

**Welcome to
5th Grade
AIDS / Puberty
Night**

**Bienvenidos a la
Noche de
SIDA / Pubertad de
5to Grado**



February 24, 2021

24 de febrero de 2021

Presenters - Presentadores

5th Grade teachers - **Maestros de 5to grado**

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HB 5395 Legislation

<https://www.wenatcheeschools.org/sexual-health-education/index>



Information access:

- log into the Wenatchee School District web page
- click on “Departments”, then click on “Learning and Teaching
- on the Learning and Teaching page, on the menu on the left, click on “Sexual Health Education”
- the links are listed at the bottom of the page.

Acceso a la información:

- inicie sesión en la página web del Distrito Escolar de Wenatchee
- haga clic en "Departamentos", luego haga clic en "Aprendizaje y enseñanza
- en la página Aprendizaje y Enseñanza, en el menú de la izquierda, haga clic en "Educación sobre salud sexual"
- los enlaces se enumeran en la parte inferior de la página.

Why we teach about AIDS

Por qué enseñamos sobre el SIDA

Adults and Adolescents with HIV in the 50 States and District of Columbia



At the end of 2018, an estimated **1.2 MILLION AMERICANS** had HIV.*

6 in 7
knew they had the virus.

A FINES DEL 2018, UNA
CANTIDAD ESTIMADA DE
1 173 900
PERSONAS TENÍA EL VIH.*

6 DE CADA 7
SABÍAN QUE TENÍAN EL VIRUS.

Why we teach about AIDS

Por qué enseñamos sobre el SIDA

In 2018, an additional 37,968 people were diagnosed with HIV in the United States.

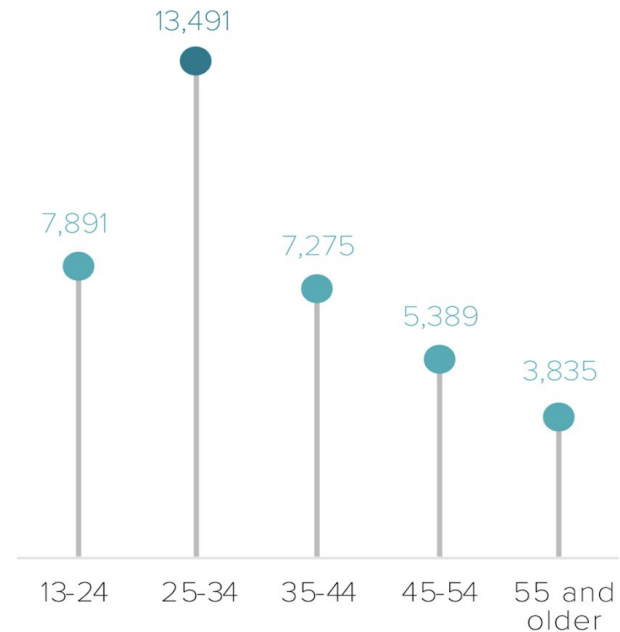
En el 2018, una cantidad de 37 968 personas recibieron el diagnóstico de infección por el VIH en los Estados Unidos.

Why we teach about AIDS

Por qué enseñamos sobre el SIDA

New HIV Diagnoses in the US and Dependent Areas by Age, 2018

The number of new HIV diagnoses was highest among people aged 25 to 34.



Source: CDC. Diagnoses of HIV infection in the United States and dependent areas, 2018 (updated). *HIV Surveillance Report* 2020;31.

Nuevos diagnósticos de VIH en los EE. UU. Y áreas dependientes por edad, 2018

El número de nuevos diagnósticos de VIH fue mayor entre las personas de 25 a 34 años.

HIV IN WASHINGTON: AN OVERVIEW

VIH EN WASHINGTON: UNA VISIÓN GENERAL

- In WA, the first case of HIV was diagnosed in 1981.
- In recent years, about 410 people each year have been diagnosed with HIV in WA.
- En WA, el primer caso de VIH se diagnosticó en 1981.
- En los últimos años, alrededor de 410 personas cada año han sido diagnosticadas con VIH en WA.

HIV IN WASHINGTON: AN OVERVIEW

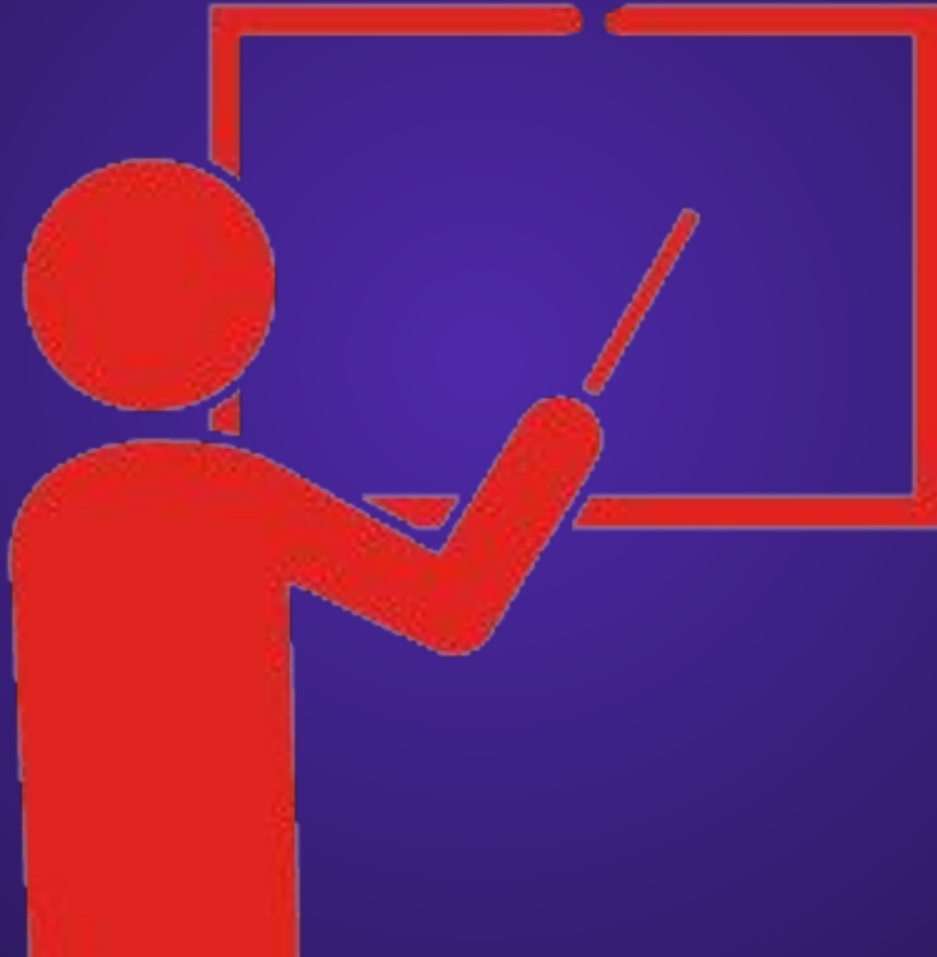
VIH EN WASHINGTON: UNA VISIÓN GENERAL

- By the end of 2019, over 14,000 people were estimated to be living with HIV across Washington.
- A fines de 2019, se estimaba que más de 14,000 personas vivían con el VIH en el estado de Washington.

<https://www.doh.wa.gov/DataandStatisticalReports/DiseasesandChronicConditions/HIVData/SurveillanceReports>

Why we teach about AIDS

Por qué enseñamos sobre el SIDA



Why we teach about AIDS

Por qué enseñamos sobre el SIDA

- * **State Requirement:**
Beginning **no later than Grade 5**, students shall receive yearly instruction in the life-threatening dangers of HIV/AIDS, its transmission, and its prevention.

This requirement was established by the AIDS Omnibus Act (RCW 28A.230.070).

- * **Requisito estatal:**
A partir del 5to grado, a más tardar, los estudiantes recibirán instrucción anual sobre los peligros que amenazan la vida del VIH / SIDA, su transmisión y su prevención.

Este requisito fue establecido por la Ley Ómnibus del SIDA (RCW 28A.230.070).

Why we teach about AIDS

Por qué enseñamos sobre el SIDA



Students need to know that

- AIDS is preventable!

Los estudiantes deben saber que....

- El SIDA es prevenible!

Why we teach about AIDS

Por qué enseñamos sobre el SIDA

- HIV is a virus that attacks the body's immune system.
- It is usually spread by having sex or sharing needles with a person who has HIV.
- El VIH es un virus que ataca el sistema inmunológico del cuerpo.
- Por lo general, se transmite al tener relaciones sexuales o al compartir agujas con una persona que tiene el VIH.

WA State Health & Fitness Standards

Normas de salud y estado físico del estado de WA

- Standard 1:
 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Estándar 1:
 - Los estudiantes comprenderán conceptos relacionados con la promoción de la salud y la prevención de enfermedades para mejorar la salud.

WA State Health & Fitness Standards

Normas de salud y estado físico del estado de WA

- Standard 5:

- Students will demonstrate the ability to use decision-making skills to enhance health.

- Estándar 5:

- Los estudiantes demostrarán la capacidad de usar las habilidades de toma de decisiones para mejorar la salud.

What will students learn?

¿Qué aprenderán los estudiantes?



Question Box

Caja de preguntas



Ground Rules

Reglas Básicas

- PBIS Expectations:
Show Respect, Solve Problems, Make Good Decisions
- Everyone can pass on a question or activity
- All questions are OK
- Expectativas de PBIS:
mostrar respeto, resolver problemas, tomar buenas decisiones
- Todos pueden transmitir una pregunta o actividad
- Todas las preguntas están bien

Ground Rules

Reglas Básicas

- No talking about class members' questions or comments outside of class
- Speak for yourself, use "I" statements
- Show respect for others
- No hablar de las preguntas o comentarios de los miembros de la clase fuera de la clase
- Habla por ti mismo, usa declaraciones en "yo"
- Mostrar respeto por los demás

Ground Rules

Reglas Básicas

- Use correct terminology rather than slang
- Accurately represent to parents what the class is about
- Listen to each other and allow everyone to speak
- Use terminología correcta en lugar de jerga
- Representar con precisión a los padres de qué se trata la clase.
- Escucharse y permitir que todos hablen

Value Questions

Un Ejemplo de Pregunta de Valor



- Validate student for asking question
- Validar al estudiante por hacer una pregunta
- Identify question as a belief or value question
- Identificar la pregunta como una pregunta de creencia o valor
- Answer the factual part of the question
- Responder la parte fáctica de la pregunta

Value Questions

Un Ejemplo de Pregunta de Valor

- Describe a range of beliefs
- Refrain from expressing teacher's beliefs
- Refer the student to family, clergy, or other trusted adults
- Describe una variedad de creencias
- Abstenerse de expresar las creencias del maestro/a
- Referir al estudiante a la familia, el clero u otros adultos de confianza

A Value Question Example

Un Ejemplo de Pregunta de Valor

- My mom and dad say that all people infected with AIDS are bad. Is that true?
- Mi mamá y mi papá dicen que todas las personas infectadas con SIDA son malas. ¿Es eso cierto?

Value Question Possible Answers

Pregunta de Valor Posibles Respuestas



1. Some families think that people who have AIDS are bad people who do bad things.

1. Algunas familias piensan que las personas que tienen SIDA son malas personas que hacen cosas malas.

Value Question Possible Answers

Pregunta de Valor Posibles Respuestas

2. Some families believe that people who have AIDS have made bad choices. Even though they may not agree with the choices, they don't impose their judgment on others.

2. Algunas familias creen que las personas que tienen SIDA han tomado malas decisiones. Aunque no estén de acuerdo con las elecciones, no imponen su juicio sobre los demás.

Value Question Possible Answers

Pregunta de Valor Posibles Respuestas

3. Some families believe that people become infected in a variety of ways and good people can have bad things happen to them.

3. Algunas familias creen que las personas se infectan de diversas formas y que a las personas buenas les pueden pasar cosas malas.

BREAK

Puberty Lesson

Lección de Pubertad

[Co-ed video](#)



HIV Lesson 1: Overview: Immune System

Lección 1 del VIH: Descripción General: Sistema Inmunológico



Activity 1:

The purpose of this lesson is to help students learn:

- Basic information about HIV and AIDS;
- How the immune system works;

Actividad 1:

El propósito de esta lección es ayudar a los estudiantes a aprender:

- Información básica sobre VIH y SIDA;
- Cómo funciona el sistema inmunológico;

Activity 1:

- How to identify behaviors that do and do not put people at risk for HIV infection, and
- How to keep from getting and spreading HIV.

Actividad 1:

- Cómo identificar comportamientos que ponen o no a las personas en riesgo de contraer la infección por el VIH, y
- Cómo evitar contraer y propagar el VIH.

Activity 2:

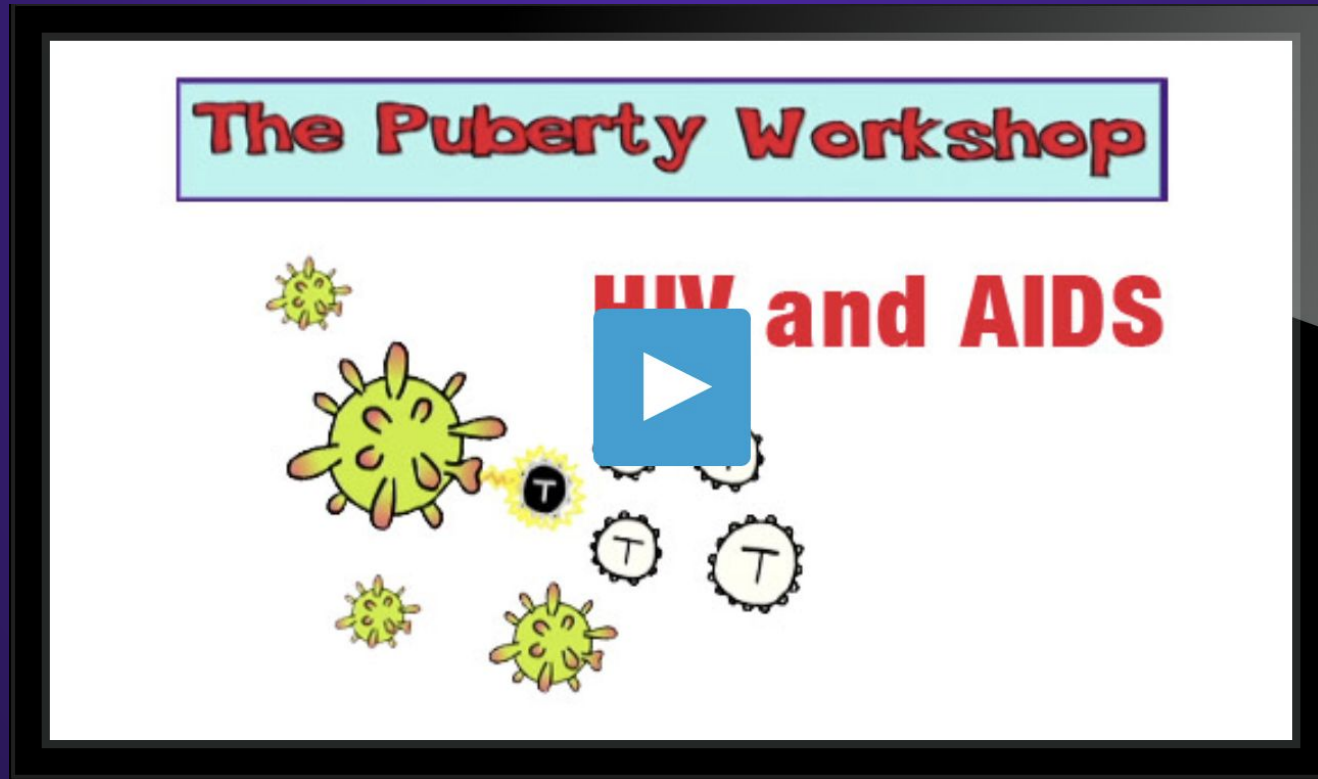
Includes a video

Puberty Workshop:
HIV and Aids

Actividad 2:

Incluye un video

Taller sobre la
pubertad: VIH y SIDA



Activity 2:

The students will:

- Understand how the immune system functions, distinguish between the ways HIV is and is not transmitted.
- Know ways to protect against acquiring and transmitting HIV.

Actividad 2:

Los estudiantes:

- Comprenden cómo funciona el sistema inmunológico
Distinguir entre las formas en que se transmite y no el VIH.
- Conozca formas de protegerse contra la adquisición y transmisión del VIH.

Activity 3: Presentation on the Immune System

Actividad 3: Presentación sobre el Sistema Inmunológico

Grade 5 Lesson 1

HIV Overview: Immune System

Activity 3

Presentation on the Immune System

Immune System

1. The immune system has two main parts: skin and white blood cells.
2. Skin is an important part of the immune system, because it helps to keep germs out. It works as a barrier.
3. If a person has a cut, scrape or burn on their skin, the skin doesn't work as well to keep germs out. Germs can come in through that opening, especially if there isn't a scab yet.
4. Germs can also enter a person's body through a mucous membrane – the pink, wet skin, like someone has in their mouth or eyes.
5. If germs do make it inside a person's body, there are several different types of White Blood Cells that try to fight the germs off.
6. There are two main types of germs that can make you sick: bacteria germs and virus germs. HIV is a virus.

Activity 3: Immune System Presentation

Actividad 3: Presentación del Sistema Inmunológico

Immune System Script Instructions:

Copy this sheet onto paper and cut into strips. You'll need 1 set per class.

1. The immune system works first by keeping germs out of our body.
2. But sometimes, all of us are exposed to viruses and bacteria. They can enter the body through a cut or a mucous membrane, and get past the first line of defense.
3. When that happens, the immune system has a good back-up system: the White Blood Cells in the bloodstream.
4. This person was exposed to germs that got in their body through a mucous membrane or through a cut.
5. Once germs are inside the person's body, sometimes a person's immune system can fight them off right away, and sometimes it can't. When it can't, that is when a person gets sick. Even though it might take a little while for the immune system to fight off the germs, it usually does in the end.
6. Everyone gets sick sometimes. It's no fun, but they do get better once the immune system fights off the germs.

Activity 3: Immune System Presentation

Actividad 3: Presentación del Sistema Inmunológico

7. HIV is a virus that attacks the immune system directly, so the immune system can't fight it off. When it enters the body, it takes over some of the white blood cells so they can't sound the alarm at all. The rest of the immune system doesn't even know there is any danger.

8. After years, the immune system in a person with HIV can become so weak that it cannot fight off diseases successfully.

9. Now this person's immune system is not working right. This person can get all kinds of rare diseases that can make them very sick, especially if they do not have a doctor to help them.

10. In a healthy immune system, the body would fight off these diseases. But in a person with HIV, their immune system isn't working right, and it can't even recognize the rare diseases.

11. The good news is that HIV is really hard to get, and there are ways to keep yourself safe.

Lesson 2: Abstinence & Refusal Skills

Lección 2: Habilidades de Abstinencia y Rechazo

S

Say no in a firm voice.
Di no con voz firme.

T

Tell why not.
Di por qué no.

O

Offer other ideas.
Ofrezca otras ideas.

P

Promptly leave.
Vete inmediatamente.

The purpose of this lesson is to help students learn:

El propósito de esta lección es ayudar a los estudiantes a aprender:

- The definition of abstinence
- The refusal skills steps
- Use refusal skills in a scenario

- La definición de abstinencia
- Los pasos de las habilidades de rechazo
- Usa habilidades de rechazo en un escenario

Abstinence is defined as “not doing something.”

- Examples:
Someone can abstain from drinking or from doing drugs or from having sex.

La abstinencia se define como "no hacer algo".

- Ejemplos:
Alguien puede abstenerse de beber, consumir drogas o tener relaciones sexuales.

Refusal Skills: Habilidades de Rechazo:

Grade 5
Lesson 2

Abstinence and Refusal Skills

Activity 2

Refusal Skills

1. Say no.
2. Explain why.
3. Suggest an alternative.
4. Leave if you need or want to.

Class Demonstration

Le'liana is at her best friend Quan's slumber party. At the slumber party, the girls decide to go on YouTube and watch some videos after Quan's mom goes to bed. Le'liana is not allowed to watch YouTube at her home without adult supervision and feels really uncomfortable.

Quan: Now that my mom's asleep, we should watch some videos on YouTube. There is new music video that I've been dying to watch.

Le'liana: That sounds like fun, but I'm not allowed to watch YouTube without a parent around.

Quan: Oh come on Le'liana. Your parents will never find out.

Le'liana: Maybe not, but I don't really want to break the rule. Maybe we can watch tomorrow morning when your mom is up?

Quan: Le'liana, don't be a baby.

Le'liana: I really don't want to get in trouble with my parents.

Quan: I've been wanting to watch these for ages. It'll be fun.

Le'liana: If you want to watch by yourself that's fine, but I'm not going to do it.

Quan: Ok. I'm sorry. And I shouldn't have called you a name. You're right. We'll do something else instead.

Small Group Practice

Pedro and Lexie are in the same 5th grade class together and live down the street from each other. They often ride bikes together after school. One day, they are hanging out riding bikes and Lexie turns up onto a neighbor's driveway where they are out of sight from their homes. Lexie tries to kiss Pedro. Pedro likes Lexie and enjoys hanging out with her, but he doesn't want to kiss her or any other girl. Pedro has to tell Lexie that he doesn't want to kiss her and that he just wants to ride bikes.

Lexie: Hey. I've never kissed a boy before and I think you're really cute. We should kiss.

Pedro: _____

Lexie: Oh come on Pedro, don't be such a wimp.

Pedro: _____

Lexie: I can't believe you don't want to kiss me. Come on.

Pedro: _____

Lexie: Ok. I'm sorry. And I shouldn't have called you a name. You're right. Let's go ride some more.

Family Connections

Conexiones Familiares

Hablando con Su hijo/a sobre la pubertad



Family Connections

Conexiones Familiares

<https://www.wenatcheeschools.org/sexual-health-education/5th-grade>

Parent Information

- [AIDS Puberty Parent Presentation](#)
- [Puberty Night Parent Letter](#)
- [Puberty Night Parent Letter Spanish](#)
- [5th Grade Puberty and AIDS Unit Non-Participation Request Form \(Online Form\)](#)
- [5th Grade Puberty and AIDS Unit Non-Participation Request Form \(Printable Form\)](#)- The paper opt-out form will also be available at the schools. Parents are welcome use the paper form rather than the online form.

Instructional Materials

- [Grades 5-6 - KNOW HIV/STD Prevention Curriculum](#)
- [Grades 5-6 - KNOW HIV/STD Prevention Curriculum Spanish](#)

Videos

- [Always Changing Co-Ed puberty video](#)
- [Puberty workshop: HIV/Aids](#): This has a sample of the video. Each school has the full length DVD.

Can I opt my child out of this instruction?

- Yes. Parents may fill out a form to opt out.
- Children who are not participating in the instruction will be given an alternate learning activity.

¿Puedo excluir a mi hijo/a de esta instrucción?

- Si. Los padres pueden completar un formulario para optar por no participar.
- Los niños que no participan en la instrucción recibirán una actividad de aprendizaje alternativa.

When will this material be taught?

- Sometime after March 24.
- Please reach out to your child's teacher if you want to know the specific date.

¿Cuándo se enseñará este material?

- En algún momento después del 24 de marzo.
- Comuníquese con el maestro de su hijo/a si desea saber la fecha específica.



Thank you for
coming tonight!

¡Gracias por venir
esta noche!