

## Assessment

### Risk Assessment & Reduction: Grade 5

**Title:** HIV: It's NOT Me!

**Grade level:** 5

**Purpose:**

The long term goals in this unit are to help students understand the facts and issues surrounding HIV and AIDS, and to personalize the issue in terms of short and long term prevention.

**Objective(s):**

Students will identify risks for HIV transmission, learn how HIV impacts the human body, develop short and long term prevention strategies, and share conclusions with a targeted audience.

**DOK Level:**

**Level one:** *Identify* HIV risk factors and prevention strategies

**Level two:** Explain *cause and effect* of HIV on the human body.

**Level three:** *Draw conclusions* about HIV and prevention strategies to *construct* a news release to educate other fifth graders.

**Learning Target(s) (LT):** Students will:

1. Analyze and be able to educate others about the cause and effect of HIV on the body's **immune system**.
2. Gather and analyze data to identify and explain risk factors associated with **transmission** of HIV.
3. Determine and share risk factors that are evident in their **personal** school/home/neighborhood culture (e.g.: Body piercing, tattoos). Decide which risk factors are **relevant to fifth graders**.
4. Develop both short and long term strategies, and create an appropriate product, to **educate elementary students on HIV prevention**.

**Missouri GLEs:**

HPE: RA1E5: List behaviors that could enhance HIV transmission and strategies to prevent infection.

HPE: ME4C5: Establish short and long term goals for a specific health issue.

Social Studies: SS7B5: Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions.

### **Show-Me Process Standards: (Goals 1-4)**

- 1.2 Conduct research to answer questions and evaluate information and ideas.
- 1.8 Organize data and information and ideas into useful forms for analysis/presentation.
- 2.1 Plan and make written, oral, and visual presentations for a variety of purpose and audiences.
- 3.3 Develop and apply strategies based on ways others have prevented/solved problems.
- 4.1 Explain reasoning and identify information used to support decisions.

### **Time needed to teach this lesson:**

**It is estimated that the HIV NOT Me! culminating task will be a multiple day experience. The teacher should plan for at least 150 minutes of class time.**

### **Lesson design:**

As a culminating activity in a unit about HIV the students will be challenged to synthesize what they have learned in order to demonstrate comprehension in the final product. It is assumed the teacher will have covered the information described in the learning targets. Active learning experiences may include methods such as small group discussion, games, simulations, brainstorming, role playing, interviews, and guest speakers to involve the students and enable them to personalize the information. (Adapted from the book, Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV, Kirby, D., Research Director, ETR Associates p. xi).

Acting as news reporters, students will gather and analyze information about HIV risks and prevention. The task is to create an informative/educational news story (aimed at a fifth grade target audience) for newspaper, television, or Internet posting that meets the stated criteria. Students may use class notes, teacher approved websites, information from class speakers, classroom resources, or other approved resources to complete the task.

### **Assessment:**

The products will be evaluated for demonstration of the learning targets.

### **Teacher Assessment Options (see examples of each below)**

Student products may be evaluated by the teacher using an analytical rubric, by peers using a Peer Evaluation, and/or through a Student Post Assessment.

### **Differentiated Instruction:**

- Presentation of information: The teacher will present information orally, in writing, and through diagrams
- The teacher will adjust the pace of instruction to meet student needs, interests, and abilities

- Choices: The students will choose the format for their project
- Grouping: The teacher will group students heterogeneously for the project to maximize their strengths, gifted students will work with gifted peers

**Technology and Materials Needed:**

Internet, approved websites, video cameras, VCR, examples of effective news stories- print/video/Internet

**This unit/assessment written by:** Shelley Paul Smith, M.Ed.

**Teacher Assessment of Culminating Activity: HIV It's NOT Me!**

	<b>Emerging</b>	<b>Accomplishing</b>	<b>Excelling</b>	<b>Exceptional</b>
<p><b>Gathering and Analyzing Information:</b></p> <p><b>Knowledge of HIV Risk Factors</b></p>	The student/s worked with the teacher to identify and cite resources and identify simple risk factors.	Student/s identified/cited appropriate classroom resources to gather information to define risk factors for HIV.	Student/s identified/cited multiple resources to gather sufficient useful information to accurately define risk factors and prevention strategies for HIV.	Student/s independently identified/cited additional effective resources to gather detailed information to accurately define risk factors for HIV.
<p><b>Systems thinking:</b></p> <p><b>Impact of HIV on the human body</b></p>	The student/s, worked with the teacher to identify a limited number of basic ways HIV impacts the human body.	The student/s identified interactions among the human body's systems as a result of HIV.	The student/s identified multiple interactions and consequences among human systems as a result of HIV	The student/s identified complex and subtle interactions among the systems of the human body as a result of HIV.
<p><b>Using facts and logic to support reasoning:</b></p> <p><b>Proposals and justifications of prevention strategies</b></p>	The student/s worked with the teacher to propose simple steps for fifth graders to prevent HIV infection.	The student/s used facts to justify their reasoning for age appropriate recommendations for short and long term prevention of HIV.	The student/s proposed, and provided detailed factual justifications, for relevant, realistic, and age appropriate short and long term recommendations for prevention of HIV.	The student/s proposed short and long term recommendations which insightfully applied prevention strategies in multiple and novel contexts. Detailed, accurate, and convincing justifications were provided.
<p><b>Organizing information in useful forms:</b></p> <p><b>News Presentation</b></p>	The student/s worked with the teacher to organize simple information.	The student/s selected an organizational strategy in order to create the news presentation.	The student/s selected multiple and appropriate organizational strategies to share information efficiently in the news presentation.	The student/s used innovative organizational strategies to best match the task/target audience to enhance the presentation of information.

**HIV: It's NOT Me!**

**Self Evaluation/Post Assessment**

**Identify risk factors for HIV:**

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**What would you tell a brother or sister who wants to get a tattoo? Explain your reasoning.**

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**Diagram or write how HIV affects the human body:**

**Provide specific reasons why fifth graders should learn about HIV:**

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**Provide evidence of your personal contribution/s to the news production:**

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**HIV: It's NOT Me!**

**Peer Assessment: News Presentation**

<p align="center"><b>Criteria for News Presentation</b></p>	<p align="center"><b>Mark a tally each time the student/s presents evidence of this criteria in the news presentation</b></p>
<p><b>Gathering and Analyzing Information:</b></p> <p align="center"><b>Knowledge of HIV Risk Factors</b></p>	
<p align="center"><b>Systems thinking:</b></p> <p align="center"><b>Impact of HIV on the human body</b></p>	
<p align="center"><b>Using facts and logic to support reasoning:</b></p> <p align="center"><b>Proposals and justifications of prevention strategies</b></p>	
<p><b>Organizing information in useful forms:</b></p> <p align="center"><b>News Presentation</b></p>	<p><b>Identify strategies the student/s used to present information:</b></p>

Considering the criteria above, check the most appropriate level to assess this project's success in educating fifth graders about HIV infection and prevention:

<p>Presentation taught me a little about HIV infection/prevention.</p> <p align="center"><input type="checkbox"/></p>	<p>Presentation taught me about HIV infection/prevention.</p> <p align="center"><input type="checkbox"/></p>	<p>Presentation taught me a lot about HIV infection/prevention in an interesting format.</p> <p align="center"><input type="checkbox"/></p>	<p>Presentation taught me a lot about HIV infection and helped me think about short/long term prevention in an extremely engaging format.</p> <p align="center"><input type="checkbox"/></p>
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Resources: How to teach children about HIV

<http://www.cdc.gov/globalAIDS/default.html>

[http://www.pbs.org/wgbh/nova/teachers/activities/2603\\_aids.html#procedure](http://www.pbs.org/wgbh/nova/teachers/activities/2603_aids.html#procedure)

[www.kidsconnect.org](http://www.kidsconnect.org)

<http://www.hivinfosource.org/hivis/hivbasics/children/index.html>

<http://www.hivinfosource.org/hivis/hivbasics/demographics/index.html>

**For more information:**

**The following resources are from this link:**

[http://www.classbrain.com/artread/publish/article\\_23.shtml](http://www.classbrain.com/artread/publish/article_23.shtml)

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National AIDS Hotline (Centers for Disease Control), 1-800-342-AIDS.

Missouri Department of Health, Jefferson City, (573) 751-6438.

AIDS Project of the Ozarks, Springfield, (417) 864-4494.

Good Samaritan Project, Kansas City, (816) 561-8784 or 1-800-234-TEEN (hotline).

Missouri HIV/AIDS Education Network, St. Louis, (314) 658-2019 or 1-800-245-2559.

Local University Extension center, check local telephone book under Government Offices-County.

## **References**

Missouri Department of Health, (June 30, 1994). *The Epidemiology of HIV/AIDS in Missouri*, Summary.

Gebeke D. (1991). *Talking to Kids About AIDS*. Fargo, ND: North Dakota State University Extension Service.

## **Children's literature about HIV/AIDS**

### **Elementary school**

Sanford, D. (1989). *In Our Neighborhood: David has AIDS*. Portland, OR: Multnomah.

Hausherr, R. (1989). *Children and the AIDS Virus: A Book for Children, Parents & Teachers*. New York: Clarion Books.

Fassler, D., & McQueen, K. (1990). *What's a Virus, Anyway? The Kids' Book About AIDS*. Burlington, VT: The Waterfront Press.

Girard, L.W. (1991). *Alex, the Kid with AIDS*. Morton Grove, IL: Albert Whitman & Co.

### **Middle school/junior high**

Arrick, F. (1992). *What You Don't Know Can Kill You*. New York: Bantam Books.

Schwartz, L. (1993). *AIDS Questions & Answers for Kids: Grades 5-6*. Santa Barbara: The Learning Works.

Jordan, M. (1989). *Losing Uncle Tom*. Morton Grove, IL: Albert Whitman & Co.

Wiener, L.S. (1994). *Be a Friend, Children Who Live with HIV Speak*. Morton Grove, IL: Albert Whitman & Co.

### **Professional books**

Cox, F.D. (1994). *The AIDS Booklet*, 3rd ed. Madison, WI: Wm. C. Brown Communications.

DiClemente, R.J. (1992). *Adolescents and AIDS: A Generation in Jeopardy*. Newbury Park, CA: Sage.

Geballe, S., Gruendel, J., & Andiman, W. (Eds.) (1995). *Forgotten Children of the AIDS Epidemic*. New Haven, CT: Yale University Press.

Griggs, J. (1989). *Simple Acts of Kindness: Volunteering in the Age of AIDS*. New York: United Hospital Fund of New York.

Henggeler, S.W., Melton, G.B., & Rodrigue, J.R. (1992). *Pediatric and Adolescent AIDS*. Newbury Park, CA: Sage.

Huber, J.T. (Ed.) (1992). *How to Find Information About AIDS*. New York: Harrington Park Press.

Landau-Stanton, J., & Clements, C.D. (1993). *AIDS, Health, and Mental Health*. New York: Brunner/Mazel.

Levine, C. (Ed.) (1993). *A Death in the Family: Orphans of the HIV Epidemic*. New York: United Hospital Fund of New York.

Miller, H.G., Turner, C.F., & Moses, L. (Ed.) (1990). *AIDS: The Second Decade*. Washington, DC: National Research Council.

Quackenbush, M. (1992). *Does AIDS Hurt? Educating Young Children About AIDS*, 2nd ed. Santa Cruz: CA: ETR Associates.

Ulack, R., & Skinner, W.F. (1991). *AIDS and the Social Sciences*. Lexington, KY: University of Kentucky Press.