

# Lesson Plan

The following lesson outline is intended to accompany a media presentation which is not included on this CD Rom. The guidelines are useful for teachers and teacher trainers who will work with youth age 9-12. It is important for teachers to address the HIV/AIDS prevention at the earliest possible time, in particularly before a child begins to experiment with sexual activity. Please also refer to the 6-9 year old programme.

[Return to the Series Home Page](#)

## "Let's Talk About HIV and AIDS" (9-12 year old)

[Ann Wilder](#) and Dick Schoech developed the programs at the University of Texas at Arlington School of Social Work. For additional information contact [Dick Schoech](#), Professor, U. of Texas at Arlington, School of Social Work, Box 19129, Arlington, TX 76019-0129 phone: 817/272-3964 FAX: 817/272-2046, Support was provided by an AT&T Scholars Grant and the Levi Strauss Foundation.

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### Description of the 9-12 year old program

The 9-12 year old program titled "Let's Talk about HIV and AIDS" uses the metaphor of HIV as a "pirate." The 9-12 year old program explores prevention and disease concepts relevant for late elementary and early adolescent populations, for example, how HIV attacks the immune system and sexual contact as a mode of transmission. The interactive multimedia program contains color graphics, sounds, kid's voices, limited animation, and video. This content is particularly appropriate for using video scenarios of children offering choices in healthy decision making, for example, drug and alcohol consumption.

### Overview of the 9-12 year old program

"Let's Talk About HIV and AIDS" consists of 24 screens that are clustered into four segments.

- Five components compose the first segment. These include an introduction to the program, a statement of learning objectives, the definition of HIV and AIDS, an introduction to the immune system concept, and clarification of how HIV is related to AIDS.
- The second segment illustrates the pirate, boat, and guard metaphors. It also explains the unique nature of the HIV and AIDS disease concept.

- The third segment states how you can and can not get HIV, and what you can do to keep yourself safe from HIV and AIDS.
- The fourth segment stresses the importance of personal decision making and the impact of HIV and AIDS on families and communities.
- The program closes with a personal testimony by one of the Kid's Club Kids. This is presented with a photograph of the child and the primary developer.

### **Goals and Objectives of the program of the 9-12 year old program**

#### **Goal 1: To increase children's (ages' 9-12) awareness and understanding of health through instruction of wellness concepts**

**Learning objective #1:** After experiencing the program, children will be aware that each person's body is special.

**Learning objective #2:** After experiencing the program, children will be aware of the need to show more compassion for those affected by HIV/AIDS.

#### **Goal 2: To increase children's (ages' 9-12) awareness and understanding of HIV/AIDS through instruction of disease concepts**

**Learning objective #1:** After experiencing the program, children will be aware of HIV.

**Learning objective #2:** After experiencing the program, children will be aware of AIDS.

**Learning objective #3:** After experiencing the program, children will be aware of how HIV affects the body.

**Learning objective #4:** After experiencing the program, children will be aware of how AIDS affects the body.

**Learning objective #5:** After experiencing the program, children will be aware that HIV/AIDS is transmitted through blood.

**Learning objective #6:** After experiencing the program, children will be aware that HIV/AIDS is transmitted through bodily fluids.

**Learning objective #7:** After experiencing the program, children will be aware of at least three ways of contracting HIV.

**Learning objective #8:** After experiencing the program, children will be aware of at least three misconceptions about how you can contract HIV.

#### **Goal 3: To increase children's (ages' 9-12) awareness of HIV/AIDS prevention through instruction of personal decision making.**

**Learning objective #1:** After experiencing the program, children will be aware that HIV/AIDS is transmitted through sexual contact.

**Learning objective #2:** After experiencing the program, children will be aware that HIV/AIDS is transmitted from a pregnant woman to her baby.

**Learning objective #3:** After experiencing the program, children will be aware that HIV/AIDS is transmitted through IV drug use.

**Learning objective #4:** After experiencing the program, children will be aware that each person is responsible for the decisions they make about their body.

**Learning objective #5:** After experiencing the program, children will be aware that the decisions they make about their body can affect other people.

### **Evaluation of the 9-12 year old program of the 9-12 year old program**

The evaluation of the 9-12 year old program was designed to address some of the issues currently facing parents and teachers in examining HIV/AIDS curriculum. The evaluation samples consisted of:

- Ten parents living in the Arlington and Fort Worth area who viewed the program and completed the post test,
- Eight teachers and 2 school nurses employed in the Arlington and Ft Worth Independent School Districts who viewed the program and completed the post-test, and
- Ten age 9-12 female participants in the Dallas Girl's Inc. Summer education program who viewed the program and completed a structured interview in a pre and post-test format.

The total evaluation is available as the thesis of Ann Wilder, the co-principle investigator and senior research assistant on the project. The thesis is available upon request or from the University of Texas at Arlington library. The key findings of the evaluation are summarized below.

### **Parents reactions to of the 9-12 year old program:**

#### **Parents strongly agreed that:**

- a multimedia program is a good tool for educating children on HIV and AIDS,
- they would allow their child or a child of similar age to view the program,
- they preferred their child to view the program with an instructor available to answer questions,
- they would give their child permission to use this program at school,

- they would support the use of this program in their local public school health or sexual education curriculum,
- the subject matter was presented in a non-sexist and non-racist manner,
- the subject matter is concrete and presented in a clear and logical format,
- the subject matter and its presentation is appropriate for children ages' 9-12,
- the accents of the recorded voices and the vocabulary helps the program relate to different ethnic populations,
- the program is technically simple enough for children ages' 9-12,
- the pirate, boat and guards metaphor was helpful in presenting the subject matter to children ages' 9-12,
- using children to talk to children is helpful in presenting the subject matter to children ages' 9-12,
- children ages' 9-12 would enjoy using the program, and
- children would perceive the presentation of the subject matter as non-judgmental.

**Parents agreed that:**

- cultural sensitivity is a critical issue in the selection of HIV and AIDS educational software,
- the graphics help the program relate to different ethnic populations,
- the recorded voices were clear and easy to understand,
- the sound, graphics and animation were sequenced in a non-distracting manner,
- the instructions for using the program were clear and easy to follow,
- the viewing time was appropriate for children ages' 9-12, and
- children would perceive the tone of the voices in the program as caring.

Parents preferred that their child view this program with children his/her own age. They also preferred a child view the program with a parent or guardian available to answer questions. The parents were indifferent to their child viewing the program with children of the same gender.

**Teachers reactions to of the 9-12 year old program:**

**Teachers strongly agreed that:**

- a multimedia program is a good tool for educating children on HIV and AIDS,
- they would allow their child or a child of similar age to view the program,

- they would give their students permission to use this program at school,
- they would support the use of this program in their local public school health or sexual education curriculum,
- the program was visually appealing,
- the sound, graphics and animation were sequenced in a non-distracting manner,
- cultural sensitivity is a critical issue in the selection of HIV and AIDS educational software,
- the subject matter was presented in a non-sexist and non-racist manner,
- the subject matter is concrete and presented in a clear and logical format,
- the subject matter and its presentation is appropriate for children ages' 9-12,
- the program is technically simple enough for children ages' 9-12,
- using children to talk to children is helpful in presenting the subject matter to children ages' 9-12,
- children ages' 9-12 would enjoy using the program, and
- children would perceive the presentation of the subject matter as non-judgmental.

**Teachers agreed that:**

- the recorded voices were clear and easy to understand,
- the instructions for using the program were clear and easy to follow,
- more sound, graphics, animation, photographs and video clips would help the program,
- the accents of the recorded voices, the vocabulary and the graphics help the program relate to different ethnic populations,
- the pirate, boat, and guards metaphor is helpful in presenting the subject matter to children ages' 9-12, and
- children ages' 9-12 would perceive the tone of the voices in the program as caring.

Teachers preferred that their students view this program with children their own age. They also preferred the student view the program with a parent or guardian or an instructor available to answer questions. All of teachers were indifferent to their students viewing the program with children of the same gender.

**Children reactions to of the 9-12 year old program:**

**Learning retention**

- Pre and post mean scores were compared for the eleven concepts designed to measure learning retention. A significant difference in scores at the  $p < .05$  significance level or better was noted on two of the eleven concepts. These concepts were *definition of HIV* and *causal relationship of HIV to AIDS*.
- An increase in post-test scores without significance occurred for five of the eleven concepts. These concepts were *viral, invades the body, communicable germ, immunodeficiency, and definition of AIDS*.
- No change in pre and post-test scores was observed on two out of the eleven concepts. These concepts were *difficulty of infection by HIV* and *fatality of AIDS*.
- A decrease in post-test means was observed on two of the eleven concepts with no significance noted. These concepts were *syndrome* and *immunodeficiency*.

### **Behavioral change**

- Pre and post mean scores were compared for the eleven concepts designed to measure behavioral change. A significant difference in scores at the  $p < .05$  significance level or less was noted on four out of the eleven concepts. These concepts were *unsafe sexual contact with body fluids, casual contact, hygiene, and emotional concern*.
- An increase in post-test scores without significance occurred for five out of the eleven concepts. These concepts were *prevention, wellness, importance of self, uniqueness of self, and wellness*.
- No change in pre and post-test scores was observed on one out of the eleven concepts. This concept was *decisions that you make affect other people*.
- A decrease in post-test means was observed on one out of the eleven concepts with no significance noted. This concept was *being responsible for your body*.

Overall we were pleased with the evaluation results. Both parents and teachers were very positive about the program and its use. Children learned almost all the expected concepts and their behavior is likely to change in many of the desired ways. Our kids viewed the program alone. We expect even stronger learning and behavioral change by children who view the program as part of a group under the guidance of a trained teacher.

These programs were designed specifically for use in a classroom setting. Research and evaluation took place in schools with both students and teachers. Suggestions for use vary greatly depending on the class size, availability of equipment and maturity of students. Adult guidance is advised for the use of these manuals due to the nature of the subject matter which tends to raise questions in children which will need to be answered by a competent adult. Possibilities for viewing consist of individual sessions at a multimedia station using a pair of headphones to contain the sound. A small group setting could also be arranged for viewing with four to six children around one computer screen. A large

group presentation could take place with the use of a LCD panel attached to an overhead projector. Whatever the viewing conditions, expect questions from students some of which may be noted here.

[Series Home Page](#)