

# **OPTIONAL VOCABULARY AND CONCEPT-BUILDING STRATEGIES FOR SECONDARY GRADES**

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These additional strategies can be used as in-class activities, homework assignments, and/or student-peer projects in order to reinforce or expand upon the lessons.





# CREATING AN HIV/AIDS PROTECTION “BACKPACK”

**Teacher Note:** This activity can be used in conjunction with a Prevention Lesson.

## Directions

- Tell the class to imagine an “HIV/AIDS Protection Backpack” filled with *tangible* and *intangible* ways to protect against HIV infection. Have the class define: *tangible* (referring to a thing one can touch) and *intangible* (referring to an idea or trait).
- Have the class brainstorm about what could go into the imaginary backpack that would enable one to abstain from sexual intercourse and alcohol and other drug use. Draw the following diagram on the chalkboard. Record students' answers in the appropriate columns.

### AN ABSTINENCE “BACKPACK” FOR HIV/AIDS PROTECTION

TANGIBLE	INTANGIBLE
Photos of parents, family members (reminders of people who support abstinence decisions).	Assertiveness, self-confidence, and the courage to avoid risk behaviors.
Community resource list.	Good decision-making skills.
An address book—a reminder that you have friends who share your values.	Religious/ethical beliefs that promote abstinence.
A list of things you can say to peers who try to convince you to do risky things.	The sensitivity not to pressure others to engage in risk behaviors—and the self-esteem to say “no” to risk behaviors.

- Have the class brainstorm about additional contents of the backpack that could enable one to protect against HIV/AIDS if one does not abstain from sexual intercourse. The second part of the backpack chart may look like the one below.

### A RISK-REDUCTION “BACKPACK” (ADDITIONS TO THE ABSTINENCE “BACKPACK”)

TANGIBLE	INTANGIBLE
Latex condoms (to use correctly, every time).	The wisdom to choose a partner who shares your commitment to reducing risk.
Female condom (to use correctly, every time).	The self-esteem to refuse to have sexual intercourse unless latex condoms and other risk-reduction measures are used.
Instructions on using condoms correctly.	The awareness that, even if you have had sexual intercourse, you always have the right to choose abstinence in the future.
Water-based lubricant.	The awareness that even if you have had sexual intercourse without a condom, it is never too late to start protecting yourself and your partner by using one.

# HIV/AIDS WORD SEARCH

Find the following words in the *HIV/AIDS Word Search*. The words may appear horizontally, vertically, or diagonally, and may be spelled backwards. A single letter may be used in more than one word.

- |                |            |               |           |             |
|----------------|------------|---------------|-----------|-------------|
| ABSTINENCE     | AIDS       | ANTIBODY      | B-CELLS   | BEHAVIOR    |
| BLOOD          | COMPASSION | CONDOM        | DECISION  | DRUGS       |
| HIV            | IMMUNE     | INFECTION     | INJECT    | INTERCOURSE |
| JUDGMENT       | MACROPHAGE | OPPORTUNISTIC | PREGNANCY | RISKY       |
| SEMEN          | STI        | T-CELLS       | TESTING   | TRANSMIT    |
| VAGINAL FLUIDS | VIRUS      |               |           |             |

Q A L V A G N I A L F L U I D S A V B T I A B C D K  
 C N A M B H I L N O P P O R T U N I S T I C P D S I  
 R T E S T I N G P F H E A L L A Z R X T X N T I T Y  
 L I V O E E W A C F E G R I P P Y U D R C P J R K T  
 Z B S T O P B B R K H C S J O Y S S N A R T Y E I S  
 R O G L V C P L R P I I T S G C E D T N F F E S C F  
 E D R L E O H P O V C A D I F N E I O S S O S C X T  
 A Y D L G O A S E O C A L L O A E S A M T V O T Y T  
 L I L Z B A G I N T D D S M M N A M E I R Y S X S O  
 I S R A D S E D T R D S K A M G A E L T X T R U Y R  
 T T E S M I O T A A I T C C X E A K R I X I P Y T S  
 E A A M T M M E T N S R Y R S R T S R P R Y C R K S  
 I J B T E S X I N G O B T O I P I I O I C O O S I D  
 M U S N A N T I B P L E I P A P T T I E M B M U P I  
 M D T O L L E I H D A N F H I C Y P V P R A R E T U  
 U G I I C R A A H E A L G A T P R R A H S S A I P L  
 N M G S Q U G M A C R O V G S K P S H K I O S D P F  
 E E L I F E L T H O S D I A Q I S R E T O T I R T L  
 A N A C R E L H R J D R H U G I S E B A U R O A A A  
 C T A E G X E N O I K E J C O C I S P E I P N P S N  
 H L F D R U G S O Q S S A N O E S R U O C R E T N I  
 B E H A V E O O P Q I K K R P K S U T U J H R U P G  
 U X C E L M P E D O U N Y U N T P T T S T I J L E A  
 T C E L L S D E I I B C E A B S T I N E N C E G O V

# HIV/AIDS WORD SEARCH

## Teacher's Answer Sheet

ABSTINENCE  
BLOOD  
HIV  
JUDGMENT  
SEMEN  
VAGINAL FLUIDS

AIDS  
COMPASSION  
IMMUNE  
MACROPHAGE  
STI  
VIRUS

ANTIBODY  
CONDOM  
INFECTIOUS  
OPPORTUNISTIC  
T-CELLS

B-CELLS  
DECISION  
INJECT  
PREGNANCY  
TESTING

BEHAVIOR  
DRUGS  
INTERCOURSE  
RISKY  
TRANSMIT

Q A L V A G N I A L F L U I D S A V B T I A B C D K  
 C N A M B H I L N O P P O R T U N I S T I C P D S I  
 R T E S T I N G P F H E A L L A Z R X T X N T I T Y  
 L I V O E E W A C F E G R I P P Y U D R C P J R K T  
 Z B S T O P B B R K H C S J O Y S S N A R T Y E I S  
 R O G L V C P L R P I I T S G C E D T N F F E S C F  
 E D R L E O H P O V C A D I F N E I O S S O S C X T  
 A Y D L G O A S E O C A L L O A E S A M T V O T Y T  
 L I L Z B A G I N T D D S M M N A M E I R Y S X S O  
 I S R A D S E D T R D S K A M G A E L T X T R U Y R  
 T T E S M I O T A A I T C C X E A K R I X I P Y T S  
 E A A M T M M E T N S R Y R S R T S R P R Y C R K S  
 I J B T E S X I N G O B T O I P I I O I C O O S I D  
 M U S N A N T I B P L E I P A P T T I E M B M U P I  
 M D T O L L E I H D A N F H I C Y P V P R A R E T U  
 U G I I C R A A H E A L G A T P R R A H S S A I P L  
 N M G S Q U G M A C R O V G S K P S H K I O S D P F  
 E E L I F E L T H O S D I A Q I S R E T O T I R T L  
 A N A C R E L H R J D R H U G I S E B A U R O A A A  
 C T A E G X E N O I K E J C O C I S P E I P N P S N  
 H L F D R U G S O Q S S A N O E S R U O C R E T N I  
 B E H A V E O O P Q I K K R P K S U T U J H R U P G  
 U X C E L M P E D O U N Y U N T P T T S T I J L E A  
 T C E L L S D E I I B C E A B S T I N E N C E G O V

# CREATE AN HIV/AIDS HAIKU

## Directions

- Have students write a haiku expressing ideas, thoughts, and feelings about HIV/AIDS. A haiku is a three-line poem with 17 syllables, as follows: first line—five syllables; second line—seven syllables; third line—five syllables.
- Post haikus on an HIV/AIDS bulletin board.

## Examples

### Haiku 1

A virus infects  
my friend. Into my waiting  
arms he falls and cries.

### Haiku 2

I wish this virus  
were a work of fiction and  
I could close the book.

# FINDING PEOPLE TO HELP: WRITE HIV/AIDS HELP-WANTED ADS

## Directions

Have students brainstorm types of jobs in the HIV/AIDS prevention and treatment fields. Write the list on the chalkboard. Individually or in small groups, have students write “help-wanted ads” that name the position, the job description, and the qualifications needed.

## Example

The list may include:

- Counselor at HIV antibody testing site.
- Drug counselor.
- Condom manufacturer.
- Doctor.
- AIDS activist.

The “help-wanted ad” may read as follows:

**Needed:** Counselor at HIV antibody testing site. Counsel people about HIV/AIDS before and after HIV antibody testing and give them their test results. Refer HIV-positive people to medical and supportive services, and tell them how they can avoid infecting others. Tell HIV-negative people how to avoid contracting HIV in the future. **Qualifications:** Must be well-informed, compassionate, supportive, and a good listener; must respect confidentiality.

# CONNECTING CONCEPTS TO VOCABULARY: SEMANTIC ASSOCIATIONS

## Directions

- Semantic associations help students expand vocabulary by building on words that share a common feature. The activity can be done as a class or individually, but always have it conclude with full-class discussion.
- Select a word or words related to HIV/AIDS issues.
- Write the word(s) on the chalkboard; for example: *infection, treatment*.
- Ask half the students to write as many things as they can think of that are related to “infection;” the other half will do the same with “treatment.” Students can work alone or in groups.
- Write the students' lists on the chalkboard, compiling all associations under the headings “infection” and “treatment.”
- Have students use six of these words in sentences.
- Discuss any words that are new to any of the students.

# EXPANDING VOCABULARY THROUGH BRAINSTORMING: SEMANTIC MAPPING WITH HIV/AIDS FOCUS WORDS

**Content Area Note:** This strategy can be used to assist English language learners, special education students, and others to understand HIV/AIDS concepts.

## Directions

Select an “HIV/AIDS focus word:” a word pertaining to a key HIV/AIDS concept that you would like students to think about. This activity can also be used to prepare students for reading an essay, story, or article about HIV/AIDS.

## Examples

*Virus, abstinence, prevention, decision making, Person Living With HIV/AIDS (PLWHA)*

- Write the focus word on the chalkboard.
- Have students list on paper as many words as possible that are related to the focus word.
- Then have students share their words. Write them on the chalkboard, grouping them into categories as you write.
- Number the categories and have students title them. Use any disagreement about defining or categorizing words to spark discussion.

# OPTIONAL ACTIVITIES

- **Coordinate an HIV/AIDS information fair.**  
Have students plan an HIV/AIDS information fair, for which they would create lessons, presentations, and exhibits about HIV/AIDS for families and other students. With approval from the school principal, and in accordance with New York City Department of Education policies, students may invite representatives of appropriate community-based organizations, such as youth-assisting hospitals or agencies that care for HIV-positive children, to participate. Alternatively, students can develop HIV/AIDS activities for their classes in the school.
- **Design an HIV/AIDS community resource map.**  
Have students draw a map of their own community identifying agencies or institutions that could be resources for people with HIV/AIDS concerns. They may also design a brochure that incorporates the map, listing and describing each resource.
- **Express feelings about HIV/AIDS through art.**  
Have students construct an AIDS quilt or collage, commemorating those who have died of AIDS. Students also can make posters about AIDS. Display the quilt, collage, or posters in the school or in the community, e.g., at a community center, post office, bank. Offer them as gifts to a community health facility.
- **Raise money to help people with HIV/AIDS.**  
Conduct a fund-raising talent show, dance marathon, bake sale, sports event, or auction of AIDS quilts, collages, and posters. (Check with the school principal about how to do so.) Donate money to a community HIV/AIDS project or clinic.
- **Assess society's response to HIV/AIDS.**  
Research and critique efforts to control the epidemic over the last decade. What successes and failures have occurred?
- **Invite a guest speaker who is HIV-positive or living with AIDS to class.**  
Remember to obtain approval from your principal before inviting a guest to speak about HIV/AIDS or related topics. Meet or talk by phone with the guest speaker in advance to determine appropriateness for the grade level. Examine all materials with your principal at least 72 hours prior to the presentation.
- **Learn through interviewing.**  
Have students interview someone with expertise in HIV/AIDS-related issues. To prepare, review interviewing techniques and have students practice by interviewing each other. Discuss how to interview with respect, compassion, and empathy.
- **Stage a debate.**  
Have students conduct a debate on the needle/syringe exchange issue. For example, discuss the case of a person who was arrested for providing clean needles and syringes in exchange for used ones. (In some locales such activities are illegal). **Note:** As background activity, the teacher will indicate that some favor such programs because they reduce the risk of disease transmission and others oppose them because they believe such programs encourage drug use.

- **Debate the issues.**  
Have students engage in a formal debate on another topic related to HIV/AIDS.
- **Lobby the legislators.**  
Define the term *lobby*. Have students identify their legislators' names and addresses, and write letters expressing their views on an HIV/AIDS issue. They may write to the President, a senator, a representative, a state assembly member, or a city council member. The letter-writing activity will be especially effective if students first explore legislators' views and voting records on HIV/AIDS-related issues. Their letters can then be tailored to individual legislators. Alternatively, students can write to support or oppose a specific bill that is coming up for vote.
- **Discuss how much of the federal budget should go to HIV/AIDS.**  
Have students enact a scenario in which they are members of the Senate Budget Committee. They must decide how to divide tax money to meet the nation's needs. Have students:
  - List ten budget categories (e.g., defense; education; housing; highway, bridge, and tunnel construction and repair; development of a national health insurance plan; Social Security; public assistance; HIV/AIDS prevention, treatment, and research; teen pregnancy prevention programs; drug prevention and rehabilitation programs; etc.).
  - Begin with a theoretical budget of \$100 million for each category.
  - Consider a request by AIDS activists to increase the amount for HIV/AIDS to \$500 million and the reasons for such a request.
  - Assign priorities to budget categories, and consider whether and how to increase HIV/AIDS programs' allocated amount.
- **Write about HIV/AIDS.**  
Give students opportunities to express thoughts and feelings about HIV/AIDS in writing. For example, students can:
  - Write an editorial on an HIV/AIDS social issue recently mentioned in the newspaper.
  - Write poems. (See other writing activities in this section.)
  - Write short stories or essays.
  - Write and produce public service announcements for radio and TV.
  - Write reviews of books, films, or TV shows about HIV/AIDS.
- **Create a peer theater program.**  
Have students develop theatrical scripts and productions about young people coping with HIV/AIDS-related decisions and situations. Theatre programs can be performed in classrooms, in an assembly, and perhaps in other schools or community sites as well.
- **Organize volunteer projects.**  
With approval from your principal and in accordance with Department of Education policies, arrange for students to volunteer at HIV/AIDS service agencies.