



World AIDS Day

December 1

ELEMENTARY

“Awareness” - Wear red ribbons and display World AIDS Day Banner.

READING –

Intermediate (4&5): Students will read about the origin of World AIDS Day. Teacher will conduct class discussion. Students will answer comprehension questions.

LANGUAGE ARTS-

Primary: Students will write a poem or story about what it is like to be sick.

Intermediate: Students will write an essay, story or poem about what it might be like to be diagnosed with a fatal disease.

MATH-

Primary: Students will create a graph using the data for Broward County (see attached)

Intermediate: Students will create a graph using Broward County statistical data and write a one-paragraph conclusion about the data contained in the graph. (See attached)

SCIENCE

Primary (2-4): Student will complete a KWL Chart. Prior to watching video, students complete the “K” and “W” of a KWL chart. Students will View **“Cell Beach”** video on BECON Channel 14 (Please see schedule) or Video on Demand. After viewing video, teacher will discuss the information shown in the video and complete the “L” of a KWL Chart.

Intermediate (5): Student will complete a KWL Chart. Prior to watching video, students complete the “K” and “W” of a KWL chart. Students will View **“AIDS: Facts for KIDS”** video on BECON Channel 14 (Please see schedule) or Video on Demand. After viewing video, teacher will discuss the information shown in the video and complete the “L” of a KWL Chart.

SOCIAL STUDIES –

Intermediate: Students will conduct research and develop an HIV/AIDS timeline. Timeline must have dates and at least six (6) facts relating to HIV/AIDS.

ART-

Students will create an AIDS quilt panel.



World AIDS Day

December 1

MIDDLE GRADES

“Awareness” - Wear red ribbons and display World AIDS Day Banner.

READING –

Students will read about the origin of World AIDS Day. Teacher will conduct class discussion. Students will answer comprehension questions.

LANGUAGE ARTS-

Students will write an essay, story or poem about what it might be like to be diagnosed with a fatal disease.

Students will write a skit about HIV/AIDS prevention.

MATH-

Students will solve the math problem. Once an hour, 2 teens are diagnosed with HIV. How many teens is that in a day, week, month, and year? Write one paragraph conclusion about the results, including what steps to take not to become a statistic.

SCIENCE

Grade 6 – 7: Students will complete a KWL Chart. Prior to watching video, students complete the “K” and “W” of a KWL chart. Students will View **“AIDS: Facts for KIDS”** After viewing video, teacher will discuss the information shown in the video and complete the “L” of a KWL Chart.

Grade 8: Students will complete a KWL Chart. Prior to watching video, students complete the “K” and “W” of a KWL chart. Students will View **“Reality Avenue-HIV/AIDS”** video on BECON After viewing video, teacher will discuss the information shown in the video and complete the “L” of a KWL Chart.

SOCIAL STUDIES –

Students will conduct research and develop an HIV/AIDS timeline. Timeline must have dates and at least eight (8) facts relating to HIV/AIDS.

ART-

Students will create an AIDS quilt panel.

ALL SUBJECTS Students 13 & Older:

Students who are age 13 or above do not need parental consent and can visit www.hivtest.org for HIV/AIDS and STD testing site(s). (Now that I have tested HIV NEGATIVE, what can I do to remain negative? Now that I have tested HIV POSITIVE, what are my next steps? What do I need to do to ensure I don't infect others?)

Remember: Abstinence is the only 100% way to protect oneself from contracting HIV/AIDS.



World AIDS Day

December 1
HIGH SCHOOL

“Awareness” - Wear red ribbons and display World AIDS Day Banner.

READING –

Students will read about the origin of World AIDS Day. Teacher will conduct class discussion. Students will answer comprehension questions.

LANGUAGE ARTS-

Students will write a skit about HIV/AIDS prevention.

Students will write a peer pressure action plan, which will include five things they will do when faced with a choice that could have a negative impact on their lives, such as engaging in behaviors that will put them at risk for contracting HIV/AIDS.

MATH-

Students will solve the math problem. Once an hour, 2 teens are diagnosed with HIV. How many teens is that in a day, week, month, and year? Write one paragraph conclusion about the results, including what steps to take not to become a statistic.

SCIENCE

Students will complete a KWL Chart. Prior to watching video, students complete the “K” and “W” of a KWL chart. Students will View **“Reality Avenue-HIV/AIDS”** video. After viewing video, teacher will discuss the information shown in the video and complete the “L” of a KWL Chart.

SOCIAL STUDIES –

Students will conduct research and develop an HIV/AIDS timeline. Timeline must have dates and at least ten (10) facts relating to HIV/AIDS.

ART-

Students will participate in the World AIDS Day (WAD) Art contest and submit entries by November 28 deadline. (see attached)

Students will create an AIDS quilt panel.

ALL SUBJECTS Students 13 & Older:

Encourage students to get an HIV test. Students who are age 13 or above do not need parent consent and can visit www.hivtest.net for HIV/AIDS and STD testing site. (Now that I have tested HIV NEGATIVE, what can I do to remain negative? Now that I have tested HIV POSITIVE, what are my next steps? What do I need to do to ensure I don't infect others?)

Remember: Abstinence is the only 100% way to protect oneself from contracting HIV/AIDS.



**World AIDS Day
Reading Selection
Grades 4 & 5**

World AIDS Day is celebrated on December 1 each year around the world. It has become one of the most recognized international health days and a key opportunity to raise awareness, provide education, commemorate those who have passed on, and celebrate victories such as increased access to treatment and prevention services.

The Joint United Nations Programme on HIV/AIDS (UNAIDS) took the lead on World AIDS Day campaigning from its creation until 2004. From 2004 onwards the World AIDS Campaign's Global Steering Committee began selecting a theme for World AIDS Day in consultation with civil society, organizations and government agencies involved in the AIDS response. Themes run for one or two years and are not just specific to World AIDS Day. Campaigning slogans such as 'Stop AIDS' and 'Keep the Promise' have been used year round to hold governments accountable for their HIV and AIDS related commitments.

World AIDS Day started on 1st December 1988. It is about raising money, increasing awareness, fighting prejudice and improving education. World AIDS Day is important for reminding people that HIV has not gone away, and that there are many things still to be done.

What can I do? - Wear a red ribbon and raise awareness

The red ribbon is an international symbol of AIDS awareness that is worn by people all year round and particularly around World AIDS Day to

demonstrate care and concern about HIV and AIDS, and to remind others of the need for their support and commitment.

The red ribbon started as a "grass roots" effort; as a result, there is no one official AIDS ribbon manufacturer, and many people make their own. It's easily done - just use some ordinary red ribbon and a safety pin! If you want to take your awareness raising a step further then try finding a local event to take part in. Around the world there are hundreds of activities taking place to mark World AIDS Day, including candlelight vigils, art shows, marches and religious services. If you can't find anything in your area then why not organize an event yourself?

Suggested Questions:

1. What is World AIDS Day?
2. When was it started?
3. What is the purpose of World AIDS Day?
4. Is the problem with AIDS something that should just be discussed one day a year? Why or Why not?
5. What are three things I can do to increase awareness about HIV/AIDS? What may be some of my challenges? What may be some of my successes?



**World AIDS Day
Reading Selection
Grades 6-12**

World AIDS Day is celebrated on December 1 each year around the world. It has become one of the most recognized international health days and a key opportunity to raise awareness, provide education, commemorate those who have passed on, and celebrate victories such as increased access to treatment and prevention services.

The Joint United Nations Programme on HIV/AIDS (UNAIDS) took the lead on World AIDS Day campaigning from its creation until 2004. From 2004 onwards, the World AIDS Campaign's Global Steering Committee began selecting a theme for World AIDS Day in consultation with civil society, organizations and government agencies involved in the AIDS response. Themes run for one or two years and are not just specific to World AIDS Day. Campaigning slogans such as 'Stop AIDS' and 'Keep the Promise' have been used year round to hold governments accountable for their HIV and AIDS related commitments.

World AIDS Day started on 1st December 1988. World AIDS Day is about raising money, increasing awareness, fighting prejudice and improving education. World AIDS Day is important for reminding people that HIV has not gone away, and that there are many things still to be done.

According to UNAIDS estimates, there are now 33.3 million people living with HIV, including 2.5 million children. During 2009, some 2.6 million people became newly infected with the virus and an estimated 1.8 million people died from AIDS. The vast majority of people with HIV and AIDS live in lower and middle income countries, but HIV today is a threat to men, women and children on all continents around the world.

The theme for World AIDS Day 2010 was '*Universal Access and Human Rights*'. Global leaders have pledged to work towards universal access to HIV and AIDS treatment, prevention and care, recognizing these as fundamental human rights. Valuable progress has been made in increasing access to HIV and AIDS services, yet greater commitment is needed around the world if the goal of universal access is to be achieved. Millions of people continue to be infected with HIV every year. In low- and middle-income countries, less than half of those in need of antiretroviral therapy are receiving it, and too many do not have access to adequate care services.

The protection of human rights is fundamental to combating the global HIV and AIDS epidemic. Violations against human rights fuel the spread of HIV, putting marginalized groups, at a higher risk of HIV infection. By promoting individual human rights, new infections can be prevented and people who have HIV can live free from discrimination. World AIDS Day provides an opportunity for all of us - individuals, communities and political leaders - to take action and ensure that human rights are protected and to ensure that global targets for HIV/AIDS prevention treatment and care are met.

World AIDS Day this year is about "Getting to Zero." Zero new HIV Infections, Zero Discrimination and Zero AIDS Related Deaths. Backed by the United Nations, the "Getting to Zero" campaign runs until 2015 and builds on last year's successful World AIDS Day "Light for Rights" initiative, encompassing a range of vital issues identified by key affected populations. It's a global campaign that spotlights how our fundamental right to health is intrinsically and inextricably linked to other basic rights – the right to food, to shelter, to freedom, to clean water and safety. Crucial too is access to affordable life saving quality medicines free from the crippling effects of excessive profit taking.

In the coming months, the World AIDS Campaign will be spotlighting a range of Getting to Zero initiatives to help see an end to AIDS related deaths. It's time to use our imaginations and let everyone know "Getting to Zero" is a must. Only one third of the 15 million people living with HIV in need of life long treatment are receiving it. New infections continue to outpace the number of people starting treatment, while the upward trend in resources suffered a serious downturn this year. From December 1, 2011, right up until 2015, it is envisioned that different regions and groups will each year chose one or all of the Zeros that best addresses their situation. The decision to go with the millennium development related goal of "Getting to Zero" comes after extensive discussions among people living with HIV, health activists, broader civil society and many others – more than a hundred organizations in all. The vision for this year's World AIDS Day and beyond may be inspirational but the journey towards its attainment is laid with concrete milestones. There are 10 goals for 2015 whose aim is to help people infected with HIV/AIDS.

When we look at what is going on at home, we find that Florida ranks 4th in the nation for HIV/AIDS cases, and Broward ranks 2nd in Florida in the number of HIV cases. According to the Florida Department of Health, 135,000 Floridians are living with HIV/AIDS. Broward County is the home of 16,652 people living with HIV/AIDS. In 2010, there were over 5,878 people who reported being newly infected with HIV in Broward County. Florida ranks second in the number of pediatric AIDS cases. In Broward County, there are over 1, 120 youth between the ages of 0 and 24 living with HIV/AIDS.

What can I do? - Wear a red ribbon and raise awareness

The red ribbon is an international symbol of AIDS awareness that is worn by people all year round and particularly around World AIDS Day to demonstrate care and concern about HIV and AIDS, and to remind others of the need for their support and commitment.

The red ribbon started as a "grass roots" effort; as a result there is no one official AIDS ribbon manufacturer, and many people make their own. It's easily done - just use some ordinary red ribbon and a safety pin! If you want to take your awareness raising a step further then try finding a local event to take part in. Around the world there are hundreds of activities taking place to mark World AIDS Day, including candlelight vigils, art shows, marches and religious services. If you can't find anything in your area then why not organize an event yourself?

Suggested Questions:

1. Is necessary to have World AIDS Day? Why or Why not?
2. Why do you think UNAIDS felt it was necessary to have World AIDS Day? What do you think prompted them?
3. What impact does World AIDS Day have on our society? What impact on our society might there be without a World AIDS Day?
4. Is the problem with AIDS something that should just be discussed one day a year? Why or Why not?
5. What are five things that can do to increase awareness about HIV/AIDS? What may be some of the challenges? What may be some successes?



ADDITIONAL ACTIVITIES

Discussion Questions:

1. What do the letters AIDS stand for?
2. Do people who have been infected with the HIV virus necessarily appear unhealthy? Why or why not?
3. Is HIV transmitted by casual contact such as a sneeze or a hug?
4. What are the two primary ways HIV gets into a persons blood?
5. How can students prevent HIV infection?
6. Whose responsibility is it to protect students from HIV and AIDS?

Activities:

Students will write a letter to a friend sharing ways he or she can protect themselves from HIV/AIDS.

Students will compare and contrast ways you can and cannot get HIV/AIDS.

Students will conduct research on the AIDS quilt.

Students will graph the number of AIDS cases worldwide since 1981.

Students will answer math questions using Broward Statistical data sheet.

Students will use Broward Statistical Data Sheet to develop 5 math problems with solution. Students will exchange problems with classmates to solve.

Books/Literature:

Elementary – *Daddy and Me* by Jeanne Moutoussamy- Ashe, Knopf, 1993. Biographical Picture Book (grades K-3)

Alex, the Kid with AIDS by Linda Wolvoord Girard, Whitman, 1991. Fiction Chapter Book (grades 3-5)

Be a Friend: Children Who Live with HIV Speak compiled by Lori S. Wiener, Aprille Best, & Philip A. Pizzo, Whitman, 1994. Biographical Chapter Book (grades 3-7)

Middle & High -*The Discovery* by Judy Baer, Bethany House, 1993. Fiction Chapter Book (grades 5-9)

Something Terrible Happened by Barbara Ann Porte, Troll Medallion, 1994. Fiction Chapter Book (grades 5-9)

The Eagle Kite by Paula Fox, Bantam, 1995. Fiction Chapter Book (grades 7-12)

Good-Bye Tomorrow by Gloria D. Miklowitz, Delacorte, 1987. Fiction Chapter Book (grades 7-12)

It Happened to Nancy by Anonymous, Avon, 1994. Biography Chapter Book (grades 7-12)

Ryan White: My Own Story by Ryan White & Ann Marie Cunningham, Dial, 1992. Biography Chapter Book (grades 7-12)

Online Resources:

www.teachervision.fen.com/illness-and-diseases/hiv-and-aids/teacher-resources/6594.html

aids.gov/awareness-days/

www.cdc.gov

www.kidzworld.com/article/1548-world-aids-day

kidshealth.org/kid/health_problems/infection/hiv.html

www.thebody.com/content/art33050.html

www.avert.org/world-aids-day.htm

www.doh.state.fl.us/disease_ctrl/aids/updates/facts/facts.html

www.hivtest.org/

www.browardgreaterthan.org



Broward County Public Schools World AIDS Day Activities



Grades 6-12 Math Activity Questions

Directions: Use Broward statistical data sheet to answer the following math questions.

1. What percentages of Hispanic (All Races) are in Broward living with HIV?
2. Based on the percentage, calculate the number of Black people in Broward living with HIV.
3. Based on the percentage, calculate the number of White people in Broward living with HIV.
4. What is the total number of teens age 13-19 in Broward living with HIV?
5. What is the total number of teens age 13-19 in Broward living with AIDS?
6. What is the total number of teens age 13-19 in Broward living with HIV/AIDS?
7. What percentages of men in Broward are living with HIV?
8. What percentages of women in Broward are living with HIV?
9. What is the total number of men in Broward living with the disease?
10. What is the total number of women in Broward living with the disease?

Broward County 2016 Demographics

Population by Races

Race	Population % of Total	
Total Population	1,748,066	100
White	1,102,231	63
Black or African American	467,519	26
Hispanic or Latino	438,247	25
Some Other Race	64,694	3
Asian	56,795	3
Two or More Races	50,851	2
American Indian	5,065	Below 1%
Three or more races	3,770	Below 1%
Native Hawaiian Pacific Islander	911	Below 1%
Native Hawaiian	180	Below 1%

Population by Races And Gender

	Male	Female	Total
Total Population	846,571	901,495	1,748,066
White	542,576	559,655	1,102,231
Black or African American	217,751	249,768	467,519
Hispanic or Latino	211,525	226,722	438,247
Some Other Race	31,773	32,921	64,694
Asian	27,072	29,723	56,795
Two or More Races	24,396	26,455	50,851
American Indian	2,547	2,518	5,065
Three or more races	1,718	2,052	3,770
Native Hawaiian Pacific Islander	456	455	911
Native Hawaiian	97	83	180

January - October 2016 Broward HIV/AIDS Surveillance

	New HIV	New AIDS	Living HIV		New HIV	New AIDS	Living HIV		New HIV	New AIDS	Living HIV		New HIV	New AIDS	Living HIV
TOTAL BLACK	315	122	9237	TOTAL HISPANIC	185	32	3405	TOTAL WHITE	208	47	6853	TOTAL	708	201	19495
Adult Male sex w/male (MSM)	116	31	2031	Adult Male sex w/male (MSM)	138	24	2294	Adult Male sex w/male (MSM)	158	32	5560	Adult Male sex w/male (MSM)	412	87	9885
Adult heterosexual contact	144	69	5437	Adult heterosexual contact	28	7	702	Adult heterosexual contact	16	5	527	Adult heterosexual contact	188	81	6666
Adult IDU	8	5	616	Adult IDU	1	0	123	Adult IDU	9	5	241	Adult IDU	18	10	980
Adult MSM & IDU	1	1	135	Adult MSM & IDU	4	0	113	Adult MSM & IDU	5	1	307	Adult MSM & IDU	10	2	555
Adult NIR (no identified risk)	45	15	809	Adult NIR (no identified risk)	14	0	144	Adult NIR (no identified risk)	20	4	195	Adult NIR (no identified risk)	79	19	1148
Perinatal Exposure	1	1	199	Perinatal Exposure	0	1	26	Perinatal Exposure	0	0	16	Perinatal Exposure	1	2	241
Other	0	0	10	Other	0	0	3	Other	0	0	7	Other	0	0	20
13 - 19	20	0	71	13 - 19	4	0	10	13 - 19	3	0	4	13 - 19	27	0	85
20 - 24	50	7	286	20 - 24	24	3	70	20 - 24	17	0	48	20 - 24	91	10	404
25 - 29	40	14	582	25 - 29	37	6	217	25 - 29	26	7	169	25 - 29	103	27	968
30 - 39	84	32	1594	30 - 39	53	7	618	30 - 39	43	10	633	30 - 39	180	49	2845
40 - 49	52	24	2217	40 - 49	38	10	993	40 - 49	44	15	1509	40 - 49	134	49	4719
50 - 59	46	33	2837	50 - 59	22	3	1048	50 - 59	44	10	2913	50 - 59	112	46	6798
60 - 64	12	4	868	60 - 64	3	0	248	60 - 64	20	5	823	60 - 64	35	9	1939
65 - 69	3	4	413	65 - 69	0	2	124	65 - 69	7	0	434	65 - 69	10	6	971
70 +	8	4	369	70 +	4	1	77	70 +	4	0	320	70 +	16	5	766
BLACK FEMALE				HISPANIC FEMALE				WHITE FEMALE				FEMALE			
Adult Heterosexual Contact	91	40	3443	Adult Heterosexual Contact	9	1	408	Adult Heterosexual Contact	7	2	311	Heterosexual Contact	107	43	4162
Adult IDU	2	3	273	Adult IDU	1	0	32	Adult IDU	6	5	130	IDU	9	8	435
Adult NIR (no identified risk)	21	7	343	Adult NIR (no identified risk)	3	0	33	Adult NIR (no identified risk)	3	1	38	NIR (no identified risk)	27	8	414
Perinatal Exposure	1	0	122	Perinatal Exposure	0	0	17	Perinatal Exposure	0	0	11	Perinatal Exposure	1	0	150
Other	0	0	5	Other	0	0	1	Other	0	0	2	Other	0	0	8
13 - 19	8	0	41	13 - 19	0	0	4	13 - 19	2	0	3	13 - 19	10	0	48
20 - 24	6	0	93	20 - 24	1	0	10	20 - 24	3	0	8	20 - 24	10	0	111
25 - 29	11	4	183	25 - 29	2	0	24	25 - 29	5	2	22	25 - 29	18	6	229
30 - 39	32	14	830	30 - 39	2	0	76	30 - 39	2	3	62	30 - 39	36	17	968
40 - 49	28	16	1172	40 - 49	3	1	141	40 - 49	1	2	113	40 - 49	32	19	1426
50 - 59	21	13	1215	50 - 59	3	0	135	50 - 59	1	1	184	50 - 59	25	14	1534
60 - 64	4	1	334	60 - 64	2	0	46	60 - 64	1	0	56	60 - 64	7	1	436
65 - 69	2	2	163	65 - 69	0	0	33	65 - 69	1	0	27	65 - 69	3	2	223
70 +	3	0	155	70 +	0	0	22	70 +	0	0	17	70 +	3	0	194
BLACK MALE				HISPANIC MALE				WHITE MALE				MALE			
Adult Male sex w/male (MSM)	116	31	2031	Adult Male sex w/male (MSM)	138	24	2294	Adult Male sex w/male (MSM)	158	32	5560	Male sex w/male (MSM)	412	87	9885
Adult Injection Drug Use (IDU)	6	2	343	Adult Injection Drug Use (IDU)	0	0	91	Adult Injection Drug Use (IDU)	3	0	111	IDU	9	2	545
Adult MSM & IDU	1	1	135	Adult MSM & IDU	4	0	113	Adult MSM & IDU	5	1	307	MSM & IDU	10	2	555
Adult heterosexual contact	53	29	1994	Adult heterosexual contact	19	6	294	Adult heterosexual contact	9	3	216	Heterosexual contact	81	38	2504
Adult NIR (no identified risk)	24	8	466	Adult NIR (no identified risk)	11	0	111	Adult NIR (no identified risk)	17	3	157	NIR (no identified risk)	52	11	734
Perinatal Exposure	0	1	77	Perinatal Exposure	0	1	9	Perinatal Exposure	0	0	5	Perinatal Exposure	0	2	91
Other	0	0	5	Other	0	0	2	Other	0	0	5	Other	0	0	12
13 - 19	12	0	30	13 - 19	4	0	6	13 - 19	1	0	1	13 - 19	17	0	37
20 - 24	44	7	193	20 - 24	23	3	60	20 - 24	14	0	40	20 - 24	81	10	293
25 - 29	29	10	399	25 - 29	35	6	193	25 - 29	21	5	147	25 - 29	85	21	739
30 - 39	52	18	764	30 - 39	51	7	542	30 - 39	41	7	571	30 - 39	144	32	1877
40 - 49	24	8	1045	40 - 49	35	9	852	40 - 49	43	13	1396	40 - 49	102	30	3293
50 - 59	25	20	1622	50 - 59	19	3	913	50 - 59	43	9	2729	50 - 59	87	32	5264
60 - 64	8	3	534	60 - 64	1	0	202	60 - 64	19	5	767	60 - 64	28	8	1503
65 - 69	1	2	250	65 - 69	0	2	91	65 - 69	6	0	407	65 - 69	7	4	748
70 +	5	4	214	70 +	4	1	55	70 +	4	0	303	70 +	13	5	572

Source: FL DOH Bureau of HIV

Notes: Data are for persons over the age of 13 years old for all categories. This table does not include Department of Corrections cases. The age groups for people living with HIV are for current age.

"Current HIV Infection data by year of report reflects any case meeting the CDC definition of 'HIV infection' which includes all newly reported HIV cases and newly reported AIDS cases with no previous report of HIV in Florida.

If a case is later identified as being previously diagnosed and reported from another state, the case will no longer be reflected as a Florida case and the data will be adjusted accordingly.

Data from the most recent calendar year (2015) are considered provisional and therefore should not be used to confirm or rule out an increase in newly reported cases in Florida.

The final year-end numbers are generated in July of the following year, after duplicate cases are removed from the dataset, as is customary of HIV surveillance in the US."



Broward County Public Schools World AIDS Day Suggested Activities



These are additional ways to help observe World AIDS Day, please refer to the following suggested activities.

- Set aside class time for a special lesson or speaker on HIV/AIDS or start a peer education program
- Plan a special session for parents to learn about talking with children and teenagers about HIV/AIDS
- Obtain or create a website, brochure or DVD for teaching students and parents the facts about HIV/AIDS
- Invite a person living with AIDS or health care worker to come and talk to students about HIV/AIDS
- Create a special HIV/AIDS writing assignment for December 1 (or any day): essay, poem, book report, brochure, poster, or research report
- Obtain public service announcements about HIV/AIDS and air over the school's public address system or cable TV program.
- Distribute red ribbons and information about HIV/AIDS at an exhibit set up in the school. Send electronic ribbon through social media outlets
- Make a long-term commitment to develop and support HIV prevention education in the context of comprehensive school health education
- Decorate trees, school buildings, classrooms, lamp posts, walls, bulletin boards or fences with red ribbons
- Form a youth rap, dancing, singing, band or theater group that dedicates performances to those affected by HIV/AIDS
- Have older students from the local high school, trained in HIV/AIDS, talk to junior high or elementary school students
- Prepare a current events bulletin board for students to fill with newspaper articles about HIV/AIDS
- Bring AIDS Memorial Quilt to your school. Contact the National High School Quilt Program, NAMES Project Foundation, (404) 688-5500; www.aidsquilt.org
- Role play to make students aware of instances of discrimination associated with HIV/AIDS
- Create a board game, quiz or game show on HIV/AIDS facts that can be used in the classroom
- Develop a text messaging exchange between students and persons affected in different cities and countries
- Write a letter, article or ad for the school newspaper, newsletter or website about HIV/AIDS
- Host a health fair in the school auditorium; invite community agencies to set-up and staff exhibits and displays on AIDS programs and services
- Host a film festival and show DVDs in which other teens talk about their personal experiences with HIV/AIDS
- Get permission from your school to set-up and staff a display at a public mall or venue; distribute red ribbons and educational brochures
- Post information about your World AIDS Day activities on your blogs, Facebook and Twitter accounts, and other social media outlets