

HIV/AIDS: Lesson Plan

Topic	
<p>The human immunodeficiency virus (HIV) attacks the cells of the immune system, which protects the body from infection. If left untreated, HIV can develop into acquired immunodeficiency syndrome, or AIDS, which refers to the most advanced stages of an HIV infection. There is no cure for HIV or AIDS, but it can be prevented and managed.</p>	
Possible subjects/classes	Time needed
Public Health, US History, Global History, Global Issues, Epidemics	35-45-minutes
Video link:	
https://academy4sc.org/video/hiv-aids-act-up/	
Objective: <i>What will students know/be able to do at the end of class?</i>	
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Explain how HIV is transmitted and how it progresses to AIDS. • Discuss the history of the HIV/AIDS epidemic in the US. • Identify where the epidemic is still occurring. 	
Key Concepts & Vocabulary	
<p>Infection, Epidemic, Intravenous drug use, Unprotected vs safe sex, Immune system, Immune Deficiencies</p>	
Materials Needed	
<p>Computer, printed world maps, colored pencils</p>	
Before you watch	
<p>In small groups, compile a list of your knowledge about HIV/AIDS (how it is spread, who gets it, history, famous people who have it, etc).</p>	
While you watch	

1. How can HIV be transmitted?
2. List at least three at-risk populations.
3. When was the first case of HIV found in the U.S.?
4. Under what US President did the epidemic in the US start and what was the administration's response?
5. Where is there still an HIV/AIDS epidemic?

After you watch/discussion questions

1. In what ways do you think the global HIV/AIDS epidemic has impeded the productivity and economic growth of the affected countries?
2. How do you think stigma has perpetuated and exacerbated this epidemic since its beginning?
3. Do you think wealthy countries that have controlled HIV transmission should provide aid to the epicenters of the epidemic? If so, what could they do? Do you think they could make the issues worse?

Activity Ideas

- Assign groups to different decades (1980s, 1990s, 2000s, 2010s) and give each a print out of a [world map](#). Have them research the regions of highest HIV infection and HIV/AIDS deaths for their decade and mark them using a key and different colors. As a class, use the maps to see how HIV has spread over time.
- First in small groups, and then as a class, discuss the barriers and stigmas around HIV/AIDS and the populations most vulnerable to it in your own community. Come up with three things you, as students, could do to spread accurate information and help end stigma.
- Have students complete the Worksheet activity about researching and presenting on a HIV/AIDS activist from around the world. Then, as a class, review their findings.

Sources/places to learn more

1. World Health Organization. "HIV/AIDS." Geneva: World Health Organization. https://www.who.int/health-topics/hiv-aids/#tab=tab_1.
2. Pisani, Elizabeth. "Sex, drugs and HIV—let's get rational." Ted, *Ted*, 2010. https://www.ted.com/talks/elizabeth_pisani_sex_drugs_and_hiv_let_s_get_rational/transcript?language=en.
3. Engel, Jonathon. "The Epidemic: A Global History of AIDS." HarperCollins Publishers, 2009.