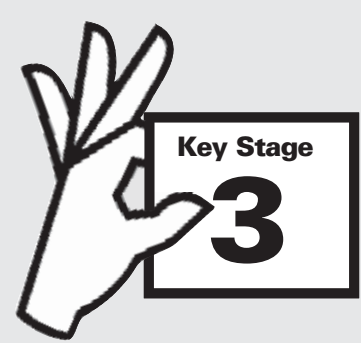


# Overview of lesson plans

Activities	Subject Area	National Curriculum Programme of Study	Learning Outcomes	Resources
HIV Facts	Science	Science 2.3 a, 3.3, 4 a j How growth and reproduction of bacteria and the replication of viruses can affect health, and how the body's natural defence may be enhanced by immunisation and medicines.	Science Explain how HIV is transmitted from one person to another	Copies of the HIV Facts quiz and an answer sheet for the teacher Flip chart paper
Investigating a Global Issue (Project - minimum 4 lessons)	Geography ICT	Geography 1.4 Interdependence, exploring the social, economic, environmental and political connections between places. 1.7 Cultural understanding and diversity  ICT 1.1 Use a range of ICT solutions to tackle questions, solve problems and create ideas and solutions. 1.5 Critical evaluation. Reviewing and reflecting critically on what they and others produce. 2.2 Select and use ICT tools and techniques appropriately, safely and efficiently.	Geography Identify geographical questions about global issues and determine an appropriate sequence for their investigation Demonstrate knowledge of the location and geographical context of the places discussed  ICT Demonstrate a search of the internet systematically to find information Demonstrate use of different methods, including ICT, to research conflicting viewpoints on an issue Make informed judgements about the validity of information Collect data for use in presentation	ICT Suite Projector
The Impact of HIV (Project - minimum 4 lessons)	Geography (see above) Citizenship  ICT (see above)	Geography 1.1 Understanding the physical and human characteristics of real places. aid 1.4 see above 1.7 see above  ICT 1.1 see above 1.5 see above 2.2 see above  Citizenship 1.2 Exploring different kinds of rights and responsibilities. 2.1a Engage with and reflect on different ideas opinions, beliefs and values when exploring topical and controversial issues. 2.1b Research, plan and undertake enquiries into issues and problems using a range of information and sources.	Geography List the impact of HIV on a chosen country, socially, economically and culturally.   ICT and Citizenship Demonstrate a search of the internet systematically to find information Demonstrate how to collect, analyse and present data	ICT Suite Projector
Living with HIV (one or two lessons)	English/ Drama	English/Drama 1.2 Creativity. 1.4 Critical understanding. 3.1c individual and group improvisation and performance. 4f develop skills through work that makes cross-curricular links with other subjects.	English/Drama Demonstrate different drama techniques to explore issues  Demonstrate different ways of conveying character and tension through script and performance	Copies of A Fight For Survival. Flip chart paper.  Laptop and Projector (optional)
After the Icebergs	Art and Design	Art and Design 1.1a Producing imaginative images, artefacts and other outcomes that are both original and of value.  1.2b Making informed choices about media, techniques and processes. works of art, craft and design 2.1 Explore and create. 2.2 Understand and evaluate.	Art and Design Demonstrate how to work with others productively Explain and demonstrate how an awareness campaign should be designed to reach the appropriate audience	Copies of the AIDS awareness campaign from the 1980s



# HIV Facts

## National Curriculum Programme of Study

Science - 2.3a, 3.3, 4a j

## Learning Outcomes

✂ Explain how HIV is transmitted from one person to another









## Resources

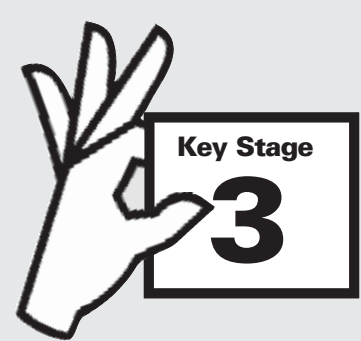
Copies of the HIV Facts quiz and an answer sheet for the teacher  
Flip chart paper

Activity	
<b>1.</b> In small groups, ask the groups to make a list of 5 things they know about HIV on flip chart paper.	<b>10 mins</b>
<b>2.</b> Ask each group to feedback their ideas. Take turns – each group makes one suggestion then move on to the next group. As each suggestion is made, ask the class to give a show of hands whether they agree or disagree.	<b>10 mins</b>
<b>3.</b> In pairs, hand out a copy of the quiz. Allow 10 minutes for the pairs to fill in the quiz sheet.	<b>10 mins</b>
<b>4.</b> As a whole group discuss the answers. Allow plenty of time for questions and comments. It will be necessary to discuss viruses and explain that HIV can only be passed by blood, semen, vaginal fluids or breast milk being shared.	<b>20 mins</b>
<b>5.</b> Display the original quiz sheets and ask pupils to correct any misinformation.	<b>10 mins</b>



# HIV Facts Quiz

	True	False	Not sure
<b>1.</b> Someone you know has HIV. You can catch HIV from them by:			
 Sharing their toothbrush			
 Sitting next to them			
 Hugging and kissing them			
 Helping them if they cut their finger			
 Sharing their drinking cup or cutlery			
 Swimming in the same pool			
 Sitting on a toilet seat just after they have			
 Them sneezing over you			
 Being their best friend			
<b>2.</b> HIV can be passed from one person to another if:			
(a) Someone is given a blood transfusion or a blood product			
(b) Someone who uses drugs by injecting with a needle shares a needle that has recently been used by someone else who has HIV			
(c) Two people (a man and a woman, two men or two women) have sex			
<b>3.</b> A pregnant woman has HIV. She can pass it on to her baby.			
<b>4.</b> If someone gets HIV they will not live a long time.			
<b>5.</b> You can tell if someone has HIV by looking at them.			
<b>6.</b> Once someone has HIV there are many things that can be done to help them.			
<b>7.</b> People with HIV in the developing world don't usually live as long as people with HIV elsewhere.			



# Answers

1. They are all FALSE. You cannot catch HIV from a friend by doing everyday things.

2.(a) TRUE - BUT NOT IN THIS COUNTRY. It could happen if the blood product was infected with HIV. Since 1985 in the UK blood and blood products have been heat treated to inactivate the virus. Since then, there have been no recorded transmissions of HIV caused by infected clotting factor used for treating haemophilia. All blood donations have also been screened for HIV antibody. Before that, blood was not treated because people did not know about HIV and some people, including children, got HIV this way. It cannot happen in the UK any more but it still happens in some other countries where they cannot afford to check and treat blood before giving it to people in hospital.

2.(b) TRUE. Some people who inject drugs, such as heroin, share needles, syringes and other injecting equipment and have caught HIV in this way. The first person using the syringe leaves a tiny bit of infected blood in the syringe and when the next person uses the syringe this blood goes into them. There are needle exchange schemes across the country where people who inject heroin can get clean needles to prevent the spread of HIV infection. These have been very successful in England. Having an injection at the doctor's or in hospital is not a problem because a new syringe is used for each injection. Also syringes can be sterilised to clean them and kill off any infection in them. In some countries a lot of people, including children, were infected with HIV when they were injected in hospital with syringes that had been used on other people who had HIV.

2.(c) TRUE. If a condom is not used for penetrative sex, HIV can be passed between two people through semen and vaginal fluids if one of the people has HIV. (This is because HIV can be found in a man's semen or a woman's vaginal fluid.) Using a condom properly when having oral, vaginal or anal sex can prevent the exchange of infected semen or vaginal fluids.

3. TRUE. This can happen, but increasingly in England steps are being taken to minimise the risk of infection from situations in which a pregnant woman has HIV by giving medicines, Caesarian section births and not breast-feeding the baby. Further information can be found in *Meeting the needs of children and young people living with HIV: HIV antenatal testing and beyond*

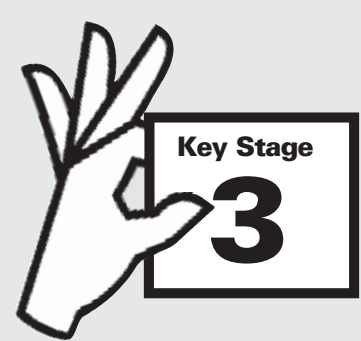
(downloadable from [www.ncb.org.uk](http://www.ncb.org.uk)).

4. FALSE. Many people who have HIV live happy and healthy lives for many years after they first get it, particularly if they find out they have HIV soon after contracting it and they take medicines regularly.

5. FALSE. Many people probably have HIV without knowing it themselves. The only sure way to find out is to have a HIV test.

6. TRUE. There are medicines which help people stay as healthy as possible and live longer. Also having a healthy lifestyle and looking after your emotional and physical health can help.

7. TRUE. This is because the cost of the medicines, food and living conditions needed to stay healthy are less affordable in developing countries than elsewhere.



# Investigating a Global Issue

**This project will take several lessons**

## **National Curriculum Programme of Study**

Geography - 1.4, 1.7a

ICT - 1.1, 1.5, 2.2

## **Learning Outcomes**

### **Geography**

- ✂ Identify geographical questions about global issues and determine an appropriate sequence for their investigation
- ✂ Demonstrate knowledge of the location and geographical context of the places discussed

### **ICT**

- ✂ Demonstrate a search of the internet systematically to find information
- ✂ Demonstrate use of different methods, including ICT, to research conflicting viewpoints on an issue
- ✂ Make informed judgements about the validity of information
- ✂ Collect data for use in presentation

## **Resources**

ICT Suite and projector

## **Activity**

### **1.**

In small groups, ask the pupils to discuss where the largest number of people living with HIV is in the world and why?

Ask them to also think of countries which have a large percentage of people living with HIV, but may have lower total numbers, and why this is?

Using feedback from the discussions, ask the class how the ideas they've brainstormed could be researched in more detail.

Ask the class to establish a list of research questions and approaches to finding out the countries with the largest number of people living with HIV and where the highest percentage of people living with HIV in the world are and why?

### **2.**

Ask the pupils to use a variety of search engines to search for HIV.

Without opening the sites, discuss with the pupils the results of their searches, e.g. which sites look useful, what the title tells us, what information we can get from a URL, if the site appears more than once on a list.

### **3.**

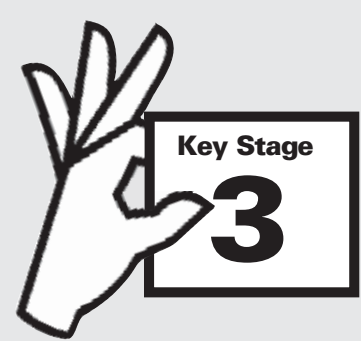
Ask the pupils to collect data on HIV using systematic searches of information sources - do not necessarily limit their search to the internet.

Ask pupils to keep a log of their searches and the origins of sources to enable presentations to include references.

### **4.**

Show pupils how to save the search results to use in their presentation, e.g. page saving, text and graphic saving and frame saving.

Encourage pupils to make judgements about sources and their accuracy while choosing subject matter to support their stance.



# Investigating a Global Issue

## Activity

**5.**

Ask pupils to review the data they have gathered to see if it has given them the information they need. Remind them they are trying to find out which countries have the highest number of cases of HIV and the highest percentage of people living with HIV, and why it is so high. Finally, ask pupils to plan and prepare their presentation. Sources of information should be acknowledged.

**6.**

Ask pupils to demonstrate their completed presentation. Discuss and compare the findings of the whole group.

## Suggested Sites

[www.radiodiaries.org/aidsdiary/story.html](http://www.radiodiaries.org/aidsdiary/story.html)

[www.unicef.org/people/people\\_23635.html](http://www.unicef.org/people/people_23635.html)

[www.avert.org/stories.htm](http://www.avert.org/stories.htm)

[www.nat.org.uk/HIV\\_Facts](http://www.nat.org.uk/HIV_Facts)

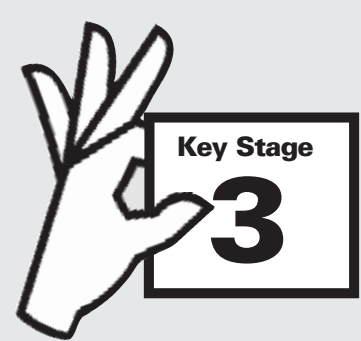
[www.avert.org/uksummary.htm](http://www.avert.org/uksummary.htm)

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

[www.avert.org/ypstory.htm](http://www.avert.org/ypstory.htm)

[www.unicef.org/aids/index\\_29783.html](http://www.unicef.org/aids/index_29783.html)

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



# The Impact of HIV

**This project will take several lessons**

## **National Curriculum Programme of Study**

Geography - 1.1, 1.4, 1.7

ICT - 1.1, 1.5, 2.2

Citizenship - 1.2, 2.1a, 2.1b

## **Learning Outcomes**

### **Geography**

✂ List the impact of HIV on a chosen country, socially, economically and culturally

### **ICT & Citizenship**

✂ Demonstrate a search of the internet systematically to find information

✂ Demonstrate how to collect, analyse and present data

### **Resources**

ICT Suite and projector

## **Activity**

**1.**

Explain to the class that they are going to embark on a research project to examine how a virus like HIV impacts in a number of different ways depending on the social, economic and cultural make up of a country. Mixed ability groups of 5 or 6 are going to be allocated a country where HIV has had a significant impact. Through the use of the internet, the groups are going to research the scale of the problem for the country and what impact that has had. Suggestions for countries are: South Africa, Brazil, Russia, the UK, and Zimbabwe.

**2.**

Hand out the prompt sheets and ask the pupils to use a variety of search engines to search for their given country. Collect the data on HIV using systematic searches of information sources - do not necessarily limit their search to the internet. Ask pupils to keep a log of their searches and the origins of sources to enable presentations to include references. Explain that groups will need to distribute tasks to each member of the group in order to complete the task successfully. Support and check that this is happening.

**3.**

Show pupils how to save the search results to use in their presentation, e.g. page saving, text and graphic saving and frame saving. Encourage pupils to make judgements about sources and their accuracy while choosing subject matter to support their stance.

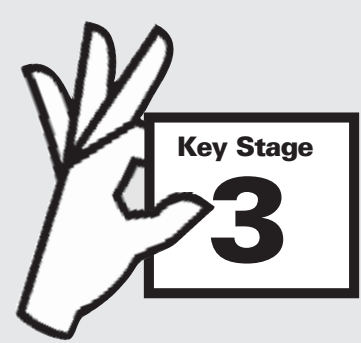
**4.**

Ask pupils to review the data they have gathered to see if it has given them the information they need.

**5.**

Once the research is completed pupils can:

- ✂ feed back to the rest of the class using visual aids including PowerPoint
- ✂ prepare graphs which show the epidemiology of HIV worldwide
- ✂ run a lesson for younger pupils
- ✂ lead a school or class assembly
- ✂ prepare a display for the school or local library or community centre



# Prompt sheet

## THE IMPACT OF HIV

**When you have been allocated your country you need to research the following issues:**



The number of adults and children infected



The types of people who are most infected (e.g. age, gender, nationality)



What treatment and care is available and how much it costs



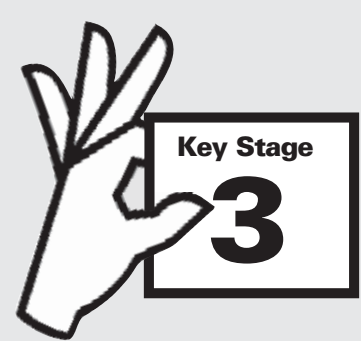
How many people are dying each year



Ways in which people are able to protect themselves from HIV



How HIV affects people of your age



# Living with HIV

This project could take two lessons.

## National Curriculum Programme of Study

English/Drama - 1.2, 1.4, 3.1c, 4f

## Learning Outcomes

- ✂ Demonstrate different drama techniques to explore issues
- ✂ Demonstrate different ways of conveying character and tension through script and performance

## Resources




Copies of A Fight for Survival, flip chart paper and pens  
Optional: computer, projector, internet

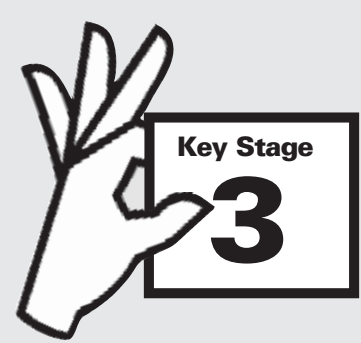
Lesson One Activity	
<p><b>1.</b> Explain that the lesson will be about tension. How to convey tension in a dramatic form. How do we devise a script that demonstrates tension and how do we perform it.</p>	<b>5 mins</b>
<p><b>2.</b> Ask for 5 quick ideas of what situations would cause tension between two people. (This could be secrets, crises, dislike).</p>	<b>5 mins</b>
<p><b>3.</b> Either play the group the Fight for Survival video on the Headliners website (<a href="http://www.headliners.org/storylibrary/stories/2007/fightforsurvival.htm">www.headliners.org/storylibrary/stories/2007/fightforsurvival.htm</a>) or hand out copies of the transcript and read together. Prompt a discussion using the following questions, write the answers on sheets:</p> <ol style="list-style-type: none"> <li>1) How do you think the boy who wrote the rap was feeling when he wrote it?</li> <li>2) Why do you think people living with HIV might experience prejudice?</li> <li>3) How might friends, family and people at school have reacted when he told them about his HIV status?</li> <li>4) Do you think someone at school could be really open about HIV or would they keep quiet? Why do you think this?</li> </ol> <p>Put these sheets up on the walls so that they can be referred back to throughout the session.</p>	<b>20 mins</b>
<p><b>4.</b> In pairs, ask the class to devise a short piece involving a teenager living with HIV and his or her best friend. The teenager is moody and withdrawn and the best friend wants to know what's wrong. This situation is tense as the teenager doesn't want his or her friend to know about their HIV status. Ask some pairs to perform their piece. Discuss how the tension is portrayed. Tell the class you will explore these issues further in the next lesson. Tell the class they can decide how and when the teenager became HIV positive. Some people become positive when babies but only find out about their status much later. Some people might become HIV positive as teenagers through having sex without a condom or sharing needles.</p>	<b>20 mins</b>



# Living with HIV

## Lesson Two Activity

<p><b>1.</b> Play or read the rap again as a memory aid and refer back to the sheets with answers to the four questions from the previous lesson. Ask the class to reflect on the issues raised.</p>	<b>10 mins</b>
<p><b>2.</b> This time in groups of 4, ask the class to think about what came out of the short exercise and the issues raised in the rap in the previous lesson, and improvise a short piece building on the feelings and tension they have already explored. The HIV positive teenage character should remain, but other new characters of different ages can be introduced. Themes they might want to consider are: finding out a diagnosis, coming to terms with it, telling others, relationships with parents, problems at school, and girlfriends/boyfriends. After you have shared the work with the rest of the group, discuss some of the issues and questions that arose during your rehearsals, the emotions that the characters felt and the things that were said and unsaid.</p>	<b>20 mins</b>
<p><b>3.</b> In a plenary discuss:</p> <ul style="list-style-type: none"><li> Do you think young people get the education and support they need about HIV? If not why not?</li><li> What could be done better in school, at youth groups, at home, and in the media, to help young people learn about HIV?</li><li> What could we all do to challenge prejudice around HIV?</li></ul>	<b>20 mins</b>



# A Fight for Survival

## A Fight for Survival

A fight for survival, a fight for life,  
A fight to be recognised, a fight for flight.  
A fight to be free from persecution,  
A fight to be understood and not abused.

We fight day in and day out  
To be loved and treated fairly.  
For those that love us, to not deem us scary  
And run in fear.  
But for them to love us and remove uncomfot from the atmosphere.

To strip the pain from our hearts,  
To share the burden that tears us apart  
From the inside and destroys our lives.

We fight the tears that want to cry for a miracle,  
To remove hatred from kindred spirits,  
To bring those that chase us into the barren wilderness  
And push us to the back of their minds.

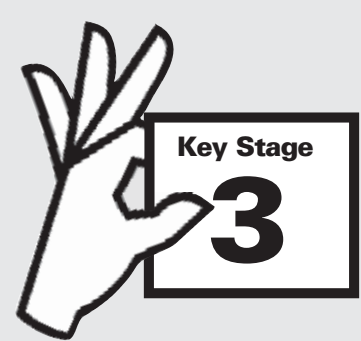
We fight to remind them that we too are part of the human race,  
No matter what happens, we'll fight with a smile.  
We'll fight the stigma and prejudice that hits us from all sides,  
Like heavyweight blows.  
We are stronger than the evil in society will ever know –  
Powerful beyond measure, and our destiny set in stone.

Stigma's the champion.  
We are the contender.  
We'll go 13 rounds, and like Mohammed Ali in the Thriller Manilla,  
We won't back down.

A fight for survival, a fight for life,  
A fight to be recognised, a fight for flight,  
A fight to be free from persecution,  
A fight to be understood,  
A fight not to be abused.

Headliners' Project Subway programme teamed up with Body and Soul to explore the issues of living with HIV as a young person in London in 2007. This rap was written by a teenage boy to describe his experience of HIV and the prejudice he and others faced. You can hear more stories on the Breaking the Silence website at

[www.headliners.org/aboutus/outreach/breakingthesilence.htm](http://www.headliners.org/aboutus/outreach/breakingthesilence.htm)



# After the Icebergs

## National Curriculum Programme of Study

Art and Design - 1.1a, 1.2b, 2.1, 2.2

## Learning Outcomes

- ✂ Demonstrate how to work with others productively
- ✂ Explain and demonstrate how an awareness campaign should be designed to reach the appropriate audience

## Resources

Copies of the AIDS awareness campaign from the 1980s (available from [www.avert.org/historyi.htm](http://www.avert.org/historyi.htm))

Activity	
<p><b>1.</b> <i>If the class has not already completed the HIV Facts lesson it may be necessary to cover some main points before starting this lesson.</i> In a circle explain that the lesson is about how to promote awareness of HIV and AIDS. In pairs ask the class to discuss how they found out about HIV. Use a go-round asking each person to complete the sentence stem "I found out about HIV through ..."</p>	<b>5 mins</b>
<p><b>2.</b> As a class discuss the different ways that people can find out more about HIV. How effective are these methods? How accurate is the information?</p>	<b>5 mins</b>
<p><b>3.</b> Ask the pairs to write down 5 quick ideas for what qualities are needed for a successful health information message for a sensitive issue like HIV. Collect the ideas and display the most significant on the whiteboard.</p>	<b>5 mins</b>
<p><b>4.</b> Use the whiteboard to show the images from the "Iceberg" campaign of the 1980s.</p>	<b>5 mins</b>
<p><b>5.</b> In pairs discuss the campaign – how it makes them feel, how they would feel if they had HIV and watched this. What works, what doesn't work? Share with the whole class.</p>	<b>5 mins</b>
<p><b>6.</b> Join another pair to make a group of four and begin to design a campaign, in a medium of their choice, which highlights issues of HIV prevention relevant to the UK today and which is appropriate to the chosen audience. Groups will need to consider what the campaign is trying to achieve, for instance, sharing basic facts about HIV, raising awareness about transmission and how to prevent it.</p>	<b>35 mins</b>