

# Preparation is Prevention

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum*

*Fostering responsibility by respecting young people's rights to honest sexuality education.*

## **NSES ALIGNMENT:**

**SH.8.CC.8** – Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)

**SH.8.CC.9** – Explain medical breakthroughs in HIV prevention and treatment and why HIV can now be considered a chronic condition

**TARGET GRADE:** Grade 7

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Laptop
- LCD Projector
- Screen
- Speakers
- PrEP Resource Guide half sheet (one for each student)
- HIV Review Cards (one card for each student)
- Computers or tablets for students

## **LEARNING OBJECTIVES:**

By the end of this lesson, students will be able to:

1. List at least two innovative approaches to preventing HIV/STDs [Knowledge]
2. Explain how PrEP prevents HIV transmission [Knowledge]
3. Identify reliable information on where to access biomedical approaches to preventing HIV/STDs [Knowledge]
4. Explain why HIV is considered a chronic condition [Knowledge]

## **LESSON RATIONALE:**

HIV prevention education is rightfully evolving to relay honest and non-shaming information regarding living with HIV. HIV is a chronic illness that is managed with biomedical advancements and prevention of HIV transmission has also been changed with the addition of PrEP. This lesson allows students an ability to practice accessing reliable information regarding accessing health services to lead healthy lives while reinforcing HIV is not a death sentence and instead is a chronic illness that can be managed with medications.

## **ADVANCE PREPARATION:**

Prior to the lesson please review your class roster to determine if you have students who are new to the district or might not have received previously taught lessons on HIV in order to get them up to speed. Additionally, please preview the video to ensure that there are no issues with playback on the district wifi network. Print copies of the PrEP resource guide half sheet for each student and HIV review cards for each student. Furthermore, you might find that completing the class in a computer lab or bringing in laptops or tablets for students will assist students with the activities.

## **NOTE TO THE TEACHER:**

At this point in the curriculum the students should have received a strong education in what HIV is and how it is transmitted. Of course, you will have some students who need a refresher or perhaps students who are new to the course. This lesson requires some background information on what HIV is and how it is transmitted so if you have any students who did not receive that content it would be beneficial to review that content prior to starting the lesson. Please use the key points below as a reference.

- HIV – human immunodeficiency virus
- Not a death sentence and is a chronic disease that can be managed with medication
- With consistent management a person living with HIV can lower the amount of the virus in their body to a level so low it would become undetectable. Undetectable=Untransmittable
- Transmitted from a person living with HIV to another person via blood, semen, vaginal fluid, or breastmilk

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### PROCEDURE:

**STEP 1:** At this point in the curriculum the students should have received a strong education in what HIV is and how it is transmitted. Start the class allowing students to quickly review this content through a student led activity.

**NOTE TO THE TEACHER:** *The pace of the following review should be fairly quick since any major content gaps should be addressed prior to this lesson.*

Say something like, **“At this point I am hopeful that all of you have a clear and strong understanding of what HIV is and how it is transmitted. A quick review is always helpful though to ensure that we all have a similar understanding of what we are discussing in today’s class. I am going to pass out a review question card or answer to each of you. You should look for the person who has the answer or question that matches your card. Once you find your partner, please stand together.”**

After all partners are matched, do a quick read around to review the basic facts with the full class.

**NOTE TO THE TEACHER:** *Providing some sort of incentive will increase engagement and it could be a bonus point on an upcoming quiz, free time in a future class, a treat brought in like candy, etc. You can encourage the students to find their partners within a finite number of minutes and if the class completes the activity in time, they win a prize.*

(7 minutes)

### STEP 2:

Say, **“Great work everyone. You all are clearly well informed on HIV and how it is transmitted so let’s move on and discuss some things that might be new to you around HIV. One of the review cards asks how a person can prevent HIV transmission so raise your hand if you have heard of PrEP as an option to prevent HIV transmission.”**

If you have a student who has heard of PrEP invite them to share what it is with the class and assure other students who have never heard of PrEP that you will explain what it is and how it works.

Say, **“We are going to watch a short video that explains what PrEP is and how it works to prevent the transmission of HIV from a person living with the virus to a person without the virus.”**

**Start the video.** After the video has played say, **“PrEP is a preventative medication that if taken daily can significantly reduce a person’s chances of contracting HIV. PrEP is to be taken every single day in order to work. This is just like medication that a person might take if they have high blood pressure. They would take their medication daily to make sure that they continue to be as healthy as possible. The best way to make sure you understand new information is to teach it to someone else. Take the next five minutes to write a short commercial ad for social media using the information from the video and including what you learned. Your commercial should be able to explain what PrEP is and how it prevents HIV. The goal is for a person who has never watched the video to be able to understand after watching your commercial. It shouldn’t be longer than 60 seconds.”**

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After five minutes, ask students to find an elbow partner and share their commercials with each other to see if you accurately taught the other what PrEP is and how it works.

If time permits, you can ask a few student volunteers to act out their commercial in front of the full group.

**NOTE TO THE TEACHER:** *As students are talking with their elbow partners start to tape up the poster papers of the innovative approaches to reducing HIV transmission. You should have a poster for each of the following innovative methods: PrEP, Rapid HIV test, At Home HIV Testing, PEP.*

(20 minutes)

### STEP 3:

Say something like, **“PrEP is a daily medication that a person who does not live with HIV can take to prevent HIV. This medication is innovative. What does innovative mean?”**

Motivate students to identify that innovative means new. Say, **“Innovative is a fancy way to say ‘new.’ As science continues to identify new or innovative ways to prevent HIV, we hope to see an impact in the community. New medications that prevent and treat HIV now show that HIV is in fact a chronic condition. A chronic condition is one that lasts longer than three months and can even last a lifetime like HIV. These conditions can be treated and people can continue to live healthy lives with chronic conditions. HIV is no longer a virus that automatically means a person will die from that disease and as long as treatment is followed, HIV will be a chronic condition such as heart disease or diabetes.”**

(3 minutes)

### STEP 4:

Say, **“We have identified multiple innovative approaches to HIV prevention. One of the largest barriers people have to these innovative approaches is know how and where to access them. If people are unable to access these prevention tools then they are less likely to use them. So, let’s do some research and identify where and how people can find these tools that assist in prevention.”**

**These new, innovative approaches to HIV prevention are great and people should access them but because they are new they may not know how to find them or who can get them. So, we are going to research how to locally access PrEP in our community and find at least one place that provides PrEP to those interested. You should find the name, address, and phone number for one place that provides PrEP. Please locate an elbow partner to work with to complete this task and then once everyone is done we will be able to put together a resource guide for our community.**

**Take the next ten minutes to look this information up and raise your hand if you need some help from me.”**

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After the students have completed the task allow each group to quickly share how and where a person can access their innovative prevention method. Wrap up the activity by asking the following question.

Say, **“How many of you think that being a minor or a person under the age of 18 will make it more difficult to access these innovative prevention methods?”**

You might have a class of students who overwhelmingly think it will be difficult or easy and you might have a group with mixed opinions on ease of access. Follow up with the question, **“Why, do you think being a minor will or will not impact a person’s access?”** and then finish the discussion by asking **“So how could a minor ensure that they have equal access just like a person over the age of 18?”**

**NOTE TO THE TEACHER:** *It is important to discuss a young person’s rights to access HIV prevention. Utilize the provided CDC resource document that outlines by state a young person’s access to these kinds of services. Knowing their rights to access these services can go a long way just in case they encounter an adult who refuses to provide these services.*

(17 minutes)

### STEP 5:

In closing say, **“Medical advancements continue to provide us with options to prevent and treat many diseases that are part of being human. It is with consistent healthcare and access to these services and medications that people are able to live the lives they desire. Thank you for your hard work today.”**

(3 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Objectives 1 and 2 are completed in Step 2 and 3 and Objective 3 is completed in Step 4. Objective 4 is completed in Step 3.

### OPTIONAL HOMEWORK:

Record and submit your commercial you wrote for PrEP.

# HIV Review Card Game

<b>WHAT DOES HIV STAND FOR?</b>	<b>HUMAN IMMUNODEFICIENCY VIRUS</b>
<b>WHAT FLUIDS TRANSMIT HIV FROM A PERSON LIVING WITH THE VIRUS TO A PERSON WITHOUT THE VIRUS?</b>	<b>BLOOD, SEMEN, VAGINAL FLUID, BREAST MILK</b>
<b>HOW CAN A PERSON PREVENT HIV TRANSMISSION?</b>	<b>CONDOMS, HIV TESTING, PREP, ABSTINENCE</b>
<b>WHICH PART OF THE BODY DOES HIV IMPACT?</b>	<b>THE IMMUNE SYSTEM</b>
<b>WHEN HIV TREATMENT IS USED CONSISTENTLY A PERSON LIVING WITH THE VIRUS CAN BECOME WHAT?</b>	<b>UNDETECTABLE</b>
<b>WHAT DOES U=U MEAN?</b>	<b>UNDETECTABLE = UNTRANSMITTABLE</b>
<b>HIV CAN BE MANAGED WITH CONSISTENT TREATMENT AND IS THEREFORE CONSIDERED WHAT KIND OF DISEASE?</b>	<b>CHRONIC</b>

# PrEP Resource Guide

**NAME OF SERVICE PROVIDER:**

**ADDRESS OF SERVICE PROVIDER:**

**PHONE NUMBER OF SERVICE PROVIDER:**

**HOURS OF OPERATION FOR SERVICE PROVIDER (when do they open and close):**

**DAYS OF OPERATION FOR SERVICE PROVIDER (what days of the week are they open):**

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