

Healthful Living Choices and Consequences for America's Youth

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Introduction

Fifth graders come to us at the beginning of the year as children. As the school year progresses, I can observe my students starting to move from childhood into adolescence. For the first time, they catch a glimpse of a mature world that they will be part of in the near future. As ten year olds turn to eleven year olds, they are generally inclined to become more vulnerable and less self-confident. Many become anxious about themselves and how they fit in among their peers. At this stage of a child's physical growth and emotional development, the way in which fifth graders view adulthood is of great curiosity to them. Based on my personal observations, it is significant to note that children grow and mature at different rates.

When providing an outline of the ideology and strategies for "best practice" in the supervision and education of pre-teen students, it is imperative to recognize age appropriate procedures. The validity of the preceding statement is based on what is known about the development of pre-adolescents and the effects of education on them. The most advantageous learning experiences are definitely supported by age appropriate procedures. Opportunities for the youth of America to make choices and to experience the consequences that result from those choices made, need to be provided to them.

Prepubescent children live in a world that is definitely becoming more challenging. Although my fifth grade students may have a best buddy with whom they share their experiences with, relationships as they are preparing to enter middle school, however, are continuously changing. These affiliations tend to be more competitive and complicated. Generally, girls associations are more difficult to predict than the boys. Boys seem to concentrate more on the details of what they are doing rather than with whom they are doing it. Both male and female adolescents tend to be more interested in, and influenced by, the social standards of their peers. They begin to assert their independence and individuality. They start to break away from routine family customs and traditions. At this stage of their lives, they become anxious about their personal appearance, for example their clothing and hair styles. Although they want to believe and want you to believe that they are more independent, in reality, they still are quite vulnerable and unable to handle many social situations.

The physical and social development of pre-adolescents is easy to observe as their bodies begin to change shape. Girls tend to be more concerned than boys about their physical changes as they approach adolescence and begin to go through puberty. Since boys tend to physically mature a year or so later than girls, this age is not as dramatic for

them. Boys generally are more competitive about their social status among their peers at this time.

Around age eleven, children not only start to take account of the bigger picture, but they also develop a capacity to reason, and work things out that they didn't have before. This can be accompanied by some attitude that they didn't have at age ten, but they can also be interesting and amusing to be with. School work will take on a new seriousness which challenges them to think for themselves.

As my students transition between childhood and adolescence they will undoubtedly find themselves in situations where they will be faced with having to make choices relative to their health and sexuality. These choices will have consequences that can significantly impact the rest of their lives. Through this unit I hope to have my students come away with a greater understanding that any choice they make will yield a consequence to their action.

Rationale

My curriculum unit is titled "*Healthful Living: Choices and Consequences for America's Youth*". I chose this unit because of the impact it can have on my students' lives. I want to instill in them the idea that they will always have choices to make and that no matter what choices they do make, there will always be consequences. These consequences can be either positive or negative, but they are consequences nonetheless.

What led me to this idea was attending the first CTI session last spring. After reading the syllabus for my seminar group, I felt that I needed to step outside of my comfort zone and tackle some controversial topics and issues. Over the years I have come to realize that more and more of my students, the youth of America, engage in risky behaviors without stopping to think of the consequences for their actions. I want to know what factors influence adolescents to take risks which may lead to the increased AIDS epidemic among America's youth. I hope to be able to communicate to my students through drama, music, and art, leaving them with a lasting impression of the trauma of AIDS and other sexually transmitted viruses.

Infectious Diseases

The focus of my unit is on healthful living choices. I intend to have my students learn that there are many different types of viruses and how they can be affected by them. Human infectious diseases which are caused by viruses include chicken pox, smallpox, polio, rabies, measles, mumps and influenza and HIV. Viruses are made of DNA or RNA surrounded by a protein coating. They can reproduce only within a living cell. They are about 20-100 times smaller than bacteria. It is difficult to kill a virus without hurting the cell in which it resides. White blood cells are the body's main protection against

infectious disease[1]. Although there are many infectious diseases, my curriculum unit will focus on H1N1 and HIV.

Since H1N1 is currently the hottest topic around school, I want my students to understand that contracting a virus through risky behavior does not necessarily mean sexual behavior. In this case, risky behavior can simply mean not washing your hands well or just being in close proximity of someone who is coughing and sneezing. Certain other precautions can be taken to prevent spreading the H1N1 virus. Students and teachers should wash their hands frequently and get vaccinated against the swine flu as a measure to avoid a full outbreak. According to Dr. Vinay Goyal[2], the only portals of entry are the nostrils and mouth. Contact with H1N1 is not so much of a problem as the propagation of the virus is. While still healthy, one should make conscious choices to wash their hands frequently, resist touching their face, and gargle with warm salt water. Swabbing both nostrils with Q-tips dipped in warm salt water can also be an effective measure in preventing the viral population from growing. Drinking warm liquids can help by washing off proliferating viruses from the throat into the stomach where they cannot survive. The H1N1 virus takes 2-3 days after initial infection in the nasal cavity to show characteristic symptoms. Since the virus is highly contagious and easily transmitted, both children and adults should stay home if they're feeling sick to avoid spreading the virulent germs to others, adding to a possible local epidemic and a worldwide pandemic.

HIV is the other virus I will focus on from the fifth grade "Family Living, Ethical Behavior, and Human Sexuality" curriculum. The curriculum is presented in a series of thirteen lessons, one of which is identifying behaviors that spread and do not spread HIV infection. HIV stands for Human Immunodeficiency Virus. According to the lesson, students are taught that AIDS is a deadly disease with no known cure and that the HIV is not spread the same way as cold or flu germs transfer. AIDS is the acronym for Acquired Immunodeficiency Syndrome. A person infected with the virus is called HIV-positive. Although it can take years for a person who is HIV-positive to actually develop the disease AIDS, the virus silently reproduces itself as it destroys the white blood cells that attack and fight off germs and diseases. The HIV lives in blood and certain other body fluids. HIV/AIDS is spread by having sexual intercourse with an infected person. HIV/AIDS is also spread by sharing drug needles with an infected person. HIV/AIDS can be a deadly consequence for engaging in risky behaviors. Current research from the National Institute of Allergy and Infectious Diseases shows that HIV infection in adolescents and young adults is on the rise. Because it takes about ten years for the HIV infection to develop into AIDS, many young adults were likely infected in their adolescent years.

Background Information

At this time I would like to share some background information pertaining to my school district, my school, my classroom students, and how my curriculum unit will relate to my personal teaching goals.

The Charlotte-Mecklenburg school district currently ranks as the 6th largest public school system in the United States. Its policies and curriculum are mandated by the state of North Carolina. There is a rigid accountability program, as opposed to more authentic performance based assessments, that uses traditional paper and pencil testing along with standardized tests developed by the state to rank students in all of the academic areas. Fifth grade is called the gateway year. That means that my students are tested with an End of Grade (EOG) exam in reading, math and science and must pass with a minimum score of three, on a scale of one to four. Throughout the year I must maintain Personal Education Plan (PEP) folders of documentation on all at-risk students. By at risk, I am referring to students who perform below grade level or scored a 1 or 2 on their fourth grade EOG exams. Students must show a full year's growth for promotion to middle school if they are below grade level and score below a 3 on the test. The Charlotte-Mecklenburg school system places significant importance on scoring high on these exams. One of the major goals is to narrow the achievement gap between our culturally diverse population. Current statistics for Charlotte-Mecklenburg schools shows the student ethnic distribution at 41.8% African -American, 33.7% Caucasian, 15.5% Hispanic, 4.7% Asian, and 4.3% American Indian/multiracial. Additionally, 48.7% of the student population is on free or reduced lunch. (Charlotte-Mecklenburg Schools Fast Facts webpage)

Curriculum for all of the grade levels and all of the courses of study is developed at the state level. It is accessible to the public through the North Carolina Department of Public Instruction. Teachers in Charlotte-Mecklenburg are presented with pacing guides that are aligned to the state standards. In addition, Charlotte-Mecklenburg requires a quarterly assessment in grades 3 through 5 at the elementary level, grades 6 through 8 at the middle school level, and grades 9 through 12 at the high school level. This assessment not only measures student mastery of the material, but it also measures the pace at which individual teachers cover the required curriculum.

I am a 5th grade teacher at David Cox Road Elementary School in Charlotte, North Carolina. I have been teaching there since its doors first opened in 1993. David Cox Elementary School served as a pilot school in the national *Basic School* project, following the educational philosophy and vision of Dr. Ernest L. Boyer[3] of The Carnegie Foundation for the Advancement of Teaching. As a *Basic School*, we view David Cox as a community, where the principal and teachers serve as leaders and the parents are our partners. Language plays a critical role in which literacy is the first and most essential goal. (I am defining language to include words, numbers, and the arts.) When combined, they make up the fundamental and indispensable tools of learning. When integrated, they form a curriculum with coherence. As a *Basic School*, we follow a structure known as "Boyer's Core Commonalities" which gives meaning and purpose to everything in our lives. They include: The Life Cycle, The Use of Symbols, Membership in Groups, A Sense of Time and Space, Response to the Aesthetic, Connections to Nature, Producing and Consuming, and Living with Purpose. These commonalities help us to connect content to human experiences, which helps students absorb information in

lasting and meaningful ways. This method is used in health, science, literature, social studies, and mathematics. We offer students an excellent academic program with a focus on their expression of ideas and knowledge. We're also a professional development school, partnering with the University of North Carolina at Charlotte. This opportunity allows us to work closely with professors and students in the College of Education. The administrators of David Cox Elementary School, along with our math and literacy facilitators, bring the professors from UNCC into our staff development, allow future teachers to observe and engage in the learning and teaching process, and use university resources to challenge our students. The teachers at David Cox use reading and writing for various purposes, ensuring integration throughout the entire academic program. Critical thinking skills and creative problem solving are emphasized in all areas of the curriculum. Multicultural learning experiences and international studies are important components, as well. Our health and science curriculum captures students' interest through many hands-on learning opportunities. David Cox also functions as an integral part of the community, serving integrated medium-high to low income neighborhoods. Our school forms business partnerships within the surrounding community and reaches out to families within our school community as well. Community churches and a large After School Enrichment Program use our facilities after school hours.

As of October 22, 2009, the total enrollment at David Cox Elementary stands at 908 students. 51.9% are female and 48.1% are male. Our overall student population is made up of 58.8% African-American, 18.5% Caucasian, 9%, 5.7% Asian, 10.4% Hispanic, and 6.6% other. Although 52.4% are classified as economically disadvantaged, only 40% of our students receive free or reduced lunch. My classroom is currently made up of 28 students; 13 boys and 15 girls, of whom 22 are African-American, three are Caucasian, two are multiracial, and one is Hispanic. 15 of my 28 students come from economically disadvantaged households.

Classroom Objectives

This unit is designed to inform my fifth grade students that at times, they will be presented with choices in life. The consequences of these choices are driven by their behaviors which are directly related to both their health and sexuality. I believe my students need to be aware that for each of these choices there will be either a positive or negative consequence. I want my students to realize that they need to be responsible for each choice that they make. Major concepts that I want my students to learn are the differences between what a virus is and what a virus isn't, what viruses have in common, and how viruses differ from bacteria. Another concept that I want my students to understand is how difficult it is to control a virus because of how quickly and easily a virus can adapt and mutate, causing it to transfer and spread easily. Many viruses just need to run their course, as there are no known cures for them. Some viruses prove to be fatal.

Strategies

This unit will meet my objectives in six 45-minute lessons, over a two-week period of time. Due to our partnership with instructors from Discovery Place, my unit will coincide with our slated schedule for teaching the fifth grade sex education curriculum.

One of the benefits of teaching in an elementary school classroom is that I have the flexibility to integrate all of my subject matter together. I believe that using the following strategies throughout my lessons will enable my students to better understand the content of this unit. I intend to include the following strategies: Role Play, Differentiated Instruction, Word Sorts, Cooperative Learning Groups, Jigsaw, and Think-Pair-Share.

Role-Play is one strategy that can be particularly relevant in helping my students learn the content of the lesson. My students would need to take an active position in a role playing activity that sets up situations where a choice has to be made. After that choice is made an appropriate consequence must follow. Another approach would be to have my students work in small groups to design a public service announcement or advertisement. The final product can be presented by the students as a television ad through acting out a scenario, a radio ad which can be presented in the form of a jingle or rap, or a billboard poster. Role playing exercises can be defined as a technique in which a person assumes the role of another and acts out a given situation. Opportunities to learn course content as well as other aspects of the curriculum can be presented through role playing activities. Role playing has been proven to be both beneficial and interesting to students, in that it accentuates the “real world”. It also motivates students to utilize different skills and strategies in order to solve multifaceted problems.[4]

Differentiated Instruction can be defined as the practice in which a teacher provides multiple ways for students of different ability levels and learning needs to experience suitable ways to learn, retain and apply various academic concepts.[5]

Word Sorts is a strategy in which the teacher explains the process or steps involved in categorizing words. Critical thinking skills are required in order for students to analyze sight words, corresponding concepts or word structure. Students use prior knowledge and personal experience to categorize vocabulary words.[6]

Cooperative learning groups is defined as a type of instruction that has small groups of students working together with the goal of completing a given task.[7] An example of a cooperative learning strategy is *Jigsaw*. When implementing Jigsaw, students are divided into “home” groups. Each student in the group is assigned an individual task. They are given opportunities to meet with fellow classmates from other groups who have been assigned the same task. After the task has been discussed and mastered, they return to their “home” group to teach what they have learned to the others. By giving each group member an important role to play in the assigned activity, Jigsaw provides opportunities to enhance understanding, engagement and listening skills. An important aspect of the Jigsaw strategy is to increase dependency on others so that all members of the team can achieve a common goal. It emphasizes the idea that unless everyone works as a team,

individual members can not succeed. Classmates learn to value each other by the use of this “cooperation by design” strategy.[8]

“*Think-Pair-Share* is a cooperative discussion strategy developed by Frank Lyman and his colleagues.” This strategy was named for the three stages of student action. What students are to be doing at each of these stages is stressed. First, a question is posed by the teacher to trigger student’s thinking. A few moments are then given in order for students to think about the question. They then discuss their answers with a partner. Responses by both students are compared and the best answers are identified. The teacher then calls on pairs to share their thoughts. Sharing can be accomplished by accepting answers as they are called out, calling on each pair, or by using the round-robin technique. Answers are often recorded on the board or on the overhead.[9]

Through my integrated curriculum, during language arts and social studies blocks, my students can create public service announcements, comic strips, and campaigns that include activities such as writing, acting and taping commercials .Students can write jingles or raps to get their messages across to their peers. They can take apart current media images and deconstruct current advertisements. They can also create role-plays on peer pressure and hold class-wide debates. For math activities, my students can read, record and graph data. Since it is an inquiry based unit they can bring *Investigations* activities into it. *Investigations* is the required math program for our elementary school. Each *Investigations* session is divided into five parts: Activity, Discussion, Math Workshop, Assessment Activity and Follow-Up. For science and health we can follow the basic goals and objectives from the North Carolina Standard Course of Study, Healthful Living Education --- Grade 5 Curriculum.

I have compiled the following lessons and activities in order to implement this unit. I specifically put the lessons in this order so that my students can build on their prior knowledge and experiences. Students will need to have a basic understanding of what a virus is before they will be able to make informed choices as to their behavior, which will yield consequences to their actions. My students must also have the first half of the FLEBHS curriculum before we can begin to discuss HIV and AIDS. FLEBHS is the acronym for Family Living, Ethical Behavior, and Human Sexuality, the sex education program presented throughout the Charlotte-Mecklenburg School system.

Sample Lessons

Lessons 1 and 2 (Three 45 minute sessions)

Objective:

Students will be able to differentiate between what a virus is and what a virus isn’t.
Students will compare and contrast a virus to a bacterial cell.

Materials needed:

Library books, magazines, newspaper articles for research

Computer web sites for student research
Science writing journals
Venn diagram templates
Video tape/video camera
VCR/TV
Prop materials (students must provide what they need to use)

Activity:

Lesson 1: (two 45-minute blocks)

After researching information on various websites or gathering information from media center books, magazines, newspaper articles and other materials on display in the classroom, students will work independently to complete the Venn diagram comparing and contrasting viruses to bacterial cells. Students will then pair up or get into small groups of no more than four, to write a jingle, rap, public service announcement, or design an enlarged comic strip illustration board or a billboard, depicting what a virus is and how it differs from a bacterial cell. Allow an extra class session for students to practice their jingle, rap, or public service announcement, or to work on their illustration or billboard.

Lesson 2: (45 minutes)

Students practice and perform their jingle, rap, public service announcement, as they are being video taped. Another option would be for the small group to design an enlarged comic strip illustration or a billboard. This group will then need to explain each frame on the video tape. These final products will then be shared with other 5th grade classes.

Assessment:

Students will accurately place facts in their Venn diagram template.

Student's final product will be a video presentation containing at least five facts about viruses and at least two ways in which viruses differ from bacteria.

Students in the audience will have the opportunity to ask the questions pertaining directly to the information presented by each group.

Lesson 3 (*Choices and Consequences...It's All Up to You!*)

Objective: 1. Students will learn that there are consequences to each choice they make.

2. Students will come to understand that peer pressure can persuade them to make poor choices.

Materials needed:

6 prizes (3 desirable and 3 undesirable) 2 Wrapped gift box, 2 Gift bags, 2 Envelopes

6 Index cards with a different prize listed on each one

Science writing journals

Activity: "Let's Make a Deal" (25 minutes)

1. Prior to class, the teacher will choose 6 give-away prizes

3 desirable prizes such as: a homework pass, TV lunch in classroom, bubble-gum

3 undesirable prizes such as: walking 3 laps during recess, extra homework assignment

2. Prior to class, the teacher will write a prize on each index card

3. Prior to class, the teacher will place one prize card in each bag, gift box, and envelope.
4. Prior to class, the teacher will wrap and decorate the bag and box, making them seem more inviting with pretty gift wrap and tissue paper.
5. Pick a volunteer at random to play "Let's Make a Deal". The volunteer comes to the front of the class.
6. Hand the volunteer contestant the envelope. Explain that he/she has a choice to make. He/she may keep the envelope with the prize that's inside it or trade it for one of the gift boxes or gift bags. Tell them that the prizes are consequences and they could be either good or bad.
7. The teacher will encourage the rest of the class audience to try to influence the student's initial choice, but the teacher should remain neutral.
8. Once the volunteer contestant makes his/her initial choice, the teacher should try to persuade him/her to change their mind and make a deal.
9. After the volunteer contestant makes their final choice, they look to see what they won.
10. Ask the volunteer contestant if they are happy with their choice.
11. Ask the volunteer contestant how their decision was made. Allow them to tell the class audience before returning to their seat.
12. Pick another volunteer contestant at random and repeat steps 6-11.
13. Show the other items and ask the same question again to both volunteer contestants.
14. Tell students that many things in life are similar to "Let's Make a Deal" in that you will be asked to make a decision without much knowledge. You couldn't tell from the boxes or bags what they contained. In life that may be the case as well. Suppose the box was a person who was infected with HIV. You couldn't just look at that person and know they had the virus. Yet, you make a decision that could impact the rest of your life. There are risks in many of the decisions you make, but the more knowledge you have the better chance you'll make a healthy choice. Remember, like in "Let's Make a Deal", your choice might turn out fine, but on the other hand, it may be a very deadly game!

Assessment: (20 minutes)

Students write about the activity they observed and what they would have done and why.

Lesson 4 ("*Avoiding HIV Infection*" from the Family Living, Ethical Behavior and Human Sexuality Grade 5 Curriculum)

Pre-Activity: (Extension of scripted lesson with administrator's approval) (20 minutes)

Procedure: Distribute a clean Dixie cup to each student. Have each student put a little less than ½ full with fresh water into their cup and return to the room. When all students are back in the classroom, give the direction to mingle around until you say "stop". They face the closest person and #1 pours their water onto #2's cup. Then #2 pours it back into #1's cup. Then #1 pours ½ the water back into #2's cup. Give the direction to circulate again. Say "stop" and repeat the same procedure. (You participate along with the class using the pre-mixed salt water, unbeknownst to the students.) Do this 4 times. Direct the students to return to their seats with their cup of water. Tell them to take a little sip from their cup. (Out of a class of 30, statistically about 14-16 students will end up with salt-water in their cups.) Their reaction will be one of shock, expecting only fresh water to be in their cup.

The salt simulates an invisible virus. The person transmitting it may or may not know they are infected. Those who ended up with salt-water in their cups were infected! This simulation activity demonstrates how easily a virus can be transmitted between people participating in risky behaviors. Students will be able to see firsthand that the more partners they had the greater chance they had of becoming infected!

Objective:

1. Students will be able to describe the major function of the immune system and relate the HIV infection to the immune system
2. Students will be able to identify body fluids where HIV can live.
3. Students will be able to identify sexual intercourse and the sharing of IV drug needles as major ways of spreading the HIV infection.
4. Students will be able to explain why abstinence from sexual intercourse and IV drug use helps prevent the spread of the HIV.

Materials needed:

Paper cups (Small Dixie bathroom size) One for each student

Water fountain or sink (clean drinking water)

1 Dixie cup containing a heavy concentration of salt water (pre-made and set aside)

Index card TRUE and FALSE statements for each group of 5 students

Construction paper "TRUE" signs and "FALSE" signs for each group of 5 students

"Can/Cannot" activity sheet

Concept:

Knowledge about how the HIV is spread helps one to avoid becoming infected.

Content:

AIDS is a communicable disease that is spread by specific sexual and drug taking behaviors. Children do not participate in the behaviors that cause the spread of AIDS. It is important to have knowledge about the spread of HIV in order to avoid becoming infected.

Procedure: (10 minutes)

Say: Today we will begin discussing the disease called AIDS. It is caused by a germ which is known as HIV. The H stands for Human, the I stands for Immunodeficiency, and the V stands for Virus. Explain that even though they often hear of a person having AIDS, that person is HIV infected, and can spread the virus to others.

In order to discuss this disease known as AIDS, you need to be aware of what is being said about it. Ask students to share all the places where they have heard about or read about the disease called AIDS. List responses on front board and discuss them.

Ask:

1. What is a communicable disease? (*A disease that can be spread from one person*)

to another by direct or indirect contact)

2. What does the immune system do for the body? *(Helps to fight off invading germs)*
3. What happens to a person when he/she becomes infected with HIV? *(The virus attacks the immune system and stops it from killing germs that enter the body.)*
4. Where does the virus live inside the body of an infected person? *(In the blood and other body fluids such as semen in males)*

Now you have some knowledge about AIDS and HIV. Let's be sure you have your facts straight so you can avoid becoming infected with the HIV.

Activity: (15 minutes)

1. Divide the class into groups of 5's. Provide each group with a TRUE and FALSE sign and a packet of cards containing the True or False statements on index cards about AIDS/HIV. Students take turns reading the index cards and placing them under the appropriate sign heading.
2. Discuss each fact card placed under each heading. Have students switch them if placed in the wrong pile.

Processing:

- Ask: 1. Can AIDS be cured? *(No)*
2. Can a person avoid becoming infected with the HIV? *(Yes)*
 3. What behaviors are considered risky and need to be avoided to insure that a person does not become HIV infected? *(Sharing drug needles, intimate sexual behaviors and the increased risk of having multiple partners.)*

Closure:

Say: One way to defend against the spread of AIDS/HIV is to know about this disease. Knowledge is powerful medicine for those who learn how to use it. The surest way to avoid the AIDS virus is to avoid the ways in which the virus is transmitted from one person to another. One of the easiest ways to avoid the HIV infection is to avoid illegal drug use and sharing needles to inject drugs. Another way is to avoid intimate sexual activity. Sexual intercourse is an adult behavior. Remember, you are responsible for what you do. You have the knowledge to keep yourself healthy by deciding to avoid risky behaviors that spread the HIV.

TRUE/FALSE Statements for Index Card Sets

TRUE:

- HIV/AIDS is spread by having sexual intercourse with an infected person.
- HIV/AIDS is spread by sharing drug needles with an infected person.
- AIDS is a deadly disease.

- There is no cure for AIDS.
- The HIV destroys the immune system so that it no longer works.
- The HIV is not spread the same way as cold or flu germs.
- Children do not have to be afraid of catching the HIV through everyday contact with someone who has the disease/
- The HIV lives in blood and certain other body fluids.
- The spread of HIV can be prevented.
- A protection against the spread of HIV/AIDS is education and knowledge.
- It's okay for children to ask questions about AIDS and HIV.
- AIDS is a communicable disease.
- Sharing ear piercing needles should always be avoided.
- An HIV infected pregnant female can pass the virus to her unborn child.
- HIV/AIDS might be a consequence for choosing to engage in risky behaviors.

FALSE:

- Only bad people get AIDS.
- You can catch the HIV from dirty toilet seats.
- You can catch the HIV from sneezes and coughs.
- You can catch the HIV from hugging someone.
- You can catch the HIV from touching someone.
- You can catch the HIV from door knobs.
- You can catch the HIV from eating or drinking after someone.
- You can catch the HIV by donating blood.
- You can catch the HIV from getting a shot at the doctor's office.
- You can catch the HIV from pets.
- You can catch the HIV from mosquitoes.
- You can catch the HIV from swimming pools or showers.
- The cause of AIDS is unknown.
- It's safe to pick up used needles or syringes you might find in the park.
- HIV can be treated with antibiotics.

Lesson 5 (*“Being Responsible – Thinking About My Decisions”* from the Family Living, Ethical Behavior and Human Sexuality Grade 5 curriculum)

Objective: Students will be able to implement the decision-making model and practice making responsible decisions

Materials needed:

Decision-Making Model chart
“Being Responsible: Thinking About My Decisions” activity sheet

Content:

Children who are taught to become aware of the components of the decision-making process, and who are given opportunities to practice making and evaluating decisions, are more likely to be good decision makers during adolescence. Family values are the strongest influence, impacting a child’s knowledge, attitudes, feeling, beliefs and behaviors. However, community standards, media messages and peer group pressure are factors as well. The Decision-Making Model below is a simple, easy to use tool.

DECISION-MAKING MODEL

1. **Identify the problem** or issues involved in your choice.
2. **Consider all the options**. Do not stop with the first possibility that comes to mind.
3. **Think about each possible choice**. Study it carefully and imagine what might happen and who might be affected if you were to make that choice. Consider each possible choice in light of family or personal values. Discuss your options with a trusted adult if you need to.
4. **Make the best decision** based on your personal and family values.

Activities/Assessments:

Discuss Decision-Making model (5 minutes)

“Being Responsible: Thinking About My Decisions” activity sheet (5-10 minutes)

Distribute activity sheet to each student. Students individually complete the information about each situation.

Role-play scenarios. (25-30 minutes)

Divide class into small groups and have them role-play either situation from the activity sheet in front of the class by using the Decision-Making Model.

Processing: (5 minutes)

Reconvene the class to discuss each simulation and how the Decision-Making Model was used to complete their activity sheets.

“Being Responsible: Thinking About My Decisions”

Directions: Use the Decision-Making Model to help you make decisions about the following situations. Use the back for additional space to write your responses.

Situation 1: *Your parents work and have finally agreed to let you come home after school instead of going to a sitter's house. They asked you to do your homework during this time and not allow anyone in the house while they are gone. One day a few of your friends come by to visit. They promise to be gone before your parents get home.*

1. What is the problem?
2. List your choices.
3. Who might be affected and what might happen for each choice?
4. What did you decide and why?

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Situation 2: *A good friend of your parents is making you feel uncomfortable. They want to touch parts of your body that you consider private, and then tells you to keep it a secret.*

1. What is the problem?
2. List your choices.
3. Who might be affected and what might happen for each choice?
4. What did you decide and why?

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Situation 3: *Your best friend in class has been sneezing and coughing all day long. All of your classmates have moved away from him/her. They ignore him/her when it's time to do a group activity. You can tell that he/she feels really sad and left out. You know the flu is going around.*

1. What is the problem?
2. List your choices.
3. Who might be affected and what might happen for each choice?
4. What did you decide and why?

Lesson 6

Objective: Students will recognize how the media is trying to influence them and others around them as well. Students will demonstrate that they can reject the pressure and choose activities that are not risky behaviors.

Materials needed:

Index cards (marked YES on one side and NO on the other)
Construction Paper
Magazines pictures
Scissors
Glue sticks
Markers

Icebreaker Activity: Social Norming (5 minutes)

Pass out one YES/NO index card to each student. Ask students to silently and honestly think about whether or not they participate in risky behaviors. Have students close their eyes and hold up their card so only I can see their response. Students put cards down and open eyes. Ask students to guess how many of their classmates admitted they participate in risky behaviors. Write guesses on board. (The numbers guessed should be higher than the actual number.) Now give the actual class result and discuss how the perception is off. Social norming is what we think is the normal, when in reality the choice is not that popular. Discuss with the students how many are “not doing it”. The old adage, “everybody is doing it” is a misperception. Most students at this age are not involved in risky behaviors. Therefore, peers who participate in risky behaviors will have to work that much harder to influence you.

Activity: Group Collages (25 minutes)

Divide the class into small groups of 4–5 students. Distribute magazines, scissors, glue sticks and construction paper. Instruct students to work together to find various pictures, cut them out, and glue them on construction paper to make a collage of advertisements. Then as a group they are to come up with their own caption to add to their public service announcement poster. It should be a message they want to portray about behavior choices and their consequences.

Assessment: Share (15 minutes)

Groups go up in front of the class and present their public service ad poster to their peers. They must discuss their caption in detail, such as how they arrived at that particular caption phrase and what means to them. What message they are trying to get across to their classmates? After each group finishes their presentation, post each collage up in different areas around the classroom.

Appendix “Implementing District Standards”

Healthful Living Education – Grade 5

Competency Goal 3: The learner will interpret health risks for self and others and corresponding protection measures.

Objective 3.02: Identify health risks of environmental choices.

Objective 3.03: Plan behaviors related to environment.

Objective 3.04: Dispel myths and misconceptions about disease transmission and demonstrate compassion for others.

North Carolina Standard Course of Study

Goal 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Objective 2.03: Summarize the functions of male and female reproductive systems.

Objective 2.06: Evaluate the reliability of health information sources.

Goal 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objective 3.01: Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner.

Goal 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 10.04: Assesses and takes responsibility for his/her own behavior problems without blaming others.

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<http://mibr.asm.org/cgi/content/full/67/2/226/F1> Graphic depicting the influenza virus assembly and viral surface receptors.

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You Tube Music Video:

“Swine Flu Achoo” by Underground Hounds

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Notes

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