

A UNIT OF STUDY FOR GRADES 6 – 8

The **Power**
of **Children:**
Making a Difference

RYAN WHITE:
**FACING DISCRIMINATION,
FINDING DETERMINATION**

The Children's Museum of Indianapolis

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The Children's Museum
of Indianapolis

The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences for children and families. It is one of the largest children's museums in the world and serves people across Indiana as well as visitors from other states and nations. The museum provides special programs and guided experiences for students as well as teaching materials and professional development opportunities for teachers.



VISIT THE MUSEUM

Field trips to the museum can be arranged by calling (317) 334-4000 or (800) 820-6214. To plan your visit or learn more about educational opportunities, visit the Teacher section of **The Children's Museum** Web site: www.childrensmuseum.org.

**RYAN WHITE:
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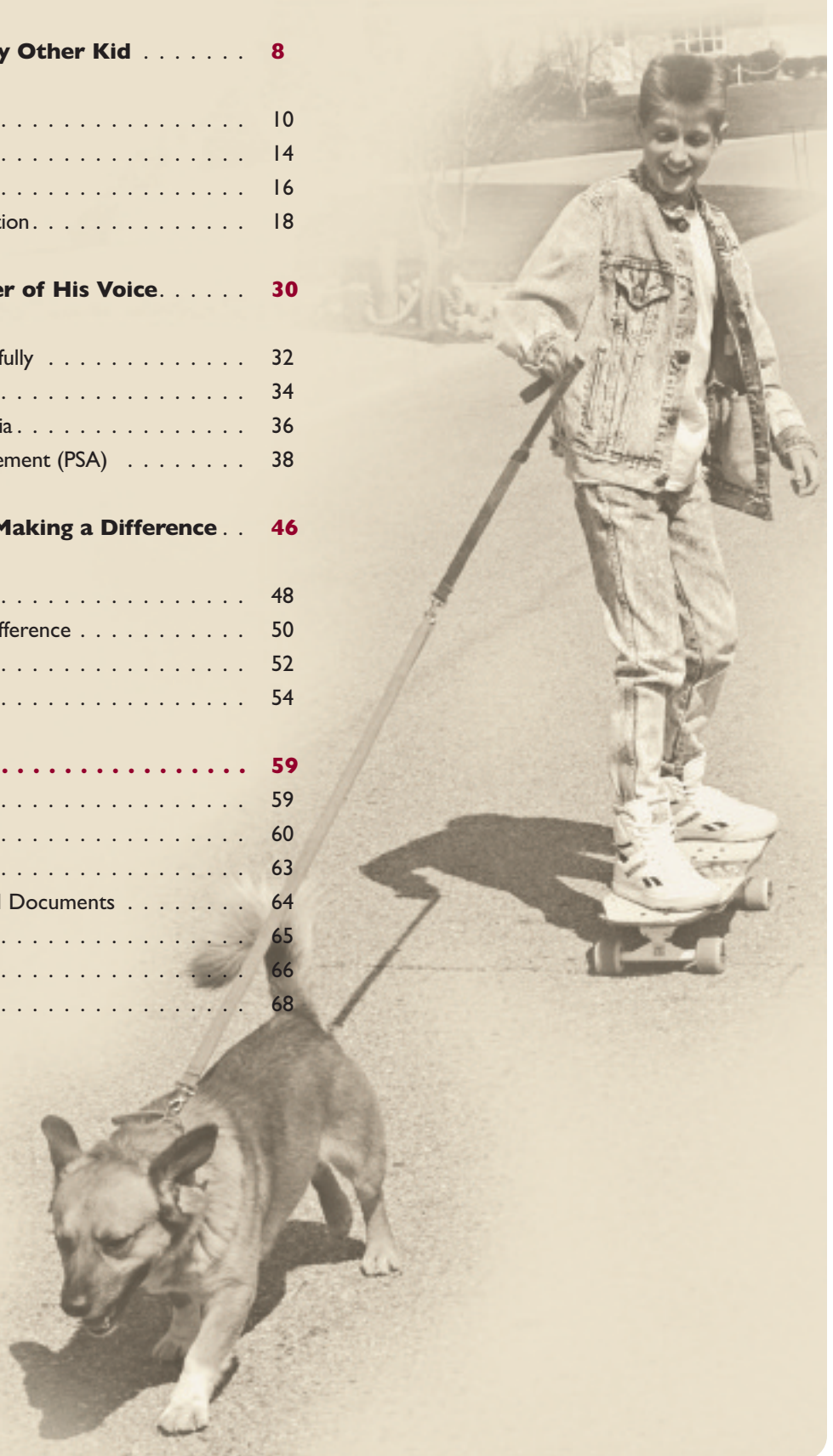
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INTRODUCTION



The Power of Children: Making a Difference

RYAN WHITE: FACING DISCRIMINATION, FINDING DETERMINATION

Enduring Idea: The stories of ordinary children in history can inspire young people today to fight prejudice and discrimination and make a positive difference in the world.

We often think of history in terms of famous people and events. In fact, ordinary people, including children, make history. **The Power of Children: Making a Difference**, a groundbreaking exhibit at **The Children's Museum of Indianapolis**, tells the stories of three such children — Anne Frank, Ruby Bridges and Ryan White — and how they made a positive difference in spite of hatred, racism and discrimination. The

exhibit goes on to explore the actions of young people who are making a difference in their communities today. Visitors of all ages will be inspired to consider the steps they can take to fight prejudice and injustice.

This unit of study introduces students to Ryan White, an Indiana boy who contracted HIV/AIDS from a blood product in the 1980s. He was only 13 when he was diagnosed with the disease. The public knew little about

AIDS at that time. Out of fear, some people in his community made Ryan the target of discrimination and banned him from the local school. Although he knew he had a fatal illness, Ryan found the determination and strength of character to speak up and fight for the right to go to school and be treated like anyone else. He went on to become an advocate for people with HIV/AIDS and began a mission to educate the public about the disease. By the time of his death, at age 18, he had testified before the President's White House Commission on AIDS and appeared in newspapers, magazines and television programs. Celebrities and ordinary people around the world heard his

WHAT'S AHEAD?

LESSON 1

Ryan White: Like Every Other Kid Pre-visit experiences

In this lesson students read a short biographical sketch and learn how people in Ryan's school and his family's community reacted to news that he had HIV/AIDS. They analyze a magazine story from that time and compare what was known about HIV/AIDS then and now.



LESSON 2

Ryan White: The Power of His Voice Pre- and post-visit experiences

Students learn how student leaders and school officials prepared people in Ryan's new community with accurate information. They learn how Ryan made the decision to speak up and work with the media to educate people about HIV/AIDS.

LESSON 3

The Tree of Promise: Making a Difference Culminating experiences

Students consider the difference that Ryan's actions made for people in his time and today. They consider how they can make a difference in their own communities and identify and research a problem or a need that relates to their own talents and interests. They develop an action plan to address the problem and, after carrying out their plan, evaluate the results.



WHAT WILL STUDENTS LEARN?

National and State Academic Standards

This unit of study helps students to achieve national and state academic standards in English Language Arts, Health Education and Social Studies and provides opportunities to link to the school Science curriculum. It is closely related to service learning, character education, bullying prevention and life skills programs in Indiana schools.



WHAT WILL STUDENTS BE ABLE TO DO?

Students will

- maintain a journal of their thoughts and ideas as they learn about Ryan White's struggle against discrimination and a deadly disease

- learn the meaning of the terms *hemophilia* and *HIV/AIDS*
- consider the impact of historical events, including developments in science and medicine, on individuals

- explain the importance of taking responsibility for health behaviors
- evaluate different sources of health information
- weigh the consequences of individual choices and decisions
- consider the importance of support from family and friends
- describe constructive ways to cope with bullying and discrimination
- evaluate the influence of media, such as television, newspapers, magazines and the Internet, on public information and public opinion
- identify the personal qualities, such as courage and determination, that enabled Ryan White to make a difference
- assess their own talents and interests and identify a project to make a difference in their own school or community
- develop and carry out an action plan for their project
- evaluate the outcomes of their project to determine if it had the result they intended



Ryan White shows his treasured GI Joe collection to neighborhood friends.



RYAN WHITE



ANNE FRANK



RUBY BRIDGES

MUSEUM LINKS

The Power of Children Exhibit

This immersive experience at **The Children's Museum of Indianapolis** introduces students to Ryan White and his world. As students walk down Ryan's History Path to a reconstruction of his home and room, they experience what it was like to be in the media spotlight and how it felt to be the target of discrimination at school. In the years after Ryan's death, his mother kept his room just as he had left it. In 2001, Jeanne White-Ginder offered the entire contents of the room to **The Children's Museum**. In the exhibit students can enter a re-creation of the room that became Ryan's personal space to rest and reflect. Here Ryan's keepsakes include some of the same objects, such as posters and action figures, treasured by other kids his age. The room also contains gifts and mementos from athletes, movie stars and musicians, such as Sir Elton John. Students can explore the room and

examine furniture and keepsakes that actually belonged to Ryan.

Outside Ryan's room students learn how Ryan worked with the media to spread his message about HIV/AIDS education and how he died at 18 from an AIDS-related respiratory infection. Students also encounter artifacts and documents that provide examples of life in the 1980s and '90s and learn the stories of other young people who have struggled with HIV/AIDS. In the last area of the gallery, students learn how other people, such as Ryan's family and Jill Stewart, a student leader at Hamilton Southeastern High School, supported Ryan. They experience the stories of other young people who made a decision to make a difference in the world and consider how they can take action by using their time and talents to help others. Before they leave the exhibit, they can add a leaf to the **Tree of Promise** with their own promise to make a difference.

The Children's Museum Web Site

Visit the museum's **Power of Children** Web site at www.childrensmuseum.org/powerofchildren/ and link to the Tree of Promise, where students can make a promise and invite other to join in on the electronic version of the Tree of Promise. Using the Web site, they can make a promise, amend and confirm their commitment, celebrate their successes and tell their stories. They can also learn about volunteer opportunities based on their talents and interests and find information about projects carried out by **The Power of Children** award winners who are making a difference in their own communities today. Go to the Teacher page of the museum's Web site to explore the online version of this unit of study. Here you and your students can follow a direct link to view selected exhibit artifacts. You can also view examples of student work related to this unit of study and learn how you can post your students' work online to share with parents and other teachers.

GETTING STARTED

Classroom Environment

Students in Grades 6–8 will relate on an emotional level to Ryan’s story as a teenager who struggled against isolation, discrimination and fear. Younger teens in particular have a great desire to belong to and be considered part of their peer group. They will understand Ryan’s desire to go to school and be with his friends. At his first school, Ryan encountered bullying by some kids, something that students today also need to learn how to deal with constructively. It is important for them to understand that Ryan had the strength of character to speak up and fight peacefully for his rights, even when it might have been easier to give up.

Ryan was determined that no other kid with HIV/AIDS would have to experience the discrimination that he experienced. Unfortunately, although treatment has improved, HIV/AIDS is still a serious health concern. Like the people in Ryan’s time, students today may suffer from fear or misinformation about the diseases that afflicted Ryan and led him to fight for the right to go to school and have a normal life. Make sure that your classroom is a safe environment for honest and nonjudgmental discussions. Establish and help students practice ground rules for open discussions. Provide quiet areas where students can reflect and write.



Ryan White and his girlfriend, Heather McNew. When Ryan first attended Hamilton Heights High School, Heather volunteered to be his lab partner in science class.

Multimedia and Other Resources

To prepare students for the immersive experience of the exhibit and unit of study, create an environment that is rich in primary sources, including quotations from Ryan as well as video clips, photos and posters. (See the **Resources** section for suggestions on visual aids, reference books and Web sites.) It may be difficult for them to understand the time that Ryan lived in even though it is very recent history. Students will be surprised to learn about the changes in the use of communications technology since Ryan’s day. They will be surprised to learn that the Internet applications and cell phones that young people now use every day weren’t widely available. It is also



important for students to understand that advances in medical science have taken place since then too. Engage students in thinking about the changes in science, technology and medicine that may take place in the future.



Unit of Study

This unit focuses on the nature of discrimination and Ryan's decision to fight back by educating people about HIV/AIDS. A major message of the unit and exhibit is that individual decisions and actions can make a positive difference. Ryan decided to work to improve his communication skills and use the media, especially television, to get accurate information to the public. Through this unit, language arts, health and social studies teachers can help students think critically and improve their own communication skills. Unit experiences engage students in examination of current health-related issues using newspapers, magazines, television and online sources. In Lesson 3, the culminating experience in this unit, students apply all that they have learned by identifying a problem or issue in their own community, carrying out an action plan and evaluating their accomplishments. Students can share their experiences with others by visiting the exhibit Web site at www.childrensmuseum.org/powerofchildren. Here they can link to the electronic Tree of Promise network, add their own promises, explore volunteer opportunities and learn how each of **The Power of Children** award winners made a positive difference.



Ryan and his mother with Von Roebuck from the State Board of Health before a press conference in Kokomo, Indiana, in August 1985.

Family Connections

Communicate with families about the nature of the exhibit and this unit of study. The exhibit and the unit are not HIV/AIDS education programs but they can be used to complement school health and science curricula. The unit highlights Ryan's message, including the importance of avoiding prejudice, stereotyping and discrimination against

people who are different in some way. Language arts, social studies, health and character education concepts emphasize the importance of personal responsibility and the need to acquire and use accurate information and good communication skills to educate others and work for positive change.

LESSON 1

RYAN WHITE: LIKE EVERY OTHER KID



Ryan White jokes with friends at Hamilton Heights High School in Arcadia, Indiana.

Pre-visit experiences

This lesson introduces students to Ryan White and his family through a biographical sketch. They learn how Ryan became the target of prejudice and discrimination as the result of fear. They consider the importance of seeking accurate information and taking responsibility for healthy behaviors. The experiences in Lesson 1 can be used in conjunction with the first four chapters of Ryan's biography, *Ryan White: My Own Story*, pages 5–155.

*All I ever wanted was
to be like every other
kid my age.*

— Ryan White,
Ryan White: My Own Story

Objectives

Students will

- read Part I of a biographical sketch about Ryan White and his family
- develop definitions of the words **prejudice** and **discrimination** and give examples
- use a journal to record thoughts and reflections about Ryan and the discrimination he encountered
- analyze the ways that fear and lack of information can lead to a negative reaction
- develop accurate definitions of the terms **hemophilia** and **HIV/AIDS**
- compare what is known now about HIV/AIDS with what was known in Ryan's time
- consider the importance of seeking accurate health information and taking personal responsibility for healthy behavior
- analyze at least three sources of information about a health-related question to determine which source is most useful and reliable

Word Power

accurate	myth
assumptions	prejudice
bullying	stereotypes
discrimination	T-cells
hemophilia	valid
HIV/AIDS	virus
immune system	



Ryan with his bike after being barred from Western Middle School in August 1985.

You Will Need ...

Materials

- Notebooks for Student Journal
- Photo of Ryan White, page 20
- Student handouts:
 - Biographical Sketch, *Ryan White — Like Every Other Kid*, Part 1, page 21
 - *What We Know Now* chart, page 24
 - *Time* magazine article, page 25
 - *Myth and Reality* T-chart, page 27
- Newspapers, magazines and online sources for health information



Time

Four to five class periods

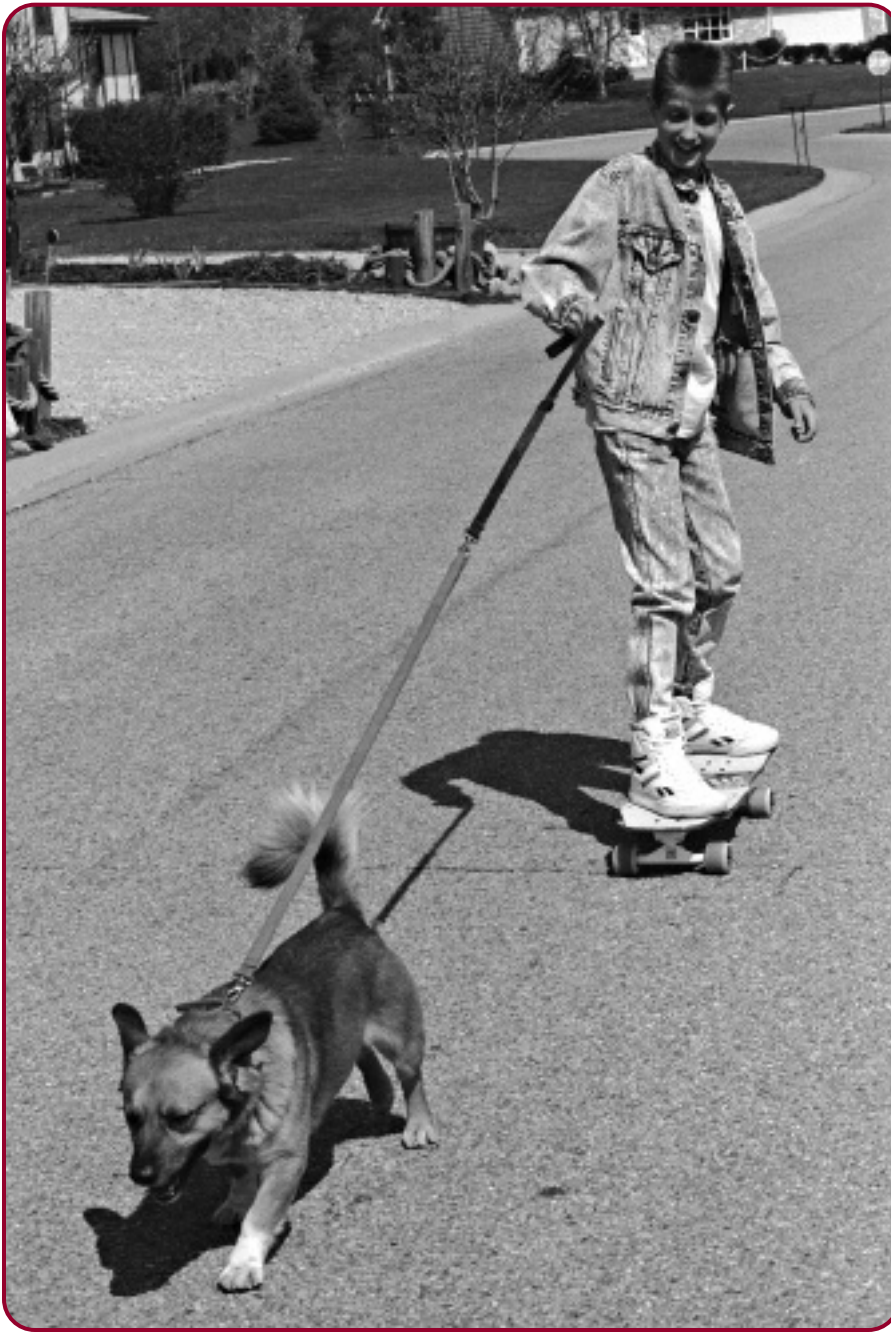
Focus Questions

- What events and circumstances affected Ryan's life?
- Why did Ryan and his family become the targets of prejudice and discrimination?
- Why did people in Ryan's school and community react in a negative way when they found out he had HIV/AIDS?
- How did Ryan's family and friends support him?
- What was known about hemophilia and HIV/AIDS at the time? What is known now?
- How can people find sources of information about health and health-related problems?
- How can you tell if an information source is reliable?

EXPERIENCE 1

MEET RYAN WHITE

This experience introduces Ryan White through a brief biographical sketch. Students start a journal to record their thoughts about the discrimination that Ryan encountered.



Ryan takes a dog-powered skateboard ride with his pal Wall. Ryan loved skateboarding. After his 16th birthday, he got a part-time job at Maui Surf and Sport in Indianapolis.

Academic Standards

National Academic Standards

English Language Arts —
Standard 1: Reading; Standard 5:
Writing

Indiana's Academic Standards

English Language Arts —
Reading: 6.2.4, 6.2.7, 7.2.7, 8.2.9;
Writing: 6.4.1, 7.4.1, 8.4.1

Procedures

- Ask students: What **assumptions** have people made about you without knowing you? An assumption is a belief that something is true. An assumption can be positive, negative or harmless. For example: Someone who doesn't know you might assume that you like pizza just because most people seem to like it. That's a fairly harmless assumption.
- Ask students to give examples of negative assumptions that people make about others. Discuss examples and tell students that negative assumptions of this type are called prejudices. Literally, this word means to "pre-judge" something or someone.
- Explain that **prejudice** is usually a negative belief or judgment about individuals or groups of people. Prejudice is related to **stereotypes**, oversimplified opinions about people based on who they are. Often, prejudice and stereotypes are based on little or no evidence or experience. They can also be the result of incorrect or misleading information.

- Ask students to give examples of times when they have been treated unfairly because of a prejudice someone had about them. Explain that when people act on their prejudices and treat other people unfairly the result is **discrimination**. For example, if you are left-handed, some people might believe that you wouldn't be good at playing sports, even though this isn't true. That is an example of **prejudice**. If they act on that prejudice and try to prevent you from playing sports they are practicing **discrimination**.



Journal Reflections

Introduce the journal and explain to students that they will use journal writing to reflect on their thoughts as they learn more about Ryan and his struggle to go to school and to be treated like other kids. Journal entries will not be shared with the class but journal prompts will be topics for classroom discussions. Encourage students to illustrate and personalize the appearance of their journals and make sure that their written entries are legible. Remind students to write their names on their journals and date each entry. As the teacher, you may want to keep a journal and share entries with students to model the learning process. As a prompt, ask students to write about questions like these: Why do you think the people in Ryan's school were so afraid? Why did they continue to be afraid even when they were told that Ryan was no danger to them?

- Introduce Ryan White's photo on page 20 and tell students that Ryan was a boy their age who became the target of prejudice and discrimination because he had an illness that people didn't understand and feared.
- Introduce Part I of Ryan's biographical sketch on page 21 and have students read it for meaning. (Students will read the second part of the biography in Lesson 2.)
- After a brief discussion using some of the **Focus Questions**, have students read the biography again and take notes on significant events in Ryan's life.
- Make sure students understand that many people in Ryan's hometown stood up for him and his family. Only a few discriminated against him.



Susan Thompson, a student at Westfield Middle School, won an AIDS awareness poster contest sponsored by the Ryan White Foundation.



Teacher Tips

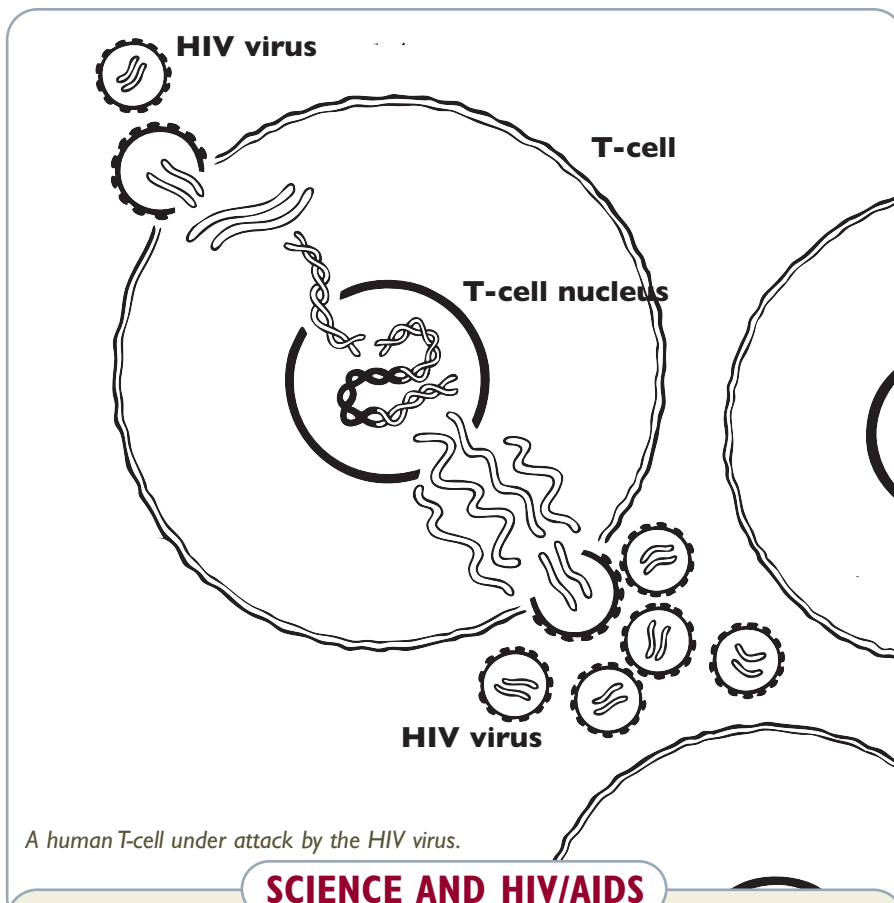


What We Know Now

You may want to incorporate reading of Ryan White's biography, *Ryan White: My Own Story*, with this unit of study. Ryan's story is told from his perspective with frankness and simplicity. Because the book reflects the medical knowledge of the 1990s, it will be important to provide updated information on HIV/AIDS. (See the **What We Know Now** chart on page 24 and the **Resources** section for related Web sites.) It is also important to deal with students' questions, misconceptions and fears. While the disease is still deadly, more is known about how to treat it and there are reliable tests for HIV antibodies. The blood supply is now screened so that there is little risk of HIV infection from the use of blood transfusions and blood products for treating hemophilia and other illnesses. There is also more information available to the public about how HIV/AIDS is transmitted and how to prevent it. People still fear the disease with good reason but are less likely to discriminate against people who have it due to better education and efforts to protect the rights and privacy of individuals who are infected with the virus.

Prejudice and Discrimination

Discussions about the nature of prejudice and discrimination often have a very personal dimension for middle school students. They may feel that they are treated unfairly simply because of their age group and that they are being judged on the basis of behavior by a few other teens. They may feel they are being discriminated against as a group and cite examples such as community curfews, rules against congregating in shopping malls and laws against skateboarding in specific areas of the community. It is important to acknowledge that people under the age of 21 do not have the same rights as adults. Remind them that most of the rules and laws they are concerned about are intended for their own safety and that of others. They also need to understand that no one has unlimited rights and that the needs and rights of others always must be considered. These might include the right of businesses to operate without interference and the rights of other people who need to use sidewalks and parking lots safely, without dodging skateboards. Help students shift their focus to more basic rights that people should have, such as the opportunity to receive an education. This was the issue at stake in Ryan's case. For in-depth information and experiences for teaching about the nature of stereotyping, prejudice and discrimination, see the Anti-Defamation League Web site in the **Resources** section of this unit.



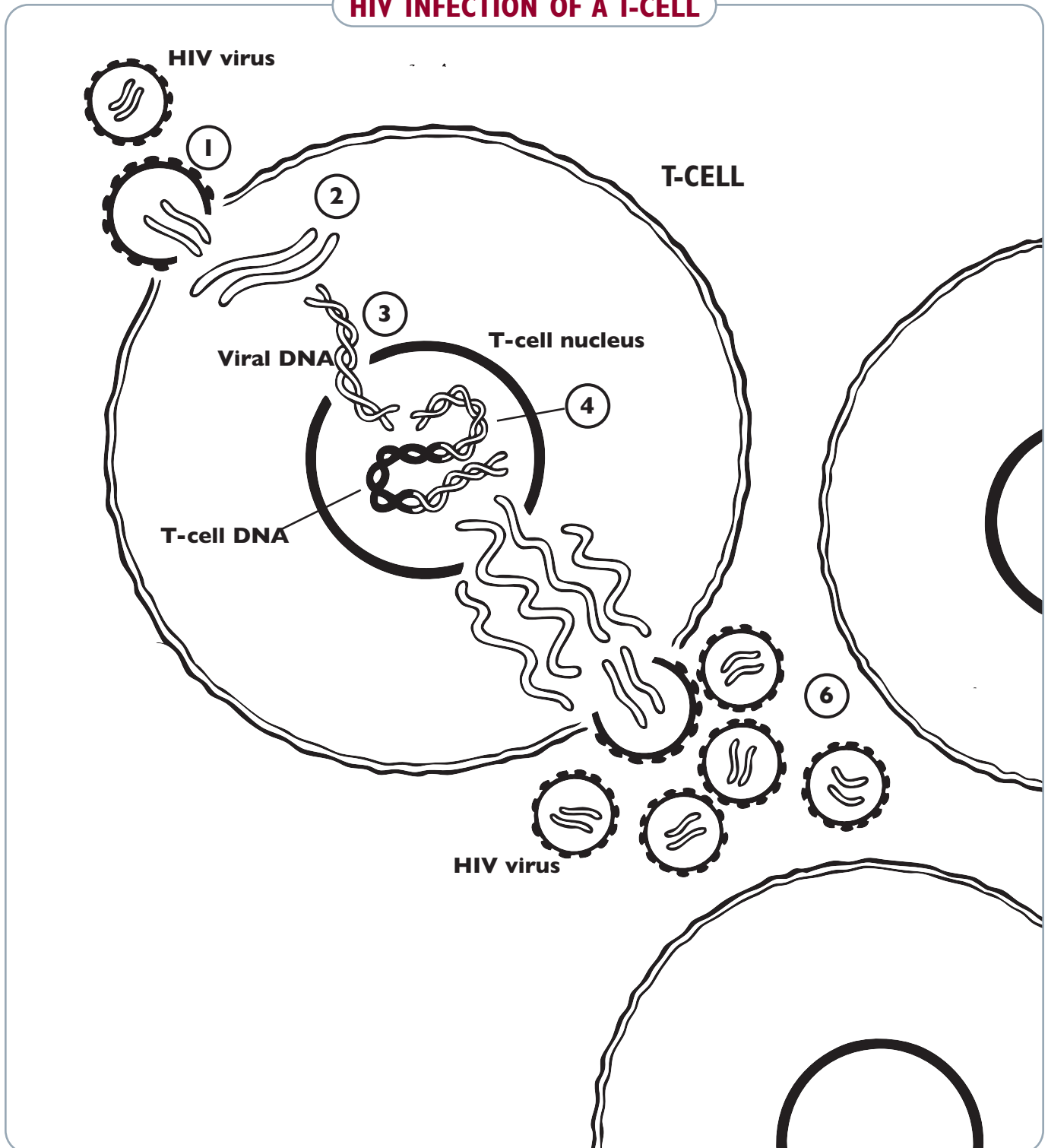
A human T-cell under attack by the HIV virus.

SCIENCE AND HIV/AIDS

The focus of this unit is on Ryan's efforts to fight discrimination and use his communication skills to educate other people. The unit is designed to complement school language arts, health and science programs. Use this unit to help students understand the meaning of the terms that describe HIV/AIDS. This is a good opportunity to link to the science curriculum and the study of cells and microorganisms. (See the **Resources** section for helpful Web sites and student materials.) Harmful bacteria and viruses are microorganisms that enter the body and cause diseases. HIV (Human Immunodeficiency Virus) is the virus that causes AIDS. HIV is spread through the exchange of infected body fluids, such as blood and repro-

ductive fluids. When the virus gets inside the body, it attacks the **T-cells** in the **immune system**. The immune system helps the body fight off infections and disease. When a person is infected with the virus, he or she is considered "HIV positive." When HIV damages or kills enough of the T-cells, the immune system is unable to overcome the microorganisms that cause disease. At that point a person with HIV shows symptoms of illness and is considered to have AIDS, or Acquired Immune Deficiency Syndrome. When the immune system is weakened, normally harmless bacteria in the body can multiply and cause serious infections. Illnesses like these or other diseases eventually kill a person with AIDS.

HIV INFECTION OF A T-CELL



1. The HIV virus attaches to a T-cell.
2. The virus releases its RNA, the genetic information it needs to reproduce.
3. The viral RNA changes into a double strand of viral DNA.
4. The viral DNA enters the nucleus and combines with the normal DNA of the T-cell.
5. The virus uses the host T-cell to reproduce many copies of viral RNA.
6. The newly copied viral RNA leaves the T-cell, causing it to die. The HIV virus then goes on to infect other cells.

EXPERIENCE 2

A DEADLY DISEASE

In this experience, students examine the reasons people in Ryan’s community responded fearfully to the news of his disease. They play a version of the game “Telephone” and analyze the ways that lack of information and fear can lead to a negative reaction. They also discuss the ways that some people in Ryan’s school attempted to bully him and how he coped with this situation.



Dr. Martin Kleiman examines Ryan at Riley Hospital for Children in Indianapolis. Dr. Kleiman gave Ryan the best medical care available.

Procedures

Journal Discussion — Discuss journal prompts from Experience 1. Use questions like these to encourage student discussion: Do you think that people in Ryan’s community had good reasons to be afraid? Is fear ever a good thing? Why or why not? Have you ever been afraid? What was the source of that fear? How has being afraid of something caused you to behave differently? Why do we sometimes fear things we don’t understand? Why is fear such a powerful thing?

Part I

Pass it On: Introduce a “telephone” game as a way of emphasizing how a lack of information can lead to rumors and misinformation.

- Place students in a circle. Whisper a made-up rumor that relates to some aspect of life in the school or to one student in the circle. The rumor should be fairly harmless, such as: “Next year everyone will have to wear an orange shirt and a green necktie as part of the school uniform.” Don’t give students anything in writing. Everything should be shared orally.
- Have the student whisper the rumor to the person on his or her left. That person passes the rumor on. Any person in the circle can ask the person delivering the rumor for more information, such as “Will teachers have to wear the uniform too?” People can ask and respond to questions as they wish, as long as it is done in a whisper and no one else can hear.

Academic Standards

National Academic Standards

English Language Arts — Standard 5: Writing Process

Health Education — Standard 1: Interpersonal Communication, Grades 6–8:
4.8.1, 4.8.2, 4.8.3

Indiana’s Academic Standards

English Language Arts — Writing: 6.4.1, 7.4.1, 8.4.1

Health and Wellness — Interpersonal Communication: 6.4.1, 6.4.2, 6.4.3,
7.4.1, 7.4.2, 7.4.3, 8.4.1, 8.4.2, 8.4.3

- When the rumor has traveled all the way around the circle, ask the last person to repeat what he or she has heard, and then compare that to the original rumor. Ask students: How has the rumor changed? Why has it changed?
- Discuss with students how rumors can spread and lack of information can cause people to add their own ideas, concerns and fears.
- Ask students: How might this rumor have changed if it had been about someone who had a mysterious and deadly disease? What might have happened as a result?
- Discuss with students the fear and incorrect information that might have resulted. Explain that this was what happened in Ryan's case. Ask: What do you think might have happened if people had received better information about HIV/AIDS in the very beginning?

Part 2

Don't Be Bullied:

- Ask students if it was more than just fear of the unknown that caused people to react negatively to the news of Ryan's illness. Were there students who were mean and tried to bully Ryan? Point out to students that there is a big difference between having fears about Ryan's disease and abusing Ryan personally.
- Discuss the ways that Ryan was bullied. Make sure that students understand that **bullying** is not just a conflict between peers. It consists of intentional, hurtful acts. This includes both physical abuse and using words to hurt and intimidate others. Name-calling, taunting, threatening and telling lies about another person is bullying. Intentionally isolating and excluding a person is bullying too.

- Ask students: How did Ryan react when he was bullied? What did he do? What did other students in his school do? If you had been in their situation, what would you have done?
- Discuss effective verbal and nonverbal responses to bullying situations. Explain how to stay calm and prevent the situation from escalating and when and how to seek help from adults.



Journal Reflections



Ask students to reflect further on discussions about Ryan and his experiences at school by writing in their journals. Present the scenario below as a prompt and ask them to do some problem solving.

Mysterious Disease

You have just found out that a new student with a mysterious disease is coming to your school next month. You've also heard that some people in your school are thinking about ways to make that student feel unwelcome. What could happen if they carry out their plans? What are some possible solutions to this problem? What are the possible consequences of these solutions? Which solution would work best? What would you do to prevent unreasonable fear of the disease? How would you prevent bullying and help the new student feel safe and be able to learn?



Teacher Tips

The discussion of bullying should be carried out in the context of your school's bullying prevention program. Students often feel that resisting or reporting on bullying will only make the problem worse. They may believe that it is safer to be a bystander. Research indicates that this may be true unless there is an active bullying prevention program that is fully enforced by adults in the school. Bullying isn't a problem that yields to conflict resolution strategies. In a healthy school climate bullying is unacceptable and is punished consistently. Emphasize the following points to students:

- Everyone in the school is responsible for keeping the school environment safe so that everyone has the opportunity to learn.
- You are citizens of your school community. Good citizens don't stand by and let others be victimized. They also don't allow themselves to become victims.
- It is important to stand up for yourself and others in a calm and peaceful way. If the bullying doesn't stop, tell a trusted adult what has happened.

The Indiana Department of Education Web site provides online information on developing prevention programs and helping students to cope with bullying. See the Resources section for the IDOE Bully Prevention Manual and other materials.

EXPERIENCE 3

WHAT WE KNOW NOW

In this experience students use a magazine article from 1984 and background information provided in the unit of study to compare the information that people had about HIV/AIDS in the past with what is known today.



Ryan warms up with his mom and his dog, Wally. Because of his disease Ryan often felt cold, regardless of the temperature.

Academic Standards

National Academic Standards

English Language Arts –

Standard 3: Reading Comprehension; Standard 4: Communication Skills; Standard 8: Research Skills.

Health Education — Health Information, Grades 6–8: 3.8.1, 3.8.2

Indiana’s Academic Standards

English Language Arts —

Reading Comprehension: 6.2.4, 6.2.7, 7.2.2, 7.2.7, 8.2.5, 8.2.9; Writing Process: 6.4.5, 6.4.6, 7.4.4, 7.4.7, 8.4.4; Listening and Speaking: 6.7.8, 6.7.14, 7.7.5, 7.7.10, 8.7.5, 8.7.12

Health and Wellness — Health Information: 6.3.1, 6.3.2, 7.3.1, 7.3.2., 8.3.1, 8.3.2

Procedures

Journal Discussion — Discuss the solutions that students explored in their **Mysterious Disease** journal entries. Ask if one of their solutions was to inform people about the disease so that they would know more about it. Explain that having accurate information about health concerns is important. Tell students that one of the reasons some people in Ryan’s community were so fearful was that they were uncertain about how HIV/AIDS was spread. They were afraid that their children would catch the disease from Ryan. Fortunately, today we know that the disease isn’t spread by casual contact, such as touching, talking to and sharing school equipment with a person who has HIV/AIDS.

Part 1

What We Know Now

Introduce the chart on page 24 and review basic concepts about the disease. Ask students how they think this information compares to the information that was available at the time Ryan was diagnosed with AIDS.

- To compare information then and now, have students analyze an article about AIDS from *Time* magazine, Nov. 5, 1984. (Visit the magazine's online archives at: <http://www.Time.com/Time/magazine/article/0,9171,954492,00.html>)
- Explain that this article is an example of a **primary source**. Primary

sources are records that were created by people who witnessed or experienced events of the past. Point out to students that this doesn't mean that the article is accurate. It reflects information that was available to the news media at the time. That information might have been incomplete or incorrect.

- Have each student read the article for meaning and then read a second time to take notes. Encourage students to be “**myth busters**” and examine the article carefully for information that may be incorrect or incomplete.

Teacher Tips

Reading Critically

In this experience it is important for students to read the magazine article critically and compare information that was available in the past with the information available now. Make certain that inaccurate information doesn't overshadow more current medical data. Discuss with students why it is important to use the most recent information in making health decisions. It is also important to discuss the reasons why people in Ryan's time might have held on to mistaken ideas even when medical experts and the news media provided more reliable information. Discuss whether new information was being presented effectively and whether people had easy access to information. Remind students that the issues surrounding HIV/AIDS were emotional and people were

afraid for their children. Ask students: Why are myths and mistaken ideas sometimes very powerful?

Evaluating Resources

Before assigning the assessment experience for this lesson, review criteria for evaluating both electronic and print sources. Students should examine sources for accuracy and credibility, as well as for possible bias. Emphasize the guidelines for selection and use of health information. For example: In using the Internet students should make sure that a source is backed by research and expert opinion, that the purpose of the site is clear and that the information provided is recent and clearly stated.

Find this article at:

<http://www.time.com/time/magazine/article/0,9171,954492,00.html>

Part 2

Myth and Reality

Place students in teams of three or four students and introduce the **Myth and Reality** T-chart on page 27.

- Tell students you want them to use the magazine article and the **What We Know Now** chart to list the ideas about HIV/AIDS that are myths on one side of the T and the ideas that are realities on the other side.
- When teams have completed the graphic organizers, review the myths and realities with the students. Make sure that myths are “busted” and accurate information is emphasized.
- Ask: What do we know about HIV/AIDS today that we didn't know in the past? Are there still myths about the disease? What should people still be concerned about today?
- Point out that in Ryan's time, some of the information that we have today was available. Ask: Why did people still have mistaken ideas about HIV/AIDS?
- Reinforce the concept that it is everyone's personal responsibility to practice healthy behaviors. In order to keep themselves healthy, people need accurate information. Ask students: What is the best way for people to get good health information? How can you tell if an information source is **valid**?
- Discuss students' responses and introduce the assessment experience on page 18.

ASSESSMENT

Mystery Versus Information

In this assessment, students access and evaluate three sources of information about a health question that interests them and determine which sources have the most useful and reliable information. To prepare for this assessment discuss health topics that might be of interest to students. Use the **Mystery Versus Information** worksheet on page 28 and help them develop specific questions, such as: “What are the best kinds of exercise to help reach and maintain a healthy body weight?” Review effective oral presentation strategies and provide the assignment and instructions below along with scoring criteria.

Museum Links

Go to the Web-based version of this unit of study for a direct link to selected artifacts and documents related to this lesson. A visit to the exhibit itself will immerse students in Ryan’s everyday life and the popular culture of the time.



IT'S NO MYSTERY!

Assignment

Take the mystery out of a health question by investigating three sources of information on the topic. Compare the information they provide and find the best source.

- Choose a health topic or concern that is of personal interest to you, such as good nutrition, healthy body weight, exercise, sports injuries, physical or emotional development, stress management, or dealing with anger, grief or conflict.
- Develop a question on this topic that you would like to examine. For example, if you are interested in exercise, you might want to know: “What are the best exercises for building strength and flexibility?” If you are interested in conflict resolution, you might want to ask: “What are some good strategies for dealing with conflict?”
- Find three sources of information about this topic. Sources of information might include a Web site, newspaper and magazine articles and health organization pamphlets.
- Take notes on each source, including author and date, along with the information you discover.
- Use the **Mystery Versus Information** worksheet to compare the three sources.
- Present the information you discovered about your question to the class.
 - State your topic and the question you researched.
 - Give a brief summary of the information you found.
 - Use good grammar, speak clearly and use good timing, volume and eye contact to communicate with your audience.
 - Use facts, details and examples to support your statements.
 - Use a graphic organizer to help you present the information and make it clear.
 - Tell which of the three sources you found had the best information and explain why.

Scoring Criteria

This assignment will be scored based on the student's ability to

- identify a health topic or concern
- develop a specific question to examine
- access three sources of information
- summarize information
- use guidelines to help evaluate sources of information
- use effective communication skills to present the results of investigation in an oral presentation
- use facts, details and examples to support conclusions
- use a graphic organizer to help convey information

Scoring Rubric

Partial:

- The student identifies a health topic or concern, develops a question to examine and accesses three sources of information.
- The student has difficulty taking notes and summarizing information from three sources and may be unable to differentiate among the sources.

- The student has difficulty using guidelines to evaluate sources of information and may not be able to provide a rationale for selecting the best source.
- For these reasons the student's oral presentation lacks focus, does not provide sufficient facts, details and examples and does not support conclusions by citing an authoritative source.

Essential:

- The student identifies a health topic and develops a question to examine.
- The student consults three different sources of information and is able to summarize information from all three.
- The student can cite the criteria for evaluating sources but may have difficulty applying the criteria to the sources used.
- The student's oral presentation uses effective delivery skills and addresses the research question
- The student may be unable to explain why he or she rated one of the sources used as being more reliable than others.

Exceptional:

- The student identifies a health topic and develops a question that lends itself to investigation.
- He or she consults more than three different types of information sources.
- The student is able to summarize and select the best information from all three.
- The student demonstrates understanding of the criteria and is able to apply them to the evaluation of the sources.
- If more than one authoritative source is found, the student is able to provide a reasonable rationale for selecting one or is able to defend the selection of more than one.
- The student's oral presentation uses effective communication strategies that hold audience interest and attention.
- Factual information, details and examples are thorough and engaging.

Extending Experiences

■ **The Missing Link:** To emphasize the way that lack of information affects our perceptions, give students puzzles that are missing important pieces. Ask them to try to put the puzzles together and guess what they represent. Try a similar experience using words with missing letters.

■ **To Your Health!** Have students analyze the ways that health products are advertised on television. Identify the ways advertisers try to make the products attractive through strategies such as health claims, personal testimony and humor.

■ **Microbes: The Good, the Bad and the Ugly!** Coordinate with the science teacher to help students learn

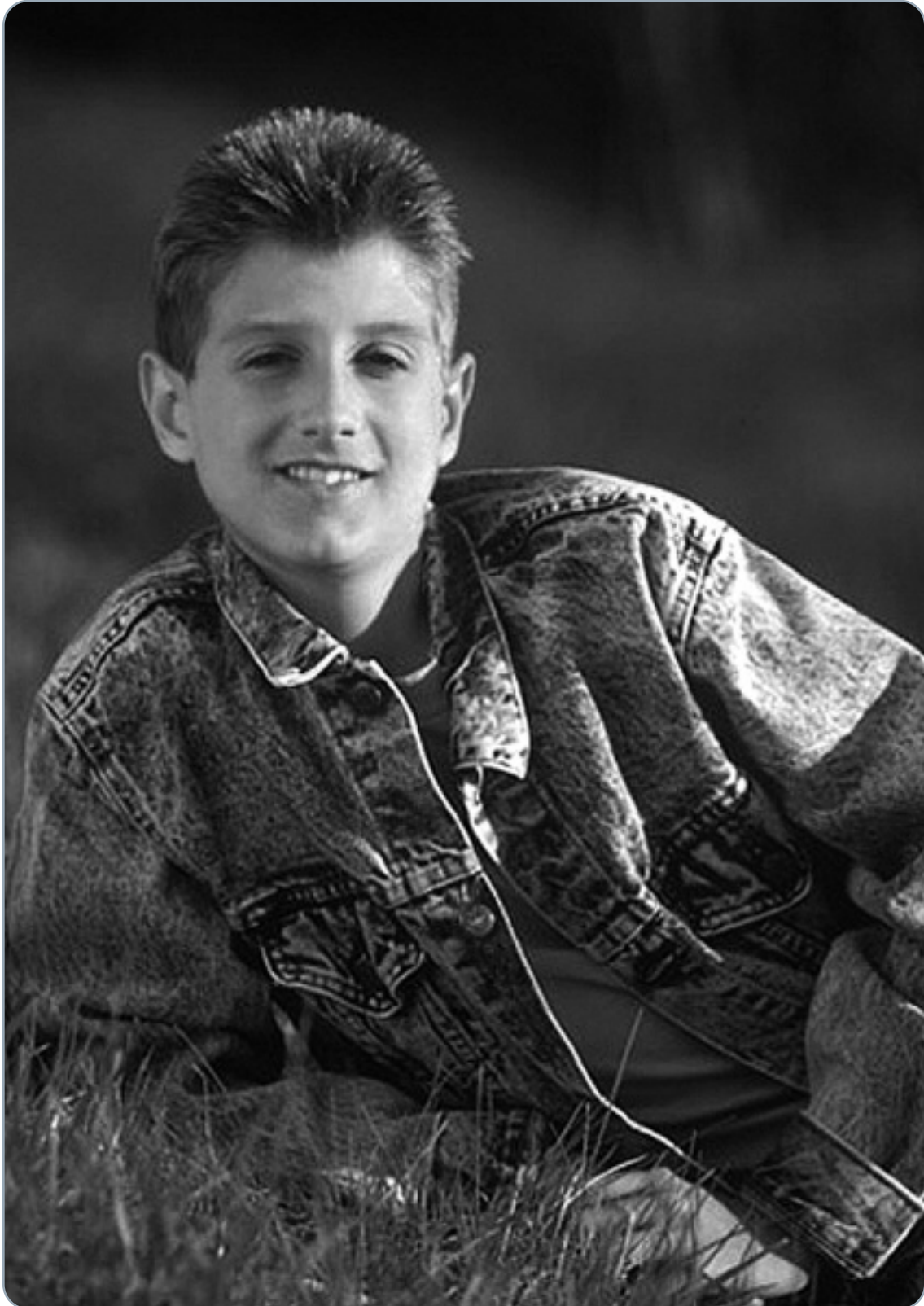
more about cells, microorganisms and how the body fights disease. Students will enjoy using a microscope to view microorganisms and some students may want to research the topic in more depth. See the **Resources** section for student materials on the immune system.

■ **The Collector:** Ryan was a collector. Like many kids, he carefully selected toy cars, comic books and GI Joe action figures for his collections. Ask students if they have collections and discuss the reasons, processes and criteria for collecting. Ask students: What do your collections say about you? Have them use these objects as a springboard for writing. To extend the experience take them to a museum to

explore and write about a collection that interests them.

■ **See you in court!** Have students research and play the roles of the different parties that were involved in the Ryan White court case, including arguments from lawyers, testimony from expert witnesses and decisions by judges. Observation of actual court proceedings also is an excellent experience for students. Work with the social studies teacher to reinforce understanding of the judicial system and civic responsibilities. This experience also might be linked to your school's debate or theater program.

RYAN WHITE



BIOGRAPHY: RYAN WHITE — LIKE EVERY OTHER KID PART I

All I ever wanted to do was be one of the kids because that's what counts in high school. I just want to be like every other kid my age.

— Ryan White,
Ryan White: My Own Story



Ryan rides high in a favorite pastime.

A Kid From Kokomo

Ryan White was born in Kokomo, Ind., on Dec. 6, 1971. His parents, Jeanne and Wayne White, and his grandparents had lived in Kokomo all their lives. Ryan was only a few days old when his doctors discovered that he had **hemophilia**, an inherited disease that prevents blood from clotting or causes it to clot too slowly. People who are **hemophiliacs** can bleed to death from a minor injury. Only the boys in a family with the hemophilia gene are affected by the disease. Girls don't get hemophilia but may inherit the gene and, as adults, pass it on to some of their children. Strangely, Ryan was the only one in his family to show symptoms of the disease.

Ryan's doctors began to treat him with Factor VIII, a blood-based product made from blood that is donated by many different people. Doctors found that it was effective for treating hemophilia and it soon began to help Ryan. Ryan still had to go to the hospital often with childhood injuries, such as bruises from taking a fall while he was using his parents' bed as a trampoline. He had to learn to handle pain and deal with his illness, but Factor VIII allowed him to play and have fun like other kids.

When Ryan was 7 and his sister Andrea was 5, their parents divorced. Even so, the family was very close. Jeanne, Ryan and Andrea enjoyed watching TV, movies and news programs and doing things together. Ryan's cousins and grandparents lived nearby so they visited often. Ryan's grandparents worried about him but Ryan didn't pay much attention. He was an active boy and loved riding his bike with his friends, playing army and being outdoors. He also liked to read and to collect toy guns, cars and comic books.

A Mysterious Disease

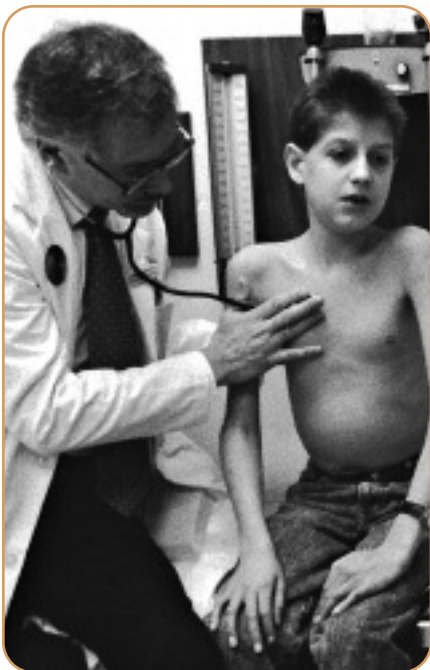
In 1984, Ryan was an honors student at Western Middle School near Kokomo. For a couple of years, he and his grandfather had been reading in newspapers and magazines about a new disease called **AIDS** (Acquired Immune Deficiency Syndrome.) Scientists had discovered that it was caused by a virus that gets into the bloodstream and damages cells in the **immune system**, the parts of the body that work together to fight the bacteria and viruses that cause disease. Over time,

the virus weakens the immune system so much that a person with the disease is overcome by other illnesses and dies.



Ryan gets a hug from his mom, Jeanne White.

There was no cure or vaccine for AIDS. Scientists didn't know much about the virus or have a name for it yet. At first they weren't entirely sure about how AIDS was spread. Scientists and doctors did know that a person could get the disease by having sex with someone who was infected or by using a hypodermic needle that was contaminated with the blood of an infected person. At first AIDS was noticed among drug users who shared needles and among gay men. Hemophiliacs and people who needed blood transfusions and blood-based products, like Factor VIII, were at risk too. Ryan's grandfather was worried that Ryan might get AIDS from the same treatment that was helping him live with hemophilia. Soon Ryan and his mom noticed that new supplies of Factor VIII carried a warning label about AIDS. Jeanne was worried too but Ryan still needed the blood product to stay alive.



Dr. Martin Kleiman listens to Ryan's lungs during a checkup at Riley Hospital for Children.

Fighting AIDS

Soon after his 13th birthday in December 1984, Ryan became very sick with pneumonia in both lungs. He was taken by ambulance to Riley Hospital for Children in Indianapolis. At Riley, Dr. Martin Kleiman soon diagnosed Ryan with a rare type of pneumonia that appears in patients with AIDS. The doctor was sure that Ryan had gotten the HIV virus from a batch of contaminated Factor VIII. It wasn't possible to tell exactly when Ryan had been infected. It was also hard to know how long Ryan might live with the disease. In the 1980s, many AIDS patients died within six months, but doctors had not seen many cases of HIV/AIDS in children and so did not know how Ryan's disease might progress.

Ryan's family was devastated by the news, but Jeanne promised herself she would never let him see her cry. She

and Andrea stayed near the hospital and were with Ryan every day. His grandparents, cousins and other family members came too. Dr. Kleiman assured them that AIDS wasn't spread by everyday contact and that people don't get the disease from living with family members who have AIDS. With his family's support and Dr. Kleiman's care, Ryan began to recover from the pneumonia. Soon after Christmas, Jeanne knew she had to tell Ryan he had AIDS. She was surprised by his reaction. Ryan said: "I don't want everybody feeling sorry for me. . . . I just want to make believe I don't have AIDS and do what I want to do. Like, I want a dog." After living with hemophilia so long, Ryan decided to fight AIDS and live life as normally as possible. Sometimes he and his family were scared, but they all had a strong religious faith.



Ryan White meets reporters on his first day back at Western Middle School.

AIDS is a disease — not a dirty word.

— Ryan White

Fighting Discrimination

In February, Ryan was well enough to go home and Jeanne let him get the dog he had wanted for so long. By spring he was bored and missed his friends. Ryan wanted go back to school in the fall even though he knew he'd have to repeat 7th grade. Jeanne called the school and learned that school officials didn't want Ryan to come back even for a visit. They were afraid that Ryan might somehow give the disease to other students. Ryan was determined to fight. "What they want to do isn't right," he said. "We can't let it happen to anyone else."

Because Ryan insisted, Jeanne started a lawsuit demanding that he be allowed to go to school. Reports from medical experts said that you couldn't get AIDS by **casual contact**, such as shaking hands, touching a person, touching objects or using dishes that a person with HIV/AIDS had used. Even so, some people began to avoid Ryan and his family and treat them differently. The Whites were in for a tough battle.

The fight in court lasted most of the year even though state health officials and doctors testified that it was safe for Ryan to go to school. This attracted more attention from the news media and reporters were constantly around Ryan's house. At first Ryan was shy about doing TV interviews but gradually he became more comfortable and learned how to express himself. Jeanne, Ryan and Andrea were invited to New York City to appear on "Good Morning America" and the "Today" show. The White family received expressions of support from around the country but fear and rumors were taking hold of some people in their hometown.



Ryan White talks with members of the local news media in Omaha, Nebraska.

Ryan's girlfriend broke up with him because her parents wouldn't let her see him anymore. At school, kids said insulting things to Andrea and Ryan's friends. The family received hate mail at home. Ugly rumors accused Ryan of scratching and biting people and spitting on fresh fruits and vegetables in the supermarket. Jeanne was accused of being an unfit mother and a publicity seeker. All these rumors were lies and they all hurt. To cheer up his mom, Ryan wrote a theme for English class that began: "My mother is the greatest person in the world." He was still determined to speak out and fight back. It also helped that many friends, family members and neighbors in Kokomo didn't listen to the rumors. They stood up for the White family and tried to reassure other people.

Facing Bullies, Finding a Friend

Ryan was finally allowed to attend the last few weeks of school in April 1986 but he didn't get a warm reception. He still had good friends but they were no longer in his class. Some kids ran or backed away when he came down the hall. They didn't want to sit by him or be his partner on class projects. Ryan just tried to ignore them. A few parents took their kids out of classes at Western and started a separate school. It reminded Ryan of what he had learned about school segregation in the 1950s and '60s. He was being isolated at school and he felt lonely.

Andrea was lonely too. She had been a prize-winning roller skating champion. Since Ryan had been sick there was little time or money for skating lessons

and travel to competitions. To help out at home, Andrea gave up her skating lessons and opportunities to compete. One bright spot for the family was going to New York City to take part in a fundraising event for AIDS research. When Ryan was interviewed on "Good Morning America" before the event, he was asked to name his favorite celebrity. Ryan immediately said, "Elton John." The English rock star didn't attend the fundraiser, but the following day he called from London and invited Ryan to his next concert in the United States. Ryan didn't know it then, but Elton would become his most loyal friend.

Making a Decision

The next fall, Ryan started 8th grade at Western, but he was soon back in the hospital with a serious respiratory infection. Elton John called Ryan every day to encourage him. After six weeks Ryan was able to go home and start studying with a tutor to keep up with his class. Back at school, Andrea and Ryan were still taunted by other kids. Finally Ryan had what he called his "very worst day." Kids broke into his locker, stole things and spray-painted the locker inside and out with insults and dirty words. Ryan went straight to the principal. His locker was cleaned up, but it was the turning point for Ryan and his family. This incident and being in the hospital again had made Ryan think. He decided he wanted to live in a different community and go to a school where more kids would accept him.

Source: *Ryan White: My Own Story*, Ryan White and Ann Marie Cunningham

WHAT WE KNOW NOW

- HIV disease doesn't discriminate. **Anyone** can get HIV/AIDS.
- AIDS is caused by a virus called HIV (Human Immunodeficiency Virus) that weakens the body's immune system so that it can't fight off infections and illnesses.
- It isn't **who** you are but what you **do** that puts you at risk of getting HIV/AIDS.
 - You can get HIV disease through direct contact with the blood, semen or vaginal fluids of a person with HIV virus.
 - HIV can be transmitted by any type of unprotected sex with a person who has the virus.
 - You can get HIV/AIDS by sharing needles, syringes or any sharp instrument for injecting drugs, medicine, tattooing or ear piercing with someone who has HIV.
 - A mother who has the virus can give the disease to her baby before it is born or through her breast milk after the baby is born.
- You can't get AIDS from
 - living in the same home with a person who is HIV-infected or has AIDS
 - using dishes and cooking utensils, swimming pools, drinking fountains, restrooms, telephones, gym equipment or other facilities used by people with HIV/AIDS
 - mosquito bites
 - the saliva, sneezes, coughs, tears, sweat or breath of a person who has HIV/AIDS
 - touching, hugging or holding hands with someone who has HIV infection or AIDS
 - donating blood in countries like the United States. A new needle is used for every donor, so you don't come in contact with anyone else's blood. Today, donated blood is tested, so the risk of getting the HIV virus from a blood-based product or a transfusion is very low.
- Many people who have HIV don't know they have the virus. They may seem healthy but can be infected and can infect others for as long as 15 years before AIDS symptoms appear.
- There is a reliable test for HIV antibodies in the blood, that indicates if a person has the virus.
- There is no cure for HIV/AIDS. The surest protection from the HIV virus is to choose not to have sex or use drugs.

Source: Advocates for Youth — Rights, Respect, Responsibility: www.advocatesforyouth.org

MYTH AND REALITY

HIV/AIDS

MYTHS	REALITIES

MYSTERY VERSUS INFORMATION

Health Topic: _____

Health Question: _____

Check your sources by using the Guiding Questions below to determine if you have found a good source of information about your question.

SOURCES OF INFORMATION

	Source 1 Name:	Source 2 Name:	Source 3 Name:
Guiding Questions			
What is the purpose or the goal of the person or group that created this source of information?			
Who is the author or authors?			
Is the author an expert? How do you know?			
Does the author quote experts? Who are they?			
How do you know they are experts?			
Does the source use data from research? Is the research recent?			
What is the date this article was written?			

Which of these sources do you think provides the most valid or reliable information? Why?

RYAN WHITE



LESSON 2

RYAN WHITE: THE POWER OF HIS VOICE

Ryan was not able to choose whether he got AIDS or other hardships that fell in his path. But he could choose to turn whatever happened to him into a contribution to someone else.

— Judith Light, Actress, quoted in *Ryan White: My Own Story*



Ryan White, accompanied by principal Ron Colby, meets with reporters after his first day back at Western Middle School, in February 1986.

Pre- or Post-Visit Experiences

In this lesson students read the second part of Ryan White's biographical sketch and consider the choices he made and the consequences of these choices. They identify the personal qualities that helped Ryan fight disease and discrimination and learn how he used his ability to communicate with other people and the power of the media to educate others about AIDS. The experiences in Lesson 2 can be used in conjunction with Ryan's biography, *Ryan White: My Own Story*, pages 157–279.

Objectives

Students will

- read Part 2 of Ryan's biographical sketch
- use their journals to record thoughts and reflections about the importance of individual choices and decisions
- give examples of ways that Ryan improved his skills in communicating with other people
- read Ryan's testimony before the President's Commission on AIDS and examine communications strategies he uses
- identify the steps that Hamilton Heights took in conducting its AIDS education program
- analyze the strategies that made the program effective
- explain the roles played by Jill Stewart and other students at Hamilton Heights
- discuss the difference that Ryan White made for people in his time and today
- consider ways to fight prejudice and discrimination peacefully in their own school and community

Word Power

advocate	public service
commission	announcement
eulogy	testimony
media	

Focus Questions

- How are all our lives influenced by historic events, including advances in medicine and science?
- What events have influenced your life?
- Why are our individual choices and decisions important?
- What consequences might our actions have?
- What kind of a person was Ryan? What personal qualities did he have?
- How did Ryan grow and change?
- What was Ryan's dream? What were his talents? What did he want to accomplish in life?
- How did Ryan improve his communications skills? Why did he work so hard?
- What role did the media play in telling Ryan's story? What kind of power do the news and entertainment media have?
- What difference did Ryan's life make for people during his time?
- What difference did Ryan make for us today? Why should we remember him?
- How can you fight prejudice and discrimination in your own school or community?



Ryan and his sister Andrea study Italian phrases before a trip to Italy in January 1986.

You Will Need ...

Materials

- Student Journals
- Student Handouts:
 - Biographical Sketch: *Ryan White* — *Like Every Other Kid* — Part 2
 - *Testimony Before the President's Commission on AIDS* — Ryan White



Time

Three to four class periods

EXPERIENCE I FIGHTING BACK . . . PEACEFULLY

Students read the second part of Ryan’s biographical sketch and identify the personal qualities that gave him the power to fight peacefully for change. They identify the “power words” that relate to Ryan’s strength of character and create advertising posters for a new Ryan White movie.



Ryan packs his favorite clothes for a trip to Rome in January 1986. Ryan and his family were invited for an interview on an Italian TV talk show, “Italia Sera.”

*I didn’t want to have AIDS.
I wanted to fight it. I wasn’t
going to be an AIDS victim.*

— Ryan White,
Ryan White: My Own Story

Academic Standards

National Academic Standards

English Language Arts –

Standard 1: Reading; Standard 12:
Spoken, Written and Visual
Language

Indiana’s Academic Standards

English Language Arts —

Reading: 6.2.7, 7.2.7, 8.2.9; Writing:
6.4.1, 7.4.1, 8.4.1

Procedures

Like Every Other Kid

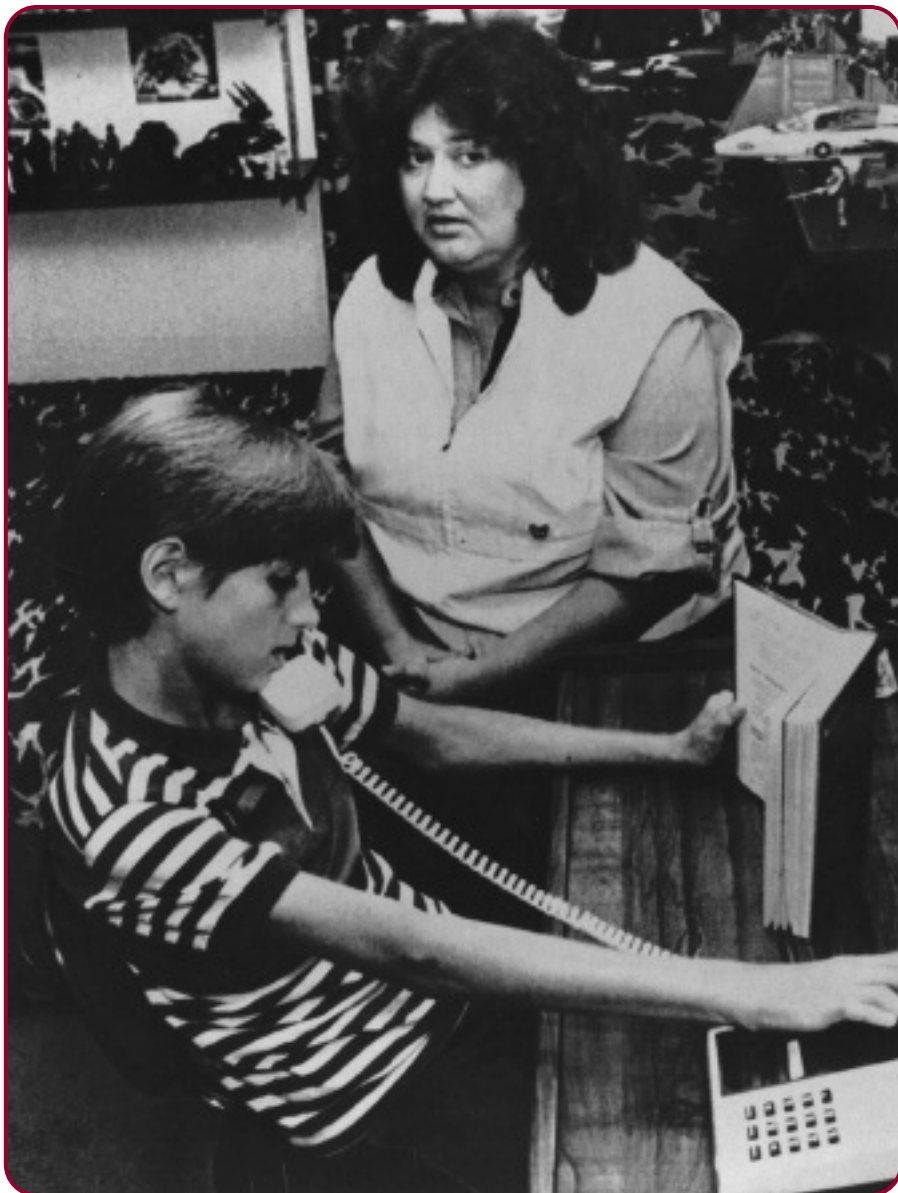
- Introduce Part 2 of Ryan’s biographical sketch and have students read it for meaning.
- After a brief discussion, have students read the sketch again and take notes.
- Have them review their notes from Part 1 as well as Part 2. Ask students: Now that you have read both parts of Ryan’s story, what kind of a person do you think he was?
- Ask students to suggest words that describe Ryan and write them on the chalkboard or a flip chart. Students might suggest words like “determined,” “brave,” “courageous,” “humorous” or “positive.”

The Power of Ryan

- Ask students: Do you think Ryan was powerful? Why or why not? Ask: How could someone as young as Ryan and who had a debilitating disease be so powerful?
- Write the title “Power Words” at the top of the flip chart or chalkboard. Explain to students that these qualities gave Ryan the strength of character to fight against AIDS and the discrimination he experienced.
- Discuss the reasons that the movie producer gave for wanting to make *The Ryan White Story* and ask students if they think the movie was helpful in educating people about AIDS.

Assignment: A Powerful Movie

- Ask students to imagine they are part of a team that is making a new movie about Ryan. It is their job to help advertise the movie so that people today will be interested in seeing it.
- Place students in teams of three and have each team create a poster advertising the new movie. They can give the movie a title and should use some of Ryan’s “power words.”
- When students complete their work, ask each team to present their work and explain their advertising ideas. Ask students: Was Ryan a role model for people in his time? Could he be a role model for people today?



After barring Ryan from classes, Western School Corporation set up a speakerphone connecting him to the classroom from home. On the first day of school in August 1985, Ryan looks at his math book and listens to conversation in class. It wasn't the same as going to school.



Journal Reflections

Encourage students to continue reflecting on Ryan's story by asking them to record the following quote from Ryan's mother in their journals:
Sometimes the miracle isn't long life, but the way that life is lived (Jeanne White, *Ryan White: My Own Story*). As a writing prompt, ask students to give their own interpretation of this quote and give some examples that support their interpretation.

EXPERIENCE 2

A NEW START

Students consider the decisions made by school officials and students at Ryan's new school and the role played by student leaders, such as Jill Stewart. They analyze the steps in the school's AIDS education campaign to determine why the campaign was effective. Playing the role of student leader, they draft a three-minute speech to persuade the student body that Ryan should be welcomed.



Ryan relaxes by reading in his room, decorated with posters and collections of toys and action figures, at home in Cicero.

Academic Standards

National Academic Standards

English Language Arts —
Standard 3: Reading; Standard 5:
Writing

Health Education — Grades
6–8, Standard 2: 2.8.3, 2.8.4

Indiana's Academic Standards

English Language Arts —
Reading: 6.2.7, 7.2.7, 8.2.9; Writing:
6.5.5, 6.5.7, 7.5.4, 7.5.7, 8.5.4, 8.5.7

Health and Wellness —
Standard 2: 6.2.4, 7.2.4, 8.2.4

Procedures

A Moving Experience

- Refer students to the biographical sketch once again. Ask them to give examples of some of the decisions the White family had to make. Ask students what they think about the family's decision to move away from their hometown. Ask: What would that be like? How would you feel about moving?
- Some students may want to share their own experiences in moving to a new home, school or state. Ask students: What are some of the things that can make moving to a new place a good experience or bad experience?



Andrea White, Heather McNew, Ryan and Jill Stewart enjoy a friendly game of pool in the White's family room.



Journal Reflections

Taking Steps to Educate

- Ask students if other people made important decisions that affected Ryan and his family. Discuss the decisions made by people in Ryan's new school, such as the decision to start an AIDS education campaign.
- Have students consider what might have happened if people in the school had decided to do nothing. Ask: Would Ryan have had a bad experience as a result? Discuss different decisions that school officials and students might have made and the consequences of these alternatives.
- Using the chalkboard or a flip chart, ask students to identify the steps that the school took in its education campaign. Have students cite reasons why the school's approach worked.
- Discuss the role Jill Stewart played in the education campaign. Ask students: How did Jill's positive actions make a difference? What might have happened if Jill had decided not to take a leadership role in welcoming Ryan?

To help students reflect further on the role of student leadership in Hamilton Heights' AIDS education campaign, give them this prompt:

Imagine that you are Jill or another member of the student council at Hamilton Heights High School. You have to give a three-minute speech to the student body about the arrival of a new student, Ryan White. You want to convince your audience that they have nothing to fear from Ryan and that they should help him feel at home. What would you say? Use your journal to write a draft of your speech. Be sure to state your position clearly, support your position with both evidence and emotional appeals, and anticipate and address the concerns of your audience.

EXPERIENCE 3

THE POWER OF THE MEDIA

Students read and analyze Ryan's 1988 televised testimony before the President's Commission on AIDS and speculate about its impact on the viewing audience. They consider the impact of the media in influencing both healthy and unhealthy behaviors. In an assessment experience, they choose a health issue that interests them, advocate a position on that issue and create a public service announcement that supports their stated position with accurate information.



ABC's Ted Koppel interviews Ryan and Jill on his news program in New York City about the success of AIDS education at Hamilton Heights High School.

Procedures

Writing for a Cause

- Explain to students that Ryan often said he wasn't a good writer. He felt that he could communicate best by speaking with people informally, on an individual or one-on-one basis. This is one reason Ryan was so effective in television interviews. In spite of this, he sometimes had to give formal speeches that he wrote, revised and polished.
- Introduce the reprint of one of Ryan's most important speeches, his **testimony** before the President's Commission on AIDS.
- Have students read the testimony once for meaning and then read and take notes on specific strategies that Ryan used to communicate with his audience.
- Use the flip chart or chalkboard to list and discuss some of the most important strategies, such as logical, chronological organization of ideas; use of specific examples; making comparisons that are easy for his audience to understand; and discussing feelings or emotions.

Academic Standards

National Academic Standards

English Language Arts —

Standard 3: Reading Comprehension;
Standard 4: Communication Skills;
Standard 11: Spoken, Written and Visual Language

Health Education — Grades 6–8,
Standard 2: 2.8.5; Standard 8: 8.8.1, 8.8.2

Indiana's Academic Standards

English Language Arts — Reading:

6.2.7, 7.2.7, 8.2.7; Writing: 6.5.5, 6.5.6,
6.5.7, 7.5.4, 7.5.6, 8.5.4, 8.5.6, 8.5.7;
Listening and Speaking: 6.7.5, 6.7.6, 6.7.8,
7.7.3, 7.7.4, 7.7.5, 8.7.2, 8.7.5

Health and Wellness — Standard
2: 6.2.5, 7.2.5, 8.2.5; Standard 8: 6.8.1,
6.8.2, 7.8.1, 7.8.2, 8.8.1, 8.8.2

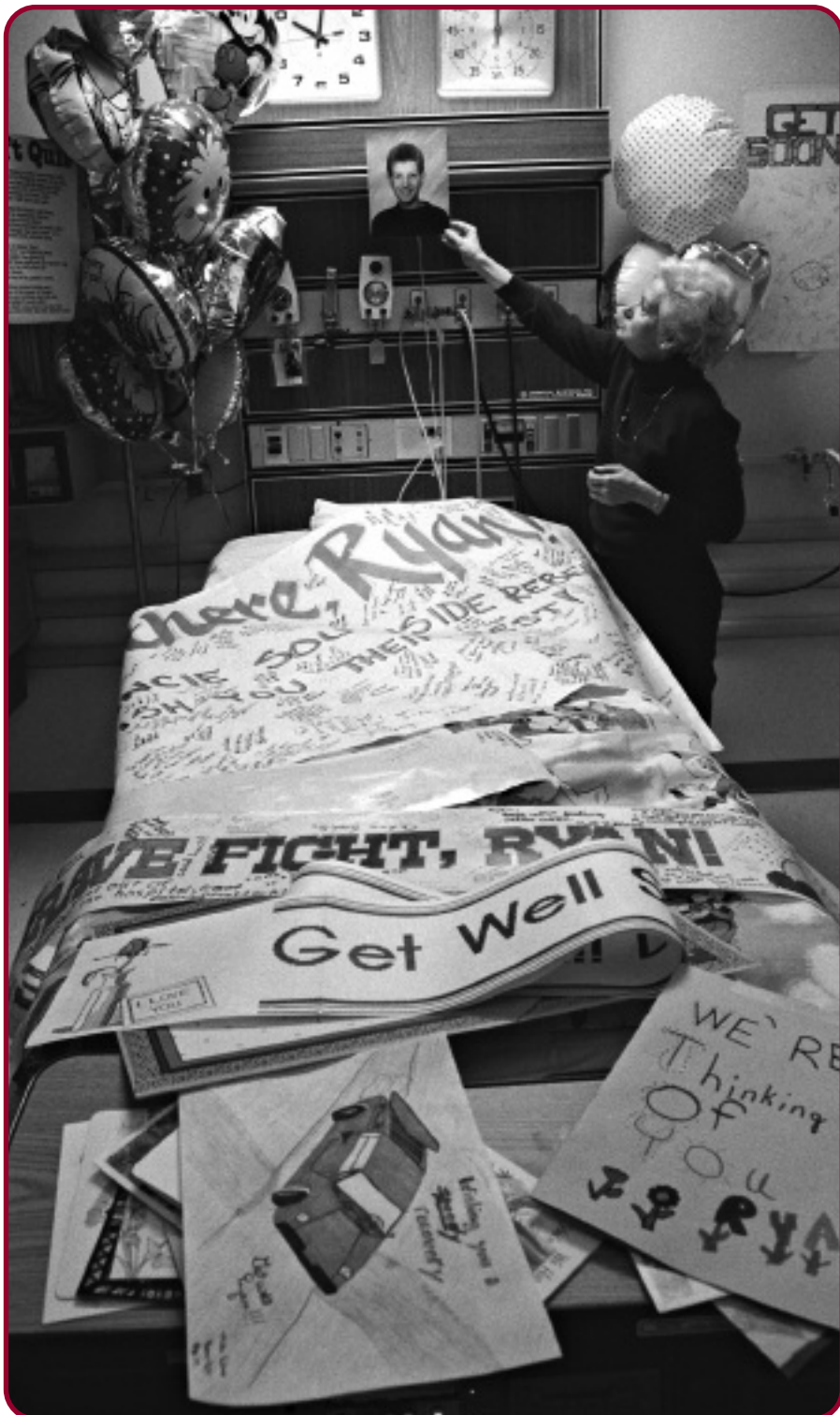
Speaking Up

- Tell students that creating this speech was difficult for Ryan. Because he didn't think that he was good at writing, he worked especially hard. He asked for advice from his English teacher and his mother. He revised his work and made several drafts before he was satisfied. He also practiced giving his testimony to improve his speaking style.
- Explain that this speech was not delivered just to the important people on the presidential commission. Ryan was surrounded by news reporters, microphones, lights and cameras. His testimony was broadcast live by several of the television networks.
- Ask students to speculate about the impact Ryan's speech might have had on the television audience. Ask: What major ideas was Ryan trying to get across to his audience? Do you think his speech was effective in meeting this goal?



Journal Reflections

The Power of the Media: Ask students to use their journals to reflect on the following questions: Why do you think that the things we see on television are so powerful? Can television influence us to think differently about something? Can it influence us to behave in specific ways? Do you think that television, radio, movies and the Internet ever do things that influence people to choose unhealthy behaviors? Can you give examples? Along with power, what are the media's responsibilities?



Well-wishers from around the world fill Ryan's room in Riley Hospital for Children with cards, posters, letters, balloons and flowers during his last illness, in April 1990.

ASSESSMENT

Public Service Announcement (PSA)

In this assessment, students write and present a 30-second **public service announcement**. Ask students if they have ever seen announcements about health issues on television or heard them on podcasts or the radio. Most students will remember announcements about the dangers of smoking. Help students think of others types of announcements as well. Discuss the nature of such announcements and the responsibility of the media to provide the public with information about important health issues. It is important for students to realize that media businesses such as radio and television companies are required by law to provide such announcements. Let students know that they are going to advocate a health issue they care about and create their own PSA in support of their position.

Ask students to go back to the health question or concern that they researched in Lesson 1. They can choose that topic or another health issue that interests them.

Help students develop a position or a point of view on that question. Provide students with the PSA instructions at the right along with editing checklists, scoring criteria and other writing aids. (See the **Resources** section for examples of audio and video PSAs.)

PSA — GETTING THE WORD OUT

Assignment

- What kind of research will you need to do so that you understand the topic? What are the most important things for other people to know?
- Decide on your position about that issue or question. For example, if you are concerned about healthy body weight, your position might be: “To maintain a healthy body weight, people need to exercise more.”
- Prepare a PSA on that position that will help persuade people to choose healthier behaviors.
 - Decide how you will convince your audience to share your point of view.
 - How will you get your audience’s attention?
 - How will you support your position with accurate information?
 - How will you use evidence, examples, reasoning or emotional appeals?
 - How will you address readers’ concerns or counter their arguments?
 - What writing strategies will you use to accomplish your goal?
- After you write a first draft of your announcement, review it carefully. Do you have a “hook” — something to grab their attention, such as catchy music, a shocking statistic or a humorous catchphrase? Have you stated your position clearly and used effective evidence, examples, reasoning or emotional appeals to support your ideas? Have you kept your readers’ concerns and possible arguments in mind?
- Edit the draft for correct grammar, spelling, punctuation and sentence structure. Create a final draft of your announcement, making the necessary improvements. Double-space the typed script and don’t use any hyphens or abbreviations so that the announcement is easy to read aloud. A 30-second PSA should fit on one side of a single sheet of paper. If you are writing a script for a video or Internet PSA and need to include instructions for stage directions or added audio, type the script on the right side of the paper and any stage or recording directions on the left side. You can use more than one sheet of paper.
- Practice your announcement with an audience. Speak clearly in short sentences. Say what the issue is and why it is important. Briefly identify your team at the beginning or the end. You may want to include a way for your audience to obtain additional information, such as a Web site or phone number. Be concise and make sure each word is important so that your announcement takes no more than 30 seconds to deliver. A typical 30-second PSA uses about 60 to 75 words.
- Present your announcement using good speaking strategies, such as voice volume and tone, eye contact, body movements and gestures.

Scoring Criteria

This assignment will be scored based on the student's ability to

- create a 30-second public service announcement about a health concern
- take a position and state it clearly
- support his or her position with evidence, examples and emotional appeals
- make logical, reasonable statements
- anticipate concerns and counter arguments the audience might have
- organize the ideas in the PSA carefully and stay within the 30-second time limit
- edit and revise the announcement
- use good speaking strategies, such as speaking up, varying the tone of voice and making eye contact

Scoring Rubric

This rubric provides a framework for assessing a student's ability to create a public service announcement.

Partial:

- The student selects a topic and creates an announcement but fails to use effective strategies for informing the listener or viewer.
- The student may be able to state a position but does not show evidence of having researched the topic enough to present a convincing argument. Relevant data, details, examples or other evidence may be weak or missing.
- The student uses faulty reasoning or fails to use effective emotional approaches and has not considered the audience's perspectives and concerns.

- The student may have difficulty staying within the 30-second time limit, and the announcement does not show evidence of editing and revision for accuracy and good organizational structure.

Essential:

- The student creates an announcement on a health topic of personal concern or interest and states his or her position clearly.
- The announcement shows a good command of the topic based on research and the student provides some relevant evidence, reasoning or emotional appeals that support his or her position.
- The student makes an attempt to anticipate the audience's perspectives but may not be able to counter those concerns effectively.
- The presentation fits the 30-second time frame and shows evidence of editing and revisions but could be made more effective by improvements in organization and word choices.

Exceptional:

- The student creates a highly effective public service announcement on a health topic of personal concern and develops a clear, compelling argument.
- The PSA presents a knowledgeable position based on thorough research and uses detailed examples, data and other evidence.
- The student uses sound reasoning as a persuasive tool and has been careful to establish rapport with the audience. He or she uses emotional appeals effectively and successfully addresses the concerns and perspectives of the audience.

- The announcement is designed to use the 30-second time frame effectively. Organizational structure, word choice and use of language conventions enhance the effectiveness of the announcement.



Teacher Tips

The themes of Lesson 2 deal with the importance of role models, leadership, advocacy and strength of character. The focus on Ryan's personal qualities, such as courage and determination, links the content of Experiences 1 and 2 with the school character education programs. This is also a good opportunity to discuss the nature of heroism and the heroes in students' lives. Experience 3 helps students to develop critical thinking and media literacy skills that are important in Language Arts, Social Studies, Science and other areas of the curriculum as well as in everyday life.

Museum Links

In **The Power of Children** exhibit, your students can play the role of newscasters telling the story of Ryan White. This immersive experience is structured to allow students to put together a news program on Ryan using a prepared script and actual news clips. For a direct link to activities, documents and artifacts related to Ryan's life, go to the Web-based version of this unit of study on the Teacher page of the museum's Web site at www.childrensmuseum.org.

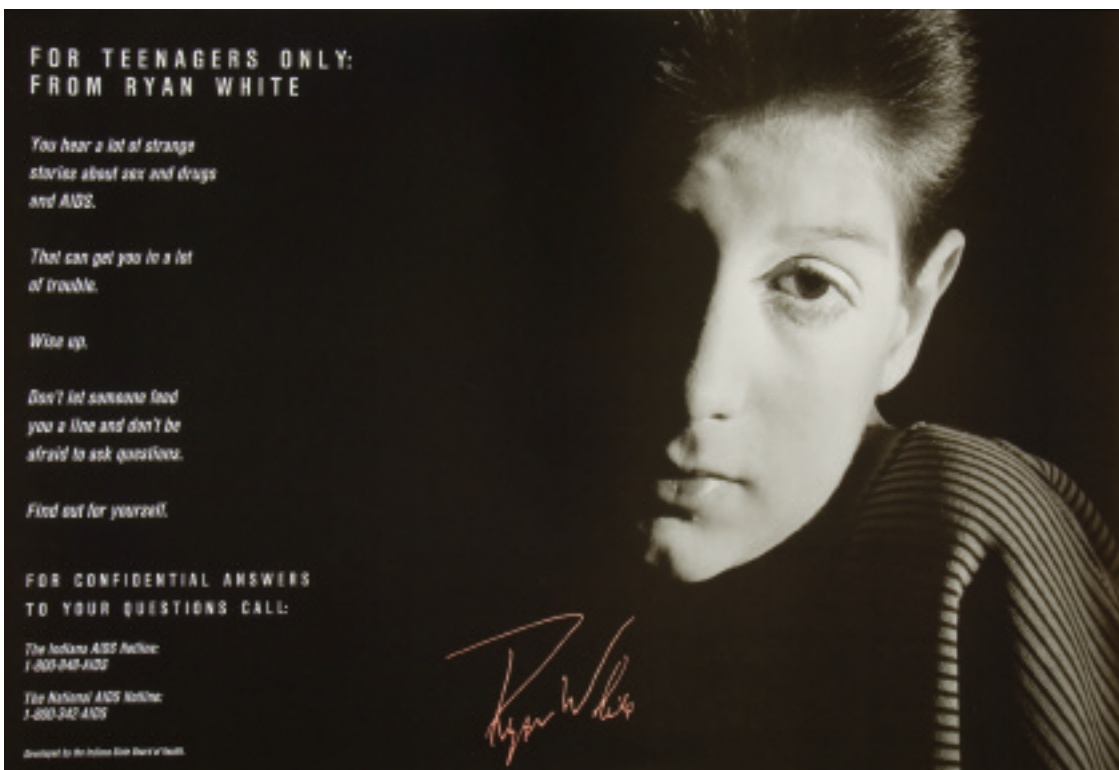
Extending Experiences

- **Powerful Poetry:** Students select powerful words and phrases from Ryan's story and create a list of poems or write concrete poems, whose shapes suggest their meaning.
- **Power Words:** Students work in pairs or teams to select some of the powerful words and expressions they used in their poems. Have students use the words to inspire other writing projects or work with the visual arts teacher to develop student artworks based on the power words.
- **Paper Cranes:** Ryan had 1,000 origami paper cranes, symbols of long life, hanging from the ceiling of his room. They were a gift from students in an Indiana school. The inspiration for this project was the book *One Thousand Paper Cranes* by Takeyuki Ishii. Students may be interested in

working with the visual arts teacher to make a similar gift for someone who is ill. Students may also want to participate in long-term community arts projects, such as the creation of an AIDS quilt.

- **Role Model Webs:** Discuss Ryan and Jill as role models for people around them. Have students create webs showing how a personal role model influences their lives.
- **Graffiti Wall:** Students create a graffiti wall with words and expressions from their public service announcements. They can unfold a large cardboard box, such as a refrigerator box, to make a stand-alone wall.
- **Human Graphs:** Creating and using graphs to analyze data is an important skill in science, social studies and math. Create a Values Line by introducing a

controversial statement on a health issue or another topic. Have students form a line, standing near the front of the line if they agree, in the middle if they're undecided or at the end if they disagree with the statement. As a variation, create a Four Corners Graph. Provide four different positions on an issue and label them A, B, C and D. Create a square on the classroom floor with painter's tape. Label the corners A, B, C and D, and ask students to stand in the corners of the square according to the issue position they agree with. Have students transfer their human graphs to paper and help them examine their data.



Public service announcements often capture attention by using a well-known spokesperson to convey an important idea, such as Ryan's personal message on this poster.

BIOGRAPHY: RYAN WHITE — LIKE EVERY OTHER KID



Ryan liked to be in style. Here he helps a friend get the latest hairdo.

Part 2

Don't give up. Be proud of who you are and never feel sorry for yourself.

— Jeanne White,
quoted in *Ryan White: My Own Story*

A Regular Teenage Life

The White family wanted to leave Kokomo but no one wanted to buy their house. They had large medical bills and didn't have the money to move. Luckily, a company in Los Angeles wanted to make a TV movie about Ryan. Ryan didn't think anyone would be interested, but the producer

came to Indiana and explained that the movie would help stand up for kids' rights and educate people about AIDS. Ryan agreed. He was beginning to understand that he could choose to use his experiences to help other people. Money from selling the rights to make a movie about his life helped to pay Ryan's medical bills. A loan from Elton John enabled the family to make a down payment on a house.

In the early summer of 1987, the Whites moved to a new home in Cicero, Ind. Cicero was a small town that was perfect for bicycling and skateboarding. Ryan began to take a new drug called AZT that helped slow down reproduction of the virus in some people with AIDS. He was still

sick often but he was determined to get better and start his first year of high school. Ryan had registered that spring at Hamilton Heights, near Cicero, and he was worried about what would happen on the first day of his freshman year. Would people be afraid of him because he had AIDS? Would they resent him for being on TV and knowing famous people?

Ryan was watching TV in the family room one afternoon when Jeanne told him, "There's a girl here to see you." Ryan was surprised to find a girl with long blonde hair at the door. Her name was Jill Stewart. She was president of the student body at Hamilton Heights High School and would be a senior that school year. Jill lived nearby and had come to welcome Ryan to his new school. She soon introduced him to other kids in the neighborhood so that by the time school started Ryan would already have friends. She also showed him yearbook photos of all the teachers and told him about the school and its AIDS education program.

When school officials learned that Ryan was going to be a student at Hamilton Heights, they moved quickly to make sure everyone was educated and prepared. They called the State Board of Health and asked them to send AIDS experts to talk with teachers and students. Everyone was encouraged to ask questions and discuss any fears. After teachers and students were prepared, the school began to talk with parents. They sent speakers to churches and community meetings. When Ryan came to school

in the fall he was welcomed by everyone. After he turned 16, Ryan got his driver's license. He even got a weekend job at a skateboard shop. He met a new girlfriend and went to parties and proms. He finally had a regular teenage life and teenage friends. Things were better for Andrea too. She had sacrificed a lot but now she was taking roller skating lessons again. She soon won first place in state and regional competitions and went on to place third in the nation.

Speaking Up

Ryan still looked young for his age because AIDS had kept him from growing much physically, but he had grown and matured inside. His experience at Hamilton Heights helped him to understand the importance of education and the power of kids to make a difference. He realized that fear for the safety of their children had taken control of some adults in Kokomo. Once that happened, it was hard for them to accept more accurate information. The kids who had treated him badly were just repeating what they had heard adults say. At Hamilton Heights, the AIDS education program had started with the students, who then helped to inform their parents and the community. Ryan admired the leadership of people like Jill and he had begun to feel that his life had a purpose. He would need to work to stay as healthy as possible and show other people that he was a normal person. He would also need to speak up and become an advocate, not just for himself but also for other people with AIDS.

In the spring of 1988, Ryan and

Jeanne were invited to Washington, D.C., to speak to the President's White House Commission on AIDS. The commission also invited Jill Stewart to report on the Hamilton Heights AIDS education program. Jill was used to speaking in public but Ryan was worried. He remembered that his mother always said, "You have to live with what you say." He worked with his English teacher to develop an outline. He rewrote and polished his statement for the commission. Then he practiced and rehearsed. When the time came Ryan, Jeanne and Jill flew to Washington and spoke in front of the commission, surrounded by microphones, reporters and TV cameras. At the end of his statement, Ryan told the commission how grateful he was to be at Hamilton Heights. "My school is proof that AIDS education works," he said. Jill talked about the Hamilton Heights program, but she added that Ryan had also made contributions to the school and all the students by putting his life into perspective and showing a positive attitude.

After testifying for the commission, Ryan got many invitations to speak in front of large audiences. He couldn't accept every one because he had to make sure to keep up with his schoolwork. He tried to focus on teachers' organizations, such as the National Education Association, because teachers could make a difference by educating thousands of kids. He also tried to speak to groups of kids as often as he could. He wanted them to realize that he wasn't that different from anyone else but it was even more important for them to realize that anyone could get AIDS. Kids were the

ones who had the most questions. Once a boy asked Ryan, "If you could give up your fame and not have AIDS would you do it?" Ryan snapped his fingers. "Just like that!" he responded. He was often asked, "Are you scared to die?" Ryan still had his faith and could answer truthfully that he wasn't afraid.

Face to Face With Death

Ryan started his junior year at Hamilton Heights in the fall of 1989 but he was struggling with illnesses and his body was having trouble fighting back. When he turned 18 in December Ryan was not feeling well but was determined to enjoy another trip to California. There were still so many things he wanted to do and see. His junior prom was in April and he had plans to go with his girlfriend, Heather. But Ryan knew he didn't have much time. He had been battling AIDS for over five years and his liver and other organs were beginning to fail. He talked with Jeanne about plans for his funeral. Ryan wanted to be buried in his jeans, surf shirt, jeans jacket and sunglasses.

At the end of March, Ryan was back at Riley Hospital with a respiratory infection. Dr. Kleiman and Ryan's favorite nurse, Laura, did all that they could for him. On April 2, Ryan was moved into the intensive care unit and put on a life-support system. He was in critical condition and unconscious. His family and friends, including Elton John, Jill, Heather and other students from school came to the hospital and stayed by his side for days. On April 8, 1990, Ryan White died surrounded by people who loved him. With Elton's help, Jeanne arranged the funeral the way



Elton John sings and plays the piano at Ryan's funeral, in April 1990.

Ryan had wanted. More than 1,500 people attended. Some were celebrities but many were just everyday people who wanted to show how much Ryan had meant to them. Elton played the piano and sang. Ryan's friends and teachers from Hamilton Heights were there as the school choir joined hands and sang "That's What Friends Are For." The White family's pastor gave the **eulogy**. Just as he had planned, Ryan was buried at the cemetery in Cicero.

A Sense of Purpose

Many beautiful words were spoken about Ryan the day of his funeral, but his Aunt Janet may have summed it all up. "Most of us don't know our purpose in life. Ryan knew his." Because of Ryan's sense of purpose his story didn't end with his death. His mother has carried on the work in AIDS education that Ryan began. This has included working with Congress to develop "The

Ryan White CARE Act" to help provide **Comprehensive AIDS Resource Emergency care** for AIDS patients and their families. The bill became a law in 1990 and has been reauthorized several times. In 1991, Dial Books published *Ryan White: My Own Story*, a book that Ryan had worked on with Ann Marie Cunningham. It soon became a best seller that has been translated into other languages. Elton John and many of the other celebrities who knew Ryan continue to use their talents in concerts and fundraising events to further AIDS research and assist people with AIDS. Ryan's friend Jill went to Indiana University and studied biology, and then became a doctor. In Indianapolis, **The Power of Children** exhibit at **The Children's Museum** features Ryan's story and gives new generations of kids an opportunity to make a positive difference. Ryan's life will continue to touch many

lives around the world.

Ryan would be the first to say that this is not the time to relax. HIV/AIDS is still a fatal disease without a cure. Thanks to advances in medical science there are reliable tests for HIV. The blood supply is carefully screened so that the risk of infection with HIV from blood transfusions and blood-based products is very small. Now there are also drugs that are effective in extending the lives of AIDS patients and most schools have HIV/AIDS education programs. The privacy of students with the HIV virus is protected and no one is barred from school because of the disease. Ryan would probably see this as a victory. At the same time he would recognize the challenge. People in this country, including teenagers, are still getting HIV/AIDS. Today in the United States, at least 25 percent of new HIV/AIDS infections in the United States occur in people under the age of 20. In Africa and many countries elsewhere, millions of people of all ages are dying of the disease. They need AIDS education, prevention and affordable medicines desperately. The fight has only begun, but Ryan taught us all how to face discrimination and a deadly disease with courage and determination.

Sources: *Ryan White: My Own Story*, Ryan White and Ann Marie Cunningham; www.ryanwhite.com; www.cdc.gov.

TESTIMONY BEFORE THE PRESIDENT'S COMMISSION ON AIDS RYAN WHITE, MARCH 3, 1988

Thank You, Commissioners:

My name is Ryan White. I am 16 years old. I have hemophilia, and I have AIDS.

When I was three days old, the doctors told my parents I was a severe hemophiliac, meaning my blood does not clot. Lucky for me, there was product just approved by the Food and Drug Administration. It was called Factor VIII, which contains the clotting agent found in blood.

While I was growing up I had many bleeds or hemorrhages in my joints, which made it very painful. Twice a week I would receive injections or IV's of Factor VIII, which clotted the blood and then broke it down. A bleed occurs from a broken blood vessel or vein. The blood then had nowhere to go so it would swell up in the joint. You could compare it to trying to pour a quart of milk into a pint-sized milk container.

The first five to six years of my life were spent in and out of the hospital. All in all I led a pretty normal life.

Most recently my battle has been against AIDS and the discrimination surrounding it. On December 17, 1984, I had surgery to remove two inches of my left lung due to pneumonia. After two hours of surgery the doctors told my mother I had AIDS. I contracted AIDS through my Factor VIII, which is made from blood. When I came out of surgery, I was on a respirator and had a tube in my left lung. I spent Christmas and the next 30 days in the hospital. A lot of time was spent searching, thinking and planning my life.

I came face to face with death at 13 years old. I was diagnosed with AIDS: a killer. Doctors told me I'm not contagious. Given six months to live and being the fighter that I am, I set high goals for myself. It was my decision to live a normal life, go to school, be with friends, and enjoying day-to-day activities. It was not going to be easy.

The school I was going to said they had no guidelines for a person with AIDS. The school board, my teachers, and my principal voted to keep me out of the classroom even after the guidelines were set by the Indiana State Board of Health, for fear of someone getting AIDS from me by casual contact. Rumors of sneezing, kissing, tears, sweat, and saliva spreading AIDS caused people to panic.

We began a series of court battles for nine months, while I was attending classes by telephone. Eventually, I won the right to attend school, but the prejudice was still there. Listening to medical facts was not enough. People wanted 100 percent guarantees. There are no 100 percent guarantees in life, but concessions were made by Mom and me to help ease the fear. We decided to meet everyone half way.

- separate restrooms
- no gym
- separate drinking fountain
- disposable eating utensils and trays

Even though we knew that AIDS was not spread through casual contact. Nevertheless, parents of 20 students started their own school. They were still not convinced.

Because of the lack of education on AIDS, discrimination, fear, panic and lies surrounded me.

- I became the target of Ryan White jokes

- Lies about me biting people
- Spitting on vegetables and cookies
- Urinating on bathroom walls
- Some restaurants threw away my dishes
- My school locker was vandalized inside and folders were marked FAG and other obscenities

I was labeled a troublemaker, my mom an unfit mother, and I was not welcome anywhere. People would get up and leave, so they would not have to sit anywhere near me. Even at church, people would not shake my hand.

This brought on the news media, TV crews, interviews and numerous public appearances. I became known as the AIDS boy. I received thousands of letters of support from all around the world, all because I wanted to go to school. Mayor Koch of New York was the first public figure to give me support. Entertainers, athletes and stars started giving me support. I met some of the greatest, like Elton John, Greg Louganis, Max Headroom, Alyssa Milano (my teen idol), Lyndon King (Los Angeles Raiders) and Charlie Sheen. All of these plus many more became my friends, but I had very few friends at school. How could these people in the public eye not be afraid of me but my whole town was?

It was difficult, at times, to handle, but I tried to ignore the injustice, because I knew the people were wrong. My family and I held no hatred for those people because we realized they were victims of their own ignorance. We had great faith that with patience, understanding and education my family and I could be helpful in changing their minds and attitudes around.

Financial hardships were rough on us, even though Mom had a good job at GM. The more I was sick, the more work she had to miss. Bills became impossible to pay. My sister, Andrea, was a championship roller skater who had to sacrifice too. There was no money for her lessons and travel. AIDS can destroy a family if you let it, but luckily for my sister and me, Mom taught us to keep going. Don't give up, be proud of who you are, and never feel sorry for yourself.

After two and a half years of declining health, two attacks of pneumocystis, shingles, a rare form of whooping cough and liver problems, I faced fighting chills, fever, coughing, tiredness and vomiting. I was very ill and being tutored at home. The desire to move into a bigger house, to avoid living AIDS daily, and a dream to be accepted by a community and school became possible and a reality with a movie about my life, "The Ryan White Story."

My life is better now. At the end of the school year (1986–87), my family and I decided to move to Cicero, Indiana. We did a lot of hoping and praying that the community would welcome us, and they did. For the first time in three years, we feel we have a home, a supportive school and lots of friends. The communities of Cicero, Atlanta, Arcadia and Noblesville, Indiana, are now what we call "home." I'm feeling great.

I'm a normal happy teenager again. I have a learner's permit. I attend sports functions and dances. My studies are important to me. I made the honor role just recently, with 2 A's and 2 B's. I'm just one of the kids, and all because the students at Hamilton Heights High School listened to the facts, educated their parents and themselves, and believed in me.

I believe in myself and I look forward to graduating from Hamilton Heights High School in 1991.

Hamilton Heights High School is proof that AIDS education in schools works.

LESSON 3

THE TREE OF PROMISE: MAKING THE DIFFERENCE

The many people against me said they were not against me but against my disease. So, let's fight this disease together. . . . Let's educate and save the children of tomorrow.

— Ryan White, Remarks to the National Education Association, July 4, 1988



Ryan and his mom, Jeanne White. Since Ryan's death in 1990, Jeanne has worked constantly to educate people about HIV/AIDS.

Objectives

- identify the rights and responsibilities of a citizen in a democracy
- examine a citizen's right and responsibility to participate in a democracy and make a positive difference
- examine the nature of a promise or commitment
- inventory their own talents and assets
- work with a team to develop an action plan to meet a need in their own community
- work with a team to carry out and report on their project
- prepare a written report on project processes and outcomes, including their own contributions and those of team members

Culminating Experiences

In this lesson students use the skills they've gained in the previous two lessons as they consider the roles and responsibilities of citizens in a democracy. They identify ways young people can make a positive difference in their own communities today. They examine examples of projects carried out by **The Power of Children** award winners and inventory their own talents and interests. They consider how their interests and abilities relate to problems and needs they want to address. After researching and selecting a problem, they develop an action plan, carry out their projects and evaluate the results. Skills and content in this lesson relate closely to school life-skills, service-learning and character-education programs.



Ryan with his collection of Teddy bears in January 1986.

Focus Questions

- What are the rights and responsibilities of a citizen in a democracy?
- Why are the actions of individuals and groups of individuals important?
- What are some of the different ways young people can make a difference in their own community and in the world?
- What is the nature of a promise or commitment?
- Do you have to be famous to make a difference?
- Can small actions create a positive change?
- What talents and interests do you have that you could use to help others?
- What do you really care about?
- What are the major steps to take in order to be effective in making a difference?
- How can you tell if your efforts have been successful?

You Will Need ...

Materials

Student Handouts:

- Time, Talent and Treasure Inventory
- Action Plan
- Flip chart and paper
- Computer with Internet access

Time

Experiences 1 and 2 can be completed in three to four class periods. Experience 3, which involves carrying out an action plan, is a long-term service learning experience.

Word Power

assets	problem
citizen	promise
commitment	responsibilities
democracy	rights
inventory	talents
need	

EXPERIENCE I

Speaking UP

In this experience students discuss the question: “What is an individual’s responsibility as a citizen in a democracy?” They explore the idea that citizens have the obligation to be both critical and constructive. They consider how Ryan White used his talent in communicating with other people to make a difference and they identify abilities and other assets they can use to recognize and solve problems. They discuss the importance of small contributions of time and effort and complete an inventory of their own talents and assets.



Jeanne White, Ryan and Jill Stewart stand on the steps of the U.S. Capitol in Washington, D.C. Ryan and Jill testified before the President’s Commission on AIDS in March 1988.

Academic Standards

National Academic Standards

Social Studies — Standard 4: Power, Authority, and Governance, Middle Grades (a); Standard 10: Civic Ideals and Practices, Middle Grades (b, d, and j)

Civics and Government — Standard 1: Civic Life, Politics, and Government, (B) Limited and Unlimited Government; Standard 5: Roles of Citizens, (B) Rights, (C) Responsibilities

Indiana’s Academic Standards

Social Studies — Civics and Government: 6.2.7, 8.2.2, 8.2.7

Procedures

- Discuss with students Ryan’s dream of graduating from high school and going on with his education. One of the reasons that he fought so hard to go to school is because he believed his **rights** were being denied.
- Explain to students that in a **democracy** the power of government is limited and people have certain rights.
- Have students identify some of the rights that are guaranteed by the United States Constitution, such as freedom of religion, freedom of speech and the press, the right to petition the government, and the right to assemble and associate with other people.
- Help students examine what these rights mean and ask: Along with these rights, what **responsibilities** does a citizen have?



Andrea, Ryan and Jeanne White in Ryan's room with his dog, Wally, in 1986.

- Discuss with students that one of a citizen's most important responsibilities is to participate in a thoughtful way. Citizens are not expected to remain silent or do nothing about issues and problems. They have both the right and the responsibility to identify problems and work to solve them in constructive ways.
- Explain that in this lesson students will have the opportunity to carry out a project in which they identify a need or a problem and work together to make a positive difference.
- Point out that Ryan used his talent for communicating with others to speak up for the rights of people with HIV/AIDS, and he also became an advocate for education about the disease. He worked to develop this talent so that his message would be more effective.
- Write this question on the chalkboard or a flip chart: "If you care about something and want to make a difference, which of your talents would be most helpful?"
- Discuss the idea that everyone has special talents and help students think of the wide variety of talents they have seen in others, such as artistic talent or the ability to talk to people, use computers or solve problems. Write student contributions on the board or flip chart.
- Ask students: Do you think it is really necessary to be extraordinarily talented or to have large amounts of money or other possessions to make a difference?
- Point out to students that in addition to talents, everyone "owns" other things that they can use to help others.
- Engage students in a discussion of **assets** they have. For example, a cell phone could be used to call a family member or friend who is lonely. Help students think of possible assets they could use and help them to realize that time is one of their most valuable treasures.
- Introduce the **Time, Talent and Treasure Inventory** on page 56. Ask students to think carefully about the talents and other assets they have as they complete the inventory.



Journal Reflections

Help students think more deeply about the topics addressed in this experience by asking them to write about questions like these:

- Do you think that Ryan acted like a good citizen? Why or why not?
- When have you spoken up about something that you thought was wrong? Was it hard to do? What happened as a result? What do you think Ryan would say about speaking up?
- When you did the inventory, did you realize that you had a talent you hadn't thought about? What was it? Now that you recognize this talent, what will you do?

EXPERIENCE 2

Planning to Make a Difference

Students learn about the accomplishments of **The Power of Children** award winners, people their own age who have made a difference in their communities. They consider why it is important to have both a plan and the commitment to follow through. They explore their own concerns and work in teams to identify and research a problem that relates to their talents and interests.



Young volunteers for Keep Indianapolis Beautiful and NeighborWoods work with The Children's Museum to plant trees in urban neighborhoods.

Academic Standards

National Academic Standards

English Language Arts — Standard 5: Writing Strategies and Process; Standard 7: Research; Standard 8: Using Informational Resources

Indiana's Academic Standards

English Language Arts — Writing: 6.4.1, 6.4.5, 6.4.6, 7.4.1, 7.4.5, 8.4.1, 8.4.4

Procedures

- When students have finished the inventory, focus on the last question. Ask: Why is caring deeply about something not enough? What else do you need to make a difference?
- Help students identify other important elements in bringing about positive change, such as gathering information, identifying a specific need, making a plan, taking action and evaluating results.
- Use **The Children's Museum** Web site to introduce profiles of **The Power of Children** award winners. Place students in pairs to read the descriptions of projects carried out by Indiana students from Grades 6–12.

We can't save anyone from the past, but we can save the future.

— Student,
Random Acts of Kindness Project
Honey Creek Middle School,
Terre Haute, Ind.

- Ask students: What do these kids have in common? Students will discover that all of the award winners identified a need, created a plan to address that need and then followed through.
- Ask students: What is a **commitment**? Discuss the importance of caring enough about something to make a commitment or a **promise** to do something and sticking with it.



This panel, for a larger AIDS quilt started in 1987, is a collaboration by 7th grade students in Marion, Texas, to honor Ryan.

of lot of energy in our school and that may contribute to environmental problems.”

- Guide students through **Step 2** as they research the problem. Encourage them to think about what they need to know. Ask teams: Are there people in the school and community who deal with problems like this on a regular basis? Could they be a source of information?
- Help students to determine what types of research will be most helpful and to use their talents effectively. Information on some types of issues can be found online and in print. Other types of problems may require going into the field to make observations or to interview experts.
- Make sure that students use appropriate features of electronic sources to find information. Students should use good note-taking skills, document sources and create a notebook or file folder to save information that they will need later for oral and written reports.
- After they have researched the problem, help students complete **Step 3** to identify a specific part of the problem or a **need** that they are able to address, such as: “Our school needs money to replace all its light bulbs with low-energy bulbs.”

■ Emphasize the importance of having a plan and following through as students work in teams using the **Action Plan** on page 57. Place students in teams of three to five who share similar concerns. Help students begin focusing their concerns and come to consensus as they work on **Step 1**.

■ Help students move from a general concern to a specific statement of a **problem**. For example, if a group is concerned about the environment, encourage them to think about specific environmental issues they may have observed in their own community or school. For example, students might make this observation: “We use



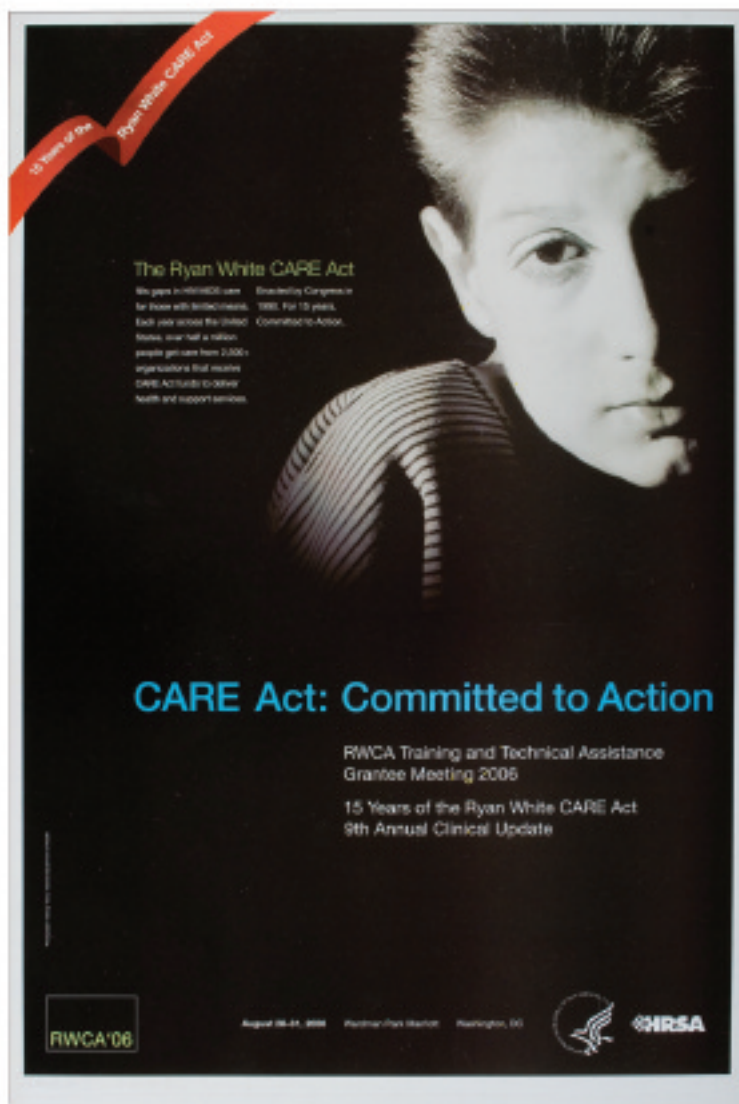
Journal Reflections

Review this part of the experience of creating an action plan with students by asking them to write about questions like these: What surprised you about the problem you identified? What did you find out that you didn't know before? What have you learned about working in a team?

EXPERIENCE 3

Taking Action

Students select an action that can be carried out, plan the steps needed and consider how they will determine if they've been successful. In the final assessment for the lesson, they evaluate the project and their own contributions to their team's performance.



The Ryan White CARE Act, passed by Congress in 1990, continues to provide assistance for AIDS patients and their families.

Academic Standards

National Academic Standards

English Language Arts —

Standard 4: Communication; Standard 5: Writing Strategies and Process; Standard 6: Writing Genres and Techniques; Standard 12: Purposes for Writing

Indiana's Academic Standards

English Language Arts —

Writing: 6.4.3, 6.4.8, 6.4.9, 6.4.10, 7.4.3, 7.4.8, 7.4.9, 7.4.10, 8.4.7, 8.4.8, 8.4.9, 8.4.11; Listening and Speaking: 6.7.4, 6.7.5, 6.7.6, 7.7.3, 7.7.4, 8.7.3, 8.7.5

Procedures

- Guide students as they complete **Step 4** of the Action Plan. Help students identify one action they can take that will address the need. For example, if students have decided that they need to raise money for a particular cause, there are many possible fundraising activities.
- Encourage students to think of actions that complement their goals. For example, the team that wants to raise money for low-energy light bulbs should try to think of actions that get their message across. They might decide to enlist the aid of other students and carry out a “walkathon” where sponsors contribute a certain amount of money for every lap a student walks around the track or gym. By walking, students are using their own energy to help save energy. This is also a way of making a larger number of people aware of the problem.

- In **Step 5** help students think carefully about both the material and human resources they will need to carry out their plan. Make sure students consider these questions: Will you need money to implement your plan? What will you need it for? How much will you need?
- Ask students: Whose permission and cooperation do you need? Do these people include school officials, parents, other students or community members? What do these people need to know about your project? How will you communicate with them? Help students use appropriate communications skills to contact others who need to be involved.
- As teams implement their plans in **Step 6**, make sure that they are following a realistic time line. Set up a regular schedule for informal reports to make sure that team members understand their responsibilities.
- Emphasize the importance of ongoing evaluation in **Step 7**. Help students understand that they need to identify problems or setbacks to their plans as early as possible so that they can make necessary changes.
- Teams also need to evaluate the outcomes of their projects. Help them identify concrete evidence of success. In the low-energy light bulb example, signs of success might be that a certain number of bulbs were purchased and installed and that the electric bill is lower than the month before.
- When teams haven't been able to meet their goals, it's important to help them focus on the things they've learned that can be applied to future projects. Teams also may discover

benefits they hadn't expected, such as making other students more aware of energy use.

- When projects have been completed, have teams prepare oral reports describing their projects and their results. Teams should use posters, photographs, charts or other visual aids to enhance their presentations. Evaluate teams on the basis of presentation content as well as listening and speaking skills. The assessment below provides a tool for evaluating individual performance using criteria for a written report.
- Students can use the Tree of Promise Web site at **The Children's Museum** to post their action plans and report on the results of their projects.



Journal Reflections

After projects are completed, ask students to reflect on the personal meaning of the project by responding to questions like these:

- When have you made a promise you didn't keep? What happened as a result? How did that make you feel?
- Which of your talents was most important in this project? Did you develop a talent you already had or discover a new talent?
- Now that you've completed the project, what have you learned about yourself? What might have happened without a plan?



Some schools have tutoring programs that enable older students to help younger students improve their skills.

ASSESSMENT

Students write a brief report on their completed project, including both its successes and unexpected problems. They accurately describe their own contributions to the effort as well as those of their teammates, and identify important things they have learned from the experience and how they expect to apply this learning to the future. Provide the instructions below along with editing checklists and scoring criteria.

Teacher Tips

Lesson 3 is designed as a long-range community project that might be developed over several weeks or an entire semester. It is intended for small groups of students but might be adapted to become one large group project or multiple individual projects, depending on the age and needs of students. The Action Plan also can be adjusted so that it is more or less open-ended or can be simplified for younger students. The Assessment provides a way of assessing individual student performance as a member of a team. There are many organizations that provide ideas and resources for service projects. See the **Resources** section for Web sites.

A PROMISE KEPT

Assignment

Write a report several paragraphs long on the development of your project. Explain any problems you had and tell about the results. Describe the contributions made by you and your teammates. Use your best writing skills. Proofread and edit your writing and revise your work to improve its organization and meaning. Consider your word choices and make changes that will make your report clear and interesting for your readers. Be sure to address all the questions below.

The Project

- What were the problems and the related needs that your team identified?
- Did any difficulties come up or did anything unexpected happen? What was it? Why do you think this happened?
- What would you do differently?
- Did your project accomplish its goals? What impact did you have? How do you know you made a difference? Did you have any successes you didn't expect?

Teamwork

- What were some of the strengths other team members provided?
- What strengths did you contribute?
- How did working with a team help you reach the goal? Were there any problems?

Your Contributions

- What were your research responsibilities? How did you do your research? What sources of information did you use? What was one important thing that you discovered?

- What responsibilities did you have for carrying out the plan? Did you complete your work on time?
- Are you satisfied with your performance? Why or why not?

Your Learning

- What are some of the most important things you learned from this experience?
- How do you think you will use what you've learned in the future?

Bibliography

- What print and electronic sources did you use in your research?
- What other sources did you use? If you interviewed someone, list that person's name, title, date of the interview and the topic discussed.



Scoring Criteria

This assignment will be based on the student's ability to

- summarize the project and assess its difficulties and accomplishments
- evaluate the strengths and contributions of team members
- evaluate his or her own strengths and contributions to the project
- accept responsibility for what he or she did or did not do
- identify problems as well as their causes and solutions
- reflect on what he or she learned and speculate on how the learning can apply to experiences in the future
- document project information sources consulted
- write a well-organized report that has an introduction, body and conclusion
- support ideas with examples
- edit and revise work for meaning, organization, clarity and word choice

Scoring Rubric

This rubric provides a framework for assessing a student's ability to effectively assess the outcomes of the team's project and his or her own performance.

Partial:

The student writes a report about the project but the composition is brief and may be incomplete. The student may have difficulty identifying his or her own contributions and the contributions of others. After reading the report, it may be difficult to determine if the student understood and carried out his or her responsibilities. The report may be poorly organized and may lack specific examples. There is little evidence that the student has edited and revised the composition.

Essential:

The student writes a complete report and provides an accurate account of his or her strengths and contributions as well as those of team members. The student describes his or her responsibilities objectively and can cite at least one significant thing learned as a result of the project. The student may be less adept at assessing the problems or difficulties encountered during the project and may be unable to speculate about how learning can be applied to future experiences.

Writing shows evidence of editing to correct errors but needs further revision to strengthen organization and consistency of ideas. Additional examples and details are needed to support ideas.

Exceptional:

The student writes a report that engages the reader and provides a full account of the project and its outcomes. The student accurately and objectively evaluates his or her strengths and contributions, as well as those of team members. The student demonstrates insight into problems that arose during the project and accepts full responsibility for both accomplishments and failures. The student can reflect upon and evaluate the learning experience and speculate about future applications. The report shows evidence of the student's research and a variety of sources are correctly cited. Examples, evidence and details are used effectively. Word choices and sentence structures are interesting and precise. The organizational structure clearly communicates and supports the major ideas and conclusions of the report.

Museum Links

Students can visit the Take Action section of **The Power of Children** exhibit to learn what kids in Indiana and other parts of the world are doing to make a difference. They can access information about **The Power of Children** award winners and their projects and explore service opportunities electronically. See the online version of this unit for a direct link to information on **The Power of Children** award winners and their projects.

Tree of Promise



Students can link to the **Tree of Promise** network, based on the chestnut tree outside the Secret Annex that inspired Anne Frank. Here they can make their own promise in an electronic version of the **Tree of Promise**. Go to: www.TreeOfPromise.org

TIME, TALENT AND TREASURE INVENTORY

What are some of the things you like to do the most?

What are some of your talents? _____

Here are some activities. Check the ones where you have talents.

- writing
- talking with people
- using the Web for research
- using the computer to create graphic designs
- using the computer for word processing
- creating artwork
- taking care of animals
- taking care of other people
- using books and newspapers for research
- playing sports
- organizing activities
- working with and coaching other people
- other: _____

Which of these is your greatest talent? _____

What could you do to develop this talent further?

How do you spend your time? _____

Could you use some of this time to help others?

How much time could you spend helping others on weekdays, on the weekend, during the summer?

What are some of your other assets? (An asset is something valuable that belongs to you. For example, if your family owns a lawn mower, you could ask permission to use it to cut the grass for a neighbor who is sick.)

What do you really care about? (What interests you? What concerns you? What are you passionate about? For example, are you concerned about homeless people? Do you want to help older people who are lonely and in retirement homes? Are you worried about the environment? Are you concerned about stray animals? Do you care about children with illnesses, such as cancer?)

ACTION PLAN

Plan to make a difference! Work with your team to complete the steps in this action plan.

Step 1. Identify a Problem:

Make a list of the concerns your group cares about the most. Discuss and select one.

Write down the concern you have identified. _____

Step 2. Research the Problem:

How can you find out more about this topic? Remember, there may be people and organizations in your community who care about this same issue.

List some of the sources of information you might use: _____

Decide who will be responsible for getting information from different sources. Everyone will have to use note-taking skills. Think about the special talents and assets of each member of the team.

Write down the names of each team member and their research responsibility.

Name	Responsibility	Deadline
_____	_____	_____
_____	_____	_____
_____	_____	_____

After the team has done some research, discuss your findings.

List some of the things that you now know about the topic.

Step 3. Identify a Need:

Now that you know more about the problem, discuss some of the things that are needed to help improve the situation. Identify one **need** your team can address. **Write the need here.**

Step 4. Decide on the action you will take: Discuss the ways your team could help to solve this problem. Choose one action that you can carry out. Keep the amount of time and resources you might need in mind.

Write the action here: Our team will _____

Step 5. Find Resources: Make a commitment as a team to stick with your plan and carry it to completion. Think carefully about some of the things you will need and what you will need to do to fulfill your promise.

What resources will you need to carry out the plan?

In addition to the team, who needs to be involved?

What steps does the team need to take to follow through? _____

Who will be responsible? _____

What will they do? _____

When will the work be done? _____

List the steps or tasks, the person responsible and the deadline:

Task	Name	Deadline
1.		
2.		
3.		
4.		
5.		

Step 6. Take Action: Begin your work. Meet as a group to discuss your progress. Report on your progress to your teacher and the rest of the class halfway through the project. Make sure you can meet your deadlines.

Step 7. Evaluate – How are you doing? Have any problems come up as you work to carry out your plan? Have you had to change your plans?

Is there new information about the problem that you didn't know when you started?

List problems, changes and new information.

How will you know if you've been successful? **List signs of success.**

Please review books, videos and Web sites carefully to make certain they are suitable for your students.

Books for Students

- Balkwill, Fran, and Mic Rolph. *Germ Zappers*. Woodbury, NY: Cold Spring Harbor Laboratory Press, 2002.
- Don't be deceived by the playful illustrations. This short book provides a detailed discussion of the immune system and uses appropriate vocabulary for middle school. Students who want to research the body's defense mechanisms will find ample material here. All students will enjoy the cartoon-like images and humor.
- Ballard, Carol. *Fighting Infectious Diseases*. Milwaukee, WI: World Almanac Library, 2007.
- For the student who wants to do further research, this well-organized book in the Cutting Edge Medicine series provides a good introduction to the nature and cause of infectious diseases and the most current ways of fighting them. Colorful photos and illustrations enhance the text. A glossary and helpful Web sites are included.
- Berry, Joy Wilt. *Every Kid's Guide to Overcoming Prejudice and Discrimination*. Chicago: Children's Press, 1987.
- The author uses a cartoon format to introduce students to the concept of defining prejudice and discrimination. The book helps students consider how people form opinions. The cause and effect factors are delineated through the comic strip story lines.
- Bowman-Kruhm, Mary, and Claudine Wirths. *Coping with Discrimination and Prejudice*. New York: Rosen Publishing, 1998.
- The authors discuss a number of different types of prejudice and offer scenarios that help students develop coping mechanisms for dealing with prejudice and discrimination.
- Buscaglia, Leo. *The Fall of Freddie The Leaf: A Story of Life for All Ages*, 20th anniversary ed. Thorofare, NJ: Slack Inc., 2002.
- This popular book is back in an anniversary edition. Freddie becomes aware of the relationship between life and death in this inspiring story related to the passing seasons.
- Forbes, Anna. *Kids With AIDS*. New York: PowerKids Press, 1997.
- This book presents the issue of living with people who have HIV/AIDS in a sensitive, simple manner. The colorful illustrations impress students with the fact that these individuals are capable of engaging in many of the same activities that they do every day and that they are in need of compassion and understanding.
- LaMachia, John. *So What Is Tolerance Anyway?* New York: Rosen Publishing, 2000.
- In this book for Grades 5–8, the author ties tolerance to the democratic way of life. It will serve as an overview of the topic, but does not go into depth on many of the issues. The "Pathways to Tolerance" chapter helps students consider what they can do to improve the situation. The glossary, list of resources and short bibliography also are useful.
- Merrifield, Margaret. *Come Sit By Me*. Buffalo, NY: Stoddart Kids, 1998.
- This colorful book tells the tale of some inspiring parents who organize a meeting to alleviate the fears generated by the news that Karen's friend Nicholas has HIV/AIDS.
- Senisi, Ellen B. *Just Kids: Visiting a Class for Children With Special Needs*. New York: Dutton Children's Books, 1998.
- This book encourages students to see others as unique individuals with a variety of challenges to overcome and lends itself to classroom use. The author has included colorful photographs and descriptions of some of the physical and mental challenges experienced by children with special needs.
- Senker, Cath. *Why Are People Prejudiced?* Austin, TX: Raintree Steck-Vaughn, 2002.
- This book for Grades 5–8 helps students define some of the issues related to prejudice. Following the description of various aspects of prejudice, the book helps students assess what they can do to make a difference. A useful glossary is included.
- Shoveller, Herb. *Ryan and Jimmy: And the Well in Africa That Brought Them Together*. Toronto: Kids Can Press, 2006.
- After his teacher gives a lesson on places in the world that do not have access to clean drinking water, Ryan makes it his mission to raise funds for drilling wells in Uganda. Jimmy, a young boy who fled Uganda because of trouble with rebel forces, becomes Ryan's friend. Both boys have to overcome hardships and persevere to secure their goals. The book deals with compassion and **The Power of Children** to make a difference.

RESOURCES

Stepanek, Mattie J.T. *Reflections of a*

Peacemaker: A Portrait Through

Heartsongs. Kansas City, MO: Andrews McMeel Publishing, 2005.

Mattie was a child who became a best-selling poet and peace activist. He began writing the poems at age 3. He lost his life to muscular dystrophy at the age of 14, but he had already touched many lives with more a million books sold. His mother, Jeni Stepanek, has stated, “In reading these poems we enter Mattie’s world and gain insight through a child who somehow balanced pain and fear with optimism and faith.”

Verniero, Joan C. *You Can Call Me Willy: A*

Story for Children About AIDS. New York: Magination Press, 1995.

The fear some have of interacting with those infected with AIDS plays a central role in this book on discrimination. Students will develop compassion for Willy as she attempts to follow the everyday lifestyle of other children, develops friendships and demonstrates her courage to cope with her situation.

White, Ryan, and Ann Marie Cunningham.

Ryan White: My Own Story. New York: Dial Books, 1991.

This book gives a brief overview of events surrounding the life of Ryan White. He received contaminated blood in a blood-based product used to treat hemophilia. This initiated his personal battle against HIV/AIDS. His story recounts his quest not only to battle AIDS but also to be treated and accepted like other children.

Books for Teachers

Aronson, Elliot. *Nobody Left to Hate:*

Teaching Compassion After Columbine.

New York: W.H. Freeman, 2000.

The author is a social psychologist who states that “exclusion, taunting, humiliation and bullying” were key factors in the Columbine tragedy.

Aronson offers a number of practical applications to help teachers promote cooperation in the school setting.

Baird, Robert M., and Stuart E.

Rosenbaum, eds. *Hatred, Bigotry, and Prejudice: Definitions, Causes & Solutions*.

Amherst, NY: Prometheus Books, 1999.

The authors begin the book by referring to an essay by John Dewey. There are additional writings from a number of well-known sources. Many of the acts of prejudice mentioned are recent and would serve as good discussion starters.

Davidson, Tish. *Prejudice*. New York:

Franklin Watts, 2003.

This book offers teachers some basic premises related to the discussion of prejudice. Situations are provided that will enable teachers to offer students an opportunity to discuss the importance of making informed decisions.

Esherick, Joan. *Guaranteed Rights: The*

Legislation That Protects Youth With Special Needs. Broomall, PA: Mason Crest Publishers, 2004.

This book presents an updated list of definitions of rights for young people with special needs. The author discusses current legislation and offers an extensive list of resources to aid those in need of services.

Kranz, Rachel. *Straight Talk About Prejudice*.

New York: Facts on File, 1992.

The author discusses prejudice against a number of different groups in some detail. There are also some self-assessment sections to reveal some of your own prejudices. Care must be given to the presentation of this material to students so that you do not reinforce misconceptions. The final section of the book has an extensive list of agencies that address specific issues.

Lewis, Barbara. *The Kids’ Guide to Service*

Projects. Minneapolis, MN: Free Spirit Publishing, 1995.

By the author of *The Kids’ Guide to Social Action*, this practical book offers more than 500 service learning ideas for upper elementary and middle school students.

Maggio, Rosalie. *The Bias-Free Word Finder: A*

Dictionary of Nondiscriminatory Language. Boston: Beacon Press, 1992.

The first section of the book introduces the reader to some factors to consider in bias-free writings. Those seeking politically correct expressions will find a number of listings, often accompanied by historical perspective behind the terminology. Due to the publication date, there may be some outmoded expressions.

White, Jeanne, with Susan Dworkin.

Weeding Out the Tears: A Mother’s Story of Love, Loss, and Renewal. New York: Avon Books, 1997.

This story of Ryan White is told from his mother’s point of view. She helped her son deal with those who shunned him because they did not understand the true cause of his illness. His mother became a champion for the cause of HIV/AIDS victims and established the Ryan White Foundation.

Multimedia

Frontline: A Class Divided

(PBS Video, 1985)

This movie is based on a project conducted in 1968 by a third-grade teacher in Iowa. Students were separated into inferior and superior groups based on eye color. At a reunion many years later, the former students describe how the lesson in discrimination continues to have an impact on their adult lives. (VHS, 60 mins.) Watch the full program online at <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

Nightline: Ryan White

(MPI Home Video, 1990)

Ryan White was infected with HIV/AIDS through a blood product used for treating hemophilia. His battle to live the life of an ordinary child touched the lives of many. The misconceptions and myths associated with the disease caused many to shun him. He was a courageous model for many people as he became one of the first HIV/AIDS activists. (VHS, 60 minutes)

Prejudice: The Monster Within

(Knowledge Unlimited, Inc., 1996)

This video addresses prejudice in the historical sense but also leads to current conditions. Personal stories highlight the examples. The issue of stereotyping will lend itself to follow-up discussions. An opportunity is presented for an assessment of personal beliefs, opinions and attitudes that may be prejudicial. (VHS, 30 mins.)

Sample Public Service Announcements

Bullying Prevention

<http://www.pacer.org/bullying/bpaw/media.asp>

Childhood Obesity Prevention

<http://www.adcouncil.org/default.aspx?id=45>

<http://www.pcrm.org/news/psas/tv.html>

Energy Conservation

www.ase.org/content/article/detail/3461

http://web1.caryacademy.org/facultywebs/joselyn_todd/science7/unit105/psavideo.htm

Hunger Prevention

<http://www.seconhelpings.org/news/media.asp>

Secondhand Smoke and Kids

<http://www.adcouncil.org/default.aspx?id=58>

Organizations and Web sites

The Anti-Defamation League:

www.adl.org

The ADL provides anti-bias materials and programs. The Education page of the Web site includes a bibliography of children's literature and curriculum materials for elementary, middle school and high school. See *Hate Hurts — How Children Learn and Unlearn Prejudice*, and go to www.adl.org/guide/MiddleSchool.asp for an activity dealing with prejudice, stereotyping, discrimination and scape-goating.

Character Counts:

www.charactercounts.org

As part of the Josephson Institute, Character Counts provides character education seminars and materials. The monthly online newsletter features lesson plans, free resources, articles and the stories of students and teachers who are working to make ethical ideas part of school programs. Character Counts programs focus on six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

The Children's Museum of Indianapolis:

www.childrensmuseum.org

Visit the museum's Web site to learn more about **The Power of Children** awards for extraordinary middle and high school students who have made a positive difference in their communities. The site also features the interactive Tree of Promise and the Take Action page with links to organizations that engage students and families in community service opportunities.

Children With AIDS Project:

www.aidskids.org

This project helps recruit families to adopt AIDS orphans, drug-addicted infants and HIV-positive children. The project offers HIV/AIDS advocacy support and a speakers bureau for workshops and seminars.

Indiana Department of Education:

www.doe.state.in.us

The Service Learning page provides information on funding opportunities, professional development, resources, materials, links to programs and organizations, plus news of kids who are making a difference nationally and in their own communities.

Learn and Serve America:

www.learnandserve.org

As part of the Corporation for National and Community Service, Learn and Serve America provides basic background information and links to state and national community service and service learning programs.

Ryan White: **www.ryanwhite.com**

Ryan's story and legacy is captured on this Web site. The site features commentaries from his mother, Jeanne, and a list of HIV/AIDS prevention materials for young people, including those authored by Advocates for Youth. The impact of Ryan's life is reflected in the CARE Act, which assists HIV/AIDS patients with insufficient income or insurance to provide for their health care needs.

Save the Children:

www.savethechildren.org/programs/health/hiv-aids

This Web site offers background on international HIV/AIDS statistics. It includes information on programs and has some accompanying slideshows and video clips. It has a segment on Myths and Realities related to the HIV/AIDS issues in Africa.

HIV/AIDS and Children:

www.unicef.org/aids

This UNICEF site includes a number of articles with specific interest areas and provides links to many other Web sites. The "big picture" section gives an overview of the worldwide impact of HIV/AIDS. Another section gives real-life accounts from HIV/AIDS patients.

HIV/AIDS Bureau History:

http://hab.hrsa.gov/history.htm

This U.S. Department of Health and Human Services Web site offers extensive information relative to the Ryan White CARE Act. The site reviews activities over a 15-year time span, and a number of special initiatives and grants are included.

Youth Philanthropy Initiative of Indiana (YPII): **www.ypin.org**

YPII is a network of more than 40 organizations with the common goal of involving youths in giving and service to the community. The organization provides an online monthly newsletter, information on partnerships and resources and links to other organizations. YPII helps youths learn that they have "time, treasure and talent" that they can use for the common good.

accurate: Conforming closely to the facts or to a set of standards.

advocate: To recommend something strongly; a person who speaks on behalf of others or their interests.

assets: Anything of value belonging to a person, such as money, property or personal skill.

assumptions: Ideas taken for granted as being true, even if they may be false.

bullying: The repeated intimidation or coercion of others through verbal harassment or by real or threatened physical assault.

citizen: A member of a society with rights in and responsibilities to it, such as political participation and obeying the law.

commission: A special committee or group given a specific task.

commitment: A promise or agreement, often in writing.

democracy: Government by the people or by their elected representatives, with policies decided by majority vote.

discrimination: Unfair treatment of a person or group based on prejudice.

eulogy: A formal expression of praise for someone who has died recently, typically delivered at a funeral or other gathering.

hemophilia: A genetic illness passed from mother to son that results in an impairment of the body's ability to control bleeding.

HIV/AIDS: Acquired Immune Deficiency Syndrome is the most advanced stages of **Human Immunodeficiency Virus**, a virus that replicates within cells and disables the cells' defense against infection. Children with HIV/AIDS are particularly vulnerable to illness from otherwise harmless or rare infections.

immune system: A complex network of organs, tissues, specialized cells and cell products, such as antibodies, that work together to protect the body from potentially infectious diseases.

inventory: A list of traits, preferences, attitudes, interests or abilities used to evaluate personal characteristics or talents.

media: Sources of mass communication, including radio, television, newspapers and the Internet.

myth: An unprovable story often popularly believed but not supported by facts.

need: Something that is necessary but lacking.

prejudice: Bias that prevents objective consideration of an issue or person; a pre-judgment made without benefit of knowing all the facts.

primary sources: Original manuscripts or other documentation containing information recorded at or close to the time of an event by people who participated in or witnessed it.

problem: The difference between a need and its solution; an issue that needs to be resolved.

promise: A commitment or pledge to do (or not do) a particular thing in the future.

public service announcement (PSA): An audio, audiovisual, or printed announcement broadcast or published by the media at no charge in order to inform or persuade the audience about an idea.

stereotypes: Preconceived or oversimplified generalizations about entire groups of people without regard for individual differences.

responsibilities: The obligations one person has to other people, groups or society.

rights: The benefits of participation and security guaranteed to a citizen in a group or society.

talents: A person's natural abilities, such as artistic or athletic skill.

T-cells: A type of white blood cell produced in the thymus and responsible in part for regulating immune system response.

testimony: An assertion of fact offering firsthand experience as evidence, often given under oath.

valid: Truthful or factual.

virus: An infectious agent that replicates itself only within the cells of living hosts and often causes disease.

THE POWER OF CHILDREN — EXHIBIT ARTIFACTS

Ryan White: Facing Discrimination, Finding Determination

This is a partial list that gives the locations of artifacts you and your students can experience in the Ryan White exhibit area. Many artifacts will be rotated with similar or identical objects for conservation purposes. You can view selected artifacts electronically by going to the Web-based version of this unit, where you will find direct links to objects in the exhibit.

History Path: Meet the Family

- Andrea White's skating award, 1984

History Path: Ryan Has Hemophilia

- Ryan's baby blanket
- Baseball glove
- Baseball
- ReFacto kit

History Path: A Mysterious New Illness

- *Time* magazine: "Tax Cheating, Bad and Getting Worse" (1983)

History Path: Ryan Gets Sick

- Coke can
- Dr. Kleiman's name badge
- Letters from nurse

History Path: They Don't Want You Back, Ryan

- Locker contents — schoolbooks, etc.

History Path: A New Home

- Skateboard

Ryan's Room

- Contents of Ryan's room — furniture, clothing, personal items, etc.
- Slippers
- Heaters
- Coat and scarf
- Elton John backstage pass
- School sweatshirts
- Director's chair
- GI Joe collection
- Drum set
- Book bag

The Rest of the Story

- Book: "Ryan White: My Own Story"
- Book: "Ryan White: My Own Story" in Japanese
- *People* magazine, April 1988
- AIDS awareness pin
- Cards of support and sympathy

The Rest of the Story: Legacy

- AIDS quilt panel
- 2006 CARE Act poster

History Snapshot: We Were There Too

- Andrea's skating jacket

History Snapshot: Everyday Life

- Challenger photo and patch
- Space Shuttle model
- "We Are the World" musical recording
- Stereo
- *Life* magazine
- *Hands across America* book
- FloJo doll
- Teddy Ruxpin
- Ghostbusters
- California Raisins

The Power of Ryan

- Indiana Board of Health poster featuring Ryan White
- Ryan White Foundation poster

NATIONAL ACADEMIC STANDARDS

This unit of study addresses the following national standards.

English Language Arts

Standard 1: Reading

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3: Reading Comprehension

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4: Communication Skills

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Writing Strategies and Process

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Writing Genres and Techniques

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7: Research

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8: Using Informational Resources

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 11: Spoken, Written and Visual Language

Standard 12: Purposes for Writing

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health Education

Standard 2: Factors That Influence Health Behaviors, Grades 6–8

2.8.5 Analyze how messages from media influence health behaviors.

Standard 3: Identification and Access of Valid Health Resources, Grades 6–8

3.8.1 Analyze the validity of health information, products, and services.

3.8.2 Access valid health information from home, school, and community.

Standard 4: Interpersonal Communication, Grades 6–8

4.8.1 Apply effective verbal and non-verbal communication skills to enhance.

4.8.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.

Standard 8: Health Advocacy Skills, Grades 6–8

8.8.1 State a health-enhancing position on a topic and support it with accurate information.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

Civics and Government

Standard 1: Civic Life, Politics and Government

1. B. What are the essential characteristics of limited and unlimited government?

Standard 5: Roles of the Citizen in American Democracy

5. B. What are the rights of citizens?
5. C. What are the responsibilities of citizens?

Social Studies

Standard 4: Power, Authority, and Governance, Middle Grades

a. relate personal changes to social, cultural, and historical contexts.

Standard 10: Civic Ideals and Practices, Middle Grades

b. Students can identify and interpret sources and examples of the rights and responsibilities of citizens.
d. Students can practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
j. Students can examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.

INDIANA'S ACADEMIC STANDARDS

This unit of study addresses the following state academic standards.

English Language Arts (2006)

Reading

- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.
- 7.2.2 Locate information by using a variety of consumer and public documents.
- 7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
- 8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.
- 8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents).
- 8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Writing

- 6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 6.4.3 Write informational pieces of several paragraphs that engage the interest of the reader; state a clear purpose; develop the topic with supporting details and precise language; and conclude with a detailed summary linked to the purpose of the composition.
- 6.4.5 Use note-taking skills.
- 6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- 6.4.8 Review, evaluate, and revise writing for meaning and clarity.

- 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
- proposal; support the position with organized and relevant evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.
- 6.5.6 Use varied word choices to make writing interesting.
- 6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.
- 7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.
- 7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.
- 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 7.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

- 7.5.4 Write persuasive compositions that state a clear position or perspective in support of a proposition or proposal; describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.
- 7.5.6 Use varied word choices to make writing interesting and more precise.
- 8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 8.4.4 Plan and conduct multiple-step information searches using computer networks.
- 8.4.7 Review, evaluate, and revise writing for meaning and clarity.
- 8.4.8 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.
- 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 8.5.4 Write persuasive compositions that include a well-defined thesis that makes a clear and knowledgeable appeal; present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; and provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 8.5.6 Write using precise word choices to make writing interesting and exact.
- 8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Listening and Speaking

- 6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.
- 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.
- 6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
- 6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*), for intent and effect.
- 6.7.14 Deliver presentations on problems and solutions that theorize on the causes and effects of each problem; establish connections between the defined problem and at least one solution; and offer persuasive evidence to support the definition of the problem and the proposed solutions.
- 7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively.
- 7.7.5 Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations.
- 7.7.10 Deliver research presentations that pose relevant and concise questions about the topic; provide accurate information on the topic; include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries; and cite reference sources appropriately.
- 8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.

- 8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 8.7.5 Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.
- 8.7.12 Deliver research presentations that define a thesis (a position on the topic); research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic; use a variety of research sources and distinguish the nature and value of each; and present information on charts, maps, and graphs.

Health and Wellness (2007)

Health Behavior Influences

- 6.2.4 Identify how community enforcement personnel can help students avoid or cope with potentially dangerous situations in healthy ways.
- 6.2.5 Illustrate how media messages influence health behaviors.
- 7.2.4 Identify how the school can affect personal health practices and behaviors.
- 7.2.5 Examine how information from the media influences health behaviors.
- 8.2.4 Analyze how the school and community can affect personal health practices and behaviors.
- 8.2.5 Analyze how messages from the media influence health behaviors.

Health Information

- 6.3.1 Indicate the validity of health products.
- 6.3.2 Find valid health information from home.
- 7.3.1 Explain the validity of health information.
- 7.3.2 Locate valid health information from school and community.
- 8.3.1 Analyze the validity of health information, products, and services.
- 8.3.2 Access valid health information from home, school, and community.

Interpersonal Communication

- 6.4.1 Investigate effective communication skills to enhance health.
- 6.4.2 Choose refusal skills to avoid or reduce health risks.
- 6.4.3 Choose effective conflict management strategies.
- 7.4.1 Demonstrate effective communication skills to enhance health.
- 7.4.2 Model refusal and negotiation skills to avoid or reduce health risks.
- 7.4.3 Model effective conflict resolution strategies.
- 8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 8.4.3 Demonstrate effective conflict management or resolution strategies.

Health Advocacy

- 6.8.1 State a health position and support it with accurate information.
- 6.8.2 Show how to support others to make positive health choices.
- 7.8.1 Select a health-enhancing position and support it with accurate information.
- 7.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

Social Studies (2007)

Civics and Government

- 6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.
- 8.2.4 Examine functions of the national government in the lives of people.
- 8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/nongovernmental organizations that comprise civil society.

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