

# Healthy Living: Prevention and Treatment

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

## NSES ALIGNMENT:

**SH.10.GS.2** - Describe the steps for how a person living with HIV can remain healthy

**SH.12.CC.1** - Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)

**SH.12.CC.2** - Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression

**TARGET GRADE:** High School

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- Amaze video [PrEP/Pep](#)
- Stop the Virus video: [HIV: It's Called Treatment as Prevention](#)
- Copies of the PrEP/PEP Worksheet - one per student
- Computer with internet connection, LCD projector, screen and speakers
- Newsprint - two pieces
- Tape

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two ways a person living with HIV can remain healthy and maintain viral suppression [Knowledge]
2. Explore at least four benefits of biomedical approaches to prevent STDs and HIV including the importance of lowering viral load [Knowledge]

## LESSON RATIONALE:

Since the 1980s, there have been extensive biomedical advances in the treatment and prevention of HIV. These advances have drastically changed and improved the quality of life for people living with HIV and their partners. The purpose of this lesson is to explore the ways a person living with HIV can maintain viral suppression and live a healthy life as well as learn ways HIV and other STDs can be prevented.

## ADVANCED PREPARATION:

- Review Amaze video [PrEP/Pep](#)
- Review Stop the Virus video: [HIV: It's Called Treatment as Prevention](#)
- Using newsprint, make True and False signs and tape on each side of classroom
- Make copies of the PrEP/PEP worksheet - one per student
- Before class, if helpful please review this fact sheet on [Doxy PEP](#).

## NOTE ABOUT LANGUAGE:

It is important to use People First Language for this lesson, i.e. a person living with HIV rather than an HIV infected person. People First Language puts the person before the disability or diagnosis, and describes what a person has, not who a person is.

*Note to the Teacher: Highly encourage you to become familiar with language that is oftentimes used when discussing HIV's impact on the immune system such as viral suppression, antiretroviral drugs, undetectable and viral load.*

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### PROCEDURE:

#### STEP 1:

Say something like, “Today we are going to talk about the biomedical advances to treat and prevent the Human Immunodeficiency Virus (HIV) and other STDs. I want to start off with an activity to see what you all already know. I am going to read aloud four statements and I want you to move to the side of the room with the true sign if you think the statement is true and the other side if you think the statement false. There may be a few statements that you may be unsure about; that’s okay.”

*Note to the Teacher: The purpose of this activity is to see what information students already know. You can share the correct answer after you read each statement or wait to discuss it during the lesson. The answers for each statement are below.*

**1. HIV can be cured.**

*FALSE: HIV can only be treated*

**2. There are vaccines to prevent viruses that can be contracted through sexual contact.**

*TRUE: Yes, such as the HPV and Hepatitis B vaccine.*

**3. A person with HIV can be undetectable, not showing HIV in their system, if they take their medicine daily.**

*TRUE: A person living with HIV can be undetectable if they take their medicine daily.*

**4. There are medications that can be taken once a month to prevent HIV transmission.**

*FALSE- must be taken daily (PrEP)*

*(15 minutes)*

#### STEP 2:

Say something like, “You can return to your seats. Today we are going to talk about a few biomedical advances and by the end of the lesson you will understand why these statements were true or false. I first want to make sure you all understand how a virus impacts the human body. Viruses replicate when they enter a host (meaning a person who is newly infected). Unfortunately, there are no cures for viral STDs like HIV, Hepatitis, Herpes and HPV. However, there are treatments that can minimize symptoms and the virus reproduction in the body. A few viral STDs also have vaccines that can prevent becoming infected. For instance, you may have received the Hepatitis B vaccine as a baby and maybe the HPV vaccine, Gardasil, as a preteen. There is also a medicine that people can take shortly after sex that can help reduce the risk of transmission of gonorrhea, chlamydia, and syphilis. It is called DoxyPEP and is primarily used for men who have sex with men and transgender women. More studies need to be done to determine how effective DoxyPEP is in people with vaginas.

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Now we are going to talk about two medications that can be taken to prevent the transmission of HIV, pre-exposure prophylaxis, also known as PrEP, and post-exposure prophylaxis, also known as PEP. Let's watch an AMAZE video that will give us some basic knowledge about PrEP and PEP." Next, show the Amaze video.

*(5 minutes)*

### STEP 3:

Say something like, "Thank you for your attentiveness while watching the video. I am going to hand out a worksheet for you to work on with an elbow partner. You both will decide if each of the five statements apply to PrEP, PEP or none." Once seven minutes have passed, invite pairs to share their responses and review the answers together.

*Note to the Teacher: To encourage student participation ask for volunteers to read a statement and have the class say aloud what they believe the answer is. There are notes for additional clarification after each statement that you can read aloud while reviewing with the class. Every answer was shared in the video.*

1. This medication should be used within 72 hours after possible exposure to HIV  
**PEP: PEP is only to be used in cases of emergency.**
2. This medication can be purchased over the counter  
**NONE: Both PREP and PEP have to be prescribed by a doctor.**
3. This medication is recommended for people who are at low risk of HIV contraction  
**NONE: PrEP is only recommended for individuals who have a high risk of HIV contraction.**
4. This medication is used for people who may have been recently exposed to HIV  
**PEP: PEP is used for individuals who may have had a one-time exposure to HIV.**
5. You have to be tested every three months when using this medication  
**PrEP: This is a requirement to ensure PrEP is protecting a person's health.**

*(20 minutes)*

### STEP 4:

Say, "We talked extensively about medications that can prevent HIV contraction. There are people who are living with HIV who are able to live long and healthy lives by adhering to their antiretroviral regimen, exercising, maintaining a healthy diet, avoiding drug and alcohol use, managing stress and getting support. Adhering to treatment helps people living with HIV be undetectable. That means the amount of HIV in their body is so low it can't be transmitted during sexual contact. Let's watch a brief video to further explain." Play [HIV: It's Called Treatment as Prevention video.](#)

*(8 minutes)*

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### STEP 5:

Say something like, “**Today we talked about the prevention and the treatment of HIV. Medications like PrEP and PEP can prevent HIV contraction among people who may be at high risk. Additionally, antiretroviral drugs and healthy lifestyle practices help suppress viral load and can make a person living with HIV undetectable. For more information about prevention and treatment of HIV you can visit CDC.gov.**”

*(2 minutes)*

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Step 4 addresses learning objective one and Steps 1 - 3 and Step 5 address learning objective two.

### HOMEWORK:

Have students watch the video [Personal Stories from People Living with HIV](#) and respond to the following questions about the video in a journaling or reflective writing activity.

1. What did you learn from the personal stories of the people living with HIV?
2. Was there anything that surprised you about any of their stories?

# PrEP and PEP Student Worksheet

Please write whether the statement applies to PrEP, PEP, None or Both.

1. This medication should be used within 72 hours after possible exposure

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2. This medication can be purchased over the counter.

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3. This medication is recommended for people who are at low risk of HIV contraction

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4. This medication is recommended for people who are may have been recently exposed to HIV

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5. You have to be tested every three months when using this medication

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