

The HIV/AIDS project: Produced by teens for teens.

Submitted By: Thomas Spradley

School affiliation: Dillard High School

Date: September 2, 2008

Grade Level: 9-12

Subjects:

- Biology
- Anatomy and Physiology

Description of topic: Students in the classes listed above will learn about infectious diseases, immune system and epidemiology of epidemics. Students will have a group project in which they will research HIV/AIDS and construct an educational method that will be shared with peers at a future date.

Focus:

- Students will gain an understanding of the body, especially with regard to the immune system.
- Students will learn the types of microbes and mechanisms of infection.
- Students will investigate HIV/AIDS and create an educational strategy that will be used to inform fellow students about infection of teens.

Problem-

From 2001-2006, teens diagnosed with HIV has grown by an annual average of 9.5% per year. By comparison, new cases for the age group of 25-44 has decreased by 4.7% during that same time period (Florida Department of Health). This rise in new HIV infection rate in teens is multi-factorial. The increase in teen infection rate is due to teens being excluded from the HIV message. It won't happen to me is another typical response that has led to an increase in teen infection. Reduction of state funding has resulted in the reduction and/or elimination of school courses previously designed to educate students with social issues. Finally, the United States has been under-estimating the spread of HIV by more than 40 percent (AIDS Health Care Foundation).

Proposal-

This proposal is designed to educate students to the events that lead up to an epidemic. These events, whether they are social, environmental or economic, will be explored. Also, a comparison of past epidemics to that of the AIDS epidemic will be discussed. Students will also construct an awareness program which will be delivered to the student body. With the direction of the instructor, student groups will elect the method in which they plan to distribute the AIDS awareness information to their fellow student.

In summary, students will learn about disease infection and immune response. This proposal will support educational needs of students within the content areas of science, history, economics, performing arts, and high-tech.

Goals:

- Students will gain knowledge in microbiology.
- Students will understand host-pathogen interactions.
- Students will have a historical perspective of epidemics.
- Students will gain an understanding of the HIV virus and the host response.

- Students will use knowledge gained to construct educational strategies for AIDs awareness.

Objectives:

Students will obtain a historical perspective of epidemics. In addition, students will correlate past epidemics with current microbial threats with the objective of doing research and preparing an educational strategy for AIDs awareness for the Dillard community.

Materials:

- Videos and texts.
- Computers and printers.
- Paper.

Procedure:

Day 1: Students will view a historical video on epidemics. Students will complete a note taking work sheet that will accompany the video. After the video there will be a lecture on the types of infectious microbes and a discussion on the information observed from video. This will include a comparison of virus, bacteria and fungi.

Day 2: Students will view a video on AIDs. Students will complete a note taking work sheet that will accompany this video. After the video there will be a discussion and lecture about the video. A lecture on the immune system and innate host defenses will follow.

Day 3: Student projects on HIV/AIDs will be discussed. Students will begin to outline how they will construct an educational vehicle (which could include a pamphlet, blogg, podcast, or some area related to the performing arts) which will be used to educate the student body at this school.

Day 4:Assessment of student knowledge gained. Students will be required to show mastery of information learned with regard to previous lessons on epidemics, microbes, immune system, and AIDs virus.

Day 5: Students will work on projects.

Day 6: Students will practice and demonstrate projects to the class. This will serve as a rehearsal for future presentations. AIDs presentations to the student body will begin following the approval of the principal. Literature and/or presentations will take place between classes, at assemblies, during sporting events, and by appointment with other classes. Student presentations will be evaluated by the amount of informational content and effectiveness of presentation to their fellow peers.

Resources: Internet, BEAT (Bridging Education and Attitudes with Teens).