

CRESTWOOD SCHOOL DISTRICT
APRIL 20, 2026
SUPERINTENDENT'S REPORT

TO: Board of Education
FROM: Dr. Youssef Mosallam, Superintendent
RE: **ACTION ITEMS; INFORMATIONAL ITEMS**

A. ACTION ITEM

a. Michigan Health Education - Communicable Disease

The state of Michigan requires that the HIV/Communicable Disease lesson be taught every year in each building. We will continue to use the Michigan Model for Health as the resource for teaching the HIV/Communicable Disease lesson.

Recommended Action: That the Crestwood Board of Education approve the Michigan Health Education - Communicable Disease Curriculum See Attachment 7A.

B. INFORMATIONAL ITEMS

a. Superintendent's Message

- i. Seal of Biliteracy Awards
 1. 2026 8 Arabic, 1 French and 1 Creole
 2. 2025: 8 Arabic, 1 Spanish and 1 French
 3. 2024: 6 Arabic, 2 Spanish and 1 French
- ii. Crestwood High School Theatre Presents - Catch Me If You Can; April 25, May 1, and May 2 at 7:00 pm; April 26 at 3:00 pm
- iii. RMS Art Fair - Thursday, May 14th from 5:30 – 7:00 PM at Riverside Middle School
- iv. Jazz Band, Sponsored by Mr. Tockstein - The Jazz club is a group of musicians grades 6-8 who meet once a week to rehearse.
- v. RMS Choir
- vi. RMS Drama Club Presents The Enchanted Book Shop! April 17, 7:00 PM; April 18, 2:00 PM



My Curriculum / Grade 5 Curriculum / HIV Unit



Lesson 1: HIV Infection - Prevention and Compassion

Student Learning Objectives	National Health Standards
1. Define HIV and AIDS.	Core Concepts
2. Identify how HIV is and is not transmitted.	Core Concepts
3. Identify ways people can protect themselves from infection with HIV and other blood-borne infections, including not touching blood and used hypodermic or tattoo needles.	Self-Management
4. Explain that it is safe to be a friend of someone who is living with HIV or AIDS	Core Concepts

Total Time: **45** Minutes

SYNOPSIS

Introduce the topic of HIV and AIDS. Define HIV and AIDS. Administer a pre-test. Watch and discuss a video that provides facts about HIV infection and AIDS, lists ways people do not get HIV, and the two most common ways people do get HIV. Reinforce how to avoid becoming infected with HIV. Review the difference between HIV and AIDS. Complete the post-test and compare pre- and post-test answers. Discuss ways to interact with someone who is infected with HIV. Read and sign a list of promises that will avoid transmission of HIV and promote compassion for those infected with HIV.

MATERIALS

Teacher Input

Materials Needed:

Health Education Materials

- Video: *HIV and Me: Marissa's Story*, Redefine Positive (9 minutes)
Video quick link: <https://eduvison.tv/l?mRtLmL> (<https://eduvison.tv/l?mRtLmL>)

Note: Michigan Model for Health videos are streamed through the Eduvison mistream website and requires password access. The password is: **mm4h2020**

Teacher Manual Resources

- Student Worksheet: [HIV Infection and AIDS](https://www.michiganmodelforhealth.org/download_file/view/flfde43e-e894-4237-b18a-231f356bc934/1439)
(https://www.michiganmodelforhealth.org/download_file/view/flfde43e-e894-4237-b18a-231f356bc934/1439).
- Teacher Key: [HIV Infection and AIDS](https://www.michiganmodelforhealth.org/download_file/view/2a80abb9-6097-43f4-98ce-756a75561abc/1439)
(https://www.michiganmodelforhealth.org/download_file/view/2a80abb9-6097-43f4-98ce-756a75561abc/1439).
- Teacher Reference: [Guidelines for Answering Students' Questions](https://www.michiganmodelforhealth.org/download_file/view/c48cdae5-1dee-42a0-8d64-87321cbe61ca/1439)
(https://www.michiganmodelforhealth.org/download_file/view/c48cdae5-1dee-42a0-8d64-87321cbe61ca/1439).
- Teacher Reference: [HIV Infection](https://www.michiganmodelforhealth.org/download_file/view/b6a8ddca-9f6a-4f2b-b92b-3511d74f9a5c/1439)
(https://www.michiganmodelforhealth.org/download_file/view/b6a8ddca-9f6a-4f2b-b92b-3511d74f9a5c/1439).
- Teacher Reference: [Glossary of Terms](https://www.michiganmodelforhealth.org/download_file/view/c0b55ead-a324-458e-8d5a-9e3fbcf1e17c/1439)
(https://www.michiganmodelforhealth.org/download_file/view/c0b55ead-a324-458e-8d5a-9e3fbcf1e17c/1439).

Supplied by the Teacher

- Computer, LCD project and screen or wall to project to, or Smartboard, or Large Screen TV to show video
- Pencils and pens

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Application or Skill Practice

Materials Needed:

Supplied by the Teacher

- Pencils and pens
- Art supplies (Extension Activity)
- Writing paper (Extension Activity)

Closure

Materials Needed:

Teacher Manual Resources

- Student Worksheet: [Promises to Myself and Others](https://www.michiganmodelforhealth.org/download_file/view/d94ccbc7-c0cc-4e1f-b558-450c66326d68/1439)
(https://www.michiganmodelforhealth.org/download_file/view/d94ccbc7-c0cc-4e1f-b558-450c66326d68/1439)
- Family Resource Sheet: [HIV and AIDS](https://www.michiganmodelforhealth.org/download_file/view/7161c494-e478-43c5-bf98-2b69ebe2ba06/1439)
(https://www.michiganmodelforhealth.org/download_file/view/7161c494-e478-43c5-bf98-2b69ebe2ba06/1439)

Supplied by the Teacher

- Pencils and pens

PREPARATION

Legal Requirements

- Parents must be notified of the content of the lesson, provided an opportunity to preview the materials in the lesson, and be given the opportunity to observe the instruction and to excuse their child from the lesson. This notification must be done in writing. A sample family letter (https://www.michiganmodelforhealth.org/download_file/view/dd05ce92-125e-40a3-9b55-e124b2912fc0/1439) is in the Getting Started section of this unit.
- The lesson must be approved by your local Board of Education. Your school board must hold two public hearings prior to adopting this lesson.
- Teachers in Michigan must be certified to instruct students about HIV and AIDS by the Michigan Department of Education.

Prior to the Lesson

- **Read** the teacher references, HIV Infection (https://www.michiganmodelforhealth.org/download_file/view/b6a8ddca-9f6a-4f2b-b92b-3511d74f9a5c/1439), Guidelines for Answering Students' Questions (https://www.michiganmodelforhealth.org/download_file/view/c48cdae5-1dee-42a0-8d64-87321cbe61ca/1439) and Glossary of Terms (https://www.michiganmodelforhealth.org/download_file/view/c0b55ead-a324-458e-8d5a-9e3fbcf1e17c/1439).
- **Preview** the video.
- **Decide if you want the school nurse to join you** in the classroom for this lesson. (Suggestion)

For Teacher Input

- **Duplicate** the student worksheet, [HIV Infection and AIDS](https://www.michiganmodelforhealth.org/download_file/view/f1fde43e-e894-4237-b18a-231f356bc934/1439)
(https://www.michiganmodelforhealth.org/download_file/view/f1fde43e-e894-4237-b18a-231f356bc934/1439), for each student.
- **Review** the [teacher key](https://www.michiganmodelforhealth.org/download_file/view/2a80abb9-6097-43f4-98ce-756a75561abc/1439)
(https://www.michiganmodelforhealth.org/download_file/view/2a80abb9-6097-43f4-98ce-756a75561abc/1439).

For Closure

- **Duplicate** the student worksheet, [Promises to Myself and Others](https://www.michiganmodelforhealth.org/download_file/view/d94ccbc7-c0cc-4e1f-b558-450c66326d68/1439)
(https://www.michiganmodelforhealth.org/download_file/view/d94ccbc7-c0cc-4e1f-b558-450c66326d68/1439), for each student.
- **Duplicate** the family resource sheet, [HIV and AIDS](https://www.michiganmodelforhealth.org/download_file/view/7161c494-e478-43c5-bf98-2b69ebe2ba06/1439)
(https://www.michiganmodelforhealth.org/download_file/view/7161c494-e478-43c5-bf98-2b69ebe2ba06/1439), for students to take home.

INSTRUCTION

Introduction

Time: **2** Minutes

Introduce the topic of HIV and AIDS. Explain that HIV is the germ that can cause AIDS.

State the topic of the lesson and ask students to indicate if they are familiar with it.



Today our lesson will be about a communicable disease. But it isn't one that you can catch from breathing in the germs when someone sneezes or from shaking hands or hugging a friend. It is caused by a germ called HIV. HIV is the germ that causes people to become sick and may eventually cause AIDS.

***If you have heard of AIDS, put your right hand behind your ear. If you have heard of HIV, put your left hand behind your ear.** It looks like many of us already know something about HIV and AIDS. Sometimes, we hear things about AIDS and HIV infection that may confuse us or that don't make sense. Some of the things people say about AIDS just aren't true.*



If your school has a school nurse, consider inviting him or her into the classroom for this lesson.

State the focus of the lesson.



We'll find out how HIV infection is spread from one person to another and list ways we can help a person who is infected with HIV.

Teacher Input

Time: **30** Minutes

Complete a pre-test of student knowledge. Watch and discuss a video that explains how HIV is and is not transmitted. Explain how to protect oneself.



Distribute the student worksheet, “HIV Infection and AIDS,” and complete the pre-test. ▶

Let’s find out what we know about HIV and correct any misinformation we might have. I would like you to complete this worksheet by marking whether each item is a fact or a myth. Write your answers under the heading, “Pre-test.” After we see a video about AIDS, we will take this test again and mark our answers under the heading, “Post-test,” and compare what we know.

Allow students time to complete the pre-test.



If you have students who may struggle to read the pre-test, consider reading it to them and having them record their answers on a piece of paper or the worksheet.

Introduce the video. ▶

We are going to watch a video that tells the facts about HIV infection and AIDS. It will list several ways people do not get HIV and the most common ways people do get HIV.

Listen carefully for things you can do to keep yourself from becoming infected with HIV. Use the back of your worksheet to record them. You may also write down questions you have as you view the video. We will discuss your notes after the video.

Show the video.

Discuss the video. ▶

Use the following questions to discuss the content of the video.

What are some ways you cannot get HIV?

Answers: drinking from a water fountain, hugging, sneezing, sharing school materials, eating lunch together, talking, etc.

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What are the most common ways people can get HIV?

Answers: People can get HIV by sharing needles used for injecting any drug. People can get HIV from infected body fluids (but not saliva) exchanged during sexual contact. A pregnant woman who is infected can give HIV to her baby during pregnancy, childbirth, or breast-feeding.

How can drug use result in HIV infection?

Answers: If people share needles to use drugs, sharing needles can transmit the virus if the virus is present. If people are under the influence of substances, they might make decisions they typically would not and increase the chance of coming into contact with infected bodily fluids.

What are some ways young people can prevent becoming infected with HIV?

Answers: Don't have sex. Don't have contact with someone else's blood. Don't use drugs.



Refer to the teacher reference, *Guidelines for Answering Students' Questions in Response to the Video*, for suggested ways to respond.

Emphasize the importance of not touching other people's blood. ▶

It's so important not to touch other people's blood. If you see that you or someone else is hurt and bleeding, get help from an adult. They will know how to help you safely. There are other diseases that are spread when the blood of someone who is ill touches the blood of another person. One of these diseases is Hepatitis C. Perhaps you have heard of it. Hepatitis C is a virus that attacks the liver. Like HIV, someone can have Hepatitis C for a long time and feel well but is still able to pass the virus to others.

It's also important not to touch needles or syringes that may have a person's blood on them. If you find a needle or syringe, tell an adult right away. They will dispose of it.

Answer any additional student questions. ▶

Ask students if they have any questions written on their worksheets. If so, call on students to ask their questions. Whenever appropriate, allow another student to provide the answer. If another student can't answer, or shouldn't answer, provide the answer according to your district's Sex Education Guidelines.



Explain the difference between HIV and AIDS. Use the teacher reference, "HIV Infection," as a guide. ▶

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Create a continuum on the board similar to the teacher reference which explains the difference between HIV and AIDS and how a person might physically feel.

When HIV first enters the blood of a person, they are infected, but appears to be healthy for awhile. Then, HIV begins to kill white blood cells, and the person begins to get sick more often. After HIV has killed many white blood cells, the person is very sick from time to time and may develop AIDS.

Application or Skill Practice

Time: **11** Minutes

Complete the post-test and compare the pre- and post-test answers. Clarify the information. Describe how to interact with people who are ill, including people infected with HIV.



Demonstrate how to fold the student worksheet, “HIV Infection and AIDS,” to use it as the post- test.



Fold your teacher key, HIV Infection and AIDS, along the dotted lines as a sample to show the students.

I would like you to complete your worksheet once more. Fold your worksheet along the dotted lines so that the column titled “Post-test” is the only one showing. This time mark your answers under that heading. When we have finished, we will compare what we know after seeing the video with what we thought we knew before.

Complete the post- test and compare the pre- and post-test answers.



Have students compare their pre-test answers with their post- test answers.

If you had the same answers on the pre-test as the post- test, make a zero with your fingers. If you had some different answers, hold up the number of fingers that represents the number of different answers you had.

Review the answers.



Go over the worksheet by calling on students to tell whether each item is a fact or a myth. Provide the correct answers as needed.

Describe how to treat people who are infected with HIV or who have AIDS.



When you discuss statement number 12, “People who have AIDS should be left alone,” ask students how they might show friendship and caring for someone who is infected with HIV or has AIDS. Be sure they include the following ideas:

- Ask if they would like to join your games and activities.
- Treat them like you would any other friend.
- Send a card if they are ill.

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- Call them on the phone.
- Do not tell others about someone's HIV infection unless you have permission.
- Correct people who spread myths about HIV infections and AIDS.
- Listen when they feel like talking.



Have students create posters depicting ways to show caring and compassion for others who are ill. Display the posters in a central place in the school.



Have students write short stories about how classmates can help a young person infected with HIV by treating them with kindness.

Closure

Time: **2** Minutes

Have students agree to a list of promises to avoid HIV infection and to treat others with respect.



Distribute the student worksheet, “Promises to Myself and Others.”



Ask volunteers to read the statements on the worksheet.

These promises will help protect you from HIV infection, help other people learn about HIV and AIDS, and show caring for those individuals who are HIV positive or who have AIDS. If you are willing to make these promises to yourself and others, sign the worksheet and date it. Take the worksheet home to share with your family. They will be glad to know you are taking care of yourself and others.

You know the facts. Now, it's up to you to take responsibility and make the healthy choice.



Distribute copies of the family resource sheet, “HIV and AIDS.”



Here is some information for you to take home to your family. Please share with your family what you have learned today about HIV and how to treat others who are infected.

RESOURCES

This section presents a compilation of all the linked resources you will find in this lesson. When multiple formats of a file are available, they are provided as an additional link.

TEACHER REFERENCE

- [Sample Family Letter Introducing the HIV Education Lesson](https://www.michiganmodelforhealth.org/download_file/view/dd05ce92-125e-40a3-9b55-e124b2912fc0/1439)
(https://www.michiganmodelforhealth.org/download_file/view/dd05ce92-125e-40a3-9b55-e124b2912fc0/1439).
- [Guidelines for Answering Students' Questions](https://www.michiganmodelforhealth.org/download_file/view/c48cdae5-1dee-42a0-8d64-87321cbe61ca/1439)
(https://www.michiganmodelforhealth.org/download_file/view/c48cdae5-1dee-42a0-8d64-87321cbe61ca/1439).
- [HIV Infection](https://www.michiganmodelforhealth.org/download_file/view/b6a8ddca-9f6a-4f2b-b92b-3511d74f9a5c/1439)
(https://www.michiganmodelforhealth.org/download_file/view/b6a8ddca-9f6a-4f2b-b92b-3511d74f9a5c/1439).
- [Glossary of Terms](https://www.michiganmodelforhealth.org/download_file/view/c0b55ead-a324-458e-8d5a-9e3fbcf1e17c/1439)
(https://www.michiganmodelforhealth.org/download_file/view/c0b55ead-a324-458e-8d5a-9e3fbcf1e17c/1439).

STUDENT WORKSHEET

- [HIV Infection and AIDS](https://www.michiganmodelforhealth.org/download_file/view/flfde43e-e894-4237-b18a-231f356bc934/1439)
(https://www.michiganmodelforhealth.org/download_file/view/flfde43e-e894-4237-b18a-231f356bc934/1439).
- [Promises to Myself and Others](https://www.michiganmodelforhealth.org/download_file/view/d94ccbc7-c0cc-4e1f-b558-450c66326d68/1439)
(https://www.michiganmodelforhealth.org/download_file/view/d94ccbc7-c0cc-4e1f-b558-450c66326d68/1439).

Teacher Key

- [HIV Infection and AIDS](https://www.michiganmodelforhealth.org/download_file/view/2a80abb9-6097-43f4-98ce-756a75561abc/1439)
(https://www.michiganmodelforhealth.org/download_file/view/2a80abb9-6097-43f4-98ce-756a75561abc/1439).

Family Resource Sheet

- HIV and AIDS
(https://www.michiganmodelforhealth.org/download_file/view/7161c494-e478-43c5-bf98-2b69ebe2ba06/1439).

HIV

These questions are about HIV and AIDS, which are diseases that can make people very sick. Choose the best answer.

- Which of the following is a way drug use results in HIV infection?
 - Sharing needles to use drugs.
 - Taking too many pills.
 - Sharing my asthma inhaler with someone else who is having trouble breathing.
 - Taking pills you got from a friend when you have a headache.
- Which is the BEST explanation for why HIV is different from AIDS?
 - HIV kills white blood cells. Without enough white blood cells, a person can get sick with AIDS.
 - HIV causes the flu and doesn't lead to AIDS.
 - HIV and AIDS are not different.
 - HIV is a part of a big company called AIDS.
- Which of the following is NOT a way to show friendship and caring for someone who is infected with HIV or has AIDS:
 - Ask if he or she would like to join your games and activities.
 - Treat him or her like you would any other friend.
 - Tell others about someone's HIV infection even if you don't have permission.
 - Listen when he or she feels like talking.
- Which of the following actions would put a person at the MOST risk of getting HIV?
 - Hugging
 - Sneezing
 - Eating lunch together
 - Injecting illegal drugs
- José is a student playground aide. One day a girl fell and cut her knee. How could José help the bleeding student?
 - Put his hand over the cut to stop the bleeding.
 - Ask another student to get an adult to help.
 - Ask another student to put his or her hand over the cut.
 - Ignore the student because it wasn't that bad a cut.



Glossary of Terms

While the terms defined below may not be important to the lesson(s) in this supplement, we have provided this glossary as background information for you.

Acquired Immune Deficiency Syndrome (AIDS)

A diagnosis based on conditions caused by damage to the body's immune system by HIV (Human Immunodeficiency Virus). As of January 1993, a CD4 cell (Helper T-cell) absolute count of less than 200 per cubic millimeter of blood and/or the presence of opportunistic diseases constitutes a diagnosis of AIDS. The usual number of Helper T-cells in a healthy person's blood is between 800 and 1,200 per cubic millimeter of blood.

Acute Infection

The time period just after a person is first infected with HIV and before he or she is able to mount an antibody response that is detectable by conventional HIV tests. Frequently accompanied by "flu-like" symptoms such as fever, rash, enlarged lymph nodes, joint and muscle aches, fatigue, etc. Also called primary infection.

Antibodies

Unique protein substances present in the blood that the body produces in response to foreign substances, including infectious agents or toxins. The presence of a particular antibody is therefore evidence of exposure to a particular infectious agent or toxin.

Antigen

Any substance that provokes an immune response when introduced into the body.

Antiretroviral

An agent that suppresses the activity or replication of retroviruses such as HIV by interfering with various stages of the viral life cycle.

ART

Formerly known as HAART (Highly Active Antiretroviral Treatment), ART is defined as treatment with at least three active antiretroviral medications. ART is often called the drug "cocktail" or triple-therapy.

Asymptomatic

Being infected without having symptoms of the disease. A person can be asymptomatic with HIV for many years, but is still able to transmit the virus to others.

Centers for Disease Control and Prevention (CDC)

An agency of the U.S. Public Health Service responsible for monitoring communicable diseases, developing disease control strategies, conducting applied research, and disseminating up-to-date information about diseases to public health and health care professionals.

CD4 Cells

Also called Helper T-cells. This type of white blood cell oversees the action of the human immune system. They are main targets of HIV and are eventually destroyed by the virus. With fewer Helper T-cells, the body is unable to recognize and attack invading organisms. The lower a person's CD4 cell count, the worse their HIV infection may be.

Combination Drug Therapy

The use of two or more drugs to fight infection. Three-drug combinations have become the standard of care in HIV antiretroviral therapy. Also called "drug cocktails."

Drug Cocktails

See Combination Drug Therapy.



Helper T-Cells

See CD4 Cells.

Hemophilia

A hereditary disorder characterized by inadequate amounts of blood clotting factors.

HIV

The abbreviation for Human Immunodeficiency Virus, the virus that causes AIDS. Its name comes from the fact that the virus attacks the human immune system by destroying the white blood cells that play a major role in defending the body against infection.

HIV Antibody Test

Blood tests to detect the presence of antibodies to HIV. The confirmed presence of such antibodies is presumed to be evidence of HIV infection.

HIV-Negative

When antibodies to HIV are not found in the blood at the time of testing. Persons who have an HIV-negative test result are not infected, or they may be infected, but are in the window period when the test could not find detectable antibodies to HIV.

HIV-Positive

When antibodies to the human immunodeficiency virus (HIV) are in the body, it means that the person is infected with HIV and will test antibody positive.

Immune Deficiency

A breakdown or inability of certain parts of the immune system to function, making a person susceptible to certain diseases that they would not ordinarily develop. These diseases are called “opportunistic infections.”

Immune System

A complex system within the body that helps fight off invading organisms and disease.

Incubation Period

The time period between becoming infected with HIV and developing symptoms of AIDS.

Injection Drug User (IDU)

A person who injects prescription or non-prescription drugs by needle directly into a vein, under the skin or into a muscle. Due to the risk of blood-borne disease transmission with all contaminated shared equipment used for injection, the term IDU has replaced the previous term “intravenous drug user” (IVDU).

Opportunistic Infection or Disease

An infection or disease that strikes those whose natural resistance to disease has been damaged. HIV impairs the body’s natural immunity to diseases and renders one susceptible to some specific serious illnesses that would otherwise pose little threat. Some common opportunistic infections or diseases are *Pneumocystis carinii* pneumonia (PCP), Kaposi’s sarcoma (KS), cytomegalovirus (CMV), and tuberculosis (TB).

Pathogen

Any microorganism that causes disease.

Seroconversion

A change from negative to positive results for the blood test that detects the presence of the antibodies for HIV. The immune system can take several days or weeks to recognize a foreign invader, like a virus, and make antibodies to it. When antibodies to HIV appear in the blood, seroconversion has happened. The average time between infection and antibody development (window period) is less than one month. By six months after infection, antibodies are detectable in 97% of infected persons.

Seropositive

The term used when a person tests positive for HIV antibodies in his or her blood.



Symptomatic HIV Infection

Being infected with HIV, feeling ill, and having signs of illness that can be observed and measured. A person can be symptomatic without having AIDS.

Undetectable Virus

Describes a clinical state when blood HIV levels are not detectable by the most sensitive test available. This is usually the result of aggressive treatment. Individuals with undetectable virus remain infected with HIV and can transmit the virus to others. The term “undetectable” is frequently confused with “eradicated.”

Vaccine

A drug that causes the immune system to make antibodies to an organism that causes disease. The antibodies protect a person against getting the virus. Vaccines for HIV infection are being tested for two groups of people: those who are infected with the virus (post-exposure or therapeutic vaccines), and others who are not infected with the virus (pre-exposure vaccines). There is not a vaccine currently approved for use.

Viral Load or Viral Burden

The amount of HIV in circulating blood. Monitoring a person’s viral load/burden is important because there seems to be a correlation between the amount of virus in the blood and the severity of the disease. It also helps to decide when to begin, change, or stop antiretroviral therapy. A goal of antiretroviral therapy is to reduce the viral load/burden to undetectable levels as soon as possible, for as long as possible.

Virus

A submicroscopic infectious agent capable of growth and multiplication only within living cells.

Window Period

The time period between a person’s infection with HIV and the appearance of detectable anti-HIV antibodies. Because antibodies to HIV take some time to form, an HIV antibody test will not be positive immediately after a person is infected. The time delay typically ranges from 14 to 21 days, but varies for different people. Nearly everyone infected with HIV will have detectable antibodies by three months after infection.



HIV Facts



What is HIV?

- Human Immunodeficiency Virus (HIV) causes HIV infection, which can eventually lead to Acquired Immune Deficiency Syndrome (AIDS).
- HIV kills white blood cells in the body's immune system. As a result, the body cannot fight off infection.
- In infected people, HIV is found in body fluids that contain blood cells. These body fluids include blood, semen, vaginal fluids, and breast milk.

How is HIV transmitted?

- HIV is transmitted during sexual intercourse with an infected person. This includes vaginal and anal.
- Contact with infected fluids from the penis or vagina can transmit HIV.
- HIV can be transmitted from person to person if they share needles. This can happen when injecting any drugs, getting tattoos, and body piercing. This is more likely to happen if you get a tattoo or body piercing from an unlicensed person.
- An infected mother can give HIV to her baby while pregnant, while giving birth, or when breastfeeding. Treatment of the mother during pregnancy and at birth can greatly reduce the risk of transmission.
- HIV can be transmitted if infected blood or blood products are transfused. In the U.S., this rarely happens anymore because blood donations are now tested for HIV.
- Contact with infected blood can transmit HIV. This can happen with "needlestick" injuries, when a needle or another sharp object accidentally pierces a person's skin. It can also happen when blood splashes into the eyes, nose, or mouth or into open cuts or sores on the skin.
- HIV is not transmitted by saliva, tears, sweat, urine, feces, insect bites, through the air, or from surfaces.

What are symptoms of infection with HIV?

- An infected person might have a flu-like illness a few weeks after being exposed to HIV.
- A person with HIV usually feels well and looks healthy for years after infection, but is able to transmit HIV to others.
- White blood cells in the immune system are slowly destroyed.
- Once HIV has killed many white blood cells, the body cannot fight off infections. Symptoms of illness appear, such as night sweats, weight loss, fever, and diarrhea.
- Sometimes severe symptoms, such as pneumonia or certain cancers, appear. It takes an average of ten years for this to happen.

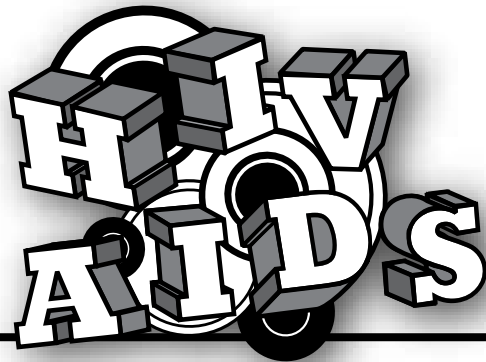
What are other consequences of infection with HIV?

- A person may be diagnosed with AIDS once the person's white blood cell level is extremely low, or if the person has other infections or conditions due to their damaged immune system.
- While a person with AIDS can live a long time, every day people with AIDS die.
- Until there is a cure, HIV is a terminal illness.
- Unfortunately, people living with HIV are sometimes not treated with dignity and respect.



What is the testing, treatment, or cure for HIV?

- Testing is available from your doctor, a clinic, or the local health department.
- HIV infection can be treated, but not cured.
- Treatment works best if it begins as soon as possible after infection.
- A combination of medications can work very well in fighting infections and reducing HIV in the body.



How can HIV be avoided or reduced?

- Abstain from condom-less vaginal and anal sex.
- Before having sex, talk to your partner about being in a long-term, committed relationship, for example marriage; make sure you and your partner get tested; and have intimate sexual contact with only one person who is not infected and is also committed to that relationship.
- Avoid sharing needles for any purpose.
- Avoid blood and other body fluid contact with another person.
- Reduce the risk of infection by using a latex or polyurethane condom correctly for all vaginal intercourse or anal sex.
- Use “universal precautions” if blood or other body fluids must be handled. Use latex gloves, hand-washing, and careful disposal of gloves and other blood-soaked items. Use these precautions at all times with all people.

If you have questions about HIV or AIDS, call, email, or talk to...

- CDC INFO: 1-800-232-4636 (English and Spanish; available 24/7)
- Hearing impaired hotline: 1-888-232-6348
- CDC e-mail address: cdcinfo@cdc.gov
- Parent or other trusted adult
- Family physician or nurse
- Local Public Health Department
- Local AIDS Hotline

These web sites will also provide accurate information:

- Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov/>
- Michigan Department of Health and Human Services: www.michigan.gov/hivstd

SIGN AND RETURN THIS PART FOR EXTRA CREDIT.

I discussed two interesting facts about HIV with my parent or another trusted adult.

Student Signature

Adult Signature



My Curriculum / Grades 7-8 Curriculum / Unit 5 - HIV and Other STIs Unit



Lesson 1: The 4-1-1 on HIV and AIDS

Total Time: **45** Minutes

Announcement: The Grade 7-8 HIV Prevention unit and lessons will be combined into our Grade 7-8 core curriculum after August 1, 2025. [View the HIV announcement](#) for further details on curriculum and license changes. If you have any questions, contact the MMH support team at support@michiganmodelforhealth.org (mailto:support@michiganmodelforhealth.org).

SYNOPSIS

Lesson Sequence

- Compose statements students have heard about HIV and AIDS and identify the statements as facts or myths.
- Learn the facts about HIV and AIDS by watching a video.
- Revisit statements regarding HIV and AIDS and categorize them as facts or myths.
- Summarize the facts they have learned, emphasizing ways to prevent HIV infection.

Objectives & Standards

Student Learning Objective	Health Education Standard	CASEL Competency
<ul style="list-style-type: none"> • Explain how HIV is and is not transmitted. 	<ul style="list-style-type: none"> • Core Concepts 	<ul style="list-style-type: none"> • Self-Awareness
<ul style="list-style-type: none"> • Distinguish between facts and myths regarding HIV and AIDS. 	<ul style="list-style-type: none"> • Core Concepts 	<ul style="list-style-type: none"> • Self-Awareness

MATERIALS

Resource Type	Resource Title	File Format / Link
Lesson Slides	The 4-1-1 on HIV and AIDS	<ul style="list-style-type: none"> • Google Slides (https://docs.google.com/presentation/d/1YhUwCTYN2jru/)
Student Handout	HIV Facts (Sexual Risk Reduction Version)	<ul style="list-style-type: none"> • PDF (https://www.michiganmodelforhealth.org/download_file/view/4051/1804)
Student Handout	HIV Facts (Sexual Risk Avoidance Version)	<ul style="list-style-type: none"> • PDF (https://www.michiganmodelforhealth.org/download_file/view/4052/1804)
Video	Understanding HIV and AIDS: Learn the Facts, Fight the Stigma, Stay Safe (Sexual Risk Reduction Version)	<ul style="list-style-type: none"> • Video Clip _____ (22:46 minutes)
Video	Understanding HIV and AIDS (Sexual Risk Avoidance Version)	<ul style="list-style-type: none"> • Video Clip _____ (17:11 minutes)

Note: Michigan Model for Health videos are streamed through the Eduvision mistream website and requires password access. The password is: **mm4h2020**

PREPARATION

TEACHER NOTE: Teachers must ensure the legal requirements are met prior to teaching the HIV and Other STIs curriculum. In addition, School Board of Education approval is needed to confirm which version of the MMH lessons will be taught for your health class: abstinence-based or abstinence-only. Refer to the *Getting Started* page of this unit for more information.

1. **Prepare** to display the lesson slides.
2. **Prepare** to display the video. **Check** to be sure that the video you will show is the version approved for your district.
3. **Acquire** folders for students to use for storing their handouts and worksheets throughout this unit.
4. **Decide** how you will divide your class into small groups of five or six students.
5. **Prepare** a chart for each small group. Divide each piece of chart paper in half by drawing a line down the center. Write “facts” at the top of the left-hand side and “myths” on the right-hand side.
6. **Provide** the student worksheet to each student.

INSTRUCTION

Explain the Skill

Time: 8 Minutes

Discuss myths. ▶

In a moment, I will ask you some questions. If your answer is yes, give me a thumbs up sign. If your answer is no, give me a thumbs down.

Have you ever heard that you can get warts from holding a frog or toad?

Have you heard the saying, “If you step on a crack, you’ll break your mother’s back”?

Pause to allow students to indicate whether or not they have heard these myths, then continue:

Each of us has heard information, stated as fact, that later turned out to be myths. However, it is often difficult to tell what information is accurate and true and what isn’t. Today, many people still think they can get warts if they hold a toad. Probably some of us in this room believe this statement. Do you ever find yourself stepping over a crack, just in case that silly rhyme is true? Many myths continue to circulate.

Introduce the unit and lesson. ▶

Our lesson today will be the first in a series of lessons on sexually transmitted infections, or STIs, including Human Immunodeficiency Virus, or HIV, the virus that causes Acquired Immune Deficiency Syndrome, or AIDS.



Sexually transmitted infections are also called sexually transmitted diseases (STDs). This unit uses the newer term, STIs, because sexually transmitted viruses and bacteria will cause infections, but may or may not progress to causing diseases which have clear signs and symptoms of illness.

You might think you have already heard all you need to know about HIV and AIDS but there are still plenty of myths floating around; there is still a lot of misunderstanding about how sexually transmitted infections, including HIV, are spread. When the subject is something as serious, and potentially life changing, as HIV and other STIs, you can’t afford not to know the facts.

Form small groups and generate statements about HIV and AIDS. ▶

Form small groups of five or six students. Assign someone to be a leader in each group and a second person to be the spokesperson.

Distribute a few index cards to each student. Ask the students to take out a pen or pencil.

Display the slide, “Fact or Myth?”

Individually write one statement you know or have heard about HIV or AIDS on each of your cards. You will have three minutes to do this.

After three minutes, ask the students to pass their cards to the leader of their group. Ask leaders to trade cards with a group that is sitting near them, making sure each group has a new set of cards. Once the leaders have a new set of cards, ask them to give one or two cards to each member of their group. Be sure each member gets at least one card.

Categorize the statements about HIV and AIDS as fact or myth. ▶

Now you have one or more new cards with someone else’s statement on each. One at a time, read the cards to your small group and decide if each statement is a fact or myth. If it’s a fact, write the word “fact” on it. If it’s a myth, write the word “myth.” You will have five minutes to do this.

After five minutes, ask the leaders to collect the index cards. They will be used again in the Practice the Skill section of this lesson.

Introduce the lesson. ▶

There were 37,981 new HIV diagnosis in the US in 2022.¹ During our first lesson, we will learn the facts about HIV and AIDS and how to keep ourselves protected.

¹ CDC, 2024, <https://www.cdc.gov/hiv/data-research/facts-stats/index.html> (<http://www.cdc.gov/hiv/>).

Model the Skill

Time: **20** Minutes

Introduce the video that has been approved for your use with this curriculum. Generate additional statements and questions about HIV and AIDS.

Let's check our facts by watching a video about HIV and AIDS. It is called "Understanding HIV and AIDS." As you watch, listen carefully to hear if your group categorized your statements correctly as facts or myths. Also, record any new statements you hear or questions you have about HIV or AIDS on blank index cards. After the video, I will ask you to share the main points made by the video and the questions you wrote on your cards.

Show the video.

Show the appropriate video.

Sexual Risk Reduction Version: *Understanding HIV/AIDS: Learn the Facts, Fight the Stigma, Stay Safe*

Sexual Risk Avoidance Version: *Understanding HIV and AIDS*

Discuss the video.

What were the main points made in the video?

Call on students to share their ideas.

Practice the Skill

Time: 15 Minutes

Categorize statements about HIV and AIDS as facts or myths. ▶

Distribute one of the prepared charts and a marker to each group.

Leaders, trade your group's index cards with statements and questions on them with a group sitting nearby. Choose a different group than you traded with before.

Now, each group has a new group of statement cards. Some of them have been marked as fact or myth by the previous group before the video. Other statements were written during the video and have not been marked. Your job is to categorize the statements as facts or myths. Tape each statement card on the chart under the correct heading.

You will have ten minutes.

Share facts and myths with the large group and reach consensus. ▶

After ten minutes, instruct each small group to post their chart.

Call on each spokesperson to share their group's statements with the large group. As each spokesperson reports, ask the other groups if there are any statements that they think should be categorized differently.



If you prefer, have students walk around the room and read the charts with facts and myths categorized. Then, discuss them with the students.

Refer to the lists of facts and myths that are posted on the walls. Discuss the placement of various statements. Correct any misinformation and clarify any confusing information. Ask if there are any questions written on cards that need answers.



Refer to the Human Immunodeficiency Virus (HIV) unit resources that is available on the *Getting Started* page to help you answer student questions. If the students raise issues or questions that you are unsure about, inform the students that you don't know if the statement is a fact or a myth, but you will find an answer.

Summarize the facts and myths about HIV and AIDS. ▶

Display the slides from the slide set, "Know the Facts."

Scientists have learned a lot about HIV and AIDS in the past decades. Let's check our facts.

Discuss any of the following points if not mentioned by the students:

- Human Immunodeficiency Virus causes HIV infection, which may have no symptoms at first, and if left untreated, could eventually lead to symptoms of illness and progress to AIDS. AIDS is the advanced stage of the HIV disease process.
- The majority of people who are infected with HIV became infected through vaginal and anal sexual intercourse.
- People from all backgrounds have and can contract HIV. HIV doesn't care about age, race, gender, religion, class, ability, status, or sexual orientation. If you are participating in behaviors that transmit infected bodily fluids, you can contract HIV.
- The second major cause of HIV infection is needle sharing. This can happen when needles or "works" are shared during drug injections, body piercing, or tattooing. The word "works" means drug-injecting equipment, such as needles, syringes, spoons, mixing dishes, filters, water, and citric acid.
- Avoid contact with blood or other body fluids that contain blood cells: semen, vaginal fluids, breast milk. While it is possible for people to become infected from broken skin contact with blood, reports of this type of exposure are rare.
- HIV is not transmitted by casual contact, such as shaking hands, breathing on someone, drinking out of the same glass, or sitting on a toilet seat.
- The only way to know if you have HIV is to get tested and get your results.
- People who have HIV can feel and look healthy. Most of the time, you won't even know they have it unless they tell you.
- Medications are available to help people living with HIV stay as healthy as possible for as long as possible.
- A person with HIV or AIDS can live a long, happy life.
- All people, whether living with HIV or not, deserve to be treated with dignity and respect.

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- Abstinence is the only sure way to prevent sexual transmission of HIV.

Sexual Risk Reduction Addition:

Using latex or polyurethane condoms consistently and correctly can reduce the chance of transmission, but not eliminate it.

Explain that HIV is one of many sexually transmitted infections (STIs). ▶

HIV is considered a sexually transmitted infection or STI. It is considered an STI because one of the ways the virus is transmitted is through anal and vaginal sexual intercourse. As we progress through this unit, we will learn about HIV and other STIs and will talk about transmission by sexual intercourse. Sexual intercourse, or sex, is the term we will use to include oral, anal, and vaginal sex.

The above explanation will help students clarify the meaning of the term “sexual intercourse.” It will be used throughout this curriculum rather than repeating “oral, anal, and vaginal sex.” Define these terms:

- Oral sex is when a person’s mouth is in contact with another person’s genitals.
- Anal sex is when the penis is inserted into the anus.
- Vaginal sex is when the penis is inserted into the vagina.

Personalize and Review the Skill

Time: 2 Minutes

Summarize the lesson, emphasizing ways to prevent HIV infection. ▶

Discuss the following questions:

For those who weren't born with HIV, what is the only way to be sure you will not get HIV?

Answer: Abstinence from anal and vaginal sexual intercourse and from needle sharing will prevent infection with HIV. Of course, contact with other people's blood should also be avoided.

What does abstinence mean?

Answer: Abstinence means choosing not to do something.

Sexual Risk Reduction Addition:

When people are sexually active, what should they do to reduce their chances of becoming infected with HIV?

Answer: Use a latex or polyurethane condom correctly every time they have sex.

Assign homework. ▶

Distribute the student handout, "HIV Facts," and a folder to each student.

For your homework, take this handout home, read it, and circle two things that interest you most. Discuss them with a parent or other trusted adult. You may earn extra credit if you get that person's signature on the handout and return it. Use this folder to store your handouts and your work throughout this unit on HIV and other STIs.

Preview the next lesson. ▶

In our next health lesson, we will learn about other sexually transmitted infections and about behaviors that increase the likelihood of acquiring HIV or another STI.

HIV/Communicable Disease Lesson Plan for 9th Grade Health Course (based on Michigan Model for Health)

Lesson 1: Let's Hear the Facts

<https://www.michiganmodelforhealth.org/my-curriculum/high-school/grades-09-12/unit-07-hiv-and-other-stis/lesson-01>

Lesson 2: More About STIs

<https://www.michiganmodelforhealth.org/my-curriculum/high-school/grades-09-12/unit-07-hiv-and-other-stis/lesson-02>

Lesson 3: The Stakes Are High

<https://www.michiganmodelforhealth.org/my-curriculum/high-school/grades-09-12/unit-07-hiv-and-other-stis/lesson-03>

Lesson 4: Know the Risks

<https://www.michiganmodelforhealth.org/my-curriculum/high-school/grades-09-12/unit-07-hiv-and-other-stis/lesson-04>

Lesson 5: Examining Influences, Including the Law

<https://www.michiganmodelforhealth.org/my-curriculum/high-school/grades-09-12/unit-07-hiv-and-other-stis/lesson-05>

Lesson 6: Testing - Who, Why, and How

<https://www.michiganmodelforhealth.org/my-curriculum/high-school/grades-09-12/unit-07-hiv-and-other-stis/lesson-06>