional, follow-up activity involves students listing, in two columns, reasons for smoking and reasons for not smoking and comparing the two sets of arguments to determine which set is more convincing.

**EVALUATION**

Student responses during follow-up discussion.

Results of student poll.



## TEACHER VOCABULARY - GRADES 6-8

**Addiction** - Habitual use of a substance accompanied by a compulsive craving for that substance.

**AIDS** - Acquired Immune Deficiency Syndrome. A disease caused by a virus which breaks down the body's immune system, making it vulnerable to opportunistic infections and cancer.

**Antibodies** - Substances in the blood produced by the body's immune system to fight against invading organisms.

**Antigen** - A substance that stimulates the production of antibodies.

**ARC** - AIDS Related Complex. A condition caused by the HIV in which the individual tests positive for HIV and has a specific set of clinical symptoms that are often less severe than those of AIDS.

**Carrier** - A person who harbors a specific infectious agent in the absence of clinical disease and serves as a potential source of infection.

**Condom** - A sheath used to cover the penis. Condoms are available in a variety of materials. Rubber prevents penetration of HIV and does not break as easily as other substances. Used during sexual intercourse to prevent the transmission of semen, blood, or vaginal secretions from one partner to another, and to protect against the AIDS virus.

**ELISA** - A blood test to determine the presence of HIV antibodies in the blood.

**HIV** - The Human Immunodeficiency Virus. It causes AIDS by attacking the body's immune system, making infected people vulnerable to fatal infections, cancer, and neurological disorders.

**Immune System** - A body system that helps fight off invading organisms and disease.

**Incubation period** - The time interval between invasion of an infectious agent and appearance of the first sign or symptom of the disease in question.

**Karposi's sarcoma** - A cancer or tumor of the blood and/or lymphatic vessel walls. It usually appears as blue-violet to brownish skin blotches or bumps.

**Intravenous drugs** - Drugs that are injected directly into a vein and thus into the bloodstream.

**Lymphocyte** - A type of white blood cell that is produced in the bone marrow. Some of these cells migrate to the thymus, where they develop as T-cells. Other lymphocytes that mature in the bone marrow or in organs other than the thymus are called B-cells. The B-cells manufacture antibodies, and the T-cells regulate antibody production. In healthy people about 60 percent of circulating lymphocytes are T-cells. With AIDS, only about 2 percent of the lymphocytes are T-cells. With fewer T-cells, the body is unable to recognize and attack invading organisms.

**Opportunistic infection** - An infection caused by a microorganism that rarely causes disease in persons with normal immune systems.

**Pneumocystis carinii pneumonia** - The most common life-threatening opportunistic infection diagnosed in AIDS patients. It is caused by a parasite, *Pneumocystis carinii*.

**Risk-factor** - Activity that makes a person more likely or more susceptible to be exposed to danger.

**Semen** - The fluid that is expelled from the penis during sexual activity.

**Spectrum** - A range of factors associated with HIV infection or a range of outcomes.

**Transmission** - The passing of infectious agents from one person to another.

**Vaginal secretions** - Fluids within the vaginal tract.

**Virus** - A microscopic organism that can cause infections.

The first objective of this instruction is to provide the student with a clear understanding of the basic concepts of the subject. This is achieved through a series of carefully selected exercises and examples that illustrate the fundamental principles of the discipline.

The second objective is to develop the student's problem-solving skills and ability to apply the concepts learned in a practical context. This is accomplished through a series of challenging problems and projects that require critical thinking and creative problem-solving.

It is expected that by the end of this instruction, the student will have a solid foundation in the subject and be able to apply the concepts and skills learned to a variety of situations.

Although this instruction is designed to be self-paced, it is recommended that students complete the material in a timely manner to ensure a thorough understanding of the subject.

This instruction is intended to provide a comprehensive overview of the subject, covering the essential concepts and skills that are necessary for a successful career in the field. The material is presented in a clear and concise manner, with a focus on practical application and problem-solving.

The instruction is designed to be flexible and adaptable to the needs of individual students. It includes a variety of learning activities and resources that can be used in a variety of ways to meet the needs of different learners.

The instruction is intended to be a valuable resource for students who are seeking to gain a deeper understanding of the subject and develop the skills necessary for a successful career in the field.

The second objective of this instruction is to provide the student with a clear understanding of the basic concepts of the subject. This is achieved through a series of carefully selected exercises and examples that illustrate the fundamental principles of the discipline.

This instruction is intended to provide a comprehensive overview of the subject, covering the essential concepts and skills that are necessary for a successful career in the field. The material is presented in a clear and concise manner, with a focus on practical application and problem-solving.

**AIDS INSTRUCTIONAL GUIDE**

Grades 9 through 12



## MAJOR CONCEPT

AIDS, the most serious communicable disease known at present, is caused by a virus (HIV) that can break down the body's immune system.

Some communicable diseases are classified as sexually transmitted diseases because of the way they are spread from one person to another.

## SUPPORTING KNOWLEDGE

The HIV continuum (spectrum of HIV infection) involves three stages: asymptomatic, ARC, and AIDS. It is possible for an infected person to transmit HIV throughout each of these stages.

The laboratory test currently used to detect the presence of the Human Immunodeficiency Virus (HIV) reveals antibodies in the blood.

AIDS is spread through the exchange of body fluids such as blood and semen and from an infected mother to her baby.

Although there is no known cure for AIDS, there are methods of prevention for AIDS.

AIDS may not be considered a sexually transmitted disease since sexual activity is only one of the ways in which it is spread. The other common modes of transmission are through the sharing of needles for IV drug use and from a mother to her baby while she is pregnant or during the birth process.

The most common sexually transmitted diseases in the United States are chlamydia, syphilis, gonorrhea, and herpes simplex II.

The majority of people who suffer from sexually transmitted diseases are under 24 years of age.

## HEALTHFUL LIFESTYLES

Effective protection against AIDS includes abstaining from sexual activity until marriage.

Effective protection against AIDS includes the avoidance of blood-to-blood contact through the sharing of hypodermic needles, and needles or other sharp objects used in tattooing, body scarification, blood-brother/sister rituals, and ear-piercing.

It is just as important to know how AIDS cannot be transmitted as it is to know how AIDS can be transmitted.

People who are suffering from AIDS need care, consideration, and compassion.

Sex is much more than a form of physical stimulation; it carries with it both risk and responsibility.

Sexual abstinence, as a lifestyle, affords greater opportunities for emotional, psychological, and intellectual growth.

The advantages of abstinence include the following:

- avoidance of pregnancy and venereal disease
- avoidance of the dangers of the pill, IUD, and other contraceptives
- freedom from pressure to marry too early
- avoidance of abortion
- avoidance of exploitation by others
- avoidance of guilt, disappointment, worry, and rejection
- assuming control of your actions
- freedom to focus energy on establishment and realization of life goals
- maintenance of self-respect
- maintenance of social flexibility

Among the reasons young people give for becoming sexually active are:

- physical attraction
- peer pressure
- family situations
- mistaken beliefs
- boredom
- low self-esteem
- alcohol/drugs
- loneliness
- media influence

## STUDENT ACTIVITIES

Students become familiar with the spectrum of HIV infection.

Students identify internal and external signs for the three stages of the disease (asymptomatic, AIDS related complex, and AIDS).

Students list the ways in which the AIDS virus can be transmitted and the ways in which it cannot be transmitted.

Students diagram a pregnancy-related AIDS continuum.

Students list risks involved with the choice to become sexually active.

Students list advantages of abstinence from sexual activity.

Students, in small groups, discuss the reasons young people give for becoming sexually active and decide the which arguments are best to refute each of the reasons.

Students discuss the four elements involved with sending clear messages:

- recognition of one's own feelings, thoughts, and desired outcomes (self-awareness)
- choosing words which accurately convey the intended message
- use of appropriate gestures, posture, eye contact (body language)
- follow-through behavior

Students apply these elements in terms of hypothetical situations supplied by the teacher and/or the class.



## MAJOR CONCEPT

There are skills to practice which will lead to a healthful lifestyle.

## SUPPORTING KNOWLEDGE

Emotional reactions, social relationships, and health habits contribute to the establishment of behavioral patterns which affect emotional health and interpersonal relationships.

Peer pressure and pressure from the media may play a significant role in determining individual behavior.

Understanding the mode of transmission of communicable diseases can lead to avoidance of situations and behaviors which are likely to spread infection.

Family, friends, and school can provide help and support in the maintenance of good health habits.



## HEALTHFUL LIFESTYLES

It is essential for all individuals to assume responsibility for their own behavior and for the consequences it may have for themselves and others.

The avoidance of tobacco, alcohol, and other drugs is essential to the maintenance of good health.

It is important to understand the degree of risk involved with certain behaviors, and the short and long-term consequences of those behaviors.

Everyone has special responsibilities when a family member or friend becomes ill.

Respect for self and for others involves the acceptance of and appreciation for the uniqueness of every individual.

## STUDENT ACTIVITIES

Students identify their responsibilities to themselves, their families, their friends, and their school.

Students identify specific responsibilities they have when a family member or friend becomes ill or disabled.

Students discuss the relationships among emotional reactions, social relationships, and physical health.

Students list patterns of behavior that promote emotional health and the establishment of sound interpersonal relationships.

Students discuss the role of the family in supporting each member's self-confidence and personal dignity.

Students distinguish between explicit and implicit media messages regarding sexuality by giving examples from:

- movies
- soap operas
- radio
- talk shows
- commercials
- music videos
- magazine advertisements

Students identify the physical and emotional concerns and needs of an individual who is infected with AIDS.

Students identify the concerns and needs of the family of an individual who is infected with AIDS.

## MAJOR CONCEPT

Community resources are available to provide information, help, and counseling concerning AIDS.

## SUPPORTING KNOWLEDGE

AIDS-related information, help, and/or counseling is available through hospitals, community health agencies, AIDS council, planned parenthood, religious organizations, the United Way, the American Red Cross, AIDS testing centers, substance abuse treatment centers, mental health centers, and other community service organizations.

A great deal of information on AIDS has been made available to the public through the media over the past several years. This body of information is constantly growing and being revised. AIDS-related information in newspapers, magazines, brochures, videotapes, and other sources should be checked for bias, omissions, and/or inaccuracies.

The same piece of information may be handled differently by various groups or agencies as determined by their purpose in reporting the information.

## HEALTHFUL LIFESTYLES

It is essential for all individuals to assume responsibility for their own behavior and for the consequences it may have for themselves and others.

The avoidance of tobacco, alcohol, and other drugs is essential to the maintenance of good health.

It is important to understand the degree of risk involved with certain behaviors, and the short and long-term consequences of those behaviors.

Everyone has special responsibilities when a family member or friend becomes ill.

Respect for self and for others involves the acceptance of and appreciation for the uniqueness of every individual.

## STUDENT ACTIVITIES

Students identify their responsibilities to themselves, their families, their friends, and their school.

Students identify specific responsibilities they have when a family member or friend becomes ill or disabled.

Students discuss the relationships among emotional reactions, social relationships, and physical health.

Students list patterns of behavior that promote emotional health and the establishment of sound interpersonal relationships.

Students discuss the role of the family in supporting each member's self-confidence and personal dignity.

Students distinguish between explicit and implicit media messages regarding sexuality by giving examples from:

- movies
- soap operas
- radio
- talk shows
- commercials
- music videos
- magazine advertisements

Students identify the physical and emotional concerns and needs of an individual who is infected with AIDS.

Students identify the concerns and needs of the family of an individual who is infected with AIDS.



## HEALTHFUL LIFESTYLES

It is important for individuals to make themselves aware of community resources, and the extent and nature of those resources, available to provide assistance with health-related concerns.

Each individual has a responsibility to become informed concerning any threat to personal or community health.

It is the responsibility of each individual to evaluate both the source and the content of AIDS-related information.

## STUDENT ACTIVITIES

Students list individuals and agencies that are available to provide assistance concerning AIDS and identify the kind of assistance that is available in each case.

Students project the community's AIDS-related needs over the next five years and determine whether existing community resources will be sufficient.

Students plan for projected AIDS-related needs over the next five years by proposing expansion of existing community resources and adding new resources.

## TEACHER NOTES - GRADES 9-12

It is very difficult for a teacher to know the extent and level of sexual activity among the students. The rising incidences of teenage pregnancy and of sexually transmitted diseases are both strong indicators that many young people are sexually active. Students must recognize that abstinence is the most effective protection against AIDS. Sexual activity puts individuals at risk for exposure to the AIDS virus:

- The AIDS virus can be transmitted during sexual intercourse (genital, anal, oral).
- It is not always possible to know whether a sexual partner has been exposed to infection by the AIDS virus.
- An individual can acquire the AIDS virus by having sexual intercourse with an infected person.

It is important that teachers clearly communicate how abstinence from sexual activity can prevent the transmission of the AIDS virus. For students who may be sexually active or who have questions about sexual activity, the following information from the New York State Department of Health is critically important.

- If you have any question about an individual's past sexual experience and drug use, avoid any sexual contact with that person.
- The more individuals you have sex with, the greater your chances of becoming infected are.
- The chance of blood or semen entering your bloodstream is very high during anal sex, since the tearing of delicate tissues is a common result.
- Drugs and alcohol tend to lower inhibitions and lead to behavior that ordinarily would be avoided; do not drink or use drugs.
- The chance of someone else's blood entering your bloodstream is very high when sharing needles or other equipment used to shoot drugs; do not use drugs.

AIDS instruction must be provided for students with handicapping conditions to ensure that they receive the same information, appropriate to grade level, that is provided for other students. Instructional modifications may be required for handicapped students who participate in regular health education classes. The content of this guide should be adapted, as needed, for those students who receive their health education in special education classes.

**AIDS MYTH-FACT SHEET**  
**(Grades 9 - 12)**

In the spaces provided, mark each item below with a T if you believe it is true or an F if you believe it is false.

- \_\_\_\_\_ 1. Due to the ways in which the AIDS virus is transmitted, it is unlikely that AIDS can be transmitted through casual contact with an infected person.
- \_\_\_\_\_ 2. People can look and feel healthy and still transmit the AIDS virus.
- \_\_\_\_\_ 3. Abstinence from sexual activity is the surest way to prevent transmission of AIDS.
- \_\_\_\_\_ 4. People who shoot drugs and share their needles are at risk of getting the AIDS virus.
- \_\_\_\_\_ 5. There is a vaccine to prevent AIDS.
- \_\_\_\_\_ 6. Women cannot transmit the AIDS virus.
- \_\_\_\_\_ 7. Everyone who engages in sexual activity may be at risk for AIDS.
- \_\_\_\_\_ 8. Everyone who has been infected with the AIDS virus has developed AIDS.
- \_\_\_\_\_ 9. A person can get AIDS from giving blood.
- \_\_\_\_\_ 10. AIDS, itself, usually does not kill a person.
- \_\_\_\_\_ 11. Most children with AIDS get it from their infected mothers.
- \_\_\_\_\_ 12. A person who is concerned can be tested for the AIDS virus.
- \_\_\_\_\_ 13. There is, at present, both a national and a New York State toll-free telephone hotline for AIDS information.
- \_\_\_\_\_ 14. AIDS is a disease that can be transmitted in a limited number of ways.



1. TRUE The AIDS virus, HIV (Human Immunodeficiency Virus), is transmitted through the sharing of body fluids. The virus itself is very fragile and cannot live outside the human body.
2. TRUE The AIDS virus is most commonly transmitted from one partner to another during sexual activity.
3. TRUE During the first stage of AIDS, which may last several months, there are no symptoms and the infected person looks perfectly well. During the second stage, which may last up to ten years, symptoms may appear to be minor and may go undetected by someone else.
4. TRUE Tiny droplets of infected blood may remain on the needle. Other possible dangers might include the sharing of sharp instruments or needles for tattooing, blood brother/sister rituals, body marking, or ear piercing.
5. FALSE No vaccine has yet been found that is effective against AIDS.
6. FALSE AIDS can be transmitted by anyone who is infected with the AIDS virus.
7. TRUE See item 2.
8. FALSE Some people who have tested positive for the AIDS virus have not developed AIDS. No one yet knows why. Many of these people have volunteered for tests and experiments to help medical research find a cure.
9. FALSE Disposable needles are used in blood donations, and the same needle is never used on more than one donor. There was, at one time, a danger to frequent blood recipients such as hemophiliacs. This danger no longer exists since all blood is tested and treated before use in a blood transfusion.
10. TRUE The AIDS virus breaks down the body's immune system which is then unable to break the chain of infection for what are called opportunistic infections. These infections are caused by microorganisms that rarely cause disease in persons with normal immune systems.

11. TRUE An a woman who is infected with the AIDS virus is likely to pass it on to her baby before delivery or during delivery.
12. TRUE A simple laboratory test can detect the presence of HIV antibodies in the body.
13. TRUE The U.S. Public Health Service 24-hour AIDS national hotline number is 1-800-342-AIDS. The New York State hotline number is 1-800-541-AIDS.
14. TRUE AIDS is transmitted:
- by an infected mother to her baby.
  - by sexual activity with an infected partner.
  - by sharing intravenous drug needles with an infected user.
  - by direct blood-to-blood contact with an infected person.

AIDS is NOT transmitted by:

- sneezing or coughing.
- using public toilets.
- using swimming pools.
- eating in public restaurants.
- donating blood.
- ordinary social contact with someone who has AIDS.



## TEACHER VOCABULARY - GRADES 9-12

**Addiction** - Habitual use of a substance accompanied by a compulsive craving for that substance.

**AIDS** - Acquired Immune Deficiency Syndrome. A disease caused by a virus which breaks down the body's immune system, making it vulnerable to opportunistic infections and cancer.

**Antibodies** - Substances in the blood produced by the body's immune system to fight against invading organisms.

**Antigen** - A substance that stimulates the production of antibodies.

**ARC** - AIDS Related Complex. A condition caused by the HIV in which the individual tests positive for HIV and has a specific set of clinical symptoms that are often less severe than those of AIDS.

**Asymptomatic** - No apparent symptoms of illness even though the individual tests positive for HIV.

**AZT** - A prescription drug used to slow down the harmful consequences of AIDS.

**Bisexual** - A person who has sexual activity with both men and women.

**Blood transfer** - The act of transmitting blood from one person to another. In pregnancy it occurs between the mother and unborn baby through maternal/fetal circulation.

**Carrier** - A person who harbors a specific infectious agent in the absence of clinical disease and serves as a potential source of infection.

**Chlamydia** - The most widespread venereal disease in the United States. The symptoms are almost identical to those of gonorrhea and can only be distinguished by a laboratory test. If untreated, it can cause pelvic inflammatory disease in women, and sterility in both men and women.

**Condom** - A sheath used to cover the penis. Condoms are available in a variety of materials. Rubber prevents penetration of HIV and does not break as easily as other substances. Used during sexual intercourse to prevent the transmission of semen, blood, or vaginal secretions from one partner to another, and to protect against the AIDS virus.

**Gonorrhea** - A very common, sexually transmitted bacterial infection. This disease is especially serious for women since gonorrhea can lead to pelvic inflammatory disease and result in sterility. In addition, babies born to infected women may develop gonorrhea in the eyes, which can lead to blindness if not treated properly.

**ELISA** - A test to determine the presence of HIV antibodies in the bloodstream.

**Herpes simplex type II** - A virus which causes a variety of painful symptoms which include periodic eruptions of blisterlike lesions accompanied with intense itching and pain. Other symptoms may include painful urination, swollen lymph nodes, and general fatigue. The virus can easily be transmitted from open blisters.

**Heterosexual** - A person who has a sexual preference for persons of the opposite sex.



- HIV** - The Human Immunodeficiency Virus. It causes AIDS by attacking the body's immune system, making infected people vulnerable to fatal infections, cancer, and neurological disorders.
- Homosexual** - A person who has a sexual preference for persons of the same sex.
- Host** - Any person in whom an infectious agent can live and multiply.
- Immune System** - A body system that helps fight off invading organisms and disease.
- Incubation period** - The time interval between invasion of an infectious agent and appearance of the first sign or symptom of the disease in question.
- Karposi's sarcoma** - A cancer or tumor of the blood and/or lymphatic vessel walls. It usually appears as blue-violet to brownish skin blotches or bumps.
- Intravenous drugs** - Drugs that are injected directly into a vein and thus into the bloodstream.
- Lymphocyte** - A type of white blood cell that is produced in the bone marrow. Some of these cells migrate to the thymus, where they develop as T-cells. Other lymphocytes that mature in the bone marrow or in organs other than the thymus are called B-cells. The B-cells manufacture antibodies, and the T-cells regulate antibody production. In healthy people about 60 percent of circulating lymphocytes are T-cells. With AIDS, only about 2 percent of the lymphocytes are T-cells. With fewer T-cells, the body is unable to recognize and attack invading organisms.
- Mode of transmission** - Manner in which an infectious agent is transmitted from one person to another.
- Monogamous** - Having sexual intercourse with only one individual over a long period of time.
- Opportunistic infection** - An infection caused by a microorganism that rarely causes disease in persons with normal immune systems.
- Pneumocystis carinii pneumonia** - The most common life-threatening opportunistic infection diagnosed in AIDS patients. It is caused by a parasite, *Pneumocystis carinii*.
- Risk-factor** - Activity that makes a person more likely or more susceptible to be exposed to danger.
- Semen** - The fluid that is expelled from the penis during sexual activity.
- Spermicide** - A substance, usually used with a condom, to kill sperm cells on contact and thus prevent them from entering the vagina.
- Spectrum** - A range of factors associated with HIV infection or a range of outcomes.
- Syphilis** - In its early stages, a chancre, or open sore, appears at the site of infection. The chancre will disappear after a relatively short time, but the disease continues to affect the body. If untreated, syphilis will result in mild fever, skin rashes, headache, sore throat, and loss of hair. Eventually, the infected person may suffer from paralysis, blindness, mental disturbance, and cardiac disorders.
- Transmission** - The passing of infectious agents from one person to another.
- Vaginal secretions** - Fluids within the vaginal tract.
- Virus** - A microscopic organism that can cause infections.

## A SELECTED BIBLIOGRAPHY FOR TEACHERS

- Altman, Dennis. AIDS in the Mind of America. Doubleday/Anchor, 1986.
- Douglas, Paul Harding and Pinsky, Laura. The Essential AIDS Fact Book. Pocket Books, 1987.
- Fortunato, John E. AIDS, The Spiritual Dilemma. Harper, 1987.
- Frumkin, Lyn and Leonard, John. Questions and Answers on AIDS. Avon, 1987.
- Gong, Victor and Rudnick, Norman, Eds. AIDS: Facts and Issues. Rutgers University, 1986.
- Hall, Lynn and Modl, Thomas. AIDS (Opposing Viewpoints). Greenhaven Press, 1987.
- Hancock, Graham and Carim, Enver. AIDS: The Deadly Epidemic. David & Charles, 1987.
- Hoffman, William M. As Is: A Play. Random/Vintage, 1987.
- Hyde, Margaret O. and Forsyth, Elizabeth H. AIDS: What Does It Mean to You? Walker, 1987.
- Jacobs, George and Kerrins, Joseph. The AIDS File: What We Need to Know About AIDS Now! Cromlech Books, 1988.
- LaVert, Suzanne. AIDS: In Search of a Killer. Messner, 1987.
- Martelli, Leonard J. When Someone You Know Has AIDS: A Practical Guide. Crown Press, 1987.
- Moffatt, BettyClare, Ed. AIDS: A Self-Care Manual. IBS Press, 1987.
- Moffatt, BettyClare. When Someone You Love Has AIDS. NAL/Plume, 1987.
- Norwood, Chris. Advice for Life: A Woman's Guide to AIDS Risks and Prevention. Pantheon, 1987.
- Nourse, Alan E. AIDS. Watts, 1986.
- O'Connor, Tom and Gonzalez-Nunez, Ahmed. Living With AIDS: Reaching Out. Corwin Publishers, 1987.
- Silverstein, Allan and Silverstein, Virginia. AIDS: The Deadly Threat. Enslow, 1986.
- Shilts, Randy. And the Band Played On: Politics, People, and the AIDS Epidemic. St. Martin's, 1987.
- Ulene, Art. Safe Sex in a Dangerous World. Random/Vintage, 1987.



## VIDEO AND FILM

- AIDS: Chapter One. Ambrose Video Publishing, 17 E. 80th Street, New York, New York 10020. 57 minute video. Ages 16-adult.
- AIDS: In Search of a Miracle. Columbia University Seminars on Media and Society, 204 Journalism, New York, New York 10027. 60 minute video. Adult.
- AIDS In Your School. Peregrine Productions, 330 Santa Rita Avenue, Palo Alto, California 94301. 23 minute video. Ages 12-adult.
- The AIDS Movie. New Day Films, 22 Riverview Drive, Wayne, New Jersey 07470. 26 minute video/film. Ages 14-adult.
- The AIDS Show: Artists Involved With Death and Survival. Direct Cinema, P.O. Box 69589, Los Angeles, California 90069. 58 minute video. Adult.
- AIDS: What Everyone Needs to Know. Churchill Films, 662 N. Robertson Blvd, Los Angeles, California 90069. 20 minute video. Ages 14-adult.
- About AIDS. Pyramid Film and Video, Box 1048, Santa Monica, California. 18 minute video/film. Adult.
- Beyond Fear. Modern Talking Picture Service, 5000 Park Street N., St. Petersburg, Florida 37709. 60 minute video. Adult.
- The Burks Have AIDS. Phoenix/BFA Films and Video, 468 Park Avenue S., New York, New York 10016. 17 minute video. Ages 16-adult.
- Can AIDS Be Stopped? Coronet Film and Video, 108 Wilmot Road, Deerfield, Illinois 60015. 58 minute video. Ages 16-adult.
- Doors Opening: A Positive Approach to AIDS. Hay House, 3029 Wilshire Blvd., Suite 206, Santa Monica, California 90404. 55 minute video. Adult.
- Life, Death, and AIDS. Films Inc., 5547 N. Ravenswood Avenue, Chicago, Illinois 60640. 52 minute video. Ages 16-adult.
- Men, Women, Sex, and AIDS. Films Inc., 5547 N. Ravenswood Avenue, Chicago, Illinois 60640. 52 minute video. Ages 16-adult.
- Not Ready to Die of AIDS. Films for the Humanities, P.O. Box 2053, Princeton, New Jersey 08540. 52 minute video. Ages 16-adult.
- Sex, Drugs, and AIDS. O. D. N. Productions, 74 Varick Street, New York, New York 10013. 18 minute video. Ages 14-adult.
- The Subject is AIDS. O. D. N. Productions, 74 Varick Street, New York, New York 10013. 18 minute video. Ages 14-adult.



## AIDS INSTRUCTIONAL MATERIALS

- "AIDS Resource Guide." Scholastic Teacher. October, 1987. Grades 7-12.
- A Letter From Brian. Buffalo Chapter, American Red Cross. 44 minute video. Grades 9-12.
- Ask Me About AIDS. Odyssey in Learning, Three Bankers Drive, Washington Crossing, Pennsylvania 18977. 14 minute video. Grades 4 and 5.
- Food For Thought. Odyssey in Learning, Three Bankers Drive, Washington Crossing, Pennsylvania 18977. 14 minute video. Grades 6-8.
- Hug Me, Hug Me Not. Department of Curriculum Evaluation and Development, Buffalo Public Schools. 6 minute video. Grades K-3.
- Kiss Your Kite Good-Bye. Department of Curriculum Evaluation and Development, Buffalo Public Schools. 5 minute video. Grades K-3.
- Lerner, Ethan A., M.D. Understanding AIDS. Lerner Publications, 1987. Grades 6-8.
- Meeks, Linda and Heit, Philip. AIDS: Understanding and Prevention. Merrill, 1988. Grades 9-12.
- Meeks, Linda and Heit, Philip. AIDS: What You Should Know. Merrill, 1988. Grades 6-8.
- Oatman, Eric. AIDS and Your World. Scholastic, 1988. Grades 9-12.
- Remember Sherrie. Buffalo Chapter, American Red Cross. 42 minute video. Grades 9-12.
- Scholastic Choices - AIDS: Questions Students Ask. Vol. 3, No. 2, October, 1987. Grades 9-12.
- Scholastic Update - AIDS. Vol. 20, No. 4, October 16, 1987. Grades 9-12.

## RESOURCES FOR ADDITIONAL INFORMATION AND/OR COUNSELING

### Telephone Hotlines (Toll-Free)

Public Health Service Hotline - 1-800-342-AIDS  
New York State Department of Health AIDS Hotline - 1-800-541-AIDS

### Sources of Information

U. S. Public Health Service  
Public Affairs Office  
Hubert H. Humphrey Building  
Room 725-H  
200 Independence Avenue, SW  
Washington, D.C. 20201  
(202) 245-6867

AIDS Institute  
Education and Training  
New York State Department of Health  
Corning Tower, 25th Floor  
Empire State Plaza  
Albany, New York 12237  
(518) 473-7924

American Red Cross  
AIDS Education Office  
1730 D Street, NW  
Washington, D.C. 20006

Hemophilia Foundation  
104 East 40th Street  
New York, New York 10016  
(212) 682-5510

### New York State HIV Counseling and Testing

Buffalo Area - 847-4520

### Drug-Related Issues

New York State Division of Substance Abuse Services  
1-800-522-5353

Urban Resource Institute  
Brooklyn, New York  
(718) 852-8042

**WESTERN NEW YORK AREA RESOURCES**

American Red Cross  
Greater Buffalo Chapter  
786 Delaware Avenue  
Buffalo, New York 14209  
Kaledah Kaudeyr, Health Education Coordinator  
886-7500

Erie County Medical Center  
462 Grider Street  
AIDS Clinic  
Dr. Hewitt  
898-3848, 898-3412

New York State Health Department  
Buffalo Regional Office of Public Health  
584 Delaware Avenue  
Buffalo, New York 14202  
Carole Scarull, HIV Regional Counselor  
847-4520  
Ann Sullivan-Frohm, Training Specialist II  
847-4543

Western New York AIDS Program  
220 Delaware Avenue  
Buffalo, New York 14202  
Maria Santiago, Director of Education  
847-2441  
AIDS Hotline  
847-AIDS

**Additional Telephone Numbers**

Hispanic AIDS Forum  
(212) 870-1902, 870-1864

Minority Task Force on AIDS  
New York City Council of Churches  
(212) 749-1214

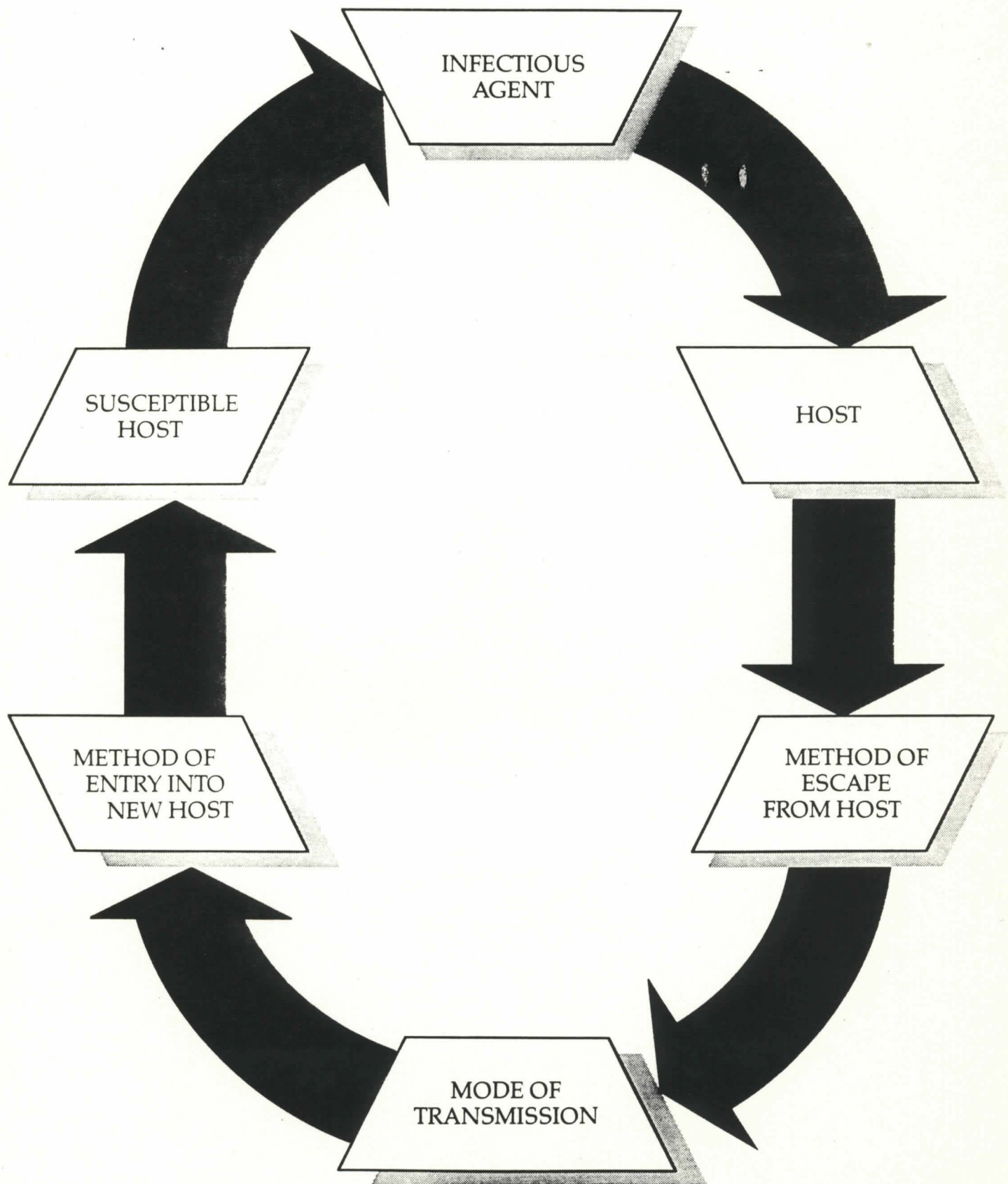
Mothers of AIDS Patients  
(691) 234-3432

National Council of Churches  
AIDS Task Force  
(212) 749-1214

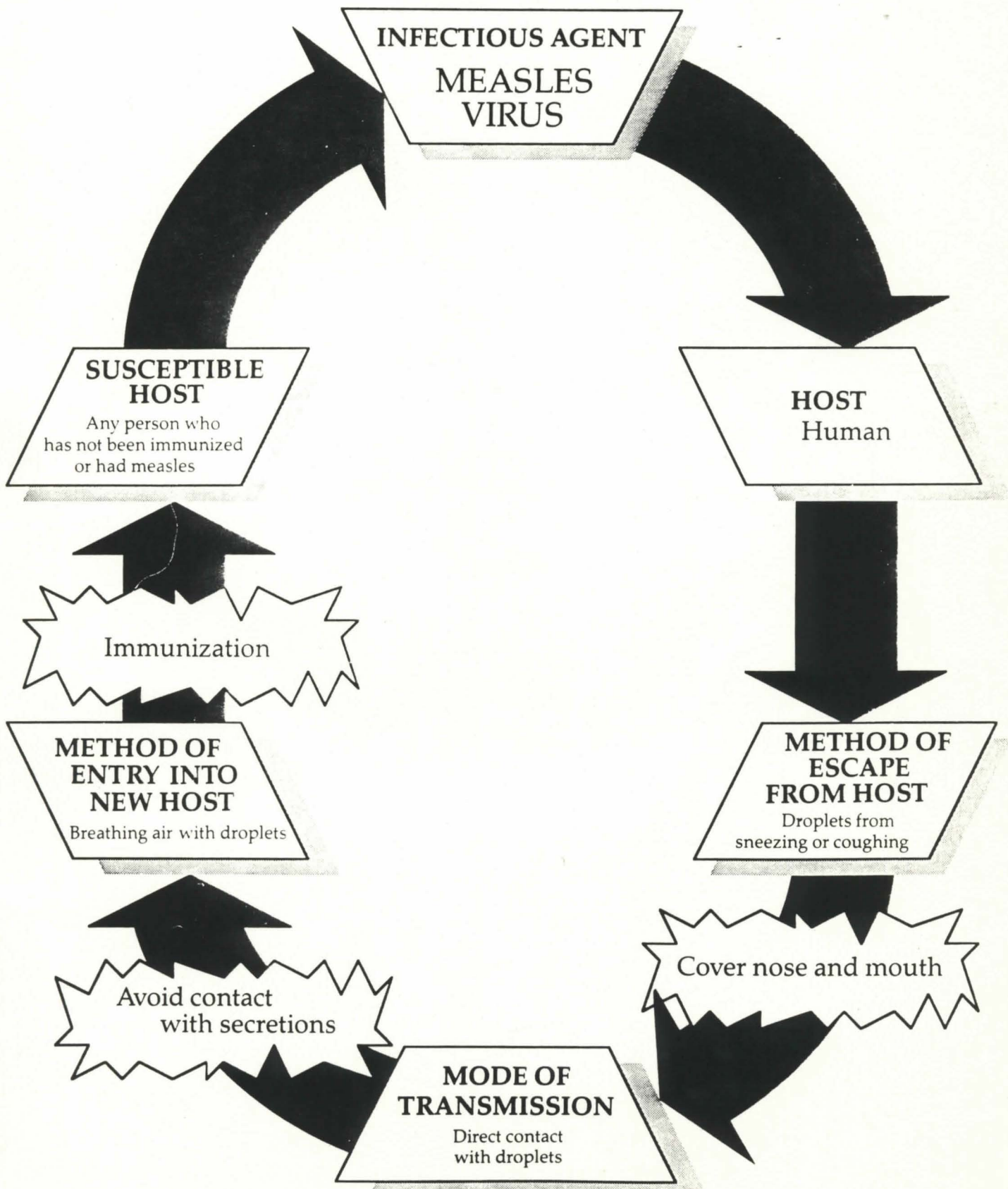


**APPENDIX A**  
**DIAGRAMS AND CHARTS**  
**FOR INSTRUCTIONAL PURPOSES**

# CHAIN OF INFECTION

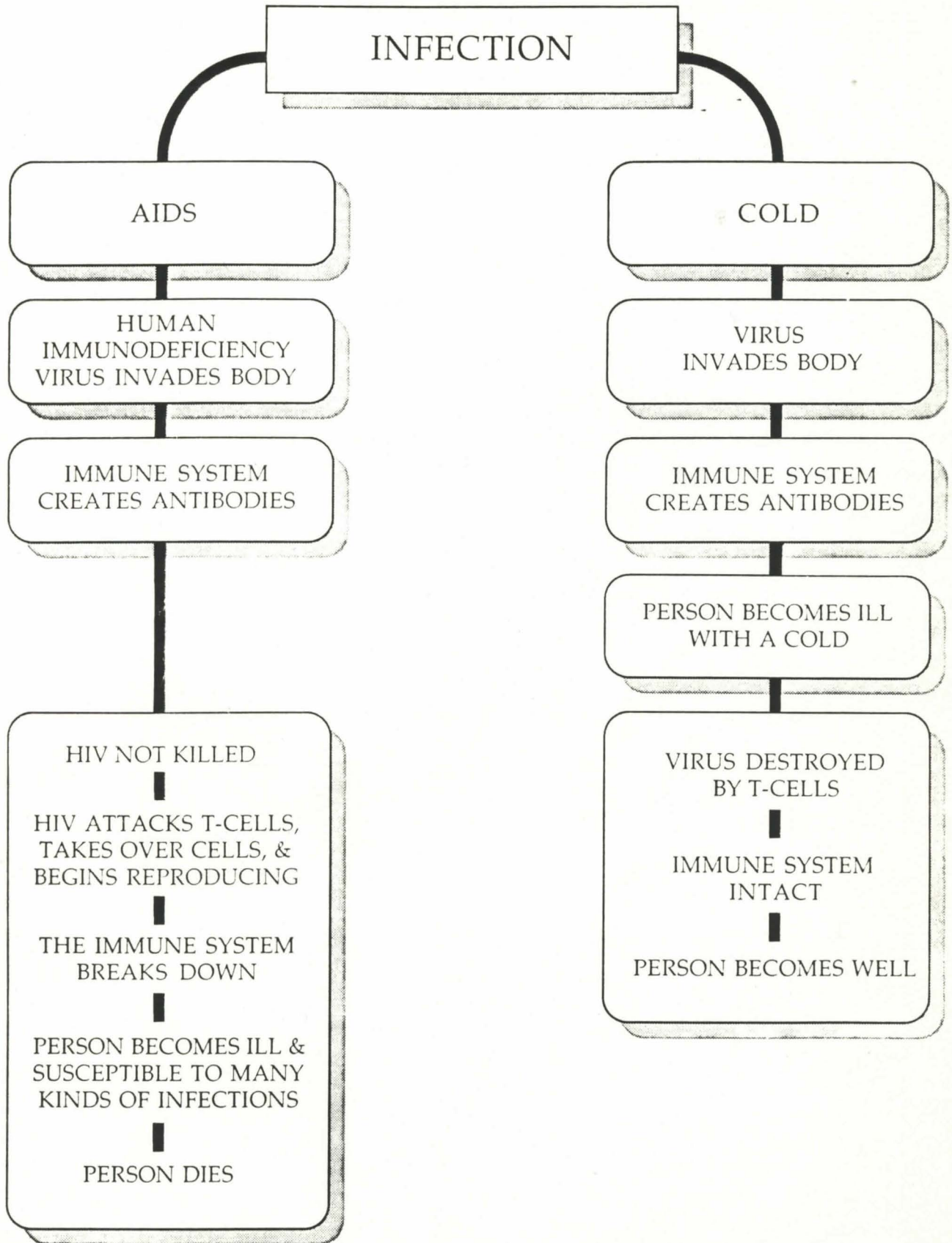


# CHAIN OF INFECTION FOR MEASLES





# THE IMMUNE SYSTEM



# SPECTRUM OF HIV INFECTION

## ASYMPTOMATIC

## ARC AIDS RELATED COMPLEX

## AIDS

### External Signs

- No symptoms
- Looks well

- Fever
- Night sweats
- Swollen lymph glands
- Weight loss
- Diarrhea
- Minor infections
- Fatigue

- Kaposi's sarcoma
- Pneumocystis carinii pneumonia and other opportunistic infections
- Neurological disorders

### Incubation

- Invasion of virus to 3 months

- Several months to 10 years

- Several months to 10 years

### Internal Level of Infection

- Antibodies are produced
- Immune system remains intact
- Positive antibody test

- Antibodies are produced
- Immune system weakened
- Positive antibody test

- Immune system deficient
- Positive antibody test

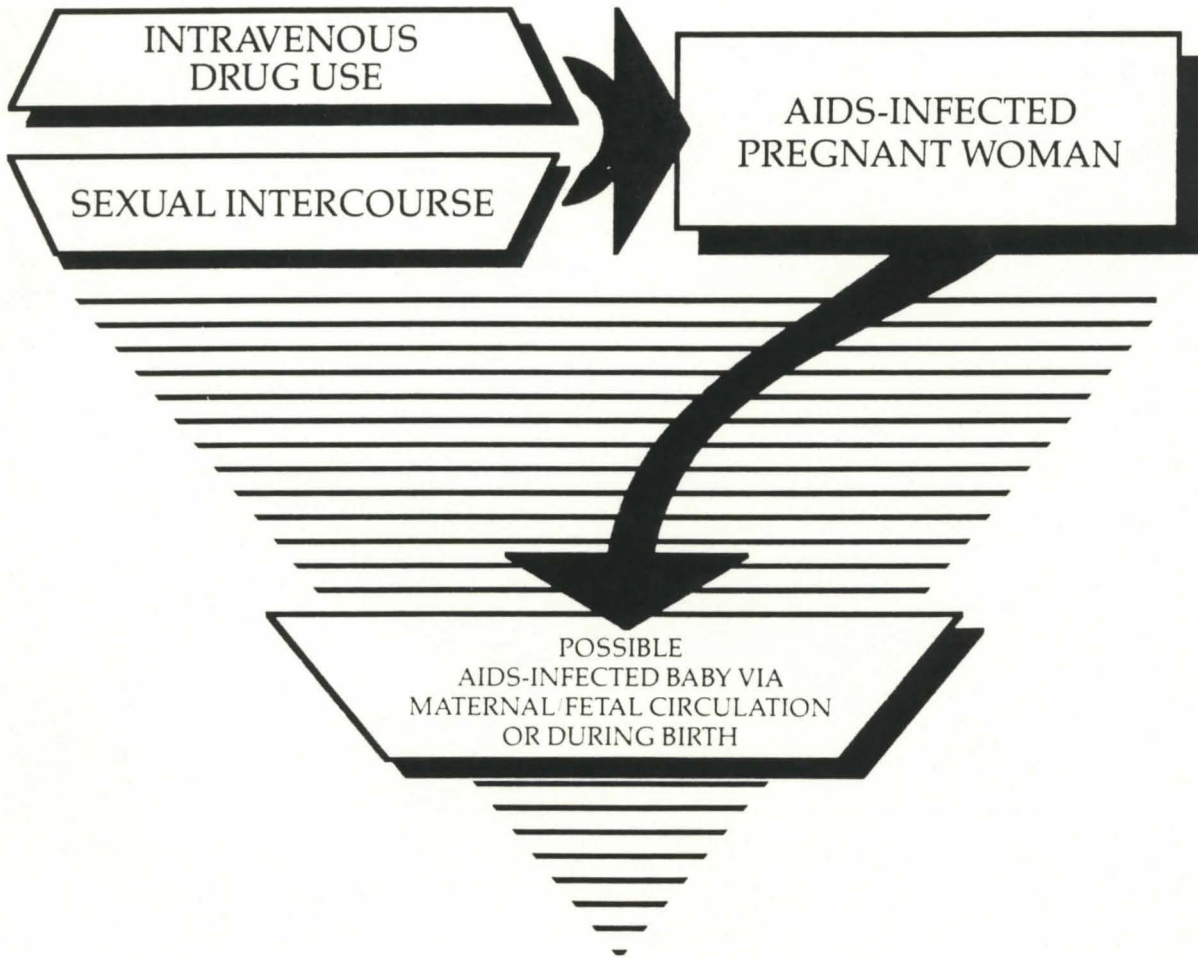
### Possible to Transmit HIV

- Yes

- Yes

- Yes

# PREGNANCY-RELATED AIDS CONTINUUM







# Current Information on AIDS

This brief overview provides administrators and teachers with a general understanding of AIDS. It should be supplemented as needed with other texts on the subject. Knowledge about the disease and its effects on individuals is constantly being updated. **Administrators and teachers should periodically review and update this information to assure that it is accurate.** In the sections "Description and Cause of AIDS," "Clinical Manifestations," "Transmission," and "Incidence," cited data related to New York State and New York City have been provided by the New York State Department of Health and the New York City Department of Health as reported to the Centers for Disease Control. These data represent the combined statistics for New York State. National statistics listed herein have been provided by the Centers for Disease Control.

## Description and Cause of AIDS

- Acquired Immune Deficiency Syndrome (AIDS) is a disease caused by a virus that attacks the body's immune system, making infected people vulnerable to opportunistic infections, cancer, and neurological disorders.
- The AIDS virus (called Human Immunodeficiency Virus-HIV\*) primarily attacks certain white blood cells (called T-Lymphocytes or T-4 helper cells) that are part of the body's internal defense against disease. The virus may also attack the central nervous system.
- An infected person's immune system responds by developing antibodies to fight off the invading virus. It is these antibodies to HIV, and not the virus itself, that can be identified by a blood test before a person has any signs of illness. However, the

body's ability to produce disease-fighting antibodies eventually becomes limited in HIV-infected persons as the virus reproduces and multiplies, killing the critical T-4 cells it has infected.

## Clinical Manifestations

- HIV infection\* may lead to disease\* which can take many forms. It ranges from the complete absence of symptoms to mild illness, to debilitating neurological disorders, and to fatal disease.
- The condition called AIDS represents a syndrome of late-stage diseases in which the immune system is unable to fight off other viruses, bacteria, protozoa, and fungi, resulting in infections and diseases that eventually cause the death of the individual.
- The condition called AIDS Related Complex (ARC) refers to individuals who have a suppressed immune system and symptoms of AIDS but no specific opportunistic infections. For an unknown percentage of individuals, ARC is a precursor to AIDS.
- About three percent of HIV-infected people have so far developed AIDS; three to five times as many HIV-infected people have ARC. Most infected people have no signs or symptoms of illness and may be unaware they have even been exposed. As of July 1987, 38,312 persons had contracted AIDS in the United States. About 1.5 million people have been infected with HIV, according to the Centers for Disease Control.
- The onset of symptoms associated with either ARC or AIDS may take from six months to five or

\* The virus that causes AIDS has also been called HTLVIII (Human T-Lymphotropic Virus III) and LAV (Lymphadenopathy-Associated Virus) by some scientists. Currently it is designated as HIV in order to standardize its identification in publications worldwide.

\* HIV infection: often used to describe the condition before symptoms of disease occur. Infection can be indicated within weeks of its occurrence by the HIV antibody test.

\* Disease: symptoms and illness



more years to appear after the virus has entered the body. At this time most individuals exposed to HIV do not develop either ARC or AIDS, although they are carriers of the virus and are capable of infecting others.

- Symptoms related to ARC include:

- loss of appetite
- weight loss
- fever
- night sweats
- skin rashes
- diarrhea
- tiredness
- lack of resistance to infection
- swollen lymph glands.

The symptoms are likely to be milder than those found in persons with AIDS and generally are present in a cyclic fashion with illness followed by periods of wellness.

- The symptoms that individuals with AIDS develop are related to the opportunistic diseases that have taken advantage of the compromised immune response due to HIV infection. These symptoms are usually persistent and difficult to treat, and they progressively debilitate the person to the point of death. As noted in the New York State Department of Health's booklet *100 Questions and Answers – AIDS*, they may include:

- extreme tiredness, sometimes combined with headaches, dizziness, or lightheadedness
- continued fever or night sweats
- weight loss of more than 10 pounds that is not due to dieting or increased physical activity
- swollen glands in the neck, armpits, or groin
- purple or discolored growths on the skin or the mucous membranes (inside the mouth, anus, or nasal passages)
- heavy, continual dry cough that is not from smoking or that has lasted too long to be a cold or flu
- continuing bouts of diarrhea
- thrush (a thick whitish coating on the tongue or in the throat), which may be accompanied by sore throat
- unexplained bleeding from any body opening or from growths on the skin or mucous membranes
- bruising more easily than usual
- progressive shortness of breath

- confusion, lethargy, forgetfulness, lack of coordination, general mental deterioration.

- Specific diseases that generally don't affect healthy adults are linked with HIV infection. In the United States, about 85 percent of the people with AIDS have had one or both of two rare diseases: *Pneumocystis carinii* pneumonia (PCP) and Kaposi's sarcoma (KS), a rare cancer. Individuals with AIDS also develop severe infections with yeast, cytomegalovirus, herpes, and toxoplasma.
- The incubation period before any symptoms of HIV disease appear varies significantly from person to person. Many infected people develop symptoms within two years of exposure. Others, infected up to seven years ago, have not yet shown any signs of illness. Since AIDS is a new disease, only recognized in 1981, the maximum incubation period has not yet been identified. Extensive research is in progress to identify potential internal or external cofactors that may cause some infected people to become fatally ill, while others have milder symptoms or remain symptom-free.
- The American Medical Society's Committee on Alcoholism and Other Drug Dependencies urges groups at risk for exposure to HIV to abstain from alcohol use. The reason for this is that alcohol has immune-suppressant properties which could increase the risk of disease in persons who have already been exposed to the virus.

### Transmission

Unlike flu or measles, HIV is not transmitted through the air; it must get into the bloodstream to cause infection. For this reason, HIV-infected people don't pose a risk to others through any form of casual contact. There is no evidence that AIDS is transmitted through coughing, sneezing, food preparation, drinking fountains, toilet seats, being around an infected person on a daily basis, or donating blood.

HIV is carried in blood, semen, vaginal secretions, and other body fluids including tears and saliva\* of an infected person. It is transmitted from one person to another by three routes: 1) through sexual intercourse (physical sexual contact between individuals that involves the genitalia of at least one person—includes vaginal intercourse, oral intercourse, and anal intercourse), 2) through parenteral exposure to infected blood, and 3) from infected women to their infants during the perinatal period.

\* Although HIV is found in urine, tears, and saliva, there is no evidence to date supporting transmission of the virus through exposure to these body fluids.



Sexual transmission of the AIDS virus occurs during intercourse. It is thought that it happens through abrasions or tiny, unfelt tears that may occur in delicate tissues. Such tissue breaks can allow infected semen, blood, or vaginal fluid to enter the bloodstream of a sex partner. Anal intercourse is most risky, since tissue tearing and bleeding are likely to occur.

Transmission through parenteral exposure to infected blood occurs in persons sharing contaminated needles, syringes, and works during intravenous (IV) drug use. Small, even invisible, particles of infected blood can remain in the drug paraphernalia and can be injected into the bloodstream of the next user.

The risk of AIDS transmission through blood transfusions has been almost eliminated since all blood banks began testing donated blood for antibodies to HIV in 1985. There may be some risk to receiving blood if it was too early for the virus to show up when donor blood was tested. Blood-donor testing has been so effective it has reduced the risk of AIDS from blood transfusion to one in a million. There is no risk of AIDS from donating blood; blood collection centers use new transfusion equipment for each donor.

All infected people, whether or not they have any symptoms, are presumed capable of transmitting the virus to others through blood-to-blood or semen-to-blood exchange, or through vaginal secretions-to-blood exchange.

### **Incidence**

Since the initial recognition of the AIDS virus in 1981, AIDS has become a global problem. Researchers predict that up to 10 million people already may be infected with HIV; about 1.5 million live in the United States. During the six years since AIDS was discovered in the United States (1981-1986), over 38,000 Americans have been diagnosed with AIDS and more than 50 percent of these people have died; 11,760 cases have occurred in New York State. Scientists project that as many as 500,000 New York residents, mostly in New York City, are infected by HIV and that the total number of AIDS cases in the State will reach 45,000 by 1991.\* It is thought by some, that in New York City the incidence of deaths from AIDS may be higher for male and female IV drug users than for homosexual men.

In New York State, about 58 percent of all people diagnosed with AIDS are homosexual and bisexual men; about 32 percent are male and female IV drug users; one percent are people who received infected blood

transfusions; two percent are heterosexual contacts of infected persons; and two percent are children born to infected mothers. The other five percent are of undetermined origin. (Case information cannot be completed due to death, refusal to be interviewed, or loss to follow-up).

Research has yet to determine how broadly HIV infection is spreading within the general population.

There is a broad spectrum of opinion about the extent of the likely spread in the United States of HIV infection in the heterosexual population, but there is strong agreement that the present surveillance systems have only limited capacity to detect such spread.

Overall, the committee (Committee on a National Strategy for AIDS) concludes that over the next 5 to 10 years there will be substantially more HIV infections in the heterosexual population and that these cases will occur predominantly in those subgroups of the population at risk for other sexually transmitted diseases.\*

### **Major Risk Factors**

Persons at increased risk for being infected with the AIDS virus include:

- homosexual and bisexual men
- present or past IV drug abusers
- sex partners of IV drug abusers
- male or female prostitutes and their sex partners
- sex partners of infected persons
- all persons with hemophilia who received blood-clotting factor and transfusions prior to 1985
- children born to infected mothers.

### **Prevention**

There is no vaccine against AIDS or any treatment so far that can reverse AIDS damage to the immune system. People must learn how to protect themselves and their loved ones from this infection. It is essential that students gain knowledge and skills to protect themselves before they reach an age at which they might experiment with sex or illegal drugs. Following are some basic elements of AIDS information related to prevention.

The elements described will need to be adapted to varying degrees of specificity. Schools and their impor-

\* This data is accurate as of July 1987.

\* Source: Institute of Medicine: National Academy of Sciences. *Confronting AIDS, Directions for Public Health, Health Care and Research*: Washington, D.C. National Academy Press, 1986.



tant community institutions, such as religious organizations, families, and voluntary organizations, will need to adapt the presentation of this information to fit within their value systems. Within this framework, individuals will be able to determine responsible behavior, thereby avoiding adverse health consequences to themselves and others.

The specific wording and style of presentation, once developed, should be pretested on representative samples of the intended audiences to ensure effectiveness. Expert advice, consultation, and creative assistance can be provided by public and private health education experts.

The following information has been adopted from materials distributed by the Centers for Disease Control, Atlanta, Georgia, and the New York State Department of Health.

#### **INDIVIDUALS IN ALL GROUPS NEED TO KNOW:**

##### **1. Current information on the seriousness of the disease**

##### **2. How the AIDS virus is spread**

- The AIDS virus has been shown to be spread from an infected person to an uninfected person by:
  - sexual contact (penis/vagina, penis/rectum, mouth/rectum, mouth/genital)
  - sharing needles or works used in injecting drugs
  - an infected woman to her fetus or newly born baby
  - transfusion or injection of infectious blood or blood fractions.
- An individual can be infected with the virus that causes AIDS without having symptoms of AIDS or appearing ill. Infected individuals without symptoms can transmit the infection to others. Once infected, a person is presumed infected for life, but actual symptoms may not develop for many years.
- A single exposure to the AIDS virus may result in infection.

##### **3. How the virus is NOT known to be spread**

- There is no evidence that the virus is spread through casual social contact (shaking hands, social kissing, coughing, sneezing; sharing swimming pools, bed linens, eating utensils, office equipment; being next to or served by an infected person). There is no reason to avoid an infected person in ordinary social contact.
- It is not spread by the process of giving blood; new transfusion equipment is used for each donor.

- It is not spread by sexual intercourse between individuals who have maintained a sexual relationship exclusively with each other, assuming that they have not been infected through contaminated blood, blood factors, IV drug use, or a previous sexual partner.

#### **4. How to prevent infection**

- Infection through sexual contact can be avoided by practicing abstinence or having a mutually monogamous marriage/relationship with no known risk factors in either partner. Young people can stay safe from AIDS by not having sex. They need to know it is all right to say no. In addition to the risk of AIDS, there are other health reasons to postpone sex, including the risk of gonorrhea, syphilis, and herpes, and unplanned pregnancies.
- Do not use IV drugs; do not share needles or works. Young people can stay safe from AIDS by not using IV drugs. They need to know it is all right to say no not only to IV drugs but to alcohol and drugs of any kind, as these impair judgment. In addition to the risk of AIDS, there are many other health reasons for abstaining from illegal drug use.
- If already sexually active:
  - Until you ask a lot of questions about his or her past sexual experience and drug use, don't have sex with anyone.
  - The more people you have sex with, the greater the chances you may get infected, so don't have sex with multiple partners.
  - With infected persons, using a condom during sex may help keep the virus from getting into your body. A condom is a thin rubber covering that is slipped over the penis before any sexual contact. See Appendix C.
  - The chance of blood or semen entering your bloodstream is very high during anal sex, since it can cause tearing of delicate tissues, so avoid anal sex.
  - Drugs and alcohol can lead you to do things you wouldn't do drug-free, so don't drink alcohol or use drugs of any kind.

#### **5. If there is suspicion of infection**

- Abstain from sexual intercourse.
- Seek counseling and AIDS virus antibody testing to be sure of infection status. Be aware that weeks to months may elapse from the time of infection to the time that antibodies to the AIDS virus appear in the blood. During this



time persons may be infectious but the test may be negative.

- Obtain counseling and testing if pregnancy is being considered.

#### 6. How to get more information about AIDS

- Call an AIDS hotline number.
- Call a personal physician, health department, or an AIDS community service organization.

#### 7. Information which will emphasize the seriousness of the problem, yet reduce inappropriate fear

- AIDS is a national emergency requiring attention from all citizens.
- If people change their behaviors, the spread of the AIDS virus can be reduced.
- Blood for transfusion in the United States is screened for antibodies to the AIDS virus and is now essentially safe, but some risks cannot be eliminated.
- Everyone who engages in high-risk behavior is at risk for AIDS, regardless of age, race, or socioeconomic status.

### Research and Treatment

Researchers in the United States and other countries are working diligently to develop a vaccine to protect people from HIV. Vaccine development is made more difficult because the virus can alter its form in the human body. There is no cure for AIDS at this time, nor is there any treatment that can restore the function of the immune system. A number of antiviral drugs including AZT (Azidothymidine) are being tested on patients. While AZT has shown some promise in curbing the ability of the virus to reproduce itself inside human cells, the drug is highly toxic and has serious side effects. Some drugs used in cancer control, such as Interferon, are also being tried with AIDS patients.

### Societal Issues

When a disease epidemic threatens society, the needs of all people must be considered: those already infected with the disease, those threatened by the disease, and those who will provide support for others.

In the past, once treatment or medical prevention for an epidemic infection was easily available, society sought to protect itself by providing information to as many people as possible through school-based courses and educational campaigns and, in some cases, by requiring mass strategies such as immunization (polio) or premarital blood tests (syphilis).

As the number of AIDS cases mounts, this epidemic

will have a significant and long-term impact on interpersonal and family relationships, medical care delivery, public policies, and health care resources. Because there is no available treatment, tremendous fears exist. Education must be used to curb those fears that can lead to discriminatory behavior against people with AIDS. The rights of people with AIDS must be weighed and protected within the framework of disease prevention and with relation to the rights of those not infected.