

What You Should Know

The HIV / AIDS Workbook
for the Japanese EFL Classroom

by Louise Haynes



- ❖ **F**or teachers: Photocopiable lesson plans and teaching ideas
- ❖ **F**or students: Reading, listening, writing and discussion activities

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TO THE TEACHER:

I have been teaching the topic of HIV/AIDS here in Japan since 1995. I have only had positive experiences using this topic with the many students of all ages that I have taught. In every lesson on AIDS, I have seen a light bulb of awareness light up in the students' faces. Their interest in AIDS is evident in the unusual degree of curiosity and attention that the students bring to these lessons.

In my own classes, I make it clear from the start why I am raising the issue of HIV/AIDS in my coursework. It is important to let the students know that you care about their health and safety, and about reducing stigma and prejudice around this topic. This sets the stage for a rewarding learning experience around the topic. Try to keep a sense of humor during your lessons. Make it a fun environment in which students can relax and feel comfortable asking questions about English AND about AIDS.

The activities in this workbook are set up for you, the teacher, to choose from, as you know your students best. There are a variety of activities for reading, writing, listening, and speaking courses. Please take a few minutes to look through the entire book. If you have beginning level students, you might find worksheets in other sections that you can use with your students. Throughout the worksheets you will find learning strategy boxes which will help learners focus on ways they can help themselves make progress in mastering English. Some of the learning skills that are covered in this book are:

- note-taking
- summarizing
- brainstorming
- recognizing and using patterns
- using synonyms

I also encourage you to start each lesson by having each student write down a language learning goal that she or he can achieve during a particular activity or class.

This workbook contains enough basic information for you to feel confident in approaching the topic of AIDS. However, questions may arise that you will not be able to answer. You should be to find answers to most questions on web sites such as the American Medical Association, the World Health Organization, or other web sources listed in the Resources section in the back of this book. For Japan-specific information, you can call the Japan HIV Center. Although telephone numbers do change, the contact information for the JHC current as of this printing are also listed in the Resources Section. Please make sure your students have a hotline number they can call as well.

I hope this workbook will clarify some of YOUR queries and those of your students as well. Sex can be a touchy subject (no pun intended) but in order to save lives and stop the spread of this virus, education is essential. Don't be surprised when those light bulbs go on in *your* classroom!

Thank you for including HIV/AIDS in your teaching. May a cure make this book obsolete in the very near future!

Louise *.

BASIC WORKSHEETS





AIDS: A Common Topic

Teacher's Guide – AIDS: A Common Topic

Introduction

This introductory worksheet is for students of **any level**. It gives the students an opportunity to start talking about the topic in a safe and confident manner by using the knowledge they already have.

Teaching suggestions

1. **Learning Strategy – OVERVIEWING** *Linking a language activity with your own experience and/or knowledge* As with many other topics, it is useful for students to relate what they already know to the topic they will be studying. Have students work individually to check off the places they have heard or read things about HIV/AIDS. Then have students compare their answers.
2. Many students have heard their friends or family say things about HIV or people with HIV. They may have studied previously about HIV and thus are able to explain some facts about the disease. The next two sections help them start thinking about the subject and put some of these thoughts into words.
3. At this point the students may realize they have some questions about HIV/AIDS. Encourage them to write down questions they have, and let them know you will come back to these questions at the end of the lesson to make sure they have been answered

Alternative for this worksheet:

Before you begin, you might want to give students the opportunity to **write down any questions that they'd like more information about** regarding HIV infection. You could collect these in a bag or box, and go over them AT THE END of the lesson to check that they've been satisfactorily answered. (This can be combined with the activity at the bottom of the page.)



AIDS: A Common Topic

AIDS has become a common topic of news reports and conversations around the world. Where have you heard about HIV/AIDS? Check the boxes below. Check all that are true for you then compare your list with a partner.

LEARNING STRATEGY
- OVERVIEWING -
**Linking a language activity with
your own experience and/or
knowledge**

I have heard the subject of AIDS discussed...

- in junior high school
- in my family
- in high school
- in songs
- in a health class
- in movies
- at college

- on TV
- by government officials
- on the radio
- at the health center/hospital
- by friends
- other:

Think about some of the things you have heard people say about AIDS, or about people who have AIDS. Write a few of these comments here:



What facts do you know about AIDS? (don't worry about knowing all the vocabulary in English!)

What else would you like to know about HIV/AIDS? Write some questions you have:

- 1.
- 2.
- 3.
- 4.
- 5.



What is it?

Teacher's Guide – Basic Level

Introduction

The basic worksheet may be used as a reading activity, or as a follow-up to an introductory talk about AIDS basics (see an example, For First Time Teachers, in the "Teacher's Support" section).

These three workbook pages explain what the HIV virus is and how it works. It also describes the difference between HIV and AIDS, (i.e. HIV is the name of a virus, but AIDS is a sickness- it is the condition when the immune system has been damaged and can no longer protect the body against opportunistic infections such as pneumonia, certain forms of cancer, etc. become easy to catch).

Teaching suggestions

1. Make a copy of the worksheets "What is AIDS?" for each student.
2. If used as a reading activity, have the students read through the two pages. Check for any questions about vocabulary.
3. At the bottom of the first page, encourage your students to think of ways that you CAN'T catch HIV, i.e. by sharing towels, plates or eating utensils, sharing an ice cream cone, hugging, dancing together, shaking hands, coughing, sneezing, kissing, etc.
4. At the bottom of the second page, there is a short true / false section to be used as reading or listening comprehension. (ANSWERS 1.T 2.F 3.T 4.F 5.F 6.F 7.F 8.F 9.F 10.T)
5. Ask students if the passage has answered any of the questions they wrote in the section "AIDS: A Common Topic".
6. For extra discussion or review of food vocabulary: People whose immune systems are damaged to the point that the body has trouble defending itself against bacteria, viruses, etc.) should avoid unpasteurized milk, cheeses such as Camembert and Brie, raw seafood and meats, raw eggs (including hollandaise sauce, Caesar salad dressing, eggnog, etc.) Some sources recommend avoiding alcohol, sugar and caffeine (chocolate, colas, some over-the-counter pain and cold medicine and cocoa contain caffeine) as these are dehydrating and can cause diarrhea. People with HIV need high-protein high-calorie diets. Ask your students how having HIV or AIDS would affect their eating habits.

Homework

The homework worksheet contains two activities. The first is a choice of writing activities. Encourage students to think about what they've learned about HIV/AIDS and how that would affect what they might explain to others, and how they can use that knowledge in maintaining relationships with friends, family or colleagues who may have HIV.

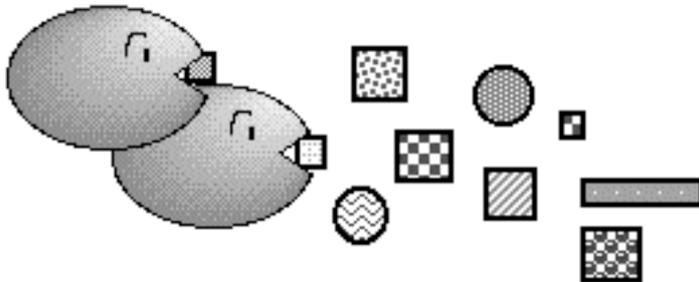
The second activity is a word search of some of the vocabulary covered in this worksheet (answers following the student worksheets).



What is it?

In this worksheet, you will learn about a virus called "HIV" and how it works in the body. In order to understand AIDS, it's good to start with the immune system.

What is the immune system? It is part of your body that kills bacteria [微菌] and viruses.



Germs, bacteria and viruses can make you sick.

HIV is a virus that attacks the immune system.

If your immune system doesn't work right, it's easy to catch diseases like cancers and pneumonia [肺炎].

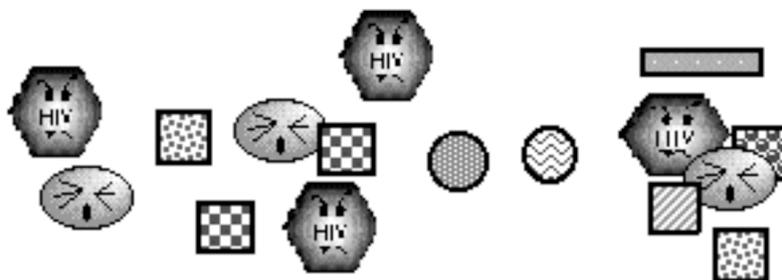


But sometimes HIV doesn't kill the immune system right away. Sometimes it hides inside healthy cells.



So we may look and act healthy. We can play tennis, sing karaoke, go to work or school. But maybe the virus is in our body and we don't know it.

At some time, if you have HIV and it is not properly treated, it will start to kill the immune system. If your immune system isn't strong, it can't fight diseases. When a person shows symptoms [症状] of a weakened immune system, we say she or he has AIDS.

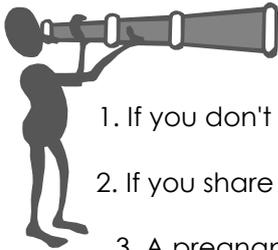


But HIV is a weak virus. It dies easily in chemicals like bleach or in high temperatures. You can't catch HIV in a swimming pool or hot spring.

Can you think of other ways you CAN'T catch HIV? Write them here:



What is it?



There are only three ways to catch HIV.

1. If you don't use a condom when you have sex with a person who has HIV.
2. If you share needles for drugs with someone who has HIV.
3. A pregnant mother who has HIV can give the virus to her baby during birth or through breast-feeding.

That's all. HIV isn't easy to catch in daily life.

But think about this... when you drink, you don't have good judgment. You might make a bad decision. You might have unsafe sex!

How do you know if you or your partner has HIV?

You can't see that someone has HIV just by looking at him/her. You can have an HIV test. You can get a test at any public health center [保健所]. An HIV test is free. You don't have to write your name, address or phone number. They take a little bit of your blood. The test results come back in about one week.



However, you must wait 12 weeks from the time you think you were infected to have an HIV test. Your body needs that time to make enough antibodies (抗体) for the test to see. (It's very important NEVER to use a blood donation to check your HIV status. The blood donation center does not give any information to people who test positive, such as hospital referrals or explanations about HIV/AIDS. It is better to go to a public health center to receive counseling along with your test.)

And remember... ALWAYS use a latex condom or other barrier from start to finish whenever you have sex.



PLAY IT SAFE.
STAY HEALTHY.
PROTECT YOURSELF.

Japan HIV Center

Tokyo 03-3292-9090
Lesbian 03-5259-0259
Gay 03-5259-0750
English 03-5259-0256
Osaka 06-6882-0102
Gay 06-6882-0313
English 06-6882-0282
Nagoya 052-831-2228
Fukuoka 086-232-5990
Shikoku 089-998-6972

Mini Quiz - True or false?

1. The immune system keeps you healthy.
2. HIV makes your immune system strong.
3. You can have the HIV virus in your body and not know it.
4. HIV is easy to catch.
5. You can easily see that someone has HIV.
6. You can get an HIV test at the police station.
7. You can catch HIV by drinking alcohol.
8. An HIV test is very expensive.
9. Donating blood is a good way to find out if you have HIV.
10. Using a condom correctly will help to prevent HIV infection.



What is it?

YOUR CHOICE

In your notebook, write about ONE of the following topics:

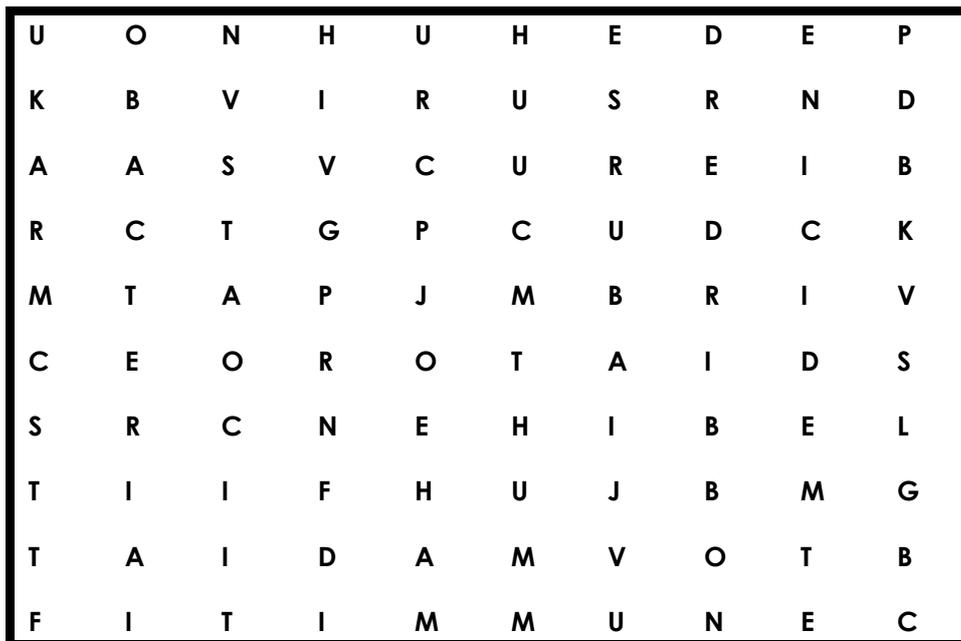
- Your cousin's child, age 7, has asked what AIDS is. How could you explain in very easy language how HIV works in the body? (At this age, you don't need to tell them sexual information, just some ways that they CAN'T catch it.)
- Imagine a friend of yours has told you they have HIV. Write a letter to explain how you feel. Include some ideas of the things you can do together (for example: go to Disneyland, go to the movies).

HIV / AIDS Word Search

In the box below, can you find these words? They may be written forward, backward, or diagonally.

AIDS
bacteria
care
cure
HIV
immune

medicine
pneumonia
protection
red ribbon
support
virus

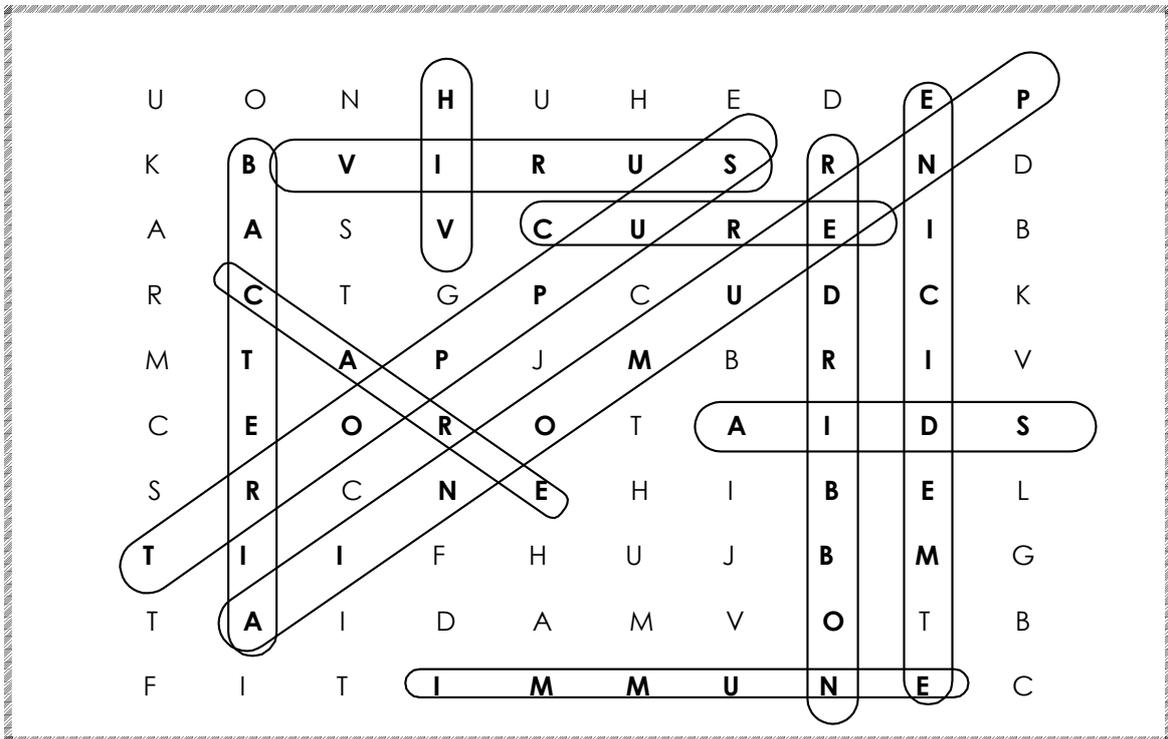




What is it?

Teacher's Guide – Basic Level

ANSWERS TO HOMEWORK PAGE WORD SEARCH



I N T E R M E D I A T E
W O R K S H E E T S





Learning the Words

Teacher's Guide – Learning the Words

Introduction

The following set of worksheets is designed for an intermediate level group of learners. In "Learning the Words" students will be introduced to a variety of vocabulary that is useful when discussing the topic of HIV/AIDS in a more detailed study or discussion. This list is also useful in reading courses that deal with the topic of HIV/AIDS.

Teaching suggestions

1. **Warm-up:** If you haven't done the section "AIDS: Common Topic" (see Basic Worksheets section), then before you begin, ask the students where they've heard the topic of HIV/AIDS discussed or written about. Also ask them to share any facts they already know about the virus (HIV) or the disease (AIDS).
2. Go over the Learning Strategy box to show them this useful approach to bringing back to memory vocabulary they already know.
3. Have the students work in pairs or small groups to brainstorm vocabulary for parts of the body. This will help them realize they already know a great deal about the names of various body parts. In this section they will be presented with some further, more technical, vocabulary about the body.
4. Discuss the more detailed definitions of "virus" and "bacteria."
5. Have them work together (new partners, if they so choose) to match the new vocabulary with the definitions on the right.
6. Go over the answers (1=g, 2=b, 3=f, 4=a, 5=c, 6=h, 7=d, 8=e, 9=i)
7. Have the students test each other or write sentences using the words.
8. Ask them if they have any other vocabulary that they think might be useful in a discussion about AIDS. Encourage them to do a bit of dictionary work if your Japanese is limited.



Learning the Words

In this section, we will be learning about HIV and AIDS, how the virus works in the body and how people can help stop the spread of the disease. First we need to start with some necessary vocabulary.

1. Work with a partner. In one minute, brainstorm all the words you know for parts of the body. Don't worry too much about the spelling right now. You can come back to this section later and make corrections. Do you have your watch ready?

LEARNING STRATEGY
- BRAINSTORMING -
making a list of as many ideas or words as you can

Now let's look at some other vocabulary you'll need to know in this unit. To begin with, here are two definitions of tiny things that can cause sickness or disease:

A "virus" is a very small thing that enters living cells and destroys them while making copies of itself, causing disease. Polio is an example of a virus.

"Bacteria" are very small living things that you can't see, but can cause illness. Bacteria can be found in spoiled food, or other impure substances or surfaces.

2. Work in pairs and match the words below with their meanings. Try to guess how they match up without using a dictionary.

- | | |
|------------------|---|
| 1. immune system | a) to transmit a disease to someone; to give a virus or bacteria to someone |
| 2. risk | b) something that is not safe |
| 3. cell | c) a way to make a virus or other illness go away, to heal a sick person |
| 4. infect | d) if your blood doesn't clot (get hard) when you cut yourself, you may have this disease |
| 5. cure | e) the doctor tells you what your medical problem is |
| 6. antibody | f) the smallest part of your body, you can see this with a microscope (a tool that looks at things which are so small you can't see them) |
| 7. hemophilia | g) the part of your body that keeps you healthy; if you have a cold or the flu, this helps you to get better |
| 8. diagnosis | h) your body makes this so that it can fight a particular virus or bacteria |
| 9. fluid | i) a liquid such as water |



Understanding What It Is.

Teacher's Guide – Intermediate Level

Teaching suggestions

In class

The passage can be used in class to give learners basic information on HIV/AIDS. When they finish reading, you can check for understanding by having them go to the "HIV: Fact or Myth?" worksheet and check their answers if they've already filled it out, or use it as a short reading comprehension quiz.

Answers: 1:F 2:T 3:T 4:F 5:F 6:F 7:F 8:T 9:F 10:F 11:T 12:F 13:T 14:T 15:F
16:T 17:F 18:F 19:F 20:F (It will only tell you if you have the HIV virus in your body) 21: F
(if she has treatment she will drastically lower the chances of passing the virus on to her baby)

Jigsaw Reading

You can also cut the worksheets up into sections and give each student one piece of the "puzzle." They read the piece they have and get together with the other students to try to figure out what the original order of the sections was. They should not let other students read the section they have read, but should explain (not read aloud) what was in their particular section.

Key Word Summary / Peer Teaching

Have the students arrange themselves into groups of 4 or 5. Assign a different section of the passage to each group (i.e. "What is the immune system?," "What does HIV do?," "How long can you lead a normal life?," etc.). Students should read their section and write down the key words of that section. When they finish, they can form pairs or threes and tell the story (their section) using only the key words that they have written down. Then they can switch partners and practice again. When they feel fairly confident that they can retell the passage, have them switch with members of another group and share their sections again. In this way, they not only practice note-taking, summarizing, listening and speaking skills, but they also teach each other the basic facts about HIV/AIDS.

As homework for background knowledge

These pages can also be assigned for homework before or after a lecture/discussion in class. This worksheet provides enough background information for learners to play the "AIDS Knowledge Game" found in the **Other Activities** section of this workbook.



Understanding What It Is.

In order to understand what AIDS is, we need to start with the immune system.

What is the immune system?

The immune system is the part of your body that helps to keep you healthy. There are a lot of cells in your blood that will kill viruses, bacteria and other things that could make you sick. In a healthy person, there are lots of these cells, called "T" cells. If you don't have enough T-cells, you can get sick easily.

In 1979, doctors in America and Europe started to see many patients who were sick because they had problems with their T-cells. These patients didn't have many T-cells in their bodies. Doctors looked for the reason. They found that these people had a virus in their bodies. They called the virus HIV, which means **Human** (that means it's only in people, not animals) **Immunodeficiency** (*immuno* means the immune system; *deficiency* means there isn't enough) **Virus**.



What does HIV do?

When you have HIV in your body, the virus starts to kill the T-cells (remember the cells of your immune system?). So, if the T-cells die, other viruses and bacteria can take over. That's how you can get sick easily, because your body can't fight against diseases.

But! There's something special about this HIV virus. It loves to hide inside people! Usually if you have a cold or influenza, you sneeze, you have a fever or other symptoms. If someone has HIV, that person may not have any symptoms. He or she looks perfectly healthy, and goes to school or work, goes to the movies, plays golf and tennis, goes swimming or sings karaoke. But you can't see that they have HIV. You don't know who has it if you just look at a person.

How long can you live a normal life if you have HIV?

Well, that depends. Some people can stay healthy for 15 years or more. Others get sick in two years. Every person is different. But when HIV kills enough of the healthy T-cells, and you catch a serious disease like pneumonia or some kinds of cancer, that's when we say a person has



Understanding What It Is.

AIDS. AIDS stands for **Acquired** (that means you catch it from another person) **Immune** (immune system) **Deficiency** (not enough) **Syndrome** (a group of diseases).

So HIV is not the same as AIDS. HIV is the virus that kills the immune system. AIDS is the time when the immune system is damaged and you can easily catch serious diseases.

How can I catch HIV?

The HIV virus lives in some, but not all, body fluids. There isn't any HIV in tears, saliva or urine. HIV lives in blood, semen and vaginal fluids. You can catch HIV if these fluids enter your body.



One way is through unprotected sex. If your partner has HIV (remember, you can't know if a person has HIV if you look at them) you run a risk of catching HIV if you have sex without using a latex condom **EACH TIME, FROM START TO FINISH**. If you don't use a condom or other barrier (latex gloves, or plastic wrap for oral sex with a woman), the HIV in semen or vaginal fluids can get into your body and you can become infected. Another way is through sharing needles for drugs. When you share a needle to shoot drugs into your body, there is enough of another person's blood in the needle to infect you. If you know someone who shoots drugs, tell them to **ALWAYS** use a sterilized needle. The third and last way to catch HIV is when a mother is infected and she passes the virus on to her baby during birth or through breast feeding.

That's all. The only ways to catch HIV. It's that simple. And it's easy to protect yourself.

So basically, I'm safe, right?

Well, now you know the basics about preventing HIV infection:

- ◆ Talk with your partner before having sex
- ◆ Use a condom or other barrier from start to finish
- ◆ Don't share needles

Here is something else you should think about. When you go out with friends do you have a few beers, or a few glasses of whiskey or sake? If you do, you are at more risk of catching HIV if you have sex. Why? When you drink alcohol, it is harder to make good judgments. You might say to



Understanding What It Is.

yourself, "Oh, well, just this one time, I don't need a condom." Alcohol also inhibits your movement. There's more of a chance of tearing a condom as you open it, or not putting it on correctly if you've been drinking. Think about it. Don't mix alcohol and sex!



Can I catch HIV from having an operation?

These days, all blood donations are checked, using various HIV tests, so there is very little chance of catching HIV from a transfusion. **BUT YOU SHOULD NEVER USE A BLOOD DONATION TO DETERMINE YOUR HIV STATUS.** The blood donation center does not give any information to people who test positive, such as hospital referrals or explanations about HIV/AIDS, in fact sometimes, people who test positive are informed over their mobile telephone. This is a terrible shock and there is no follow-up support from the donation center. So it is always better to get tested for free at the Public Health Center, which has a better support system.

In the 1980's, many people in Japan were infected with HIV through blood products, which contained the virus, especially hemophiliacs, whose blood does not clot easily and who must use these products to stop bleeding. These products were sold in Japan until 1985, but since then, safe blood products, made from blood that has been heated to kill the virus, have been available in Japan.

When HIV was first discovered, most of the people who had HIV were gay men and hemophiliacs. But today that isn't true. In the world, 75% of the people with HIV are heterosexual (that means their sexual partners are the opposite sex, i.e. a man and a woman). Now we know that ANYONE can catch or give HIV to anyone else, man to woman, woman to man, man to man, and woman to woman.

Does HIV stay alive long outside the body?

HIV is a very weak virus. It dies if it is exposed to air, chemicals such as bleach, or is heated. You needn't be afraid of catching HIV in daily life. Remember that the HIV virus is only found in blood, semen and vaginal fluids. So you can't get it by shaking hands with business associates, playing with friends at school, touching or kissing, or using the same swimming pool or hot spring with someone who has HIV (remember HIV dies in chlorine and in the very hot water in a hot spring).

Unfortunately, there still isn't a cure for AIDS, although there are now 16 types of



Understanding What It Is.

drugs available in Japan that can prevent HIV+ people from developing AIDS. In Japan, if people are treated in time, they no longer die from AIDS. But it's still very important to protect yourself. Remember, ALWAYS use a condom when you have sex, and know who your partner is and their HIV status. One more point... if you're using the pill, you still need to use condoms and other barriers. The pill won't protect you against HIV infection.

How does an HIV test work?



An HIV test is very simple. When you go in for the test, you don't give anyone your name. A small amount of blood is taken, and you are given a number. The blood sample goes to a laboratory. There, the blood is checked. Laboratory technicians look for HIV antibodies. Your body starts to make antibodies in your blood to fight HIV and there are usually enough to show up in the test after about 12 weeks (the "window period"). That's why you need to wait at least three months after you think you may be infected

and then you can get tested for HIV. If you have a test before that, your body may test negative (that means no HIV antibodies were found), but your body simply hasn't produced enough antibodies yet.

Then you go back to the test site about a week later, give them your number, and they will tell you the results. If your results are negative, you leave (promising yourself you will always be careful!) If your results are positive, the testing center will give you advice about what to do next. They will probably recommend a hospital for you that specializes in HIV/AIDS where you can get further tests.

Why should I be tested?

If you have any doubts about your HIV status it is important to get tested. There is no cure for AIDS, but there are drugs which will help support your immune system. That way you can stay healthy and live longer. But if you wait to get tested, the HIV can start destroying your immune system. Also, you don't want to give HIV to someone you love.

If you test positive, stay calm. There are many groups and organizations throughout Japan to help you. You are not alone, and there are many people who care about you and will support you.

How can I learn more?

You can contact your nearest public health center for information about testing. Or you can call the following hotline numbers that are included here for your information. These are not the only sources. Check around for other numbers in your area.

Japan HIV Center

Tokyo 03-3292-9090
Lesbian 03-5259-0259
Gay 03-5259-0750
English 03-5259-0256
Osaka 06-6882-0102
Gay 06-6882-0313
English 06-6882-0282
Nagoya 052-831-2228
Fukuoka 086-232-5990
Shikoku 089-998-6972



Fact or Myth?

Read each statement. Decide whether you think it is a fact or a myth. Mark T for True and F for False in the space before the number.

1. HIV is the same thing as AIDS.
2. You can't catch HIV by casual, everyday contact, such as hugging, using the same bathroom, sharing clothing, or sitting next to someone who is infected.
3. The immune system usually protects you from disease.
4. People get HIV because they are gay.
5. A man cannot get HIV if he has sexual intercourse only with women.
6. A lesbian cannot get HIV.
7. You can tell (you know) when people are infected with HIV because they look unhealthy.
8. You can't get HIV from donating (giving) blood in Japan.
9. Infected blood, semen, and vaginal fluids pass HIV from one person to another.
10. You can catch HIV from mosquitoes.
11. HIV is spread through sexual intercourse and through the sharing of IV needles or syringes with a person who is infected with HIV.
12. The pill will protect you from HIV infection.
13. The best way to find out if you have HIV is to have a test at a Public Health Center.
14. A blood test exists that can tell you whether or not you are HIV infected.
15. HIV can be passed by sneezing or coughing.
16. Any person who has unprotected sex with an HIV positive partner can become infected with HIV.
17. There is a vaccine to prevent HIV infection.
18. Everyone who has HIV has developed AIDS.
19. There's a good chance you can catch HIV from a blood transfusion at a hospital in Japan.
20. The HIV antibody test will tell you if you have AIDS.
21. Situation: A young woman has unprotected sex once with a young man she has met, becomes pregnant and later finds out she has caught HIV from him. Her baby is sure to catch HIV from her.
22. YOUR QUESTIONS (quiz your classmates!)

Notes:



Fact or Myth? / Masako & Tomomi

Teacher's Guide – HIV: Fact or Myth?

Teaching suggestions

You can use this short comprehension quiz before or after students read or listen to a lecture / discussion about HIV infection.

As a warm-up activity...

Have students complete the quiz, but do not give out the answers. After they read or listen to HIV/AIDS information they could check their answers and correct anything they may have missed the first time around.

As a follow-up activity...

Have the students complete this quiz after they have read or listened to HIV/AIDS information as a sort of reading / listening comprehension test.

Answers: 1) F 2) T 3) T 4) F 5) F 6) F 7) F 8) T (not from *donating*, and a very small risk from a transfusion) 9) T 10) F 11) T 12) T 13) T 14) F 15) T 16) F 17) F 18) F 19) F (It will only tell you whether or not you have been exposed to the HIV virus) 20) F All babies born to HIV positive mothers are born with the mother's antibodies, but only about one in four goes on to produce its own antibodies, i.e. develops HIV). If the mother's HIV status is known before the baby is born and precautions are taken (i.e. given a caesarian) then the baby is not infected (no case of HIV babies in Japan under these circumstances, but several cases where the mother was not aware of her HIV status and the baby was HIV+.)

Teacher's guide – Masako and Tomomi: Listening Parts 1 and 2

Teaching suggestions

Part One

- 1) Play the conversation and have the students mark the pictures that correspond to the conversation. Answers 1) a 2) b 3) a 4) b
- 2) The transcript is given on the next student worksheet. Play the conversation again and have the students mark the intonation on each line.
- 3) Discussion questions are included after the transcript of Part 1.

Part Two Giving Testing Procedures

- 1) Play the conversation and have the students mark TRUE or FALSE for each statement.
Answers: 1) T 2) F 3) F 4) T 5) F* 6) F (not during the "window period") 7) F (it only tells you if you have been exposed to the HIV virus and your body is making antibodies to it)

* There are a few health centers that offer tests called NAT or PCR which actually do test for actual viruses. These tests are very expensive if done in a hospital, but are accurate if done straight after infection. The test used at most health centers in Japan only test for antibodies. If your students are not confused by this, please provide them with this information.

- 2) Have the students rewrite the incorrect statements.
- 3) The transcript is provided on the other side of the listening activity.

[Note: STI = Sexually Transmitted Infection]

HOMEWORK OPTION: Ask students to call an English AIDS Hotline for information about testing in their areas.

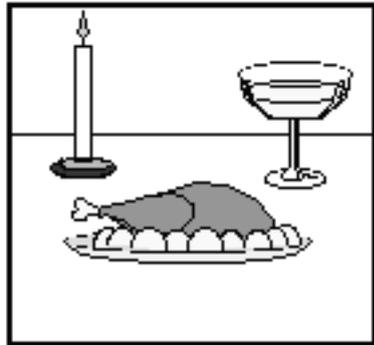


Masako & Tomomi: Part 1

Listening: Part One

INSTRUCTIONS: You are going to hear a conversation between two friends. Listen and mark the correct pictures below with an "X".

1a



b



2a



b



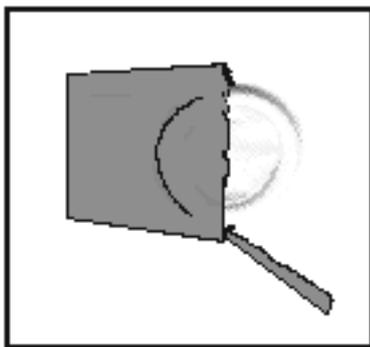
3a



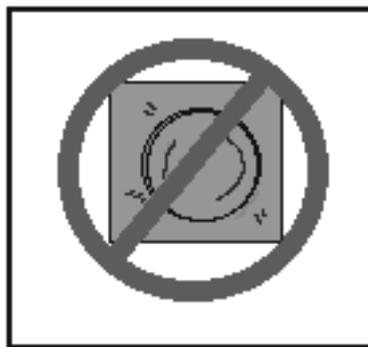
b



4a



b





Masako & Tomomi: Part 1

Listening Activity



Tapescript – Listen again and mark the intonation that Masako and Tomomi use.

M: So Janet, how was your date with Peter last night?

T: It was wonderful! He's such a nice person. He took me to the Carlton for dinner.

M: The Carlton! Is he rich?

T: Well, his father's a lawyer and his mother's a doctor. He doesn't worry about money.

M: Well, what happened AFTER dinner?

T: Um, he took me to this little bar at the top of one of those skyscrapers downtown. We could see all the lights of the city from there.

M: How romantic!

T: Yeah, he's very romantic, and sexy! After that we went back to his house. His parents weren't home and...

M: AND???

T: Well, you know!

M: That's great. I wish I could find someone like Hiroshi. Um, Masako, you used a condom, didn't you?

T: Well, no, Tomomi, why should we use a condom? I'm on the pill. He's a nice guy and I'M sure I'M healthy! Besides, we had had a few drinks and I guess we weren't thinking clearly...

Now YOU try it!

With a partner, practice the dialogue.
Remember to LOOK at your partner when you talk! ©

Now find a new partner and ask what they think about these points :

- Hiroshi is from a good family so he probably doesn't have HIV.
- You probably can't catch the AIDS virus or another Sexually Transmitted Infection if you have unprotected sex just once.
- The pill will protect you from HIV.
- It wasn't dangerous for Masako to have sex after she'd been drinking.



Testing Procedures

LISTENING: Masako and Tomomi: Part Two

From what you've read you now know that if someone has the HIV virus, she or he might not have any symptoms, that means you can't know they have the virus just by looking at them. Do you know of any way we can find out if we have the virus?

LEARNING STRATEGY:
- RECOGNIZING AND USING PATTERNS –
memorizing a few patterns in the language helps you understand and communicate

INSTRUCTIONS: Remember the two friends, Masako and Tomomi? Tomomi was really worried because Masako didn't use a condom when she was with Hiroshi. Let's listen to the rest of their conversation. Listen and mark the TRUE sentences below with an X.

1. An HIV antibody test is free at any public health center in Japan.
2. You must give your name and address.
3. The HIV test takes about an hour.
4. You get the results in about one week.
5. The HIV antibody test at the Public Health Center looks for the HIV virus.
6. You should get an HIV antibody test as soon as you think you might have been infected.
7. An antibody test will tell you if you have AIDS.

REVIEW

You could...
You should...
You have to
You must...

You don't have to...
You don't need to...

Now, correct the false sentences above.

Example: *You don't have to give your name and address.*

How would you ask for information about testing? Work with a partner and write questions for the answers 1-7 above. Then use your questions to practice a dialogue you might have at a public health center in Canada or the U.K., for example, or on an English AIDS Hotline here in Japan.



Testing Procedures

TAPESCRIPT: Now practice the dialog with a partner. Remember to look at your partner's face when you talk 😊

T: Masako, you were drinking with Hiroshi and then you had sex with him and you didn't use a condom? That isn't very smart, you know.

M: Well, now that you mention it, I guess it wasn't. But I'm on the pill.

T: The pill doesn't protect you against STIs or HIV, you know.

M: It doesn't? Well, he seemed like a really nice person. I really don't think he would give me a virus, like HIV.

T: Masako, he probably is very nice. But if he has the virus, HE might not even know, and you can't know that just by looking at him. Didn't you talk about it?

M: Um, no, we didn't. Tomomi, do you think I should get a test? Gee, I hope it's not expensive because I don't have much money right now.

T: If you want to take a test here in Japan, you don't need any money if you go to a public health center.

M: Really? But what if someone at work finds out?

T: How will they know? You don't give your name or anything when you take the test.

M: Ok, do you know if I need to make an appointment?

T: No, you just go in, they take some blood. The HIV test takes about five minutes and you get the results in about a week. The test at the Health Center can't see HIV, though. It looks for antibodies to the virus.

M: I guess I could go tomorrow.

T: Masako, wait. You need to understand something important. You can't go tomorrow. You have to wait at least 12 weeks from the time you think you were infected. Your body takes that time to make antibodies.

L: 12 weeks? Oh, no. What am I going to do, Tomomi? I need to know if I have AIDS!

J: The HIV antibody test can't tell you that. It can only tell you if you have the virus in your body. Listen, mark the date on your calendar. I'll go with you when you have the test done, ok?

L: Thanks, Tomomi. You're a real friend!

ON YOUR OWN When (what days and times) can you get an HIV antibody test in your city? Call an English hotline and ask the questions you wrote above. Note down the answers you are given.

RECAP

- Write three new words you learned in this section.
- Put the words into sentences.
- Write three facts about HIV and AIDS that you learned in this section.



Giving Advice

Teacher's Guide – Giving Advice

Introduction

This section is designed to give learners some practice in giving advice to friends.

Teaching suggestions

A. Ask students to write questions for the seven statements in the previous section, **Testing Procedures**. They can be quite free with the questions they ask.

Example: 1. An HIV antibody test is free at any public health center in Japan.

Where can I take an HIV test? or Is the HIV test expensive?

B. Have the students practice the sample dialog between Mark and Jeff.

C. Ask them to look carefully at how Mark supports his friend by not pushing Jeff too hard to make a decision. In the first "Helpful Hints" box, there are some phrases learners can use to practice listening to their partners problems (see four examples).

D. Now have students go back and make some simple conversations with the examples in C. Here they can offer a bit of advice, using the phrases in the second box, More Helpful Hints.

Helpful hints

Note: It is possible to use such phrases as "You'd better..." or "You should..." if learners understand that intonation and tone of voice are very important in showing empathy. If a speaker is not careful, using these phrases could sound harsh and uncaring – the last thing you want to portray when dealing with a friend who is worried.

In the section "Now YOU Try It," students can have short conversations offering advice – and support – to a friend who might be worried about possibly being infected. Encourage learners to use not only the information they have learned so far about the virus and about testing procedures, but also the hints on this page to support and comfort a friend as they themselves want to be supported when they have a serious problem.



Giving Advice

A How would you ask for information about testing? Work with a partner and write questions for the answers 1-7 in the section, "Testing Procedures." Then use your questions to practice a dialogue you might have at a public health center in the U.S., for example, or on an English AIDS Hotline here in Japan.

B Below, one co-worker is giving advice to another about what he should do for a cold. In pairs, practice the dialogue.

Mark: Jeff, you don't look too well today. You still have that cold, don't you?

Jeff: Yeah, I sure do. It just won't go away.

Mark: That's so tiring. Why don't you go home and get some rest?

Jeff: I would, but I have a deadline for this project. It's due on Friday.

Mark: So I guess you don't feel like you can take time off from work, huh?

Jeff: Right. Except I feel so bad that I don't think I can get much work done.

Mark: How about just taking the afternoon off?

Jeff: Good suggestion. I'd probably have more energy tomorrow if I did.

Mark: Take care of yourself.

Jeff: Thanks, Mark. See ya.

C Did you notice how Mark doesn't give Jeff too much advice? He listens to Jeff's problem and tries to show he understands how Jeff feels.

How could you show that you understand your partner if she or he has the following problems? [Don't offer advice just yet. Just show your partner you understand.]

- "I don't have any clothes that are right for my interview."
- "The coach yelled at me because I was late again yesterday for volleyball practice."
- "My grandmother's in the hospital, but she lives in Tottori-ken so I can't be with her."
- "I just don't understand what the teacher is saying. I don't even understand THIS exercise!"

Sometimes, just listening to your friend is enough. It often helps if they just have someone to talk to. Other times, they might be willing to hear advice. Look again at the problems above. What kinds of advice could you *gently* give to your friend? Practice the conversations above with a partner.

Helpful Hints

So you think that...
So it seems to you that...
So it looks to you that...
So you feel that...

More Helpful Hints

Use these phrases to offer advice:

Have you thought about ~ing...?

How about ~ing...?

Why don't you.....?

If I were you I'd....

Now YOU try it!

Student A: Imagine you think you might have been exposed to the HIV virus. You're afraid to get tested because you don't want to hear bad news.

Student B: Imagine you're giving advice to your friend, Student A. Be sensitive to how she feels in her situation. What would you tell her about testing and why she should be tested?



Could It Happen to You?

Teacher's Guide – Could It Happen to You?

Introduction

This unit may be used before or after an in-depth discussion of HIV and AIDS. The preparation homework should take students 10-30 minutes, depending on their level. The unit is designed to take approximately 90 minutes of class time. This unit should work with low intermediate to advanced students.

Teaching suggestions

Homework

Have students read "Yumi's Story," fill in the missing words, and complete the homework page before class.

In-class

1. The following order of activities is suggested for a 90 minute class.
2. To help students keep the discussion in English, ask students to set an English usage goal before beginning the class activities for the day. Pausing after each activity to ask students how much English versus Japanese they have been using will help keep them on track.
3. Ask students to discuss the "before you listen" questions with partners or in small groups.
4. Ask students to listen for the answer to the "listening" as you read "Yumi's Story" to students, or play the CD. (Ask students to turn over their own papers so they can't read along.)
5. Ask students to first try to answer the "talking about the story" questions without looking back at the story. After they have tried to answer all the questions, allow them to look back at the story to find the answers. At this time, they should check with a partner that they have correctly filled in the missing words.
6. Review the grammatical structure in the "language point." Then ask students to complete the "activity" by sharing their ideas about things it is safe to do with someone who has HIV they wrote down for homework.
7. Have students act out the "role play" with a partner. Give A three minutes to explain her/his problem and convince student B to go get a blood test.
8. Ask students to talk about the discussion questions with a partner or in small groups. Before asking students to talk about the discussion questions, you may wish to review the expressions for getting time to think. Ask students to first discuss the questions they prepared before using the questions on the handout.

Follow-Up

If this unit was not preceded by a discussion of HIV and AIDS, and its prevention, it is strongly recommended for the topic of the next class.



Could It Happen to You?

HOMWORK PAGE

NEW WORDS & PHRASES

Read "Yumi's Story". Draw a circle around new words and underline new phrases. Write them here along with their meaning.

WORD/PHRASE

MEANING

pneumonia – *a disease in your lungs* / 肺炎

BONUS

Read the list under "Yumi's Story". Make a list of TEN things it's safe to do with a friend who has HIV.

DISCUSSION QUESTIONS

Write four "discussion" questions about AIDS. (No "yes/no" questions, please.)

1.

2.

3.

4.



Could It Happen to You?

YUMI'S STORY

Yumi is a 21-year-old college student in Saitama Prefecture. This is her story:*

Fill in the missing words: drugs hope love sick test wonderful

My name is Yumi. I'm 21 years old. I am a college student in Saitama, Japan. I enjoy studying English and listening to British pop music. I also like shopping in Tokyo when I have the chance. Three months ago, my boyfriend and I went to Tokyo Disneyland together and had a _____ time.

My boyfriend, Yuki, is a great guy. We met our first year at this university—we were both in the same club, the university student chorus club. He and I fell in love on our first date. We have been together for two years and I still _____ him very much. Everything was perfect until two months ago.

What happened? Two months ago, Yuki became very _____. He suddenly got pneumonia and went into the hospital. They gave him many tests, including a blood test. The doctor told him he has HIV. She said he has to take a lot of different, medicines many times every day. (The Japanese Welfare system means these drugs are cheap). The medicine makes him feel sick, but it helps his body fight the HIV.

When I learned Yuki had HIV, I got a blood _____ too. I learned I also have HIV. I must also take medicines every day. But I feel very healthy. I look very healthy. No one knows I have HIV except my family and my best friend... and Yuki.

How did I get HIV? Well... Yuki and I didn't use condoms when we had sex. I thought I was safe since Yuki didn't have another girlfriend and he didn't use _____. After he got sick, Yuki called his only other girlfriend, whom he dated three years ago. She got a blood test, too, and she also has HIV. She doesn't know how she got it.

What am I going to do now? I am going to stay with my boyfriend and hope that we both stay healthy. And I will continue to _____ that one day soon, the doctors will find a cure.

**(not a true story)*

HIV is the virus that causes AIDS. There are only THREE ways to get HIV.

- You can get HIV though having sex without a condom... with someone who is infected with HIV.
- You can get HIV by sharing needles for drugs, tattoos or body piercing... with someone who has HIV
- A baby can get HIV from her/his HIV-infected mother

More things you should know about people with HIV.

- It is safe to... hug, touch, hold hands, and kiss someone who is infected with HIV.
- It is safe to... be friends with someone who is infected with HIV.
- A person infected with HIV ...usually looks healthy.
- A person infected with HIV ...may stay healthy for many years.
- A person infected with HIV ...can give other people HIV only by having sex with them or sharing needles.



Could It Happen to You?

TODAY'S ENGLISH GOAL:

Today, I'd like to speak in English _____% of the time.

BEFORE YOU LISTEN:

- Is it okay to keep secrets from your boyfriend or girlfriend?
- If your boyfriend or girlfriend kept secrets from you, how would you feel? Why?
- Have you ever done something fun, but dangerous? What did you do?

LISTENING:

FIRST, listen to the passage without reading along. What is Yumi's problem?

a. Yumi is very sick. b. Yumi is angry at her boyfriend. c. Yumi and her boyfriend have HIV.

TALKING ABOUT THE STORY:

- What kind of person is Yumi?
- What are Yumi's interests?
- How did Yumi meet her boyfriend? How long had they been dating?
- What happened to Yumi's boyfriend? How?
- What happened to Yumi? How?
- If you were Yumi, what would you do? Why?

LANGUAGE POINT: If my friend had HIV ..., we could still...

If my friend had HIV, we could still go shopping together in Sakae.
verb

ACTIVITY

Share your ideas about things you could do with a friend who has HIV.

Aki: If my friend had HIV, we could still go to Tokyo Disneyland together. What's your idea, Nao?

Nao: Well, um,....

ADVANCED
WORKSHEETS





Important Points to Remember

Teacher's Guide – Important Points to Remember

Introduction

This unit contains a great deal of vocabulary that is suited for high intermediate through advanced level learners.

Teaching Suggestions

1. As a warm-up, ask the students to complete the true / false questions on the first page. If you have time, have them compare their answers in pairs, giving reasons for their choices. Encourage them to write down any other questions they might have.
2. The answers are provided here, but do not give the answers until the students have worked through the worksheets describing the virus and how it works in the body. Alternatively, the worksheets could be given as follow-up homework to supplement a lecture or discussion presentation on the topic of HIV/AIDS.

Answers: 1. F 2. F 3. F 4. T 5. T 6. T 7. T 8. F 9. T 10. T
 11. F 12. F 13. T 14. F 15. F 16. T 17. T 18. F (not always –
 some symptoms are the same; some are different) 19. T
 21. F 22. F 23. F (according to UNAIDS, between 6 and 25% of sex
 workers and the public use condoms)
 24. F (as of September, 2003: 5,573 HIV cases, 2,776 AIDS cases, 1,432
 previous cases from infected blood products (total 9,781). This
 information is updated every 4 months on the Japan Foundation for AIDS
 Prevention web site at
 http://api-net.jfap.or.jp/mhw/survey/mhw_survey.htm)
 25. F

3. Have students read through the worksheet and check back at the 25 questions to correct any answers they may have answered incorrectly.
4. After they have finished, go over the correct answers. Ask if they were surprised at any of the information. Were any of their “myths” debunked?
5. At the end of this unit there is a sheet of discussion / debate questions. Encourage learners to also raise their own discussion questions about AIDS, which may be more pertinent to their own local issues.



Important Points to Remember

How much do you know about AIDS? Test your knowledge with these 25 questions about AIDS:

TRUE OR FALSE?

1. HIV is the same as AIDS.
2. You run a great risk of being infected through a blood transfusion at a hospital in Japan.
3. You can catch HIV from toilets and from mosquitoes and pets.
4. HIV destroys a person's ability to fight infection.
5. Sharing needles for drug use, tattoos or body piercing can spread HIV infection.
6. It is safe to swim with, give a hug to or kiss a friend who has HIV or AIDS.
7. It is safe for a child to be in school with a child who is HIV positive.
8. A person who has the HIV/AIDS virus but shows no signs of infection will not infect others.
9. You can't get HIV by drinking alcohol.
10. You can catch HIV through unprotected anal, vaginal or oral sex with a person who is HIV infected.
11. The HIV test routinely performed in Public Health Centers in Japan looks for the HIV virus.
12. The pill will protect you against HIV infection.
13. It's better to know if you have HIV so that you can get treatment.
14. An infected mother can pass the HIV virus on to her child during birth and through breastfeeding.
15. All babies born to HIV positive women later develop AIDS.
16. A person can have HIV for 10 years or more before symptoms appear.
17. People who have HIV/AIDS will be infected for the rest of their lives or until there is a cure.
18. The symptoms of AIDS are always the same for men as for women.
19. Medicines that have been developed are relatively inexpensive in Japan IF you have insurance and can use it.
20. Anyone who is HIV positive can take the medicines available with light side effects.
21. People with AIDS need not be concerned about the kinds of food they eat.
22. In Japan, 80% of sexually active people use condoms.
23. In Japan, the total number of people with HIV and AIDS is just over 4,000.
24. The best place to keep a condom is in your pocket.
25. Worldwide, which of the following groups of people have the fastest growing rate of HIV infection?
 - a. heterosexual men
 - b. homosexual men
 - c. women and teenagers

Do YOU have any questions about HIV/AIDS that you would like answered? If so, write them here:



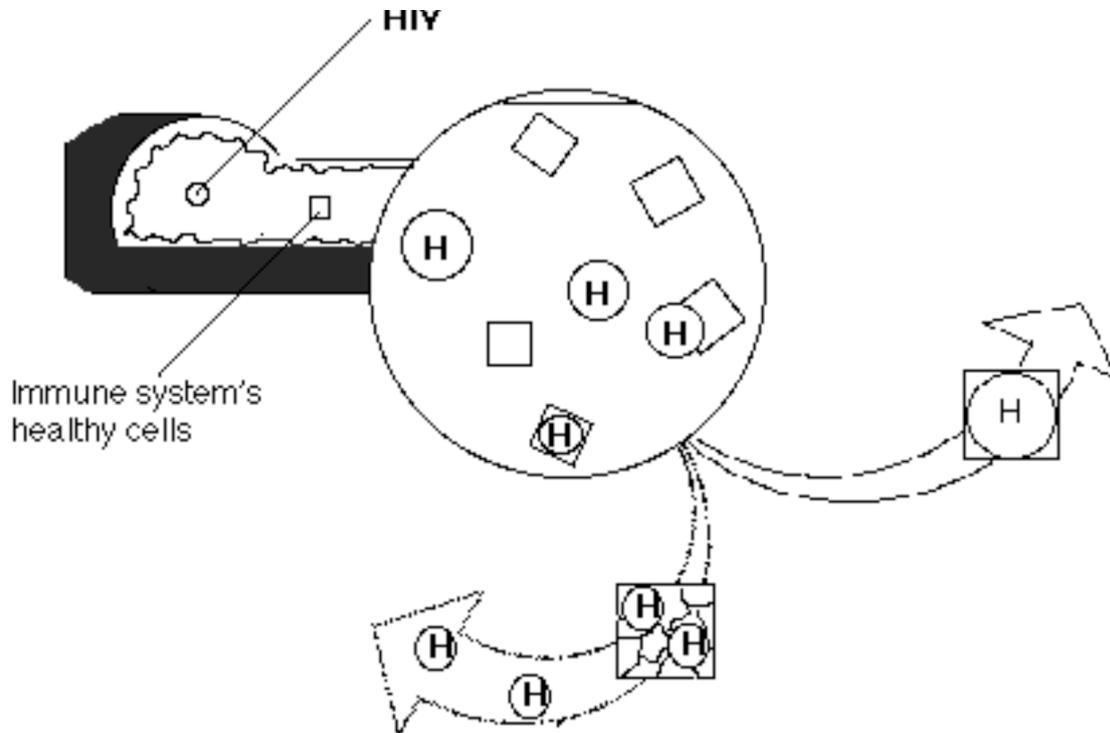
Important Points to Remember

HOW THE VIRUS WORKS

HIV stands for Human Immunodeficiency Virus. It is a virus that is passed from person to person, *not* from animals or insects to people. When the virus finds its way into your body, it starts to do one of two things. It can immediately start to invade the immune system cells, called helper T cells or CD4 cells, breaking them down and making copies of the HIV virus. From there, the virus continues to invade new cells and the cycle begins again. The other thing HIV can do is to hide inside healthy T cells. It doesn't always kill the immune system right away. That's why you can have HIV in your body but not know it and still look and act like a healthy person. And you can give the virus to someone else through sexual contact.

Also, if you don't know you have HIV, and don't get the proper medication, the virus may start to make copies of itself. People whose immune systems can no longer fight infections are said to have AIDS (Acquired Immune Deficiency Syndrome). The symptoms of AIDS usually show up somewhere between two years and more than a

Figure 1 Progress of HIV in the bloodstream



decade. In women, infections in the reproductive organs are common. In contrast, Kaposi's sarcoma is a type of cancer that occurs more frequently in men though less so in Japan than in other countries.

HIV is found in blood, semen, vaginal secretions, pre-cum (a fluid from the penis which does not contain sperm), and breast milk, of people who have been infected with the virus. Since these fluids are not normally found in daily contact with people at work or at school, it's difficult to contract this virus. However, during more intimate contact, through unprotected sex, for example, these fluids are easily transmitted from man to woman, from woman to man, man to man and woman to woman.



Important Points to Remember



As far as we know, almost everyone who gets HIV eventually develops AIDS, if they cannot get appropriate treatment. There is no cure for HIV or AIDS, though there are medicines that can suppress HIV and stop it from destroying the immune system. There are ways to protect yourself from catching HIV. First, always use a latex condom from start to finish when having oral, anal or vaginal sex. A condom cut into a square or plastic wrap can also be used for oral sex with a woman. Second, know who your partner is and ask

about his/her history. If you have any doubts at all, you should consider having an HIV test and asking your partner to, too. It's free and it's anonymous at any public health center in Japan.

And remember the next time you go out drinking that alcohol and drugs may influence your decision-making skills and reduce your ability to practice safer sex.

Did you find the answers to all 25 questions? Probably not. Let's find out more about this virus starting with the HIV test.

ANTIBODIES

When the body is infected with a virus, the immune system starts to produce antibodies, proteins which neutralize the virus. The HIV test, which is routinely used at Public Health Centers in Japan, can't see the HIV virus. It looks for the antibodies that the body produces when the HIV virus is present. It takes about 12 weeks for the body to make these antibodies. This time is called the "window period". That means you may have the virus, but it won't show up in a test. If you are infected, you can still pass the virus on through unprotected sex, for example.

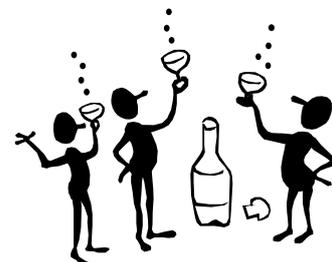


Pregnant women who have HIV will pass on their own antibodies to their babies, but the babies may not go on to develop HIV. Doctors don't know why this is so. There are medications expectant mothers can take to reduce the risk of passing the virus on to the newborn. U.S. estimates now show that about 1 out of every 4 babies born to an HIV-positive mother will go on to develop HIV, if the mother is not aware of her HIV status before the birth of her child and no precautions are taken.

If the mother is aware that she is HIV positive before the baby is born, she is able to take medications, also to have a caesarian section, which stops the baby coming in contact with the mother's blood as happens in a natural birth. Also the mother knows not to breast-feed. In Japan there have been no reported cases of HIV + babies being born to mothers who knew their HIV status before the birth. There have been cases of HIV + babies being born to mothers who didn't know they were positive until after the baby was born - often when the baby became sick.

OTHER POINTS OF INTEREST

Worldwide statistics show that women and teenagers are the fastest growing group to contract HIV. 90% of HIV infection worldwide occurred through unprotected heterosexual sexual contact. Researchers have developed certain drugs





Important Points to Remember

that prevent the HIV virus from reproducing. These drugs taken in combination (about three different drugs at once-called a 'cocktail') can reduce the amount of HIV in the blood to undetectable levels. But they are very expensive-depending on which drugs are used in the cocktail, the monthly bill can be up to 270,000 yen. People living in Japan who are able to use the welfare system can get these drugs for almost free. Not everyone's system can accept these new drugs and there are many unpleasant side effects for those who can. Not only do you have to follow a rigorous time schedule of pill taking, but the many drugs you must take daily can cause fevers, nausea, diarrhea, rashes and other symptoms.

In Japan, 25% of sexually active people use condoms. In Japan, a conservative estimate of the number of HIV infected stands at about 20,000. Actual numbers of reported cases only show those cases that have tested positive. The number of people who take these tests in Japan is very low.



These days, all blood donations are checked, using various different HIV tests, so there is very little chance of catching HIV from a transfusion. **BUT YOU SHOULD NEVER USE A BLOOD DONATION TO DETERMINE YOUR HIV STATUS.** The blood donation center does not give any information to people who test positive, such as hospital referrals or explanations about HIV/AIDS, in fact sometimes, people who test positive are informed over their mobile telephone. This is a terrible shock and

there is no follow up support from the donation center. So it is always better to get tested for free at the Public Health Center, which has a better support system.

In the 1980's, many people in Japan were infected with HIV through blood products, which contained the virus, especially hemophiliacs, whose blood does not clot easily and must use these products to stop bleeding. These products were sold in Japan until 1985, but since then, safe blood products, made from blood, which has been heated to kill the virus, have been available in Japan.

USING CONDOMS PROPERLY

Condoms should always be kept in a cool, dry place away from sunlight, NOT in your pocket or in the glove compartment of your car. Be sure to use a new condom every time you have sex, from start to finish (remember that HIV might be in pre-cum). Squeeze out any air at the tip of the condom, and put it on as soon as the penis is erect. Hold the condom firmly by the rim and withdraw right after ejaculation.



FOR MORE INFORMATION



You can contact your nearest public health center for information about testing. Or you can call the following hotline numbers which are included here for your information. These are not the only sources. Check around for other numbers in your area.

Japan HIV Center

Tokyo 03-3292-9090
Lesbian 03-5259-0259
Gay 03-5259-0750
English 03-5259-0256
Osaka 06-6882-0102
Gay 06-6882-0313
English 06-6882-0282
Nagoya 052-831-2228
Fukuoka 086-232-5990
Shikoku 089-998-6972



Important Points to Remember

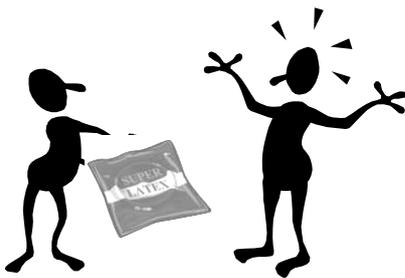
Discussion topics - Advanced level

The following are some topics from which you can start class discussions or debates.

1. In your opinion, is there a great chance that HIV could become widespread in Japan? Why/why not?
2. How should children be informed about HIV/AIDS?
3. How should office workers be educated about HIV/AIDS?
4. What is the role of the media in the AIDS epidemic? Do you think the media should be involved in educating the public about HIV/AIDS? Why/why not? If so, in what way should the media be more involved?
5. "First they came for the Jews, and I did not speak out because I was not a Jew. Then they came for the Communists, and I did not speak out because I was not a Communist. Then they came for the trade unionists, and I did not speak out because I was not a trade unionist. Then they came for me, and there was no one left to speak out for me." - Martin Niemoeller

How could the above quote pertain to the AIDS epidemic?

6. How well do the Japanese health authorities inform the public about statistics related to HIV in Japan? Do you think the public should have access to such information? Why/why not?
7. What is the best way to deter people from donating blood during the "window period?"
8. Why are men sometimes reluctant to use condoms? Why are women afraid to ask them to?
9. What are the advantages of female condoms?



10. The slogan of ACTUP says "Silence=Death; Action=Life." How does this relate to the AIDS epidemic?
11. How will an increase in the number of people with HIV and AIDS in Japan affect areas such as: employment, health insurance rates, government funding for AIDS health programs, etc.
12. AIDS is an international epidemic. What role should Japan play in terms of research, funding of medicines for use in underdeveloped countries, etc.?

YOUR QUESTIONS / NOTES:

OTHER
ACTIVITIES





In the News

Teacher's Guide – In the News

Introduction

This section consists of two parts, a listening activity and a short reading passage. These are recommended for high intermediate or advanced learners. The listening activity can be used to accompany the Intermediate or Advanced Worksheets.

Teaching suggestions

Listening

1. Ask students to answer the mini-quiz. Play the recording as students fill in the answers. Have them compare answers to the listening before giving them the correct answers.

Answers: statement, 20, 10%, 42 million, Japanese, blood, people with HIV or AIDS

2. Have students discuss the questions following the listening.

Reading

This actual news item from the Atlanta Journal-Constitution can be used to start discussion of the wider aspects of the AIDS epidemic. Encourage your students to consider how the disease is related to issues of power:

- powerful countries have the money for research and for medicines
- they also decide how funding will be used or distributed in foreign countries
- in many societies men have power over women in terms of economics, relationships, and so on
- children have very little power
- companies have the power to fire people with HIV or AIDS
- countries have the power to deny visa / passports to people with HIV/AIDS



In the News

Listening: NEWS REPORT

You are going to hear a radio news report. Before you listen, take this mini-quiz:

Which of the following groups have the fastest-growing rate of HIV infection?

- a. heterosexuals
- b. homosexual men
- c. hemophiliacs

Listen and fill in the missing words in this 1998 report.

"The Centers for Disease Control here in Atlanta, Georgia, issued a _____ today that hopes are high that a vaccine for AIDS will be produced within the next few years. The AIDS epidemic in the United States began about ____ years ago when gay men were diagnosed with a rare form of skin cancer. Today, however, the UN estimates that 90% of HIV infections occur in heterosexuals, and that only ___% of all people who are infected know they have the AIDS virus.

Worldwide estimates show that over _____ people are infected with HIV. This disease is not limited to age, religion, race, sexual orientation or nationality, as _____ AIDS spokesperson, Ryuhei Kawada, said recently at an AIDS event in Tokyo. Kawada, well-known for his battle with the Japanese Health Ministry, was infected with HIV through tainted _____ products. "The Japanese government needs to put more effort into ending discrimination and into providing medical and financial help to all _____," Kawada said.

DISCUSSION QUESTIONS

1. Was your answer to the mini-quiz correct? Did the answer surprise you? Why or why not?
2. List three reasons why children and teenagers might be at greater risk of HIV infection.
 - a.
 - b.
 - c.
3. Do you know the result of Ryuhei Kawada's court case? Did he win or lose? What other details do you know about the case?
4. What other famous people (in Japan or in other countries) have gone public with the fact that they have HIV?
5. Why have so few HIV+ people in Japan gone public with this information?
6. Do you think it is a good idea for them to do so or not? Why?



In the News

Read the following news report:

Sex Trafficker's Demand for Kids on Rise

Atlanta Journal-Constitution (www.accessatlanta.com) (03/08/01) P. 20A; Malone, Julia

A new report led by Laura J. Lederer of the Johns Hopkins University's School of Advanced International Studies indicates that sex trafficking of women and children is an ever-growing global problem. "The simple reason for the growth of trafficking in recent years is that it is profitable," the report noted.

Lederer's Protection Project is the accumulation of data documenting sexual slavery in 190 countries, including the United States. During an interview on Wednesday, Lederer commented that the AIDS epidemic has given sex trafficking a higher price and a growing market demand for much younger children who are less likely to be infected with HIV.

Earlier in this unit, did you list sex trafficking of children as one reason why children could be infected? If so, where did you learn this information? If not, why do you think this didn't come to mind?

Across the globe, children are at greater risk of HIV infection than are adults. Children's bodies are not yet fully developed. When they are forced to have sex, they can be injured. The vaginas of young girls, especially, can be cut or torn during sex, and the HIV virus can enter these cuts easily. These children may have the HIV virus, but do not have access to doctors and medicines.

In addition, children who are trafficked do not have the power to say no to sexual advances or attacks by adults. Many times they are just trying to get enough food to stay alive, and to not suffer violence by the people who have trafficked them.

Discussion Questions

- What are some reasons why sex trafficking has become a world-wide problem?
- What is being done to stop it?
- What solutions do you have for combating the trafficking market?

For more information about the trafficking of women and children, see:

Johns Hopkins University Report (basic summary on trafficking):

[The Protection Project](http://www.sais-jhu.edu/protectionproject/definition.html)

<http://www.sais-jhu.edu/protectionproject/definition.html>

News article:

[Japan tries to squash child-sex industry](http://archives.seattletimes.nwsource.com/cgi-bin/texis.cgi/web/vortex/display?slug=sexx&date=20000211)

<http://archives.seattletimes.nwsource.com/cgi-bin/texis.cgi/web/vortex/display?slug=sexx&date=20000211>

Excellent in-depth report by Human Rights Watch on trafficking in Japan:

[Human Rights Watch: OWED JUSTICE -Thai Women Trafficked into Debt Bondage in Japan](http://humanrights.about.com/gi/dynamic/offsite.htm?site=http://www.hrw.org/reports/2000/japan)

<http://humanrights.about.com/gi/dynamic/offsite.htm?site=http://www.hrw.org/reports/2000/japan>



Keeping a Diary

Teacher's Guide – Keeping a Diary

Introduction

This worksheet can be used to encourage learners to think about some of the difficulties that an HIV-positive person might face. It reinforces some of the information found in the intermediate and advanced worksheets. The list of suggestions for cooking and shopping can be a review of structures for giving advice, or of using the imperative for making suggestions in a written format.

Teaching suggestions

1. Read the Learning Strategy box and encourage students to use synonyms during this activity, as there may be words they do not know in English, and may find this strategy useful.
2. Have students brainstorm together things they like to eat and drink.
3. Students read the passage.
4. Ask them how this may have changed the way they think about food in relation to HIV/AIDS. (Remind them that a person who has HIV may or may not have a compromised immune system, and may or may not have to be careful about what they eat. A person who does have a weak immune system, however, would need to pay close attention not only to the food they eat, but to how it is prepared as well.
5. Have students work together to list suggestions about things a person with a compromised immune system should consider when cooking or shopping. Examples include:
 - Be careful eating raw meat, fish and eggs (including Caesar Salad dressing which may contain raw eggs)
 - When shopping, make sure you refrigerate perishable items as soon as possible
 - Check the expiration date on perishable items and dispose of when necessary

Homework

On the other side of the worksheet is an activity that learners can do at home. Suggest that they try to write a few sentences each day for about a week. At the end of that time you can have students read each other's diaries, or choose several that could be the starting points for discussion.



Keeping a Diary

Pre-task:

What are your favorite kinds of food and drink? With the others in your group, quickly make a list of all the kinds of things you like to eat, or eat regularly.

LEARNING STRATEGY
- USING A SYNONYM –
synonyms are words that have similar meanings. In conversation, if you can't think of the exact word you want, try talking "around" it, by using other words or phrases you already know.

Reading:

Read the following information about people with AIDS. Can a person with AIDS eat all kinds of food that an HIV- person can eat? Why/why not? [Remember that AIDS is the stage when your immune system can no longer fight infections.]

How might having HIV change your life and your daily routine?

There are 16 different types of medicine available in Japan and usually a combination of 3 or 4 different medicines are taken at once. Most of the medicines must be taken twice a day. It is important to take the medicine as the prescription says otherwise the virus might change and then the medicine might not work any more. So many people with HIV have to take the medicine at school or at work every day and hope that no-one asks why they are taking the medicine- or take it in secret in the toilets etc.

Sometimes, people at advanced stages of HIV infection (AIDS) can't eat the same foods as people who don't have HIV. For example, unpasteurized milk, cheeses such as Camembert and Brie, raw seafood and meats, raw eggs might contain bacteria and should be avoided. Some sources say that sugar, alcohol and caffeine should be avoided as they can make you lose body moisture and can cause diarrhea. How would you feel if you couldn't have sushi, coffee, or sweets any more?

Sometimes people with HIV have trouble sleeping, or sweat heavily at night and they have to change the bed sheets during the night.

You might be VERY tired all the time and need to rest more than usual. How would this affect going to work or school?

Pair work:

Take turns with your partner summarizing the passage above. Use **synonyms** when you can't think of the exact words used above.

What advice about eating and shopping would you give a person who has a weak immune system? Work together to make a list of things the person should be aware of when cooking or shopping for food.



Example:

Don't use the same knife when cutting meat as when you cut vegetables.



Keeping a Diary

Knowing the information you've learned about HIV and AIDS, imagine that you do not have a very strong immune system. In your notebook, each day make an entry as though you were keeping a diary. It doesn't have to be long, but write your thoughts about what happened to you during the day, how you felt, both physically and emotionally, and any difficulties or successes you had that day.

Here's an example:

Today I went to softball club as usual. Yoshimi and I practiced ground balls for a while, but I found that I got very tired and had to take a rest. Next weekend we have a game. My teammates are saying that if we win, they want to go out to dinner together, maybe for sushi. I'm a little worried about that...





Scenarios

Teacher's Guide – Scenarios

Introduction

The following worksheet gives learners the opportunity to think critically about the social ramifications of HIV infection. By using these scenarios, students can discuss various problems PWHs / PWAs face and consider how the challenges can be overcome for the benefit of those directly concerned and in order to improve society as a whole.

Teaching suggestions

Pair / group discussion

This worksheet can be cut up and distributed to students in groups of five, with each student reading out her/his situation and inviting the other members of the group to respond. It can also be handed out intact and in pairs or groups students can choose the situations they would like to discuss.

Writing

One scenario can be distributed to each student who then writes out a discussion of the problem and a possible solution.

Skits / Video

Small groups could use one of the scenarios to produce a skit showing the situation and how it might be handled by the people involved.



Scenarios

Scenario 1

Akiko is a university student. She has been living in the United States for 2 years, studying international law and working part-time at a law office. Last summer she found out she has HIV. She is healthy and able to continue working and studying.

She recently met a young man who she cares for very much. They have talked about getting married. However, Akiko has learned that, because she has HIV, the Immigration Department will not renew her visa. She could be forced to leave the country.

What should she do?

Scenario 2

Ms. Nakamura is the chair of a local government committee investigating the increase in HIV cases in the past year. She has found that the school board only recommends, but does not require, AIDS education in junior and senior high schools. Many teachers do not teach the subject clearly to the students.

She has seen statistics that show education helps to reduce the rate of Sexually Transmitted Infections (性病) but does not know how to make the school board and teachers understand the importance of sex and STI education for young people.

What should she do?

Scenario 3

Mr. and Mrs. Matsuki have just received a telephone call from a social worker in Boston (USA). The social worker says that their son had been admitted to the hospital with pneumonia [nu•mo•nya] (肺炎). She says that he has lost most of his immune system because of his HIV infection. He is very weak.

The Matsuki's didn't know their son was sick or that he had HIV.

What should they do?

Scenario 4

Keiko's boyfriend has AIDS. She does not have HIV. She goes to the hospital every day to see him. She is very tired and always emotionally upset. She thinks she can't talk to her family or friends about it because everyone might think she has HIV, too.

What should she do?



Scenarios

Scenario 5

Chiho has HIV. She lives with her husband and 2-year-old daughter in a small apartment in Tokyo. Her parents live in Kyushu. Her daughter and husband, fortunately, are HIV negative

Chiho always feels very tired. She has a low fever. She does not have much energy. She takes many different kinds of medicines every day. Some days she feels so tired she cannot get out of bed. She is worried about how she is going to take care of her daughter.

What should she do?

Scenario 6

Mark is a high school math teacher. He knows that in his city, many young people are catching HIV. He wants to teach them the facts about AIDS, but he is afraid of what the other teachers will say. He does not teach health classes, so he doesn't know how to talk to his students about it. Also, he might lose his job if he talks about AIDS in class because many parents do not want their children to learn about sex at school.

What should he do?

Scenario 7

Hiroyasu is a father of two sons aged 18 and 22. He is aware that there is a growing problem of HIV infection in Japan, and is concerned about the safety of his sons. He wants to discuss with them how they can protect themselves from becoming infected. Their relationship has never been very close, and now he is wondering how he can approach the subject with them.

What should he do?

YOUR Scenario



That's What Friends Are For

Teacher's Guide – That's What Friends Are For (Song)

Teaching Suggestions

This song can be used as a listening activity, if you have the CD*, or as a dictation activity

Listening activity

1. Play the song (or read aloud as you would a poem) and have the students fill in the missing words.
2. Students compare answers, listen again and then check with correct answers.

And I never thought I'd **never feel** this way
And as far as I'm concerned I'm glad I got the **chance** to say
That I do **believe** I love you
And if I **should** ever go away
Well then close your eyes and try
To feel the way we do **today**
And then if you can remember

Keep smiling, keep shining
Knowing you can always **count on me**, for sure
That's what friends are for
For good times and bad times
I'll be **by your side** forever more
That's what friends are for

Well, you came and opened me
And now there's so much **more** I see
And so, by the way, I thank you
Oh, and then, for the times when we're **apart**
Well, then close your eyes and **know**
The **words** are coming from my heart
And then if you can remember

Follow-up Discussion

On the other side of the worksheet are several discussion questions for students to talk about in pairs or in small groups.

*This song is available on the Dionne Warwick tape or CD titled, "Dionne Warwick: Greatest Hits 1979-1990" from Arista Records.



That's What Friends Are For

You're going to hear a song called "That's What Friends Are For" sung by Dionne Warwick, Elton John, Gladys Knight and Stevie Wonder. Listen to the song and fill in the blanks. When you have finished, compare your answers with your partners'. Then answer the questions on the other side.

THAT'S WHAT FRIENDS ARE FOR

(Carole Bayer Sager, Burt Bacharach) ©1989 Arista Records

And I never thought I'd _____ this way
And as far as I'm concerned I'm glad I got the _____ to say
That I do _____ I love you
And if I _____ ever go away
Well then close your eyes and try
To feel the way we do _____
And then if you can remember

Keep smiling, keep shining
Knowing you can always _____, for sure
That's what friends are for
For good times and bad times
I'll be _____ forever more
That's what friends are for

Well, you came and opened me
And now there's so much _____ I see
And so, by the way, I thank you
Oh, and then, for the times when we're _____
Well, then close your eyes and _____
The _____ are coming from my heart
And then if you can remember



That's What Friends Are For

DISCUSSION QUESTIONS

1. This song was originally produced as a fund-raiser for an AIDS project. Do you think the song is only for people with AIDS? Why or why not?

2. Which of these words would you associate with this song? Circle them and say why. Why did you not circle some of these words?

hope fear support friendship lovers

difficulty sisters vacations medicine family

death strength danger adolescent future

3. If you wanted to sing or play this song for someone, who would you sing/play it for?

4. What are some ways that you can show people you care about them when they're going through tough times? Talk about this with a partner or in small groups.

5. What are the qualities of a "good friend"?

6. What do you think people with HIV/AIDS or other stigmatized* illnesses need most?

7. How is this different or similar to what people with other illnesses need?

8. Imagine someone close to you told you they had HIV. What's the one most important thing you could do for that person?

9. YOUR QUESTION:

* A stigma is a mark that is a shame or disgrace.

Example: *His father was a criminal and that has been a stigma all his life.*



Learning from the Internet

Teacher's Guide – Learning from the Internet

Introduction

This section is designed to give learners practice in accessing the Internet to find answers to questions about HIV/AIDS. It can be used as an alternative to the worksheets in this book.

Teaching suggestions

1. Ask students to access the URL <http://www.japanetwork.org>. On the left side of the screen they will find several blue buttons, one of which is marked "For Students." If they click on that button, they will find a page with many links to pages that have been designed for learners of English. (Many of the pages in this workbook can also be found on this web site.)
2. First, students can check their knowledge of HIV/AIDS in the "Student Quizzes"
3. On the other student pages, the students should be able to find the answers to the questions on their worksheet.
4. Other Internet resources are provided at the end of this workbook in the Resources section.



Learning from the Internet

USING INTERNET - JAPANetwork Web Site

On your computer, access the web site Japan AIDS Prevention Awareness Network at <http://www.japanetwork.org> Click on the button on the left that is marked, "FOR STUDENTS." In particular, you want to look at these pages in order to find answers to the questions below:

- Reading Passages (Intermediate and Advanced reading passages)
- Statistics
- News for 1998
- The Red Ribbon

1. If you have HIV, how long, on average, can you live without symptoms of AIDS?
2. What are some possible symptoms of HIV infection?
3. What are some possible diseases associated with AIDS?
4. Is it easier for a woman to catch HIV than it is for a man?
5. Worldwide, who is becoming HIV infected faster, women or men?
6. Can lesbians catch HIV?
7. How should you store (keep) condoms?
8. When an HIV+ mother gives birth to a baby, does the baby have HIV antibodies? Will the baby get AIDS?
9. When is World AIDS Day?
10. How many people have AIDS in Japan?
11. How many people have HIV in Japan?
12. How did the red ribbon symbol begin?
13. Who is Dr. David Ho?
14. Who is Dr. Robert (Bob) Gallo?
15. Who is Dr. Luc Montagnier?
16. Name three medicines some people with HIV take.
17. Are the medicines easy for people to take?
18. Are there any side-effects from the medicines? If so, what are they?
19. Find two new vocabulary words you found on this web site and write them here:
20. Find one fact that you didn't know before you read this web site.



Project: Create a Newspaper

Getting Started

In this section you are going to work in a group to produce a newspaper or magazine. But just what goes into this kind of publication? Work with a partner and write down all the sections of a newspaper or magazine that you can think of:

Example: *Headlines, Society section, ...*

Now think about who in your group is going to be responsible for what. You'll also need someone to do illustrations or other designs, especially for any advertising your paper might have. You may include some or all of the above sections, as well as create your own.



Writing the articles

You might want to look at actual news stories and then rewrite them in your own words.

In the "Society" section, you might want to write an article about a new housing project being developed. This building project will take into consideration the needs of PWAs (people with AIDS). PWAs sometimes need special accommodations (places to live). If someone is in a wheelchair, they need doors and elevators that are wide enough for the wheelchair to pass through.

In the "Business" section, you could include an article about a company that teaches its employees about HIV/AIDS and the workplace, and has training programs to show people how to help PWAs and PWHs.



If you include a "Sports" page, someone could report on a baseball team that plays one game a year and donates the income to an AIDS organization.

Use your imagination. The articles are completely up to you. Use graphics and artwork. Don't forget to add puzzles, comics and advertising to your newspaper!

Headlines

For each article, think of a headline that will catch the reader's attention. It should be clear enough to understand what the article is about, yet short enough to fit on one or two lines.



Assembling the paper

Once you have all the articles, you'll need to decide how to put it all together. If you have access to a word processor, you can print out the stories in narrow columns, then cut and paste on to A4 sheets of paper, leaving space for artwork or advertising.



Posters: Skimming & Scanning

Teacher's Guide – HIV / AIDS Poster Set

Introduction

The Center for Disease Control in Atlanta, GA (US) produces a variety of HIV/AIDS posters which are available for purchase. These posters can be used to create a reading / discussion lesson based on authentic materials.

The posters can be used to achieve several goals in addition to practicing skills such as skimming and scanning:

- To educate students about HIV and AIDS
- To promote understanding and compassion for those affected with and by HIV/AIDS
- To encourage discussion or writing in English of a wide variety of topics related to health, medicine, the body, society, discrimination, etc.

Teaching Suggestions

Reading exercise

Posters are hung on the walls of the classroom. To begin with, students in their sets are asked to comment, in groups or as a writing task, on the posters by looking at the pictures only. Students might be able to predict what each poster is going to say. Students then stand up and take their time walking past and reading in detail each poster. They can then respond on how their "prediction" matched the actual script on each poster. In groups, they can discuss their reactions to what they've just read. Did the information surprise them, did they learn any important information, what questions did the posters bring up for them, etc.

Worksheet

The first page of following worksheets will direct the students' attention to specific information and language to help them focus on the facts given in the posters. The second page invites them to a deeper discussion of the meanings in the posters, and the students' reactions to the information.

Role Play

Students work in pairs or small groups. One student chooses one of the characters in a poster and imagines s/he is that person. The other student(s) ask questions to find out more about that person's experience.

For example:

- "When did you find out your friend had HIV?"
- "How did you feel when she told you?"
- "What are you doing to support her?"
- "How does she feel, physically?"
- "How has this situation changed your relationship?"
- "How do you think you can help her most?"



Posters: Skimming & Scanning

Activity: On the walls you will see some posters about HIV/AIDS. Look at them quickly to find as many answers as you can to the questions below. When you are finished, get together with another student and compare your answers.

1. How many posters are there in all?
2. How many people can you see in the posters?
3. Where did the posters come from?
4. If someone wanted more information what telephone number could they call?
5. What are the signs of having HIV?
6. What is one way to protect yourself against HIV infection? Which posters show that?
7. What does "you and your license could expire at the same time" mean?
8. List three ways you could catch HIV according to the posters.
9. How do some people deal with HIV?
10. Can you get HIV from donating blood? Why or why not?



Write here any new vocabulary or phrases you learned from these posters:



Posters: Skimming & Scanning

AIDS POSTER SET: DISCUSSION QUESTIONS



USEFUL PHRASES – Stating an opinion

In my opinion,...

I think that...

I feel that...

It seems to me that...

Your phrase:

Get into groups of three or four. Look again at the posters and give your own ideas for the following:

- A) Why does one poster say "Your sex partner for life"? What does "for life" mean? Give two possible meanings:
- B) Why is Susan exhausted (very, very tired)?
- C) What would Rob do if one of his friends caught HIV?
- D) Look at the poster of Philip. He talks about AIDS on the first date. Would you? Why or why not?
- E) Look at the poster for Marie. What questions do you think she asks herself?
- F) Frankie Alston is HIV positive. Why does she tell women that "love alone won't protect you"?
- G) Have you seen posters like these here in Japan? If YES, where did you see them? What were they like? What did they say? If NO, why do you think there aren't many posters like these?
- H) If you were given 100 STOP HIV / AIDS posters to put up on your campus or in your city, where would you put them? Why?



How much do YOU know?

Teacher's Guide – How much do YOU know? HIV/AIDS Knowledge Development Game

Here is a game for your students to play time and time again – when you have that extra few minutes at the end of a lesson. It takes very little set-up, and after your students play it once, they'll know how it works the next time.

HOW TO PLAY

Students work in groups of five and compete against each other to get their markers to the goal. ONE of the 5 students is the READER and does *not* have a marker on the board. All students place their markers on 1. In order to progress to the next number, a student must answer a question correctly.

The READER has a list of questions, graded in difficulty. S/he reads out a question and the student whose turn it is gives an answer. If the answer is correct s/he can move to the next number. If not, s/he has to go back to the previous number. If all the questions are used in one section (ex. NUMBER 4) then a question from the next higher section can be asked.

WHY PLAY?

The purpose is not only to get to the goal, but to pick up some knowledge about HIV/AIDS along the way. No student will know all the answers to the questions; the teacher might not, either! And playing the game once will not ensure that students know everything. Gradually, with time and experience playing, students will build up their knowledge by remembering the answers to the questions so that they can win the game.



How much do YOU know?

GAME HINTS

When you play a card game or a board game, there are some phrases that you can use often:

It's your turn. / Whose turn is it? / Is it my turn?
Roll the dice!
Oops, that's not my (your) marker! Where's mine? / Where's my marker?
Uh-oh. I made a mistake.
I (You) have to go back (ahead) one space.

☺ Don't forget to count in English!

THE QUESTIONS

NUMBER 1

- True or false? You can get an HIV test at the police department. [false]
- True or false? HIV is the same thing as AIDS. [false]
- True or false? You can't catch HIV from mosquitoes. [true]
- True or false? It is safe to be in a pool with an HIV positive person. [true]
- True or false? There is a cure for AIDS [false]
- True or false? You might catch HIV by sharing needles for drugs. [true]
- True or false? You can't catch HIV from pets. [true]
- True or false? You can catch HIV if someone near you sneezes. [false]

NUMBER 2

- True or false? HIV stands for Human Infection Virus. [false: it stands for Human Immunodeficiency Virus]
- True or false? It is safe for a child to be in school with a child who has HIV. [true]
- Can you catch HIV by having unprotected sex just once. [Yes, it is possible if your partner has HIV]
- True or false? You can't catch HIV from oral sex. [false]
- True or false? You can have HIV in your body but not know it. [true]
- True or false? Condoms are 100% effective for preventing HIV infection. [false]
- If you have HIV can you give it to another person any time after you've been infected? [yes]
- Is there an effective vaccine against HIV? [No there isn't, as of September 2003. Check with your teacher.]
- True or false? Most HIV positive people do not know they are infected. [true]

NUMBER 3

- True or false? The HIV virus slowly destroys the body's immune system. [true]
- True or false? Sharing needles for body piercing might spread HIV. [true]
- True or false? The HIV antibody test looks for AIDS. [false]
- True or false? The HIV antibody test is free at any public health center. [true]



How much do YOU know?

- True or false? A person can have HIV for 10 years or more and not show any symptoms. [true]
- True or false? You should have an HIV test as soon as you think you may have been infected.
[false. You must wait at least 12 weeks for antibodies to develop.]

NUMBER 4

- What kind of condoms are best for preventing HIV infection? [latex condoms]
- True or false? Anal sex without a condom is a high risk behavior if your partner is HIV+. [true]
- True or false? An HIV+ mother can pass the virus on to her child. [true]
- There is a great risk of catching HIV from a blood transfusion in a hospital in Japan. [false]
- Is it possible for lesbians to catch HIV? [Yes, it is. Remember that any exchange of HIV positive body fluids can result in infection]
- Can you catch HIV from donating blood in Japan? [no. Donate = giving blood, not receiving it.]

NUMBER 5

- Name one body fluid that might have enough HIV to infect you. [answer **one** of these: blood, semen, breast (mother's) milk, vaginal secretions, pre-cum] (this question can be asked more than once)
- Worldwide, which of these groups is the fastest-growing group to catch HIV?
 - A. Straight (heterosexual) men.
 - B. Gay men (homosexual men).
 - C. Women and teenagers. [answer: C]
- During unprotected sex, women are more likely to catch HIV than men. [true]
- What is the Window Period? [answer: from the time you are infected to the time the antibody test can see antibodies. Usually 12 weeks but can be longer for some people.]
- What does the HIV antibody test look for? [antibodies to the HIV virus]
- Why isn't it safe to keep a condom in your pocket or in your car? [answer: latex condoms should be kept in a cool, dry place, away from sunlight. Heat can weaken the latex and cause the condom to break.]

NUMBER 6

- Why isn't it a good idea to use blood donation as a way to find out if you have HIV?
[answer: because there is no support system if you do test positive. Donation centers do not recommend hospitals, do not provide counseling or information.]
- Name one serious disease that you might develop as a result of HIV infection.
[Answer one of the following: • skin cancer (Kaposi's Sarcoma)
• vaginal cancer • pneumonia • blindness • wasting disease (losing weight)
• nervous system disorders (trouble walking, moving)] (this question can be asked more than once)
- What does PWA stand for? [Person With AIDS]
- In 1997, almost 6,000 women around the world were infected with HIV every day. [true]
- Name another serious disease that you might develop as a result of HIV infection. [see above answers]
- The red ribbon first became a symbol of AIDS awareness in what city? [New York]



How much do YOU know?

NUMBER 7

- Why isn't a good idea to have sex after you've been drinking alcohol?
[Answer: After you drink alcohol, your judgement isn't the same as when you haven't been drinking. You might decide to have sex when you wouldn't if you aren't drinking. You might decide not to use a condom. You might tear the condom when putting it on.]
- Name one thing a person with AIDS should be careful about in their everyday lives.
[Answer: Eating well-balanced meals, NOT eating raw foods such as eggs (including Caesar salad dressing!), unpasteurized cheese or milk, sushi, rare meats; Getting the right amount of exercise; Seeing a dentist regularly; Staying with dosage requirements on medicines. Also it is recommended that PWAs avoid chocolate, colas, caffeine, alcohol, and sugar. Cocoa and some over-the-counter pain and cold medicines may contain caffeine.]
- True or false? Medicines to help keep you healthy if you're HIV positive are not expensive.[false]
- Name one organization in Japan that you could contact for further information about AIDS.
[Japan HIV Center]
- If you're HIV+ you can take medicine to slow HIV down from making copies of itself. You can take medicine to help strengthen your immune system. Will these medicines also help cure cancer or other diseases you might develop? [no. You will have to take additional medicines for any other diseases that develop.]
- Can a person catch HIV from "deep kissing" with an HIV positive person?
[Unlikely. There is a theoretical possibility, especially if blood is present in the mouth. However, there are no known cases of HIV transmission from kissing.]

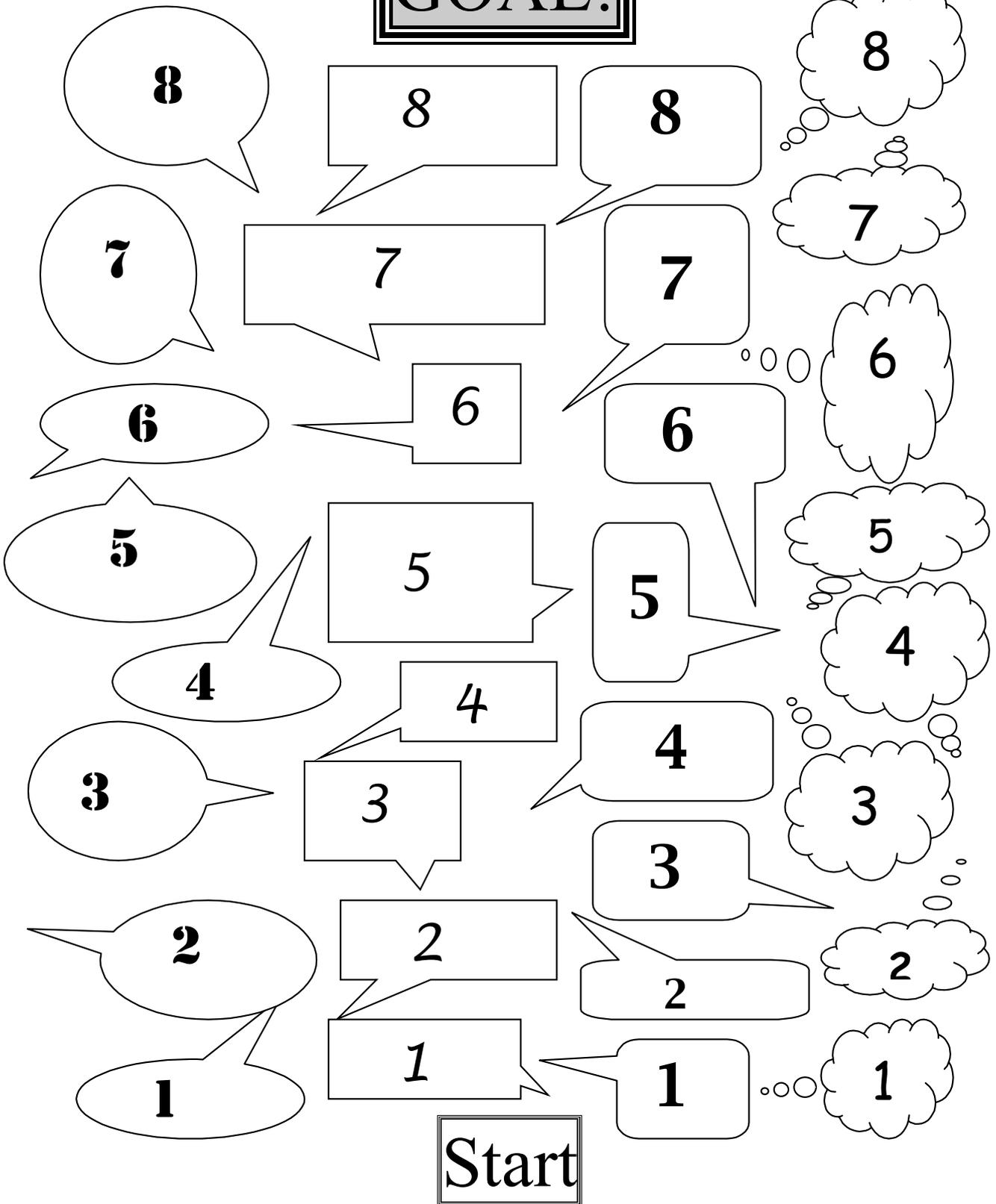
NUMBER 8

- Why is it better to know you have HIV soon after you become infected?
[Answer: When you know you have been infected, you can take precautions not to give it to anyone else, and you can get medical help to keep you healthy so you can live longer.]
- What percentage chance does an HIV+ mother have of passing the virus on to her baby? [25%, if she didn't receive any treatment or take any precautions such as having a cesarian section.]
- True or false? As of March 2001, there were over 7,000 HIV+ cases reported in Japan.[true]
- True or false? All babies born to HIV positive women have HIV antibodies and later develop HIV. [False. All of these babies will be born with their mother's antibodies, but may not go on to produce their own antibodies; i.e. will not be HIV+]
- Why can't the HIV antibody test tell you if you have AIDS?
[The HIV antibody test can only tell you if the virus is detectable in your body. It cannot tell you how strong your immune system is, or if you have other diseases.]
- Name one drug that is used to combat the progress of HIV.
[Answer one of the following: ddI, AZT, ddC, d4T] (this question can be asked more than once) {There are 16 types available in Japan, 22 in the U.S.}
- True or false? The Western blot is another test that tells you if you have HIV. [true. This test is done to confirm the result of the ELISA antibody test.]
- True or false? If two people are both HIVpositive, it isn't important for them to use a condom or other barrier. [false. There are several strains of the HIV virus. If you have one, you can still catch another strain of the virus from another infected person. If you have more than one strain in your body, it could complicate your drug treatment.]



How much do YOU know?

GOAL!





Teaching Resources

Useful web sites:

GLOBAL

United Nations AIDS

<http://www.unaids.org/>

AEGIS (AIDS medical news source)

<http://www.aegis.com/>

Centers for Disease Control (US)

<http://www.cdc.gov/hiv/dhap.htm>

National Institute of Health (US)

<http://www.niaid.nih.gov/factsheets/aidsstat.htm>

Elton John Foundation

<http://www.ejaf.org/>

AIDS India

<http://www.aids-india.org/>

AVERT

<http://www.avert.org/statindx.htm>

AVERT (Women and Children)

<http://www.avert.org/womnchil.htm>

Canadian Broadcasting Corporation

<http://www.radio.cbc.ca/programs/ideas/Aids/#hiv>

HIV Asia and the Pacific

<http://www.hivasiapacific.apdip.net/>

World Health News (Harvard University)

<http://www.worldhealthnews.harvard.edu/>

IN JAPAN/JAPANESE

Japan HIV Jinken Jyohou Center

(Japanese) <http://www.npo-jhc.com/>

(English) <http://www.npo-jhc.com/english.htm>

The Japan Foundation for AIDS Prevention (JFAP)

http://api-net.jfap.or.jp/mhw/survey/mhw_survey.htm

Ministry of Health, Labor and Welfare

<http://www.mhlw.go.jp/houdou/index.html>

Campus AIDS Interface

<http://www.cai.presen.to/>

Life AIDS Project

<http://www.lapjp.org/>

Aichi Prefectural AIDS Office

<http://www.pref.aichi.jp/kenkottaisaku/aids/index.html>



Teaching Resources

Books / Articles

Blake, J. (1990). Risky Times: How to be AIDS Smart and Stay Healthy. Workman Publishing, Educational Sales Dept., 708 Broadway, New York. ISBN 0-89480-656-4.

Christie-Dever, B. (1996). AIDS: What Teens Need to Know. The Learning Works, Inc., P.O. Box 6187 Santa Barbara, California. ISBN 0-88160-233-7.

HIV-infection rate high among blood donors. (1999, October 20). Daily Yomiuri, p. 1.

HIV infection rates in Japan projected to increase. (1999). The Lancet, 354(9180), 754.

Japan: Still Complacent about HIV/AIDS. (1999, January 6). Inter Press Service. Available: <http://announce.queer.org.au/> .

The International Bank for Reconstruction and Development/World Bank. (2002). Education and HIV/AIDS: A Window of Hope. Available: http://www1.worldbank.org/hiv_aids .

Japanese face reality about sexually transmitted diseases. (1999). The Lancet, 354(9195), 2059.

Kurtenbach, E. (1993, Jan. 21). AIDS is no longer a 'foreigner's disease'. Japan Times, p. 3.

Risky business: Youth sex on rise, as are serious infections. (2992, June 19). Japan Times, <http://www.japantimes.com/cgi-bin/getarticle.pl5?nn20020619b5.htm>

Shilts, R. (1987). And the Band Played On. Penguin Books, New York. ISBN 0-14-011369-x.

Shiraishi , R. (1994). Safe No Longer: AIDS Hits Asia. Cross Section, Autumn,(17-22).

Stein, G. (2002). AIDS Update 2002. Prentice Hall. ISBN 0-13-066429-4

Tonks, D. (1996) Teaching AIDS. Routledge, New York. ISBN 0-415-90875-2.

Watts, J. (1999). Japanese face reality about sexually transmitted diseases. The Lancet, 354(9195), 2059.

Wezeman, P. and J. Fournier. (1994). Creating Compassion: activities for understanding HIV/AIDS. United Church Press, Cleveland, Ohio. ISBN 0-8298-0996-1.

Young People Account for 40 Percent of HIV-Infected in Japan. (2002). CDC HIV/STD/TB Prevention News Update, August 6, 2002. Available: <http://aidsinfobbs.org/library/cdcsums> .



Teaching Resources

VIDEOS

AIDS: Everything You Should Know (2nd edition) with host, Whoopie Goldberg
AIMS Multimedia, 9710 DeSoto Avenue, Chatsworth, California, USA 91311-4409

America Responds to AIDS - CDC Public Service Announcements (1990)
CDC National AIDS Clearinghouse 800-458-4231

Educating Our Children (1995)
Pediatric AIDS Foundation, 1311 Colorado Avenue, Santa Monica, California
90404

Gone Tomorrow: AIDS Awareness (1995)
Cambridge Educational, P.O. Box 2153, Charleston, WV 25328-2153 USA 1-800-
468-4227

"I Have AIDS" A Teenager's Story - Children's Television Workshop (1989)
CDC National AIDS Clearinghouse 1-800-458-4231

In Our Own Words: Teens and AIDS (2000)
Family Health Productions, P.O. Box 1799, Gloucester, MA USA 01931-1799

SEX: A fast, funny and frank look at safe sex in the 90's (1991)
Australian Broadcasting Company, The Publications Officer, National AIDS
Campaign, Commonwealth Department of Human Services and Health, GPO
Box 9848, Canberra ACT 2601, Australia
Tel (06) 289-8101 Fax (06) 289-6838

In Japanese

For children:

AIDS: からだのていこうカとエイズ

アーニ出版

158 東京都世田谷区用賀3-5-6

Tel. 03-3708-7321 Fax 03-3708-7325

Videos available in Japanese video rental stores:

Boys on the Side

Longtime Companion

Philadelphia

Kamisama mo sukoshi

The Cure (In Japan, "My Friend Forever")

Cosmos