

# Grade 9

## Lesson 5: Getting and Giving Help

### Overview of Lesson

This lesson gives students an opportunity to investigate resources (personal support, information, treatment) that are available in schools and communities for the prevention, diagnosis, and treatment of HIV and STDs. It also provides practice for using resources and being a resource to their peers.

### Objectives

The student will:

1. Name resources within his/her school and community that provide prevention and treatment information for HIV, STDs, and other health issues.
2. Practice obtaining information from a school or community resource.
3. Practice being a resource to a peer.

### Activities

1. Resource Research
2. Providing Support

# Grade 9

## Lesson 5: Getting and Giving Help

### *READY...*

#### Advance Preparation

1. Collect information and pamphlets from local agencies and other community resources.
2. Bring in several phone books from the local area.
3. Make six copies of Handout # 5 for each small group.

Vocabulary (See Glossary)

### *SET...*

#### Materials

##### Handout:

- # 5 Resource Research Form (page 105)

# Grade 9

## Lesson 5: Getting and Giving Help

**GO...**

### **Activity 1** Resource Research (Extension Activity)

Separate students into three groups:

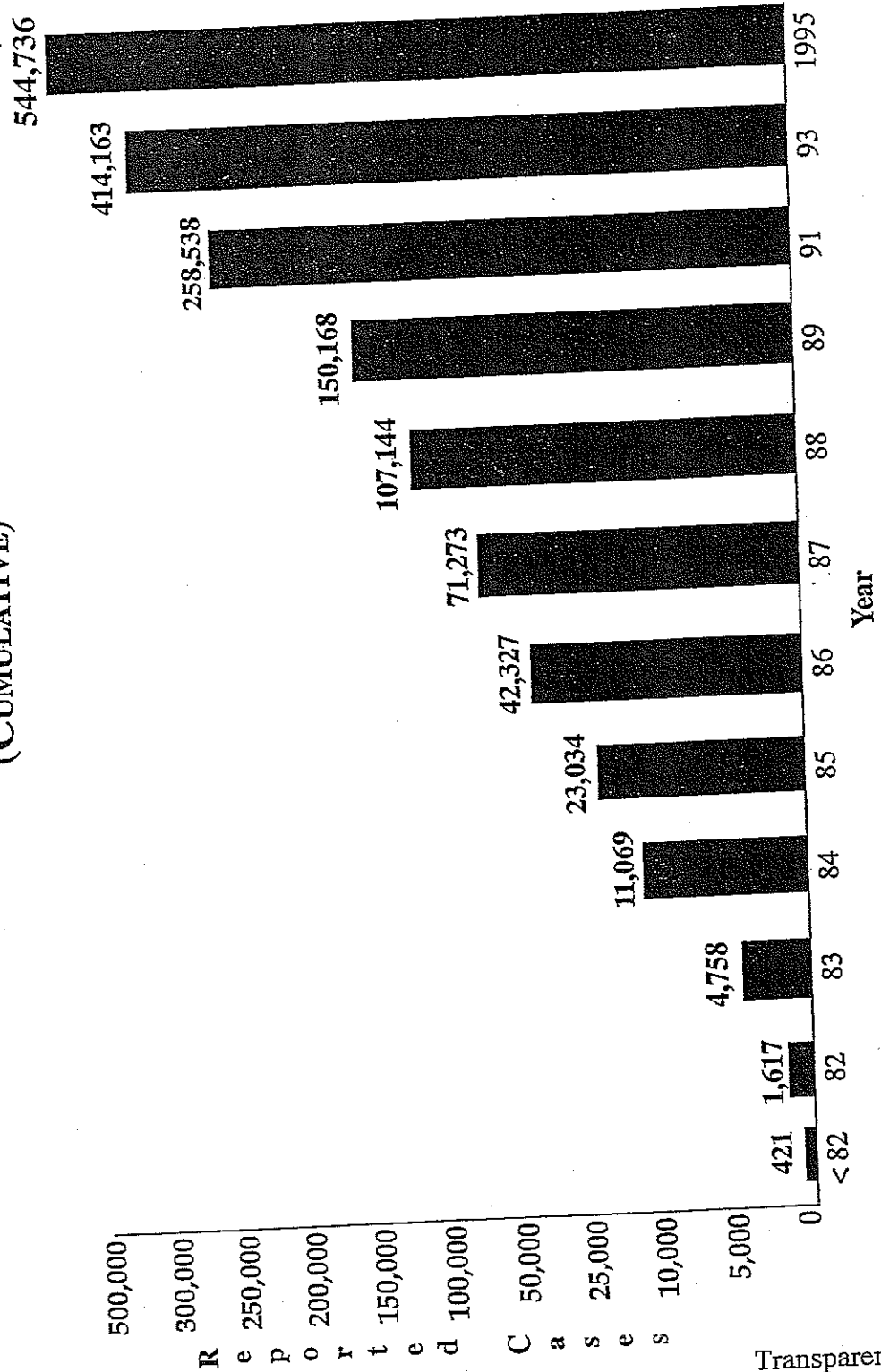
1. Personal
  2. School
  3. Community
- Ask them to brainstorm who comes to mind when asked to list resources that can help them with problems.
  - Have students from each group work in pairs to interview at least one person on their list in order to complete the resource matrix form.

### **Activity 2** Providing Support

Format the data into a pamphlet or wallet-sized card. This could be a project for each group.

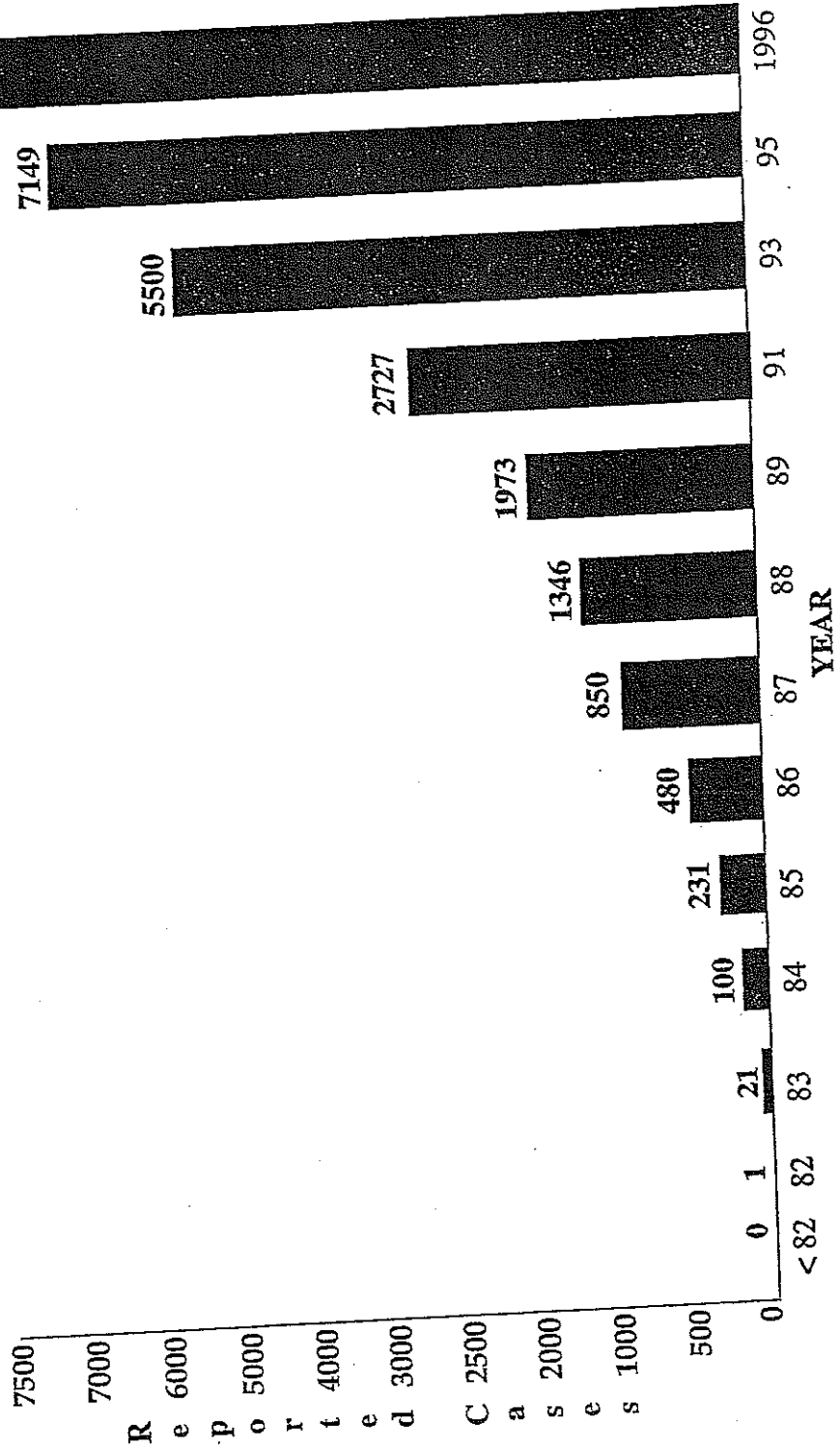
# Grade 9 Transparency

**REPORTED CASES OF AIDS IN THE UNITED STATES  
(CUMULATIVE)**



# Grade 9 Transparency

**REPORTED CASES OF AIDS IN WASHINGTON STATE  
(CUMULATIVE)**



## **Refusal Skills**

**Say "No."** If you wish, give a reason for your refusal.

*"I do not want to harm my health."*

**Use your behavior to reinforce what you mean.**  
*As you speak, look directly into the eyes of the other person.*

**Show you care about others.**

*"I do like you, but this activity is harmful, and I wish you would not do it."*

**Provide alternatives.**

*"Let's go talk with our school counselor."*

**Take a definite action.**

*"I am not going to participate in this activity."*

# Grade 9

## HIV Prevention Curriculum

### The ABCDs of HIV

#### A

**AIDS** is a life-threatening disease, but a hard disease to catch.

A blood-borne virus, HIV, present in significant amounts of blood, semen, and vaginal secretions of infected people, must get into a person's blood.

#### B

It is specific **behaviors** that put people at risk for contracting HIV.

- Unprotected sexual intercourse with an HIV-infected person.
- Sharing needles or syringes with an infected person.

#### C

There are **choices** available that people can make to protect themselves from HIV infection:

**Abstinence** Abstinence from sexual intercourse and from intravenous drug use are 100 percent safe and effective.

**Fidelity** Two people who are mutually monogamous, (neither has another sexual partner), who are not HIV infected and who have never shared needles are not at risk for HIV infection. Such a relationship is found within the context of marriage.

**Condoms** For people who consistently (always) and properly use latex condoms every time they have sexual intercourse, the risk is significantly lessened, but not eliminated. Use of a spermicide containing nonoxynol-9 adds to the reduction of risk.

# Grade 9

## HIV Prevention Curriculum

### The ABCDs of HIV (continued)

#### D

People **do not** get infected with HIV by:

- Casual contact in school, at parties, sharing food, in swimming pools, stores, or the work place.
- Hugging, shaking hands, or simply being near a person who is infected with the virus.
- An insect bite.
- Contact with a toilet seat.

#### Reminders:

- \* Injection drug use (sharing needles) and unprotected sexual intercourse increase the chances of acquiring other sexually transmitted diseases, which in themselves can cause sterility, death, and increase your susceptibility to HIV infection.
- \* Being under the influence of a drug (including alcohol) can impair your judgment and increase the possibility of risky behaviors, such as IV drug use or unprotected sexual intercourse.
- \* Pregnant women who are infected with HIV can pass the HIV to the fetus during pregnancy, delivery, or through breast-feeding.
- \* HIV carriers may not show any signs of being sick with AIDS for years, and, in fact, they may even test negative on an antibody test for many weeks or months after they have been infected—but they can still spread the disease. If a person has engaged in risky behaviors, they are at risk.
- \* Abstinence is 100 percent safe. Proper use of latex condoms and limiting partners significantly reduces—but does not eliminate—your risk of HIV infection.
- \* People may also use injection equipment for legal reasons, such as insulin, vitamins, and prescription medicines. Remember to never share needles or other injection equipment.

**QUESTIONS? Call the Washington State AIDS HOTLINE for confidential answers at 1-800-272-AIDS/1-800-272-2437.**

Student Handout # 1



# Grade 9

## HIV Prevention Curriculum

### Three Case Studies

#### Jackson's Case Study

Connie, an eighth-grade girl, and two of her girlfriends go to the local high school hangout on Friday night. Connie starts talking to one of the guys, Jackson, who is on the high school football team. Connie asks Jackson for a ride in his flashy new car. After cruising around town for a few minutes, Connie starts making passes at him.

What is the problem?

What are Jackson's choices?

What are some possible consequences of each choice?

#### Jim's Case Study

Jim, a tenth grader, is having a Halloween party. The guests, boys and girls from school, are dancing when Jim's mother and father come downstairs to see how the party is going. As soon as Jim's parents leave, one of the boys turns off the lights, and the party room gets really dark.

What is the problem?

What are Jim's choices?

What are some possible consequences of each choice?

#### Kim's Case Study

Kim invites her boyfriend, Tom, to her house after school to listen to a new CD. Kim lives with her father who doesn't get home from work until 8:00 P.M. After listening to the CD, Tom starts kissing Kim.

What is the problem?

What are Kim's choices?

What are some possible consequences of each choice?

Student Handout # 2

# Grade 9

## HIV Prevention Curriculum

### *What My Parent/Guardian Thinks*

Complete Items A and B in class. As homework, ask your parent (or guardian) the Question C below, then record his or her answer in the space provided.

**Question:** What are some examples of safe settings and situations involving a boyfriend or girlfriend for a person my age?

**A. What I think:**

**B. What I believe my parent (or guardian) thinks:**

**C. What my parent (or guardian) actually thinks:**

# Grade 9

## HIV Prevention Curriculum

### Refusal Skills Observer Checklist

Did \_\_\_\_\_

(Name of Student A)

✓	Clearly say the word "no?"	Yes	No
✓	Use a firm voice?	Yes	No
✓	Use body language that said "no?"	Yes	No
✓	Repeat the word "no" as much as needed?	Yes	No
✓	Refuse to discuss the matter any further?	Yes	No

\_\_\_\_\_  
(Name of Student B)

\_\_\_\_\_  
(Signature of Observer)

Did \_\_\_\_\_

(Name of Student A)

✓	Clearly say the word "no?"	Yes	No
✓	Use a firm voice?	Yes	No
✓	Use body language that said "no?"	Yes	No
✓	Repeat the word "no" as much as needed?	Yes	No
✓	Refuse to discuss the matter any further?	Yes	No

\_\_\_\_\_  
(Name of Student B)

\_\_\_\_\_  
(Signature of Observer)

Did \_\_\_\_\_

(Name of Student A)

✓	Clearly say the word "no?"	Yes	No
✓	Use a firm voice?	Yes	No
✓	Use body language that said "no?"	Yes	No
✓	Repeat the word "no" as much as needed?	Yes	No
✓	Refuse to discuss the matter any further?	Yes	No

\_\_\_\_\_  
(Name of Student B)

\_\_\_\_\_  
(Signature of Observer)

Student Handout # 4

**KNOW**

HIV/STD Prevention Curriculum  
Office of Superintendent of Public Instruction

# Grade 9 HIV Prevention Curriculum

## Resource Research Form

Resource Name \_\_\_\_\_

Phone Number \_\_\_\_\_

Location \_\_\_\_\_

Hours Available \_\_\_\_\_

Cost of Services \_\_\_\_\_

How to get an appointment \_\_\_\_\_

They counsel about:

HIV/AIDS \_\_\_\_\_

STDs \_\_\_\_\_

Drugs \_\_\_\_\_

Pregnancy \_\_\_\_\_

Emotional concerns \_\_\_\_\_

Other useful information: