

have a heart for CANFAR



HIV/AIDS:
NO CURE
NO VACCINE
NOT YET

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online at
haveaheartcanada.org



Detailed lesson
plans included
for 11 different
subjects!



TEACHER
MANUAL

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How to Use this Manual

This manual was written to provide tools and resources for classroom use to accompany the student-run *Have a Heart for CANFAR* program. CANFAR recognizes that one message, style, or format of HIV/AIDS education is not sufficient to reach the diversity of today's Canadian youth. *Have a Heart for CANFAR* has been developed to be adapted to suit the particular needs of different students across the country. Please note that the resources included in this manual may need to be approved by your school board before being used in the classroom.

This manual was written by CANFAR in adherence to the Canadian Guidelines for Sexual Health (2008), as a means of informing youth across Canada about HIV/AIDS. You may obtain a copy of this document from the Canadian AIDS Treatment Information Exchange (CATIE): <http://orders.catie.ca>

Introduction

Thank you for taking part in *Have a Heart for CANFAR 2011!* By making the decision to become involved, you have already taken the first step in making a difference towards finding a cure for AIDS!

Have a Heart for CANFAR

Have a Heart for CANFAR is the Canadian Foundation for AIDS Research's national youth awareness program. Its objectives are to encourage youth leadership skills, increase awareness of HIV/AIDS, and raise money to fund HIV/AIDS research. CANFAR supplies your school with fundraising and awareness materials so that students can run a successful campaign based on the sale of Heart-o-grams (packages that include gum/lollipop/non-food item, a red ribbon, an HIV/AIDS awareness pamphlet and an optional condom). We encourage students to get creative and run additional fundraising and awareness activities in support of CANFAR. The program aims to engage students in an HIV/AIDS dialogue and help decrease the incidence of new HIV infections through awareness and leadership.

CANFAR

The Canadian Foundation for AIDS Research (CANFAR) is the national charitable foundation whose goal is to raise awareness and fund research into all aspects of HIV infection and AIDS. CANFAR is dedicated to finding a sustainable end to the AIDS pandemic by supporting research.

CANFAR has invested close to \$17 million in HIV/AIDS research and awareness initiatives across Canada. Each year, a volunteer team of internationally-renowned physicians and scientists evaluate and select funding proposals through a rigorous peer review process. Proposals are chosen based on their scientific merit, promise and relevance. This team of experts ensures that CANFAR-funded projects do not duplicate existing research efforts worldwide.

CANFAR-funded research has led to scientific breakthroughs including the discovery of a key component of the drug "cocktail" that keeps millions of people with HIV alive today, and findings that almost completely eliminated the risk of transmitting HIV between a pregnant mother and her baby.

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Introduction to *Have a Heart for CANFAR*

The goals of *Have a Heart for CANFAR* are:

1. **Increase awareness** and engage students in an HIV/AIDS dialogue
2. **Decrease the incidence of new HIV infections** through awareness and leadership
3. **Raise money** to fund Canadian HIV/AIDS research

As an HIV/AIDS fundraising and awareness program, *Have a Heart for CANFAR* provides Canadian schools with materials to run their own campaigns.

Awareness and Fundraising Campaign

- Schools receive free fundraising and HIV/AIDS educational resources directed at young people
- Students can engage in leadership activities by starting a *Have a Heart for CANFAR* Club
- Students sell Heart-o-grams to educate their peers about HIV/AIDS
 - Heart-o-grams are packages including gum/lollipop/non-food item, a red ribbon, an HIV/AIDS awareness pamphlet and an optional condom
 - We suggest that you sell them for \$1 each
 - Heart-o-grams were designed as Valentines, but you can run the program at any time during the year
- Students can decide to run additional fundraising activities in support of CANFAR, examples include:
 - A bake sale, battle of the bands, car wash, grilled cheese sale, fashion show, charity ball, etc.

Campaign Materials

- Donation cans
- Your selection of posters
- This teacher's manual
- Student's manual
- Prepaid envelope to send CANFAR the money raised by your school (for easy mailing of money raised)



Heart-o-gram Materials

- Gum (or one of the alternatives)
- Red ribbons
- HIV/AIDS awareness pamphlets
- Condoms (if requested by your school)
- Packaging materials (stickers and clear plastic bags)



8 Steps to a Successful Campaign

These steps are designed to help teachers or school support staff guide a student group through a successful *Have a Heart for CANFAR* Campaign. A parallel and more detailed guide for students is included in the student manual.

1. Gather a Group of Motivated and Excited Students

- The program is designed to be a student initiative fostering **leadership** skills and **community building**
- **Nominate or elect** enthusiastic and creative students with strong leadership skills from different grades to form your school's *Have a Heart for CANFAR* Club ***See the next page for Club details

2. Inspire and Organize Students

- Hold a **brainstorming session** with students to come up with **creative fundraising ideas to complement and improve Heart-o-gram sales**
- Help students set out a **plan for their fundraising activities**

3. Organize Room Bookings and Material Rentals

- Help students **book rooms and spaces** to hold events and make Heart-o-grams
- Help students **gather materials** (projectors, AV equipment, posters, art materials)

4. Facilitate Community Involvement

- Send a **letter home to parents** telling them about the campaign and getting them involved in fundraising events
- **Invite community groups and other schools** to special assemblies, events or fundraisers
- Contact the **local media** to publicize your school's campaign

5. Integrate HIV/AIDS Awareness Activities In Your Classroom

- Included in this manual are **lesson plans and resources to run HIV/AIDS awareness activities** in a variety of different subjects (math, languages, physical education, social studies, biology, etc.)
- **Share these resources** with other teachers at your school
- Additional resources can be found online at www.haveaheartcanada.org

6. Send CANFAR updates on your campaign

- **Login to your online profile** and update us by uploading your stories, videos, and photos while connecting with other schools!
- Let us know if you need **extra materials** or **fundraising ideas!** 1-800-563-2873 or hah@canfar.com

7. Record Community Service Hours and Sign Certificates

- The *Have a Heart for CANFAR* program is the perfect way for students to earn community service hours
 - A **student leader** can earn 40 community service hours
 - A **student volunteer** can earn 10 community service hours

***See the resource section of this manual for a breakdown of community service hours

8. Send CANFAR a Follow-Up Package

- Include money raised:
 - The donation cans can be opened using a can opener
 - **Make the cheque out to *Have a Heart for CANFAR***
 - **If your school board is writing the cheque, include a note in the memo line with your school's name**
 - Send it to CANFAR in the enclosed pre-paid envelope
- Don't forget to tell CANFAR about your campaign
 - Log-in to your profile and update us with any of your stories, videos and photos telling us about the events that were part of your school's campaign

If you have extra materials at the end of your campaign you can...

- Sell extra Heart-o-grams at school functions at other times of the year
- Donate them to a local food bank, shelter or health centre
- Send them to other schools not involved in *Have a Heart for CANFAR* so they can learn about it!

*** CANFAR will always accept donations

Have a Heart for CANFAR Club

- *Have a Heart for CANFAR* is designed to be a student-run initiative, but teacher or support staff guidance is essential to get the student group started throughout the first few years while the program gains popularity
- Teacher or support staff help is needed to nominate or elect outgoing and creative students with strong leadership skills to form your school's *Have a Heart for CANFAR* Club
- Try to get students from diverse backgrounds and different grade levels to participate in order to ensure that the club continues when older students graduate
- Students who start participating in the club in grade 9 have the opportunity to earn most, if not all, of their community service hours through *Have a Heart for CANFAR*
- Participating in *Have a Heart for CANFAR* is also a great way to develop leadership skills and build students' résumés

You can run the *Have a Heart for CANFAR* program without a club, but creating a club inspires students to work together and encourages leadership initiatives.

Some suggestions for club committee positions:

President:

- Makes sure that the program runs smoothly
- Organizes other HIV/AIDS awareness activities
- Motivates volunteers and delegates responsibilities

Vice President:

- Helps the President organize other HIV/AIDS awareness activities
- Takes over the President position the following year (optional)

Treasurer:

- Keeps track of all the money raised
- Creates budgets for all activities
- Makes sure that a cheque is sent to CANFAR

Marketing Coordinator:

- Advertises the campaign at school
- Contacts local media and writes a press release
- Takes photos/videos during the campaign

Volunteer Coordinator:

- Recruits volunteers to help run activities and to make and sell Heart-o-grams

Below is a list of fundraisers that other schools have done in the past that may help your club start brainstorming:

Students should be creative and not limit themselves to this list as there are no limits to what your fundraiser can be! Any of these events are great opportunities to sell heart-o-grams and red ribbons!

Charity Dance

- Hold a dance at your school
- Advertise and sell tickets

Bake Sale or Food Sale

- Hold a bake sale, ask students to donate cakes and cookies
- Pick a week and sell any type of food (donuts, pizza, grilled cheese, etc.) in a highly accessible area

No Uniform/Casual Day

- If your school has uniforms, get students to pay \$2 for a free dress day
- Hand out red ribbons for students to wear

Movie Screening

- Show a movie during lunch hour and charge students \$2 to watch it

Battle of the Bands / Talent Show

- Ask student bands and performers to play a show at your school and charge admission
- This is a great way to get students involved in the cause who may not have otherwise

Fashion Show

- Get a local store to sponsor the event or have students design HIV/AIDS awareness t-shirts for a fashion show at your school
- Sell the clothing afterwards with the proceeds going to *Have a Heart for CANFAR*

Teacher Competition

- Set up donation cans around the school with different teachers' names on each
- The teacher with the most money at the end of the specified time period has to do something silly (i.e. costume, perform a service)

HIV/AIDS Education

The crisis:

- HIV/AIDS remains a worldwide social and medical crisis
- Infection rates continue to grow, particularly in developing countries
- Over 33 million people worldwide are living with HIV, 2.5 million of them are children

Education is the key:

- School attendance is near universal in Canada, making schools an accessible setting for HIV/AIDS education
- Education is essential for a shift in behaviour and positive decision making

Today's youth have not known a world without HIV/AIDS:

- Youth are at the centre of the epidemic in terms of transmission, vulnerability and potential for change
- Education promoting awareness and prevention is one of the best ways to fight the AIDS pandemic

HIV/AIDS awareness across the curriculum:

- All teachers are likely to confront the realities of HIV/AIDS in their classroom at some point
- It is important to appreciate the need for cross-curricular HIV/AIDS resources in order to teach in a variety of settings

Teaching Goals:

CANFAR suggests that an effective HIV/AIDS curriculum should incorporate and be developed around four main teaching goals, based on the goals set by UNESCO (United Nations Educational, Scientific and Cultural Organization):

1. Basic knowledge of sex and reproductive health, students' bodies, drug use, HIV/AIDS, and necessary skills for the concrete use of this information;
2. An understanding of the reality of living in a world with AIDS, including decision making skills, risk assessment, self-esteem and positive relationships;
3. Awareness of the stigma and discrimination that contributes to the silence, fear and suffering of some living with HIV/AIDS; and
4. An understanding of the ongoing social, political and cultural consequences of AIDS on societies worldwide.

Goal of these lessons: Students will demonstrate an understanding of HIV/AIDS as it relates to healthy sexuality (including its physical, emotional, interpersonal, and spiritual aspects), risk, human rights and issues in society at large.

Lesson Objectives

Students will be able to ...

KNOWLEDGE	1. Identify HIV/AIDS symptoms, methods of transmission, prevention, and high-risk behaviours	COMMUNICATION	7. Demonstrate an understanding of the issues at hand and share this knowledge with a peer group
	2. Identify support resources related to healthy sexuality and HIV/AIDS issues (i.e. parents/guardians, doctors, teachers, etc.)		8. Apply assertiveness and refusal skills through verbal and non-verbal communication
	3. Recognize that HIV/AIDS is an illness that can affect anyone, anywhere		9. Demonstrate an interest in learning about HIV/AIDS by actively participating and asking questions
THINKING/INQUIRY	4. Make links between HIV/ AIDS and other social issues	APPLICATION	10. Reflect on the impact of HIV/AIDS on their life and on greater society
	5. Be able to assess risks and their consequences		11. Apply risk assessment and decision making skills to a variety of situations
	6. Analyze media messages and critique negative messages regarding sex, drug and alcohol abuse, human rights and HIV/AIDS		12. Apply problem solving skills to case study situations and media designs

The lesson plans beginning on page 13 correspond directly to these objectives.

Approaching HIV/AIDS in the Classroom

Plan discussions to coincide with events:

- Talk with students about HIV/AIDS around extracurricular activities like:
 - » *Have a Heart for CANFAR*
 - » World AIDS Day (December 1st)
 - » Valentine's Day
 - » Human Rights Events

Implement discussion when/where it fits best:

- Discussions in homeroom, teacher advisory groups, health class, sex education or other areas of the school may be useful
- This allows for facilitation by teachers with more depth in the subject, such as leadership or social justice personnel

Target your audience and consider the:

- Language of instruction
- Different backgrounds and upbringing of your students
- Age of your students
- Student education and activity thus far (i.e. sexually-active youth versus non-sexually-active youth, etc.)

Use peer-to-peer education:

- Assign groups of students different aspects of HIV/AIDS to research and present to the class

Promote interactive activities:

- Incorporate creative activities into lesson plans to help teach students about HIV/AIDS
- Ensure the activities are engaging and fun (i.e. HIV/AIDS "Jeopardy")

Dealing with a Sensitive Topic:

With the diversity that is today's youth, sexual health and HIV/AIDS can be sensitive topics for discussion in the classroom. Controversy or debate in the classroom can be positive and assist in HIV/AIDS learning.

Controversy can:

- Provide the opportunity for students to think critically about a social issue
- Create an arena for open discussion
- Help students consider a different point-of-view

- To encourage an open dialogue, foster a comfortable and judgment-free atmosphere
- Review your classroom rules and emphasize respect between students
- Consider your student group in advance and prepare for any conflict that may arise
 - Recognize the effect that religious, ethno-cultural and other variables may have on influencing individual's values and beliefs about sexuality

See the resources at the back of this manual that might help address potential controversy

HIV/AIDS Awareness Programs Across the Curriculum

Lesson plans are included for the following subjects:

Subject(s)	Teaching Goal	Students will Learn	Resources
Health / Physical Education	Build self-esteem, develop positive relationships and make informed decisions about risks related to drug and alcohol use, safer sex practices and abstinence	<ul style="list-style-type: none"> • That HIV/AIDS is a sexually transmitted infection (STI) • Local youth, health and substance abuse resources • Risk assessment: Effects of stereotypes, gender roles, cultural differences and peer pressure • Methods of HIV transmission and HIV/AIDS symptoms 	<p>Lesson Plans (1) (3)</p> <p>**See the list of HIV/AIDS and sexual health resources at the back of this manual</p>
Biology	Develop an understanding of the human body and the lifecycle of HIV	<ul style="list-style-type: none"> • How medical science defines AIDS and HIV • Definition of STI and methods of transmission • How HIV leads to AIDS and progression of the disease • HIV/AIDS treatment options and research 	<p>Lesson Plan (1)</p> <ul style="list-style-type: none"> • HIV Structure and Life Cycle www.avert.org/hiv-virus.htm • National Institute of Allergy and Infectious Diseases www.niaid.nih.gov/topics/hivaids/understanding/biology/Pages/biology.aspx
Political Science Civics Law	To develop an understanding of how government officials deal with public health issues	<ul style="list-style-type: none"> • Which government branches manage public health concerns and deliver public health services; how different organizations within society deal with public health issues • How competing public health issues vie for prominence and how they are dealt with in Canadian society 	<p>Lesson Plan (2)</p> <ul style="list-style-type: none"> • Public Health Agency of Canada www.hc-sc.gc.ca • Canadian International Development Agency www.cida.gc.ca • Canadian Broadcasting Corporation—Health News www.cbc.ca/health
Social Studies	Develop an understanding of how HIV/AIDS is linked to other social and global issues	<ul style="list-style-type: none"> • How HIV/AIDS has a history of discrimination, stigma and human rights violations in both the developing and developed worlds • How HIV/AIDS is linked to poverty, education and a lack of accessible medical care • About how HIV/AIDS is as a gender issue and is linked to drug and alcohol abuse, peer pressure, and unsafe sex 	<p>Lesson Plans (2) (3) (4) (5)</p> <ul style="list-style-type: none"> • AVERT - Stigma, Discrimination and Attitudes www.avert.org/hiv-aids-stigma.htm • UN Development Fund for Women www.unifem.org/gender_issues/hiv_aids-UN • Human Rights www.un.org/en/rights/index.shtml

Programs for Ethics, Religious Education, English, Media, and Languages on next page ...

HIV/AIDS Awareness Programs Across the Curriculum

Lesson plans are included for the following subjects:

Subject(s)	Teaching Goal	Students will Learn	Resources
Religious Education Ethics	Develop an understanding of the ethics of the treatment of people marginalized by disease and/or by non-traditional lifestyles	<ul style="list-style-type: none"> • How HIV/AIDS has contributed to a rise in mortality rates in the developing world and its associated social effects • How HIV/AIDS has spread through migratory labour and contributed to the decline of traditional social and cultural patterns • That HIV/AIDS is a global issue that needs international cooperation 	Lesson Plan (4) <ul style="list-style-type: none"> • Interactive Map Towards Universal Access http://www.unaids.org/en/KnowledgeCentre/HIVData/mapping_progress.asp • Joint Global HIV/AIDS Database http://apps.who.int/globalatlas/default.asp
English Media Languages	Gain an understanding of media and literature representations of HIV/AIDS	<ul style="list-style-type: none"> • How to critically read media messages regarding youth and sexuality • How the HIV/AIDS epidemic has been represented in current writing • Using primary sources, how HIV/AIDS is represented/ is a problem around the world (i.e. Spanish, French, Mandarin...) 	Lesson Plan (5) ***See the list of media resources at the back of this manual

HIV/AIDS Awareness Programs Across the Curriculum

Resources for Additional Subjects (no lesson plans included)

Subject(s)	Teaching Goal	Students will Learn	Resources
Economics Business	Develop an understanding of the economic impact of HIV/AIDS, especially in the developing world (i.e. Africa, Caribbean, India, etc.)	<ul style="list-style-type: none"> How HIV/AIDS caused a decline in the developing world GNP/GDP About the struggle over the cost and availability of cheap, generic drugs used to fight HIV/AIDS; how this struggle plays out between developed and developing nations, pharmaceutical companies and other stakeholders About the financial impact that treating HIV/AIDS has on public health systems around the world 	<ul style="list-style-type: none"> AVERT – Impact of AIDS on Africa www.avert.org/aids-impact-africa.htm World Bank Institute - Health Systems http://wbi.worldbank.org/wbi/about/topics/health-systems World Bank - Youthink! http://youthink.worldbank.org/issues/aids/#intl
Drama Fine Arts	Develop an understanding of HIV/AIDS as a part of life and as an aspect of the human experience (particularly as it pertains to illness, suffering, marginalization and adversity)	<ul style="list-style-type: none"> How HIV/AIDS is depicted by art and in the media How to use body language to dramatize life experiences of people living with HIV/AIDS 	<ul style="list-style-type: none"> UNAIDS – Art for AIDS www.unaids.org/en/knowledge-centre/resources/artforaids Youth, HIV, AIDS and the Arts Network www.yahonet.org/guides AIDS Quilt http://aidsquilt.org
History	Develop an understanding of the history of HIV/AIDS by tracing its entire lifespan, noting the turning point from mild epidemic to pandemic	<ul style="list-style-type: none"> When the first case of HIV/AIDS was reported and how the number of cases grew rapidly thereafter; milestones in HIV/AIDS research and advancements in technology, reliable preventative measures, and effective treatments Basic HIV/AIDS facts and figures 	<ul style="list-style-type: none"> AVERT – History and Science of HIV/AIDS www.avert.org/history-science.htm Brief History of AIDS in Canada www.phac-aspc.gc.ca/aids-SIDA/info/1-eng.php International AIDS Vaccine Initiative www.iavi.org/Pages/home.aspx
Math	To use mathematical principles to calculate, analyze and represent relationships between HIV/AIDS and associated issues	<ul style="list-style-type: none"> How to calculate mortality rates related to HIV/AIDS How to calculate the probability of being infected in the developed and developing worlds How to graphically represent HIV/AIDS statistics and analyze trends 	<ul style="list-style-type: none"> International Monetary Fund Data and Statistics www.imf.org/external/data.htm#add Joint Global HIV/AIDS Database http://apps.who.int/globalatlas/default.asp WHO – Data and Statistics www.who.int/research/en/

HIV/AIDS Lesson Guide

The following section includes sample activities for informal classroom discussions. Full lesson plans follow this page.

Informal Classroom Discussion

An informal classroom discussion can be a way to engage students in an HIV/AIDS dialogue if you do not have enough time to include more structured activities in your curriculum. It is also a great way to involve students in the *Have a Heart for CANFAR* program and prepare them for a special HIV/AIDS awareness assembly or guest speaker.

Snowball Activity

- Have students write down questions they have about HIV/AIDS on scraps of paper
- Crush each scrap up like a snowball and group them all at the front of the room
- Have a student select 'snowballs' at random to read out loud for classroom discussion
- Discuss the answers as a class

Fact or Fiction Activity

- Put up 'Fact' and 'Fiction' signs, one at each end of the classroom
- Make a list of HIV/AIDS facts, some true and some false i.e. Anyone can become infected with HIV(true); You can become infected from a mosquito (false)
- Read statements out loud
- Ask students to go to the end of the room with the sign that they think best represents the statement
- Follow-up each statement with a brief discussion on why it is true or false
- Resources at the back of the manual

Question and Answer

- Pick the questions that would best suit your student group for small group discussion or as part of a class-wide discussion
- Have a fact sheet and resource list on hand to best answer any questions
- Opening Questions:
 - When was the first time that you heard about HIV/AIDS? What did you hear?
 - What were your first thoughts and feelings?

The Basics

- What is AIDS? HIV?
- What is the difference between someone who is HIV positive and someone living with AIDS?
- What are the main ways that you can become infected with HIV?
- Are shaking hands, getting a mosquito bite or swimming in a public pool ways to become infected?
- What are some behaviours or actions that increase your chances of becoming infected?
- How can you protect yourself from becoming infected?

Lesson Plan 1: Introduction to HIV/AIDS

Subjects:

Health, Physical Education, Biology

Time: Aprox. 1 hour

Materials:

- 1 HIV/AIDS Fact, Fiction, and Opinion Questionnaire per student ([Appendix C](#))
- 1 numbered card per student ([Appendix D](#))
- 1 journal per student

Fact, Fiction, and Opinion Questionnaire

(15 min)

Give each student an HIV/AIDS Fact, Fiction and Opinion Questionnaire ([Appendix C](#))

- Discuss the answers and students' opinions

Lecture (15 min)

- Provide an overview of:
 - The biology of the human immune system and HIV
 - HIV/AIDS symptoms
 - Methods of transmission
 - High risk behaviours related to HIV/AIDS
- See www.haveaheartcanada.org for fact sheets and resources
- Write key words on the blackboard so that students can start their own HIV/AIDS glossary

The Spread of HIV/AIDS Activity (15 min)

- Give each student a card with a number and two lines on it ([Appendix D](#))
 - Have each student get two other students to sign their card
 - Two numbers are randomly chosen: these people have been infected with HIV
- Have those two students stand up and read the names on their cards and then those four students read the names on their cards. Continue this process until the entire class is standing
- Discuss:
 - How quickly the HIV virus can spread
 - How someone can be infected without showing any symptoms

Journal Reflection (10 min)

Have students write a journal entry about some of the following questions:

- What did they learn today that they did not know before?
- Has their opinion/view on HIV/AIDS changed? How or why not?
- Describe how HIV interacts with the human immune system and some key ways of preventing infection

Lesson Wrap-Up and Homework (5 min)

Ask students to research local health and youth AIDS organizations and their services

- Depending on the size of your group and community, have groups of students research specific issues

Follow-Up Activity

Local health and youth HIV/AIDS resources and their services (10 min)

- Have a complete list of resources on hand to fill in any gaps
- Ask students to volunteer the information that they found
- Compile the list of resources on the blackboard so that students can take note, and develop their own resource page

Objectives Met (Corresponding list on page 7)	Learning Evaluation
1. Identify HIV/AIDS symptoms, methods of transmission, prevention, and high-risk behaviours	<ul style="list-style-type: none">• Information synthesis and research skills• Application of knowledge in an interdisciplinary setting
2. Identify support resources related to healthy sexuality and HIV/AIDS issues (i.e. parents/guardians, doctors, teachers... etc.)	<ul style="list-style-type: none">• Information synthesis and research skills• Application of knowledge in an interdisciplinary setting
9. Demonstrate an interest in learning about HIV/AIDS by actively participating and asking questions	<ul style="list-style-type: none">• Observation and active participation by students• Active discussion between student and teacher
10. Reflect on the impact of HIV/AIDS on their life and on greater society	<ul style="list-style-type: none">• Asking appropriate and thoughtful questions• Thoughtful journal reflection• Making connections between societal issues and HIV/AIDS

Lesson Plan 2: HIV/AIDS, Human Rights and Discrimination

Subjects:

Social Studies, Civics, Philosophy, Moral/Religious Education, Ethics, Law

Time: Aprox. 1 hour

Materials:

- Recent news reports about links between human rights issues and HIV/AIDS (one per group of students)
- One copy of the International Convention on Human Rights per group of students

Discussion on Human Rights and HIV (10 min)

Invite students to share their thoughts about the following questions:

- What do you think it would be like to live with HIV/AIDS?
- What challenges might someone with HIV/AIDS face in their daily life?
- How should you treat someone who is HIV-positive or living with AIDS?
- Should there be any rules/laws in society about people who are HIV-positive or living with AIDS?
- What rights do people who are HIV-positive or living with AIDS have?
- What characteristics make someone 'human'?

Lecture Human Rights and HIV (20 min)

- Discuss the history of HIV and the minority groups who have, traditionally, been most at risk
Resource: AVERT-History and Science
www.avert.org/history-science.htm
- Introduce the International Convention on Human Rights
Resource: www.hrweb.org/legal/udhr.html
- Discuss how the International Convention on Human Rights applies to HIV/AIDS as a global issue
Resource: UNAIDS-Human Rights and HIV
www.unaids.org/en/PolicyAndPractice/HumanRights/default.asp

Case Study & Human Rights Application (20 min)

Materials

- Recent news reports about links between human rights issues and HIV/AIDS, i.e. HIV and the law, mobility and travel, criminalization and HIV transfer
Resource: Human Rights Watch-HIV/TB reports, articles
www.hrw.org/doc/?t=hivaid&document_limit=0,5
- The Universal Declaration of Human Rights

Case Study Discussion:

- What is the link between human rights and the issue at hand?
- How are articles of the declaration being supported/disrespected?
- If disrespected, what should be done to fix the situation?

Application and Plan Design:

- Have each group develop a plan preventing the spread of HIV/AIDS and associated discrimination
- Ensure that their goals incorporate human rights goals
- Have each group present their issues and plan

Lesson Wrap-Up (10 min)

- Review human rights points from the lecture
- Ask students if they have any follow-up questions

Objectives Met (Corresponding list on page 7)	Learning Evaluation
3. Recognize that HIV/AIDS is an illness that can affect anyone, anywhere	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
4. Make links between HIV/AIDS and other social issues	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
7. Demonstrate an understanding of the issues at hand and share this knowledge with a peer group	<ul style="list-style-type: none"> • Collaborative learning and peer education • Presentation and communication skills
9. Demonstrate an interest in learning about HIV/AIDS by actively participating and asking questions	<ul style="list-style-type: none"> • Observation and active participation by students • Active discussion between students and teachers • Asking appropriate and thoughtful questions
10. Reflect on the impact of HIV/AIDS on their life and on greater society	<ul style="list-style-type: none"> • Asking thoughtful and appropriate questions • Thoughtful reflection in personal journals and through role playing • Making connections between societal issues and HIV/AIDS
12. Apply problem solving skills to case study situations and media designs	<ul style="list-style-type: none"> • Application of knowledge through design and creativity • Application of knowledge in an interdisciplinary setting

Lesson Plan 3: Risk Behaviour and Assessment

Subjects:

Health, Social Studies

Time: Aprox. 1 hour

Materials:

- 1 journal per student
- 1 set of 'high risk', 'low risk' and 'no risk' cards per group of students ([Appendix E](#))
- 1 set of 'every day' action notes per group of students ([Appendix F](#))

Risk Reflection (10 min)

Have students write a journal entry about a risk that they took, including the circumstances and the outcome

- Would they take that risk again, knowing what they know now?

Danger Zone Activity (20 min)

Materials

- Cards written 'high risk', 'low risk' and 'no risk' ([Appendix E](#))
- Set of notes with everyday actions ([Appendix F](#))

Have students classify the everyday actions as 'high risk', 'low-risk' or 'no risk' with the cards. Tell them that there is a risk of HIV infection in each action.

- Once all groups have finished, ask students to walk around to look at the work of other groups; they must remain silent and cannot move the cards of other groups
- Have each group present the reason for their choices
- Discuss the differences between groups and ask students if they would now change any of their classifications
- Reiterate which actions can transmit HIV and what can be done to prevent infection

Role Playing Decision Making Activity (20 min)

Gather a list of risk scenarios relating to HIV/AIDS appropriate for your student group. These can include scenarios relating to:

- Drug and alcohol abuse
- HIV testing
- A friend/family member being diagnosed with HIV
- Peer pressure
- Unsafe sex
- Condom use

Give groups of students scenarios and a few minutes to prepare a scene or act it out as improvisation

Lesson Wrap-Up (10 min)

- Ask if any students would have responded differently in any of the scenarios and why
- Discuss the pros and cons of each option
- Give examples of how to apply a decision making process
- Ask if any students have questions about anything that came up in the scenarios or that are related to HIV/AIDS

Objectives Met (Corresponding list on page 7)	Learning Evaluation
1. Identify HIV/AIDS symptoms, methods of transmission, prevention, and high-risk behaviours	<ul style="list-style-type: none"> • Information synthesis and research skills • Application of knowledge in an interdisciplinary setting
3. Recognize that HIV/AIDS is an illness that can affect anyone, anywhere	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
4. Make links between HIV/AIDS and other social issues	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
5. Be able to assess risks and their consequences	<ul style="list-style-type: none"> • Asking appropriate and thoughtful questions
7. Demonstrate an understanding of the issues at hand and share this knowledge with a peer group	<ul style="list-style-type: none"> • Collaborative learning and peer education • Presentation and communication skills
8. Apply assertiveness and refusal skills through verbal and non-verbal communication	<ul style="list-style-type: none"> • Thoughtful reflection in personal journals and through role playing
9. Demonstrate an interest in learning about HIV/AIDS by actively participating and asking questions	<ul style="list-style-type: none"> • Observation and active participation by students • Active discussion between students and teacher
10. Reflect on the impact of HIV/AIDS on their life and on greater society	<ul style="list-style-type: none"> • Asking thoughtful and appropriate questions • Thoughtful reflection in personal journals and through role playing • Making connections between societal issues and HIV/AIDS
11. Apply risk assessment and decision making skills to a variety of situations	<ul style="list-style-type: none"> • Thoughtful reflection in personal journals and through role playing
12. Apply problem solving skills to case study situations and media design	<ul style="list-style-type: none"> • Application of knowledge through design and creativity • Application of knowledge in an interdisciplinary setting

Lesson Plan 4: Social, Political and Cultural Effects of AIDS

Subjects:

Geography, Social Studies, Civics

Time: Aprox. 1 hour

Materials:

- 1 copy of the Key Societal Issues List (Appendix G)

Logistics Preparation:

- Reserve a computer lab or library where students can work at computers individually or in groups

Homework Preparation

- Have students find stories about people living with HIV/AIDS and write a journal entry to reflect on how their life is similar or different from that person's

Compare and Contrast Discussion (15 min)

Ask students to tell the class about the story in their article and how their life is the same and different from that person's

- For example, employment opportunities, education, access to basic necessities
- Expand the discussion by asking what that person's community would be like and if it differs from the community around your school

Regional Impact of HIV/AIDS Activity (20 min)

If you are able to hold your class in a computer lab, assign individual students a country to profile in regards to HIV/ AIDS or in groups if you are printing hard copies of resources for students to use in groups.

Resources:

Averting HIV and AIDS (AVERT) - Africa
www.avert.org/aids-hiv-africa.htm

AVERT - Americas
www.avert.org/americas.htm

AVERT - Asia and Europe
www.avert.org/aids-hiv-asia-europe.htm

UNAIDS - Country Responses
www.unaids.org/en/CountryResponses/Countries/default.asp

- Countries and regions profiled in the resources above: Botswana, Kenya, Malawi, Nigeria, South Africa, Swaziland, Zambia, Zimbabwe, United States of America, Latin America, Brazil, Caribbean, Asia, China, Thailand, India, Eastern Europe, United Kingdom, Western Europe and Central Europe

- Have students answer the following questions regarding their country or region:
 - » Which groups within society are affected?
 - » What is the social and economic impact of HIV/AIDS?
 - » How are people becoming infected?
 - » Is access to treatment widely available?
 - » What is the role of the government?
 - » Are there any public prevention campaigns?
 - » How has HIV/AIDS affected the structure of society/way of life?
- Have students prepare their reports to present in a class discussion or submit for grading

HIV/AIDS and Development (15 min)

Write the Key Societal Issues List (Appendix G) on the blackboard or on sticky notes on a wall

- Have students come up with two ways in which each of these issues relates to HIV/AIDS
- Have students link each of the societal issues in 'cause and effect' relationships with other issues
- Draw lines between each cause and effect relationship, creating a web pattern
- Discuss the interconnection between societal issues and HIV/AIDS, and how they cannot be separated

Lesson Wrap-Up (10 min)

- Reiterate key points from classroom discussion
- Make global links between key societal issues and HIV/AIDS

Objectives Met (Corresponding list on page 7)	Learning Evaluation
3. Recognize that HIV/AIDS is an illness that can affect anyone, anywhere	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
4. Make links between HIV/AIDS and other social issues	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
7. Demonstrate an understanding of the issues at hand and share this knowledge with a peer group	<ul style="list-style-type: none"> • Collaborative learning and peer education • Presentation and communication skills
9. Demonstrate an interest in learning about HIV/AIDS by actively participating and asking questions	<ul style="list-style-type: none"> • Observation and active participation by students • Active discussion between students and teachers • Asking appropriate and thoughtful questions
10. Reflect on the impact of HIV/AIDS on their life and on greater society	<ul style="list-style-type: none"> • Asking thoughtful and appropriate questions • Thoughtful reflection in personal journals and through role playing • Making connections between societal issues and HIV/AIDS

Lesson Plan 5: HIV/AIDS and Risk Behaviour Media Literacy

Subjects:

Media, English Language Arts, Fine Arts, Social Studies

Time: Aprox. 1 hour

Materials:

- Blank white paper
- Drawing tools (coloured pens or markers) or collage materials
- A projector or computer to display online media examples

Homework Preparation

In preparation for the lesson, ask students to bring in a print advertisement, song lyrics or another media source that has a primary or secondary message about sex, gender inequality, drug use, etc.

Introduction to Media Literacy (10 min)

Discuss media messages, their purpose and role:

- All media messages are carefully constructed
- Different people understand the same media message differently
- Media messages have hidden values and points of view
- Many media messages are created to gain power or money

Media Analysis Activity (15 min)

In groups or individually, ask students to answer the following questions from their media examples:

- Who created this message?
- What creative techniques are used to attract my attention?
- How might different people understand this message?
- What values, lifestyles and points of view are represented in, or omitted from this message?
- Why is this message being sent?

Resource: Centre for Media Literacy
www.medialit.org/bp_mlk.html

- Ask a few students to present their media example to the class and share their answers
- Allow for other students to offer different opinions and open up the class for discussion

Media Evaluation Activity (10 min)

Ask students to answer the following questions:

- How effective is this media example in expressing its primary message?
- How effective is this media example in providing negative messages? Positive messages?
- How would you change your media example to provide a more positive message?

Media Creation Activity (20 min)

Ask students to create their own media image. Some ideas could be:

- Redesigning their media example to provide a more positive message
- Creation of their own HIV/AIDS poster or advertisement
- Designing an advertisement for a product with positive HIV/ AIDS secondary messages

Lesson Wrap-up and Student Media Image Presentation (5 min)

- Ask students to volunteer to share and explain their media image creation
- Reiterate points from the introduction to media literacy

Objectives Met (Corresponding list on page 7)	Learning Evaluation
3. Recognize that HIV/AIDS is an illness that can affect anyone, anywhere	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
4. Make links between HIV/AIDS and other social issues	<ul style="list-style-type: none"> • Making connections between societal issues and HIV/AIDS • Application of knowledge in an interdisciplinary setting
5. Be able to assess risks and their consequences	<ul style="list-style-type: none"> • Asking appropriate and thoughtful questions
6. Analyze media messages and critique negative messages regarding sex, drug and alcohol abuse, human rights and HIV/AIDS	<ul style="list-style-type: none"> • Critical thinking • Application of knowledge in an interdisciplinary setting
7. Demonstrate an understanding of the issues at hand and share this knowledge with a peer group	<ul style="list-style-type: none"> • Collaborative learning and peer education • Presentation and communication skills
8. Apply assertiveness and refusal skills through verbal and non-verbal communication	<ul style="list-style-type: none"> • Thoughtful reflection in personal journals and through role playing
9. Demonstrate an interest in learning about HIV/AIDS by actively participating and asking questions	<ul style="list-style-type: none"> • Observation and active participation by students • Active discussion between students and teachers
10. Reflect on the impact of HIV/AIDS on their life and on greater society	<ul style="list-style-type: none"> • Asking thoughtful and appropriate questions • Thoughtful reflection in personal journals and through role playing • Making connections between societal issues and HIV/AIDS

Resources

In the following section you will find:

Appendix A: Links, Hotlines and Educational Resources

- General HIV/AIDS Resources
- Canadian Provincial HIV/AIDS Hotlines
- Education Resources
- Aboriginal Youth Resources
- Gender Resources
- Drug and Alcohol Abuse Resources
- Film Resources

Appendix B: Community Service Hours Breakdown and Certificate

Appendix C: Fact, Fiction and Opinion Questionnaire (Lesson 1)

Appendix D: Numbered Cards (Lesson 2)

Appendix E: 'High Risk', 'Low Risk' and 'No Risk' Cards (Lesson 3)

Appendix F: Risk Activity Sheet (Lesson 3)

Appendix G: Key Societal Issues List (Lesson 4)

Also be sure to check out www.haveaheartcanada.org for:

- A section where you can upload photos and stories about your *Have a Heart for CANFAR* campaign
- HIV/AIDS information and resources
- Awareness activity ideas and resources
- Links to other youth HIV/AIDS websites

Links, Hotlines and Educational Resources

General HIV/AIDS Resources

AVERTing HIV and AIDS

UK based charity providing comprehensive information on prevention, transmission, testing, treatment and care, statistics, history, science, regional profiles and information for LGBT youth. www.avert.org

Canadian AIDS Treatment Information Exchange (CATIE)

Canadian information about prevention, treatment and living with HIV/AIDS (multilingual resources). www.catie.ca/eng/Home.html

Joint United Nations Programme on HIV/AIDS (UNAIDS)

The United Nations program on HIV/AIDS. Includes press releases, data and statistics and in-depth coverage on a variety of issues. www.unaids.org

United Nations International Children's Emergency Fund (UNICEF) Voices of Youth - HIV/AIDS

Includes real life stories, games, quizzes, photojournals and prevention information. www.unicef.org/voy/explore/aids/explore_aids.php

Canadian HIV/AIDS Hotlines

- Alberta: 1-800-772-2437
- British Columbia: 1-800-661-4337
- Eastern Arctic: 1-800-661-0795
- Manitoba: 1-800-782-2437
- Newfoundland and Labrador: 1-800-563-1575
- New Brunswick: 1-800-561-4009
- Northwest Territories: 1-800-661-0844
- Nunavut: 1-800-661-0795
- Nova Scotia: 1-800-566-2437
- Ontario: 1-800-668-2437
- Prince Edward Island: 1-800-314-2437
- Quebec: 1-888-855-7432 (For women: 1-866-240-0090)
- Saskatchewan: 1-800-667-6876
- Yukon: 1-800-661-0408, x 8323

Sexual Health

Public Health Agency of Canada

Provides useful information on Sexually Transmitted Infections (STIs), sexual health education with lesson plans for Gr. 8-12, and basic HIV/AIDS information. www.phac-aspc.gc.ca

Sexuality and U.ca

Provides information on topics such as abstinence, contraception, sexual assault, and sexually transmitted infections. www.sexualityandu.ca

Communities and Schools Promoting Health

An on-line catalogue of classroom lesson plans prepared by the Canadian Association for School Health, funded by the Division of Sexual Health Promotion and STD Prevention Control, Health Canada. www.safehealthyschools.org

Peer Education

HIV/AIDS Peer Education

UNAIDS-Life Skills-Peer Education includes tips on integrating peer education into your school's HIV/AIDS awareness program. www.unicef.org/lifeskills/index_12078.html

Youthnet—Theater Based Techniques for Youth Peer Education

Resources for building a peer education theatre program. www.fhi.org/en/Youth/YouthNet/Publications/peeredtoolkit/TheaterTraining.htm

Educational and Lesson Plan Resources

AVERT

Provides lesson plans and activities relating to HIV facts, transmission, and attitudes focusing on sex and HIV. Resources are designed to be used both in a condensed and extended lesson format.

www.avert.org/lessons.htm

It's Up to Us: An AIDS Education for ESL Students and Other English Language Learners

Lesson plans and resources on risk assessment, probability, role playing and communication strategies.

www.hostos.cuny.edu/homepages/lesnick/Aids/page01.htm

National Geographic: Spread of AIDS Lesson Plan

www.nationalgeographic.com/xpeditions/lessons/11/g912/trade.html

UNAIDS Caribbean

Lesson plans, cross-curricular links and an extensive list of resources (online resources, documents, reports, articles, books, radio addresses and films).

www.un.org/works/goingon/lessonplan_hiv aids.html

UNICEF Canada - Global Classroom

Provides curriculum links and resources for Canadian Schools including information related to children's rights education, human rights education through art and HIV/AIDS education.

<http://globalclassroom.unicef.ca>

UNESCO International Bureau of Education

International Clearinghouse on Curriculum for HIV and AIDS Education.

www.ibe.unesco.org/HIVAids.htm

World Health Organization (WHO) School and Youth Health - Information Series on School Health

Contains PDF documents with activities and lesson plans on prevention of HIV/AIDS/STI and related discrimination, skills based health and life skills education and a teacher's exercise book for HIV prevention.

www.who.int/school_youth_health/resources/information_series/en/

Interactive Educational Resources

UNICEF Voices of Youth

Online game that allows youth to try out different situations related to HIV/AIDS. www.unicef.org/voy/explore/aids/explore_1360.html

Brainteasers and an Online Quiz for HIV/AIDS Education

www.unicef.org/voy/explore/aids/713_940.html

United Nations Population Fund - AIDS Clock

Interactive map counting the number of people who have died from HIV globally and for individual countries. www.unfpa.org/aids_clock/#

HIV Positive Youth

Live Positive— Canadian AIDS Treatment Information Exchange - CATIE's sister website for Youth Living with HIV/AIDS

Includes resources and online support for HIV(+) youth. www.livepositive.ca

Aboriginal Youth

Canadian Aboriginal AIDS Network (CAAN)

www.caan.ca/english/

Canadian Aboriginal AIDS Network Youth Site

www.caan.ca/youth/html/index_e.html

Gender and HIV/AIDS

United Nations Development Fund for Women

Fact sheets, a virtual library and clearing house, copies of speeches and presentations, training materials and tool kits, and information about videos, films and photo exhibits with a focus on gender issues.

www.genderandaids.org/

Drug and Alcohol Abuse

Canadian Harm Reduction Network

www.canadianharmreduction.com

Experiment

Canadian Centre for Substance Abuse's youth oriented website.

www.xperiment.ca/#

Film Resources

Films are also a great way to introduce HIV/AIDS awareness into the classroom. Below is a list of film resources that can be used in combination with an informal discussion or integrated into a more formal lesson plan.

Documentary

- Love in a Time of HIV (2009, TakingITGlobal)
DVD and discussion guide can be provided by CANFAR
- A Closer Walk: A film about HIV/AIDS in the world (2006, Worldwide Documentaries) www.acloserwalk.org
- It's My Life (2001, First Run/Icarus Films)
The story of the chairperson of the Treatment Action Campaign in South Africa and his campaign against drug companies and the South African government for cheaper more available HIV/AIDS medication.
<http://icarusfilms.com/new2002/mlife.html>
- Filmmakers Library
Educational documentaries, including a wide collection of HIV/AIDS resources.
www.filmakers.com/index.php?a=browseBySubject&subjectID=58
- Global AIDS Film Archive www.faceoaid.org
- Doctors with a Heart (NFB 1994) online www.nfb.ca/film/doctors_with_heart
- Tsepong, A Clinic Called Hope (CIDA 2006)

Fiction Films

- Angels in America (2003)
- Common Threads, Stories from the Quilt (1989)
- The People vs. Larry Flynt (1996)
- Philadelphia (1993)
- The Ryan White Story (1989)
- Rent (2005)



COMMUNITY SERVICE HOURS

In Canada, many school boards believe that community volunteer activities benefit high school-aged youth. The details vary across the country, however, some have made it a requirement in order to graduate. Committee members and volunteers can earn community service hours by working on a *Have a Heart for CANFAR* campaign.

10 Community Service Hours

CANFAR is confident that any *Have a Heart for CANFAR* participant, no matter how small the involvement, will meet the 10 hours of volunteer service. Justification is based on the following list of activities:

1. Signing-up, receiving information and learning about the *Have a Heart for CANFAR* campaign. [estimated 0.5h]
2. Helping to prepare for the *Have a Heart for CANFAR* campaign, assembling Heart-o-grams; promoting, setting up and running activities during the campaign. [estimated 5h]
3. Selling and delivering Heart-o-grams. [estimated 4.5h]

40 Community Service Hours

CANFAR is confident that any group organizer will have met, and likely exceeded, 40 hours of volunteer service by organizing the *Have a Heart for CANFAR* campaign. Justification is based upon the following list of activities:

1. Contacting CANFAR, requesting information, gathering a committee, speaking with school administration, signing up, reviewing information. [estimated 5h]
2. Signing-up volunteers, assembling Heart-o-grams, distributing promotional materials, planning activities, promoting the event. [estimated 10h]
3. Contacting community businesses for sponsorships of food, juice and prizes. Contacting local media to promote the program and the cause. [estimated 5h]
4. Running activities, selling Heart-o-grams, collecting donations. [estimated 15h]
5. Collecting donation cans and all money from fundraising activities, counting money, completing administrative work, depositing funds, sending information and a cheque to CANFAR. [estimated 5h]



VOLUNTEER & COMMUNITY SERVICE HOURS

Organizing or participating in the *Have a Heart for CANFAR* campaign is an activity eligible for required community service hours.

Have a Heart for CANFAR is The Canadian Foundation for AIDS Research's national youth awareness program. Its objectives are to encourage youth leadership skills, increase awareness of HIV/AIDS, and raise money to fund HIV/AIDS research. *Have a Heart for CANFAR* creates an opportunity for students to participate in an HIV/AIDS dialogue, and to help decrease the incidence of new HIV infections through awareness and leadership. *Have a Heart for CANFAR* provides a solid knowledge base that enables students to make safer and more informed choices.

An organizer is eligible to receive credit for 40 hours of volunteer service and a participant is eligible to receive credit for 10 hours of community service.

Name of volunteer: _____

- 10 hours of community service**
- 40 hours of community service**
- Other:** _____

Through the efforts of this individual, a *Have a Heart for CANFAR* HIV/AIDS awareness campaign was completed and funds have been received by CANFAR that will be used to fund HIV/AIDS research.

This sheet should be signed by an authorized teacher, school representative or other authorized individual (19 years of age or older), who can confirm that you have volunteered for your school's *Have a Heart for CANFAR* campaign.

Printed name of volunteer

Signature

Date

Printed name of supervisor

Title

Signature

Date

HIV/AIDS Fact, Fiction and Opinion Questionnaire (Lesson 1):

Fact or Fiction	Fact	Fiction
1. Mosquitoes cannot carry HIV		
2. You can tell that someone has HIV/AIDS just by looking at them		
3. Once you have HIV, you cannot do anything to get the virus out of your system		
4. You can test negative for HIV and still be infected with the virus		
5. Drug and alcohol use increase your likelihood of becoming infected with HIV		
6. HIV is mainly present in semen, blood, vaginal secretions and breast milk		
7. Only people with multiple partners can become infected with HIV		
8. You can become infected through tattoo and piercing equipment		
9. You can find out if you are HIV positive immediately after you have been infected		
10. The main ways to contract HIV are through unprotected sex, sharing needles and open mouth kissing		
11. Abstinence and not sharing needles are the best ways to prevent HIV infection		
12. HIV can survive outside of the body		

Agree or Disagree	Agree	Disagree
1. I would be too embarrassed to ask to use a condom during sex		
2. If I thought I had a sexually transmitted infection, I would go to a clinic to get tested		
3. HIV/AIDS only affects those who have same sex partners		
4. HIV/AIDS is only a problem in Africa and Asia		
5. If my boyfriend/girlfriend suggested that we use a condom, I would become very suspicious		
6. Now that people who are HIV positive are living longer, thanks to medical advancements, HIV/AIDS is not such a big deal anymore		
7. I've been with my partner for years, there's no reason for me to get tested for HIV		
8. A condom is the best way to protect both partners during sex		

Numbered Cards (Lesson 2):

#	#	#
#	#	#
#	#	#
#	#	#
#	#	#
#	#	#

“High Risk”, “Low Risk”, and “No Risk” Cards (Lesson 3):

HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK
HIGH RISK	LOW RISK	NO RISK

Risk Activity Sheet (Lesson 3):

Sharing a glass of water	
Giving blood	
Having sex with a healthy looking person	
Having sex with a condom	
Having sexual activity without intercourse	
Open-mouth kissing	
Sharing needles	
Getting drunk	
Getting a piercing or tattoo	

List of Key Societal and HIV/AIDS Issues (Lesson 4):

- Education
- Literacy
- Gender equality
- Maternal health
- Access to basic healthcare
- Access to HIV medication
- Rising cost of food
- War and civil conflict
- Political instability
- Unemployment
- National debt
- Economic problems
- Malaria and tuberculosis
- Stigma around HIV testing
- Discrimination towards those who are HIV positive



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Thank you to our supporters:



For what matters.



STRONGER COMMUNITIES TOGETHER™



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