



6th Grade Video Discussion Guide

Understanding HIV: Learn the Facts, Fight the Stigma, Stay Safe

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Redefine Positive is a 100% community-funded project founded by the mother of an HIV positive student attending a public elementary school near Seattle, Washington. After viewing outdated HIV/AIDS video resources in public school classrooms, Jodie Howerton launched a campaign to create new, culturally relevant instructional videos for elementary, middle, and high school students.

About our Video Resources

All videos in the Redefine Positive series contain accurate medical and scientific information about transmission and prevention, address the emotional and social aspects of HIV and AIDS, and attempt to decrease the devastating stigma and discrimination still associated with the disease.

- Redefine Positive resources can be streamed and are downloadable FREE of charge at www.redefinepositive.com
- “Understanding HIV: Learn the Facts, Fight the Stigma, Stay Safe” is a 22-minute educational, video designed to educate 6th grade students about HIV and AIDS. The video is divided into three parts. This teacher’s guide contains suggested discussion materials for each section of the video. Part One covers the facts about HIV/AIDS. Part Two depicts interviews with two adults, Nicole and Paris, who are living with HIV. Part Three teaches decision-making skills to help students stay safe.
- All Redefine Positive resources are designed to supplement a comprehensive HIV education curriculum. They are not designed to be a complete curriculum on their own.

Compliance with State Law and State HIV/AIDS Model Curriculum

- Redefine Positive video resources meet Washington State’s HIV and Sexual Health requirements as outlined in the AIDS Omnibus Act--which mandates that HIV/AIDS prevention education take place every year beginning in 5th grade--and the requirements of the Healthy Youth Act.

- Redefine resources also align with Washington State’s KNOW HIV/STD Prevention Curriculum www.k12.wa.us/HIVSexualHealth/KNOW.aspx.
- All Redefine Positive materials have been reviewed by Washington’s Department of Health (DOH) for medical accuracy and have been approved for use in public school classrooms.
- For information about Washington state’s HIV/AIDS Prevention Education legislative requirements, please visit the Office of Superintendent of Public Instruction’s website: www.k12.wa.us/HIVSexualHealth/PreventionEdRequirements.aspx.
- For more information about Redefine Positive or to download more video resources, please visit www.redefinepositive.com.



Teacher's Guide

Dear Teacher,

You are a Superhero. Thank you for what you do.

Redefine Positive recognizes and applauds the influence you are having on your students and their families.

Redefine Positive video resources are designed to support you in your efforts to educate the next generation about HIV/AIDS. We understand that YOU are the ultimate educator; you are the one your students trust and will talk to about their fears, questions, or concerns. Consider us your partner. Together, we can help prevent the spread of HIV and AIDS and can combat the devastating stigma still associated with the disease.

Redefine Positive provides video resources designed to pave the way for a rich discussion in your classroom. Redefine is here to support you. We are committed to providing you with the most up to date, relevant information about HIV/AIDS education, so please check our website regularly for updates.

We have provided a detailed discussion guide (available free of charge on our website) that you can use in conjunction with our 6th grade video, "Understanding HIV: Learn the Facts, Fight the Stigma, Stay Safe." Please note that Redefine Positive video resources are designed to be used in conjunction with a comprehensive HIV and Sexual Health curriculum; specifically, they are designed to be utilized with Washington State's KNOW curriculum.

We want your feedback about this 6th grade video resource. Because you are on the front lines of education, we invite your collaboration to make Redefine Positive resources more effective and relevant. Please email info@redefinepositive.com with your feedback.

Sincerely,

Jodie Howerton
Founder, Redefine Positive



Teacher Background Information

Teacher Action Item: Review this background information before presenting your lesson(s) about HIV/AIDS. Thorough review of the facts below will prepare you for any student questions that may come up. Teachers are also encouraged to utilize resources provide by Washington State’s Office of Superintendent of Public Instruction at: www.k12.wa.us/hivsexualhealth/

HIV and AIDS at a Glance

Understanding the Difference between HIV and AIDS

It is important to note that HIV and AIDS are two very distinct health conditions. When a person is infected with the Human Immunodeficiency Virus (HIV), it means that the virus has been detected in their body through a blood test. A person who has contracted HIV may not immediately feel sick. Untreated, HIV can eventually lead to an Acquired Immune Deficiency Syndrome (AIDS) diagnosis. AIDS is a life-threatening condition that impacts the immune system’s ability to fight off illness. There are numerous medications to treat HIV, but currently there is no cure. There are many side effects related to HIV/AIDS medications, but with treatment, many HIV-infected individuals can live a long, healthy life.

Sexual Health Education Philosophy and Alignment with Washington State KNOW Curriculum

Redefine Positive video resources and discussion guides are designed to be used in conjunction with Washington state’s KNOW Curriculum, a model resource created by the Office of Superintendent of Public Instruction. The KNOW curriculum, and Redefine Positive, use the following information as a foundation for developing all instructional materials

- **Teaching about Abstinence and Condom Use** – “Research shows that high quality sexual health education that includes information on abstinence and condoms prevents the spread of HIV and other STDs by delaying the onset of sexual activity, reducing the frequency of sexual activity, reducing the number of sexual partners,

and increasing the use of condoms. The evidence shows that youth who receive education about both abstinence and condoms are NOT more likely to become sexually active, increase sexual activity, or experience negative sexual health outcomes.” [1]

- **HIV Prevention Research** – “HIV prevention research instructs us to focus our efforts on beliefs, attitudes and skills. This approach is especially useful when working with elementary and middle school aged children as they are still in the process of forming their beliefs, attitudes and skills related to sexual health relationships. The vast majority of elementary and middle school students are not currently at risk for HIV, as they are not engaging in the most common behaviors for acquiring HIV, particularly vaginal, anal and oral sex, and injecting drugs. HIV education at this level develops beliefs, attitudes and skills that will help young people prevent HIV when they are older by not having sex, not injecting drugs, and using condoms when they do have sex.” [2]

Basic Facts about HIV Transmission

Certain body fluids from an HIV-infected person can transmit HIV. These body fluids are:

- Blood
- Semen
- Pre-seminal fluid
- Rectal fluids
- Vaginal fluids
- Breast milk

These body fluids must come into contact with a mucous membrane or damaged tissue or be directly injected into the bloodstream (by a needle or syringe) for transmission to possibly occur. Mucous membranes

are the soft, moist areas just inside the openings to the body. They can be found inside the rectum, the vagina or the opening of the penis, and the mouth.

HIV is spread by having sex with someone who has HIV or through sharing needles or syringes with someone who has HIV. Sometimes, infants can contract HIV from their infected mothers during childbirth. A person cannot contract HIV through casual contact (hugging, kissing, holding hands, sharing a bathroom) or through coming in contact with urine or saliva.

- It's important to note that individuals infected with HIV may not look or feel sick; however, they are still able to transmit the disease. There is no way to look at someone and know if they have contracted HIV. It may take several years of infection before a person feels sick or before HIV progresses to AIDS.
- The risks of transmission can be greatly diminished with latex condom use and not sharing needles for IV drug use. Latex condoms are the most effective type of condom for preventing HIV transmission.
- While latex condom use and abstinence are the best forms of prevention, the risk of transmitting HIV can be greatly reduced by limiting the number of sexual partners, limiting the frequency of sex, and maintaining monogamy with an HIV negative partner or a person being treated for HIV.

HIV Incidence in the United States (2013)

According to the Centers for Disease Control (CDC), “more than 1.2 million people in the United States are living with HIV infection, and almost 1 in 8 (12.8%) are unaware of their infection. Gay, bisexual, and other men who have sex with men (MSM), particularly young black/African American MSM, are most seriously affected by HIV.” By race, blacks/African Americans face the most severe burden of HIV. The estimated incidence of HIV has remained stable overall in recent years, at about 50,000 new HIV infections per year. ^[4]

AIDS Incidence in the United States

In 2013, the CDC reported that “an estimated 26,688 people in the United States were newly diagnosed with AIDS.” ^[5] Overall, an estimated 1,194,039 people in the United States have been diagnosed with AIDS.

HIV/AIDS Incidence Internationally

According to estimates by WHO and UNAIDS, 35 million people were living with HIV globally at the end of 2013. That same year, some 2.1 million people became newly infected, and 1.5 million died of AIDS-related causes. ^[6]

Reducing Stigma

In the beginning of the HIV/AIDS epidemic, no one knew how HIV was spread or how contagious it might be. Fear and ignorance were powerful drivers for stigma and discrimination. People living with HIV/AIDS lost their jobs, their homes, and even their friends and families. Despite our progress in understanding and treating HIV, stigma and discrimination continue to be serious issues for people living with HIV/AIDS across the globe.

Redefine Positive video resources seek to provide non-fear based prevention education, create empathy and compassion for those living with HIV, and reduce the devastating stigma still associated with the disease.

[1] KNOW Curriculum, Washington State Office of Superintendent of Public Instruction (OSPI)

[2] KNOW Curriculum

[3] AIDS.gov

[4] Center for Disease Control

[5] Center for Disease Control

[6] World Health Organization

[7] WhiteHouse.gov

Learning Objectives

After watching “Understanding HIV: Learn the Facts, Fight the Stigma, Stay Safe” and engaging in a teacher-led discussion, 6th graders will understand the following concepts:

- Understand that HIV is a serious illness that can make a person very sick. Untreated, and even sometimes with treatment, HIV can lead to death.
- Know that AIDS is caused by a virus (HIV).
- Identify ways HIV is transmitted.
- Identify ways HIV is NOT transmitted.
- Identify behaviors that protect a person from HIV infection, including the use of latex condoms.
- Know the difference between HIV and AIDS and that HIV stands for “Human Immunodeficiency Virus” and AIDS stands for “Acquired Immune Deficiency Syndrome.”
- Understand the immune system and its role in protecting the body from germs and sicknesses. Know that we have white blood cells that attack germs so we can feel healthy. When a person has AIDS, it means that HIV has attacked their immune system and they have a hard time fighting off germs and illness.
- Know that people can find out if they have HIV by taking a simple blood test.
- Understand that there are medications that can help many people infected with HIV to live a long, healthy life. But, there is no cure for HIV and medication may not work for everyone. A person with HIV will need to take medicine for their entire life. With medication, many HIV positive people live healthy lives, but their lives are definitely more complicated.
- It is important to treat people with HIV kindly, just like you would treat anyone else.
- Understand how to access accurate information about HIV and AIDS.
- Understand a brief history of HIV and AIDS.



Discussion Guide, Part One

Part One of “Understanding HIV,” contains detailed information about transmission, prevention, and stigma.

This portion of the video is the “nuts and bolts” portion and contains many facts. Part One ends at time stamp 11:35 and gives an opportunity for you, as the classroom teacher to review the facts covered and check for understanding. Pause the video when prompted and lead your students in a discussion using the questions below.

- What does HIV stand for? What does AIDS stand for?

- What new things did you learn about HIV?

- What is the difference between HIV and AIDS?

- What are the ways someone CAN contract HIV?

- What are the ways someone CANNOT contract HIV?

- What did we learn about the immune system?

- Did anything surprise you about what we just learned?

- Do you have any other questions about HIV? Was there anything you didn't understand?

- Let's talk about body fluids. What did we learn about which body fluids contain HIV?

- Based on the video, what are some ways we can protect ourselves from HIV? (Be sure to mention that latex condoms are the most effective type of condom for HIV prevention).

- How does a person know if they have HIV? How can they find out?

- A person with HIV may not look or feel sick right away. Is there any way to tell that a person has HIV just by looking at them?

- Because a person with HIV may not look or feel sick right away, why is it important to use condoms and not share needles?

- When you learned about discrimination against those who are living with HIV, how did you feel?

- Why is it important to treat people who have contracted HIV or AIDS with respect and love?

- How can we all work together to end discrimination against people living with HIV or AIDS?



Discussion Guide, Part Two

Part Two of “Understanding HIV” features two interviews with Nicole and Paris, adults living with HIV.

This section of the video is designed to build empathy for HIV positive individuals and to combat the devastating stigma still associated with HIV. Nicole and Paris bravely share parts of their stories and their thoughts on how to prevent HIV. As you lead your students in a discussion of Part Two, urge your students to be compassionate and empathetic.

- Nicole and Paris were very brave to share their stories. Was there a part of their stories stood out to you?

- Nicole and Paris begin their interviews by talking about what it was like to find out they were HIV positive. They both felt scared. How did this make you feel? Have you ever felt scared?

- What do you think Nicole meant when she mentioned “staying safe?”

- Nicole discussed how she contracted HIV – by not using latex condoms when she decided to have sex. Discuss why it is so important to make good decisions when it comes to our health.

- Paris talks about stigma. Based on what he said, let’s talk about what stigma is. How do you think stigma might make the HIV problem worse?

- Paris discusses the idea that preventing HIV is tied to making others feel wanted and accepted. How do you think this could help prevent HIV?

- Why is it important to be kind to everyone – even if they are different from you?

- Paris talks about not being afraid of HIV. Even though we don’t need to be afraid, what can we do to prevent HIV? Do you think fear might help HIV spread? Why?

- Why is it important to talk about HIV?

- If you have questions, who could you ask about HIV?

- We don’t have a cure for HIV. Paris suggests that some of the students in this room could one day discover a cure. What do you think about that? How does that make you feel?



Discussion Guide, Part Three

This final segment teaches decision-making skills.

A crucial part of HIV prevention is teaching how to approach difficult situations. Through several scenarios, students will learn how to effectively say “no” and navigate peer pressure.

- Two young teens snuck out to go to a party. Why was this a poor decision?

- Saying NO can be hard sometimes. Why is it important to be confident when you first say no?

- How does body language impact a “no” message that you are trying to send?

- You can suggest other activities in a compromising situation. What other things could the girl at the slumber party have suggested to her friend instead of sneaking out to the party?

- Your feelings are incredibly important. Why is it important for you to communicate how you really feel in potentially dangerous or compromising situations?

- In the video, we learn that persistence is important when saying no. Why do you think it’s important to be persistent?

- It’s important to know when to ask for help. Who could you ask, besides parents, for help?

Parent Letter

Dear Parents, Guardians, and Trusted Adults,

Today in class, your student learned about HIV and AIDS. S/he watched a video entitled, “Understanding HIV: Learn the Facts, Fight the Stigma, Stay Safe” in class and participated in a discussion led by the classroom teacher. The video teaches facts about prevention and transmission, and helps reduce the devastating stigma still associated with the disease.

Today’s learning objectives for students were as follows:

- Understand that HIV is a serious illness that can make a person very sick. Untreated, HIV can lead to death.
- Know that AIDS is caused by a virus (HIV).
- Identify ways HIV is transmitted.
- Identify ways HIV is NOT transmitted.
- Identify behaviors that protect a person from HIV infection, including the use of latex condoms.
- Know the difference between HIV and AIDS and that HIV stands for “Human Immunodeficiency Virus” and AIDS stands for “Acquired Immune Deficiency Syndrome.”
- Understand the immune system and its role in protecting the body from germs and sicknesses. Know that we have white blood cells that attack germs so we can feel healthy. When a person has AIDS, it means that HIV has attacked their immune system and they have a hard time fighting off germs and illness.
- Know that people can find out if they have HIV by taking a simple blood test.
- Understand that there are medications that can help many people infected with HIV to live a long, healthy life. But, there is no cure for HIV and medication may not work for everyone. A person with HIV will need to take medicine for their entire life. With medication, many HIV positive people live healthy lives, but their lives are definitely more complicated.
- Understand that it is important to treat people with HIV kindly and respectfully, just like you would treat anyone else.
- Understand how to access accurate information about HIV and AIDS.
- Understand a brief history of HIV and AIDS.

Please discuss these points with your student and sign your name on the signature line. If you have any questions or concerns, please contact your child’s classroom teacher. You can also find additional resources at www.redefinepositive.com and www.k12.wa.us/HIVSexualhealth.

Sincerely,

The Redefine Positive Team