

Positive 
Awareness of and Attitudes to HIV 

TEACHERS' NOTES

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ABOUT US

The International Planned Parenthood Federation (IPPF) is a global service provider and a leading advocate of sexual and reproductive health and rights for all. IPPF is a worldwide movement of national organizations working with and for communities and individuals.

IPPF's goal is to reduce the global incidence of HIV and fully protect the rights of people living with HIV. Operating from the belief that 'access=life', IPPF's HIV work offers a continuity of services from prevention to treatment, care and support and is based around four key objectives:

1. Reducing HIV-related stigma
2. Providing prevention services
3. Expanding treatment, care and support
4. Linking sexual and reproductive health and HIV.

Positive? is a new resource about HIV for educators and young people aged 14-19. It has been produced by The International Planned Parenthood Federation (IPPF) in partnership with Film Education, guided by a cross section of UK Stakeholders, Partners and key players who, in many different ways shared their time, skills and expertise and energy to develop this innovative teaching and learning resource. This new resource has been informed by the results of *The People Living with HIV Stigma Index* in the UK (2009-10) and is supported by the British HIV Association (BHIVA).

The multi-media resource has been designed to deepen young people's understanding of the facts about HIV whilst increasing their awareness of its social impact and supports IPPF's global objective of increasing access to comprehensive, youth friendly, gender-sensitive sexuality education for all. It is aspirational and ambitious in its attempt to ensure that schools in the UK are 'stigma-free' learning environments.

GUIDELINES FOR TEACHING SENSITIVELY ABOUT HIV

Teachers are strongly recommended to read these guidelines before embarking on any aspect of this resource.

INTRODUCTION

When teachers educate about subject matter that is directly relevant to young people's lives, this will often include sensitive and personal issues about family and society. The school environment is, for many young people, the first place they encounter strongly held opinions, values and belief systems that are different from their own. The range of attitudes, often reinforced at home, can create a challenging environment for teachers trying to teach values that may run counter to the belief systems and experiences of some, and perhaps even to their own.

Embarking on work around HIV and related topics such as sexual health, sexuality, drug use and human rights, teachers may feel nervous about the potential for such conflict in their classrooms and anxious about how to respond to parental complaints or concerns. This nervousness leads some to avoid teaching it altogether except in the most superficial way. Some aspects of these guidelines are relevant for teaching controversial issues too although education about HIV in itself can hardly be considered controversial. Controversy emerges, however, in terms of questions of criminalization and prejudice towards certain vulnerable groups and teachers need to feel confident to deal with any conflict and/or embarrassment that might arise.

These guidelines attempt to provide teachers with some key points of principle to support them in confidently delivering the content of this resource. The Crick Report (1998) established a vision for Citizenship that promotes teaching controversial issues and foregrounds the importance of tolerance. Section 10 of this report is particularly relevant for teachers of all subjects in preparing for using this resource: <http://www.teachingcitizenship.org.uk/downloads/crickreport1998.pdf>

Education should not attempt to shelter our nation's children from even the harsher controversies of adult life, but should prepare them to deal with such controversies knowledgeably, sensibly, tolerantly and morally.¹

CONTEXT

In the context of teaching and learning about HIV, teachers who are not HIV positive should be aware that their students (and other teachers and workers in their school, college or informal education setting) might be living with HIV yet not disclosing this or may have close friends or relatives living with the virus. Teaching and learning in this area should make these individuals feel comfortable, secure and unthreatened.

Learning about HIV is more than just understanding scientific facts in a vacuum. It involves engaging with other people's lifestyles, beliefs and cultures, about which some teachers and students may be unaware. The aim of the resource is to educate away from ignorant, prejudice positions making all users feel better informed and confident to disseminate their knowledge to others. It is essential that teaching about HIV should be positioned within a broad context of learning about relationships, sexuality, sexual behaviour and an awareness of different cultural beliefs and norms.

¹Crick Report 1998 §10.1

Your school or educational institution should have an up-to-date whole school sex and relationship education policy. It is very important that before embarking on any aspect of *Positive?* you are aware of the principles underlying your school's policy and the approaches to this subject are in line with the content of this resource. It is also highly recommended that you check your school has an up-to-date confidentiality policy. This is essential in terms of teaching about HIV.

KEY PRINCIPLES

Know your facts

There have been cases in the press² where schools have excluded students who are living with HIV believing them to pose a health risk to others in the school. In other cases, HIV positive teachers have faced stigma and discrimination. As a teacher working in this area, you should ensure that you are confident with the subject matter yourself. One way of doing this is to work through certain sections of the resource with your departmental team. The best starting place for this is the FACTS section and there are suggested approaches elsewhere in the teachers' notes. In order to contribute to the development of your school or college as an HIV friendly environment, you need to feel confident that you know the basics and that you know where to go to find out more. The RESOURCES section of *Positive?* is a good place to start.

Humanize the statistics

In order to communicate the scale of the impact of HIV across the world and particularly in the UK, there are a number of activities in *Positive?* that use statistics. It is essential that teachers remind students throughout such activities that each and every statistic and category is comprised of real people with hopes, dreams and fears just like we all have. It is important to humanize the people represented by statistics, maps, graphs and bar charts which is why people living with HIV (PLHIV) are included throughout the resource describing their experiences. By focusing on individual stories, the experience of living with HIV becomes more real. Furthermore, a central theme of the resource is exploring ways of making the voices and experiences of PLHIV heard more widely through developing creative approaches to campaigning.

Include the voices, opinions and experiences of people living with HIV

Underpinning *Positive?* is the premise that the meaningful involvement of people living with HIV should be central to any engagement with this subject³. The resource itself includes numerous interviews and accounts from people living with the virus in order for learners to understand the broad and varied range of experiences that contribute to the human narrative of HIV. There are a number of HIV support organizations that could be engaged to provide schools with members of the HIV community. Having a speaker coming to visit your students will offer more opportunities for genuine engagement with the subject and can a useful tool in to help challenge stigma.

UK Support organizations are listed in the resource section.

<http://www.learningpositive.com/resources/index.html>.

Teach about bias

Central to learning about HIV is clarifying facts and busting myths. *Positive?* includes activities in which students have to sort information into 'true' and 'false' / 'right' and 'wrong' categories. Such tasks provide teachers with useful material to introduce concepts of 'fact' and 'opinion'.

² <http://www.guardian.co.uk/education/2008/nov/30/teaching-hiv-school-children>

³ This is in line with GIPA principles. http://data.unaids.org/pub/BriefingNote/2007/jc1299_policy_brief_gipa.pdf

In terms of transmission of HIV, there are some clear facts and clear opinions, and an awareness by students of the difference between these is helpful in introducing ideas of bias, particularly where opinions are presented as facts as we often see in the myths about HIV.

Encourage evidence-based viewpoints

There are opportunities throughout the resource for students to find out more about certain aspects of HIV by researching specific topics. It is essential that teachers encourage young people carefully to evaluate viewpoints and sources of evidence. Where does the evidence come from? Who has produced it and why? Teachers should try to create a culture in their classrooms whereby opinions (including their own) are supported by evidence that is clearly sourced with an identifiable purpose. The distinction between 'reliable evidence' (based on scientific fact or reputable research) and 'unreliable evidence' (based on hearsay or fiction) is a useful one when challenging certain uninformed positions.

Educate away from prejudice

Some people's understanding might be out of touch with the current realities and based on the history of how HIV has been represented in the UK. It is still the case for many people that HIV is a gay issue. The mention of HIV both to young people and adults will sometimes stimulate homophobic comments or thoughts. The reality of teaching and learning about HIV is that questions of prejudice and stigma reach far wider than the boundaries of homophobia. The groups vulnerable to HIV include sex workers, injecting drug users, black Africans, black Caribbeans, men who have sex with men (who do not identify as gay), prisoners and children born to HIV positive mothers. Teaching about these groups requires a sensitive balance between highlighting why certain categories of people are vulnerable to the virus whilst at the same time not stereotyping people who fit this category. Furthermore, for those students holding prejudice viewpoints, such information (if badly handled) can reinforce their prejudice and reinforce stigmatizing belief systems. It is essential that work in this area is grounded in fact and that everyone knows that any opinions expressed are supported by evidence, and that this evidence is itself open to intellectual scrutiny.

Educating away from prejudice requires teachers to be clear with their students about the parameters of discussions, which should be guided in the first instance by the school's Equal Opportunities policy. A balance needs to be struck between allowing freedom of speech on one hand and protecting individuals from feeling threatened, ridiculed or stigmatized on the other. There may be times, therefore, when you need to use the school's system of sanctions for students who repeatedly make prejudice and discriminatory comments. In such cases, it is important after the event to spend time with the student talking through the basis of their prejudice and reinforcing the importance of tolerance for the opinions and ideas of others. For young people to be positively influenced by learning about HIV, they need to see how it potentially affects them and a student excluded (albeit temporarily) from a lesson about HIV needs to have the opportunity to re-engage positively with the subject matter.

Everyone has prejudice

It is a good idea to establish the principle in your classroom that everyone has prejudice of some sort or another. We are all influenced by our families, the media, our cultural and/or religious identity to believe certain things and to think in certain ways. To suggest that anyone is totally free from prejudice is to set up a false premise for your teaching.

On the contrary, by being open to the reality that prejudice is part of everyone's experience as a human being creates an atmosphere where you can start to explore together where these value judgements come from and how they can be challenged. It is desirable to create a culture in your classroom (and ideally your school) where teachers and students can openly explore the basis of certain prejudices, ask questions and voice ideas without fear of reprisals or exclusion.

Be aware of your own attitudes

Teachers are by no means 'value-free' and when approaching the subject of HIV, teachers will bring with them their own emotional, intellectual and cultural baggage that may influence their teaching and make them appear more approving of certain positions expressed by students over others. In terms of equal opportunities, it is important that all students are made to feel valued and their contributions worthwhile. To avoid, unwittingly or otherwise, showing bias towards some value systems rather than others, teachers should resist any attempt to:

- highlight a particular selection of facts or items of evidence thereby giving them a greater importance than other equally relevant information
- present information as if it is not open to alternative interpretation or qualification or contradiction
- set themselves up as the sole authority not only on matters of 'fact' but also on matters of opinion
- present opinions and other value judgements as if they are facts
- give their own accounts of the views of others instead of using the actual claims and assertions as expressed by various interest groups themselves
- reveal their own preferences by facial expressions, gestures, tone of voice, etc
- imply preferences by a particular choice of respondents or by not opening up opportunities for all pupils to contribute their views to a discussion
- neglect challenging a consensus of opinion which emerges too readily .

Be prepared for disclosure

It is possible that as you begin teaching about HIV in sensitive way, other staff in your institution or students you work with may disclose to you their HIV status or the status of someone close to them. It is important to try to develop a culture of acceptance in your institution so individuals wishing to disclose their status feel supported and unthreatened. If someone discloses their status to you, you should try to make them feel accepted and supported. No one wants sympathy or pity when they tell someone else about an illness or disease that they may have and no one likes to be gossiped about. This is especially true for people living with HIV and it is important to make clear to the person disclosing to you that you understand this. It is important also to be in charge of as much information as possible when talking about HIV and depending on the profile of the person who discloses and what they tell you, you may want to refer them to one of these organizations:

<http://www.tht.org.uk/mediacentre/pressreleases/2006/may/leafletupdateonhivdisclosure.html>

<http://www.hivaware.org.uk/be-aware/real-stories.php?id=5>

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

⁴Crick Report 1998 (§10.9)

Teach about relationships

Caring relationships give many people’s lives meaning and represent much of what life is about. Teachers should identify with students the different kinds of relationships people have and reinforce the fact that everyone has experience of different relationships. Romantic or intimate relationships may receive significant focus when discussing questions of HIV and teachers should make explicit that being informed about HIV means both positive and negative partners can have pleasurable, meaningful and fulfilled sexual and loving relationships. It is also important to remember that HIV can affect other relationships too: eg. parent – child, friends, colleagues etc. Encourage your students to think about the need for respect, compassion, and human rights in relationships in general and in particular with people who are living with HIV. These relationships can be at school, in the community, in the extended family, or elsewhere.

There is not just one approach to teaching controversial issues

According to the Crick report (1998), there are three general approaches to the teaching of controversial issues that are commonly recommended. These approaches are relevant for aspects of teaching and learning around HIV where controversy and debate might occur: criminalization, stigma, discrimination and human rights. Crick argues that whilst each approach is useful, it also has its disadvantages.

Approach	Disadvantages
The ‘Neutral Chair’ – first advocated by the Schools Council Humanities Curriculum Project (HCP). This requires the teacher not to express any personal views or allegiances whatsoever, but to act only as the facilitator of a discussion. This approach allows for a wide variety of evidence to be considered and opinions of all kinds are expressed.	Students may be unconvinced by their teacher’s ‘neutral’ stance, perhaps because of what they know and observe about the teacher during the rest of school life. There is also some evidence to suggest that this approach may lead pupils to hear only what they wish to hear, thereby reinforcing their prejudices.
The ‘Balanced’ approach: teachers ensure that all aspects of an issue are covered, they are expected to express their own opinions on a number of alternative views to encourage pupils to form their own judgements. This requires teachers to ensure that views with which they themselves may disagree, or with which the class as a whole may disagree, are also presented as persuasively as possible – in other words, to act on occasion if necessary, as ‘Devil’s Advocate’.	This approach runs the risk that as a teacher strives to ensure every point of view is given equal attention in the classroom, the pupils themselves, already subject to a barrage of partisan opinions from the mass media, may not be adequately equipped with ideas and information which counteract those that they get from the media.
The ‘Stated Commitment’ approach in which teachers openly express their own views from the outset, as a means of encouraging discussion, during which pupils are encouraged to express their own agreement or disagreement with the teacher’s views.	This approach alone carries with it, from the start, the grave risk that teachers who use it may well be accused of bias and attempting to indoctrinate those whom they are teaching.

The guiding principle should be that teachers are encouraged to use whatever means they find most effective in making clear to students that in certain areas of learning, there are not always easy answers. The following checklist⁵ of questions, should help teachers ensure that their teaching of controversial matters relating to HIV is fair:

- What are the main features and probable causes of this issue?
- How, where and by whom are these matters normally resolved?
- Are there other ways in which this issue might be resolved?
- What are the main groups involved in this issue and what do they say needs to be done and why?
- What are their interests and values? What are the likely consequences of their policies?
- How can people be persuaded to act or change their minds?
- How can the accuracy of the information be checked and where can additional evidence and alternative opinions be obtained?
- How does this issue affect us and in what ways can we express our point of view and influence the outcome?

⁵Crick Report 1998 §10.15)

INTRODUCTION TO TEACHING *POSITIVE?*

Before embarking on any aspect of this resource, teachers are strongly recommended to read the guidelines above outlining sensitive approaches to teaching about HIV.

SUMMARY

Positive? is a flexible learning resource that teachers can use in its entirety or dip into to support their own schemes of work. The website is organised into four main sections that support students in creating their own HIV awareness campaign: FACTS, PERSPECTIVES, ISSUES and CAMPAIGNING. There is also a RESOURCES section for further research.

However you choose to use *Positive?*, it is recommended that you begin with the GETTING STARTED activity (via the HOME page). To contextualise the learning, you should also cover some of the early activities within the FACTS section.

The website has been designed to make accessible to young people aged 14-19 a topic that due to its medical nature, geographic scope and stigmatized status is potentially very difficult to conceptualize and process. In line with GIPA⁶ principles, there is a strong focus on the real stories of people living with HIV; these videoed accounts underpin the resource in order to make the topic both relevant and meaningful to students in the UK.

There are opportunities for students to grab digital information (including interviews with people living with HIV and medical experts in this field) to use in their own campaigning products⁷. This campaigning element is particularly relevant to teachers of Citizenship, English and Media, and PSHEE. There are three suggested focus areas for students' campaigns:

- To promote early testing for HIV
- To challenge stigma and discrimination around HIV
- To raise awareness about the criminalisation of HIV

For teachers of Science, the campaign aspect of the resource is perhaps less relevant except when a cross-curricular approach is adopted. Where activities reference the campaigning process, Science teachers may wish to either liaise with other departmental areas in the school or gloss these parts.

⁶At the Paris AIDS Summit in 1994, it was formally adopted as a principle that the personal experiences of people living with HIV should be taken into account in the HIV care and policy-making process. At this summit, forty-two countries declared Greater Involvement of People Living with HIV and AIDS (GIPA) to be critical to developing effective national responses to the HIV epidemic.

⁷-See 'Setting Up' within the INTRODUCTION section of Teachers' Notes

USING FILM TO TEACH ABOUT HIV

There are several references to a range of films dealing with HIV throughout *Positive?* Film Education believes that film is a powerful tool that can help learners understand and access their world and other worlds – real and imagined. The use of film in this resource aims to encourage young people to learn by viewing, and to be critical consumers of what they see: an ability to appreciate and analyse film is an empowering skill and one that is increasingly important for young people.

The combination of sound and moving image in film provides a unique means of accessing settings, subject matter and styles that might otherwise prove difficult to comprehend. The perspectives offered by the camera lens also provoke reaction and response: elation or disquiet; sympathy or indignation; wonderment or comprehension – and, more importantly, a desire to find out more. The films referenced in *Positive?* include: *Africa United*, *Life above all*, *Philadelphia*, *Precious*, and *We Were Here*.

For more ideas about how to use film in the classroom, visit http://www.filmeducation.org/staffroom/film_in_the_classroom/

SETTING UP

Before using *Positive?* with students, it is a good idea for all students to create their own ‘Research folder’ on their computers (or on the network or shared drive) with their name, class and *Positive?*. From the RESOURCES section of the website, students can download a selection of videos and audio files, poster images, logos and other media assets that they might wish to use in their campaigns.

All the videos included in *Positive?* are held on our own YouTube channel <http://www.youtube.com/learningpositive>. Students can share these videos via social media networks such as Facebook and Twitter, and can embed them into their own blogs or websites too as part of their campaign initiatives.

A CROSS-CURRICULAR APPROACH

This approach would best work where a school suspends the timetable for one day, perhaps for year 10 as part of a PSHEE or Citizenship initiative, in order to devote time to cross-curricular development with a particular focus on HIV. Times in the school calendar when this could be particularly appropriate are during Sexual Health Week, usually the third week in September⁸ or around Worlds Aids Day on December 1st.

It is recommended that everyone involved in the day works through the *Your Attitudes to HIV* (accessed via GETTING STARTED on the HOME page) and the *What is HIV and AIDS?* activity (at the start of the FACTS section) then, depending how you choose to organize your event, each of the following sections should be given to different specialist groups (or classes) for them to work through. Depending on the size of your year group will depend on how you organize this. Essentially this idea is based on a jig-sawing concept whereby you have learners organized first into 'specialist', 'expert' or 'home' groups where they develop expertise in their particular area of study before re-forming in 'non-specialist', 'away' or more specifically 'campaign' groups in which they pool their knowledge in order to create their awareness-raising campaigns. The main sections to work on in 'expert' groups are:

FACTS
PERSPECTIVES
ISSUES

After these sections have been covered, reorganize the classes into new groups each of which should include a few students from each of the specialist groups. These new groups are the campaigning groups. Students should pool the information they have learned in their specialist groups before beginning their work on the CAMPAIGN section to create original and informed HIV awareness campaigns.

Into this model, you should build opportunities for students to present their campaigning ideas to the rest of the school. Other ideas to develop this cross-curricular approach include organising a screening of a film dealing with HIV (such as *Africa United*, *Philadelphia*, *We Were Here*, *Precious* or *Life, Above All* – all of which are referenced in the resource) at your local cinema or arranging for a person living with HIV to come to speak to students via one of the organizations named in the RESOURCES section.

⁸ <http://www.fpa.org.uk/campaignsandadvocacy/sexualhealthweek/facts-of-life>

A SUBJECT SPECIFIC APPROACH: LESSON IDEAS

The following pages outline for subject teachers areas within the resource that are relevant to them. After each general summary, there are suggestions for a series of specific lessons with an HIV focus.

Citizenship

From a Citizenship perspective, *Positive?* offers an original, off-the-peg educational tool to support learners in developing their own unique campaigns. The central thrust of *Positive?* is for students to reflect on what information is best suited to raise awareness about HIV amongst a specific target audience. As they work through the resource, students will learn about the role of the United Nations in trying to address the HIV epidemic worldwide as well as reflecting on questions of identity, prejudice and personal responsibility. Activities that explore human rights and the laws designed to criminalise HIV are also particularly relevant to students studying Citizenship.

Students have three topics around which to build their campaigns:

1. Early testing
2. Stigma and Discrimination
3. Criminalisation

There is information throughout *Positive?* that can be used to develop each of these campaign ideas and as you work through different sections with your students, you should encourage them to be alert to different stimulus material that may be suitable for inclusion in their campaigns. In the RESOURCES section there are a range of media assets available to download including key video interviews, posters and images.

In terms of global citizenship, the most relevant sections of the resource is PERSPECTIVES as it covers topics related to the global HIV epidemic including both an interactive map and timeline. The ISSUES section covers questions of prejudice, stigma, criminalisation and human rights whilst the CAMPAIGNING section provides resources and guidance about how to pull together an HIV awareness raising campaign.

If students work through activities independently on separate computers, it is a good idea to ensure there are headphones available as some of the activities have attached audio files.

These three lesson plans below are designed to be the introduction for students working on their own campaigns around HIV.

Citizenship: Lesson Ideas – Campaigning to raise awareness of HIV

Lesson 1 - FACTS (55 – 60 minutes)		
Learning Objectives	Activity	Timings
For students to reflect on their own attitudes towards HIV and consider where these attitudes stem from.	Teacher introduces topic of HIV showing <i>Positive?</i> homepage. http://www.learningpositive.com Either collectively on whiteboard or students individually go to the GETTING STARTED on the HOME page. In groups, students discuss the questions: WHAT ARE YOUR ATTITUDES TO HIV?	15 mins
To listen actively to other students and contribute opinions with awareness of others.	Teacher chairs class discussion of opinions and ideas collected from group discussion. <i>It is very important teachers are familiar with the guidelines for teaching sensitively about HIV before embarking on this activity.</i>	10 mins
To understand key terminology.	As whole class using whiteboard or students individually on computer stations, complete WHAT IS HIV & AIDS? activity within FACTS section. http://www.learningpositive.com/facts/index.html	10 mins
To reflect on common misconceptions about HIV transmission and to learn accurate facts about it.	As whole class using whiteboard or students individually on computer stations, explore the TRANSMISSION – HOW MUCH DO YOU KNOW? activity within the FACTS section. http://www.learningpositive.com/facts/how-much-do-you-know.html	10 mins
To consolidate learning about HIV transmission and to learn to challenge myths about it.	Teacher co-ordinates feedback from TRANSMISSION – HOW MUCH DO YOU KNOW? activity then leads from the front the MYTH BUSTING task within the FACTS section. http://www.learningpositive.com/facts/myth-busting.html	10 - 15 mins

Lesson 2 - ISSUES (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- To engage with topical citizenship issues	Starting with definitions, teacher introduces the PREJUDICE activity within the ISSUES section. http://www.learningpositive.com/issues/index.html Either collectively on whiteboard or students individually work through the activity about groups of people who they believe do and do not experience prejudice in society then consider discussion questions. Teacher to chair brief feedback of ideas.	15 - 20 mins
- To engage with topical citizenship issues	Having clarified the meaning of 'prejudice', move on to thinking about 'stigma'. Go to EXPERIENCING STIGMA http://www.learningpositive.com/issues/experiencing-stigma.html Teacher leads introduction of key terms and ideas then in pairs or small groups, students work through clip activity taking notes using the onscreen text boxes as they go.	15 - 20 mins
- To consider how laws are made and shaped by people and processes	Teacher to make explicit that prejudice and stigma can influence lawmakers too, which is particularly relevant from a Citizenship perspective. Introduce concept of CRIMINALISATION of HIV http://www.learningpositive.com/issues/is-hiv-transmission-a-crime.html	10 mins
- To begin to research attitudes to HIV as part of homework.	Teacher showcases: Play the <i>Positive? Challenge</i> http://www.learningpositive.com/game/ Homework – students play the <i>Positive? Challenge</i> game and begin to research attitudes to HIV amongst peers and parents.	10 mins

Lesson 3 - CAMPAIGNING (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- To consider the value of an awareness raising campaign around HIV	Teacher to introduce concept of campaigning around a topic such as HIV using the video clips on the first page of this section. http://www.learningpositive.com/campaigning/index.html Students discuss questions then feedback for whole discussion.	5 - 10 mins
- To critically analyse past HIV campaign posters	Students work at their own computers in pairs analysing the posters of past HIV campaigns. http://www.learningpositive.com/campaigning/posters.html If there are not enough computers available, teachers should print copies of the posters for students to read closely in pairs. Teacher conducts feedback.	15 mins
- To critically analyse 1987 campaign 'Don't Die of Ignorance'.	As a whole class, watch the 1987 advert. http://www.learningpositive.com/campaigning/tv-advert.html Teacher to conduct a whole class discussion about the benefits and drawbacks of this fearful campaign message. Watch the other interviews on the page to hear the points of view of experts in the field.	10 mins
- To consider key elements of effective campaigning	As a whole class or in pairs (depending on availability of computers), students work watch five video clips of experts in the field of campaigning around HIV, making notes about key points to include in their campaigns. http://www.learningpositive.com/campaigning/key-elements.html	15 mins
- To consider the importance of audience	By way of conclusion to this section, teacher flags up the importance of getting right the audience for a campaign. Using the videos on this page as a springboard for students to think about this issue as homework. At whom will they aim their campaign? http://www.learningpositive.com/campaigning/audience.html	5 - 10 mins

English and Media

Within the CAMPAIGNING section, in particular, there is a central focus on developing students' skills in critical thinking and reading multi-modal texts in order to increase awareness of how such texts can enrich, distort or affect our awareness of this topic. Public information materials from past campaigns are used to develop students' understanding of how HIV and the individuals who live with it are represented.

The activities about the criminalisation of HIV transmission are found within the ISSUES section of the resource and will provide English teachers with a self-contained discursive unit of work that encourages skills required to construct an argument and participate in a debate.

Throughout *Positive?* there are opportunities for students to listen to personal accounts from people living with HIV and to respond both verbally and in writing. In particular, the ISSUES section of the resource includes an activity 'One Among Millions' in which an HIV positive mother describes the loss of family members. Teachers' notes to accompany this section suggest poetry about bereavement and loss that could be used in English lessons to support students reflecting on this interview in particular.

Positive? also contains a version of the radio play *Positive* by Tina Pepler broadcast on BBC Radio 4. This play tells the story of a pregnant teenager who discovers she is HIV positive and provides English teachers with a valuable resource to stimulate creative writing in conjunction with other stimulus on the site. It is located in the RESOURCES section of the site.

As mentioned earlier, certain feature films are referenced in *Positive?* These include: *Africa United*, *Philadelphia*, *We Were Here*, *Precious*, and *Life, Above All*,. Media and Film Studies teachers may wish to explore how people living with HIV are represented in these and other films. These films are referenced in the following sections:

Africa United: <http://www.learningpositive.com/facts/how-do-i-get-tested.html>
<http://www.learningpositive.com/issues/hiding-the-truth.html>

Life, Above All: <http://www.learningpositive.com/issues/understanding-stigma.html>

Philadelphia: <http://www.learningpositive.com/issues/philadelphia.html>

Precious: <http://www.learningpositive.com/facts/a-films-approach.html>

We Were Here: <http://www.learningpositive.com/issues/understanding-stigma.html>

English: Lesson Ideas – Original Writing

Lesson 1 – BACKGROUND TO THE STORIES (50 – 60 minutes)		
Learning Objectives	Activity	Timings
<ul style="list-style-type: none"> - To introduce creative writing project using personal stories of people living with HIV as stimulus - For students to reflect on their own attitudes towards HIV and consider where these attitudes stem from. 	<p>To contextualise the work of hearing personal stories of people living with HIV, teachers should begin by introducing the topic of HIV using the <i>Positive?</i> homepage. http://www.learningpositive.com</p> <p>Either collectively on whiteboard or students individually go to the GETTING STARTED via the HOME page. In groups, students discuss the questions: WHAT ARE YOUR ATTITUDES TO HIV?</p>	15 mins
<ul style="list-style-type: none"> - To listen actively to other students and contribute opinions with awareness of others. 	<p>Teacher chairs class discussion of opinions and ideas collected from group discussion. <i>It is very important teachers are familiar with the guidelines for teaching sensitively about HIV before embarking on this activity.</i></p>	10 mins
<ul style="list-style-type: none"> - To understand key terminology in order to understand and be sensitive to the story to follow. 	<p>As whole class using whiteboard or students individually on computer stations, complete WHAT IS HIV & AIDS? activity within FACTS section. http://www.learningpositive.com/facts/index.html</p>	10 mins
<ul style="list-style-type: none"> - To consolidate learning about HIV transmission and to learn to challenge myths about it. 	<p>As whole class using whiteboard or students individually on computer stations, explore the TRANSMISSION – HOW MUCH DO YOU KNOW? activity within the FACTS section. http://www.learningpositive.com/facts/how-much-do-you-know.html</p>	10 mins
<ul style="list-style-type: none"> - To listen actively to other students and contribute opinions with awareness of others. 	<p>Teacher co-ordinates feedback from TRANSMISSION – HOW MUCH DO YOU KNOW? activity then leads from the front the MYTH BUSTING task within the FACTS section. http://www.learningpositive.com/facts/myth-busting.html</p>	10 - 15 mins

Lesson 2 – ONE AMONG MILLIONS (50 – 60 minutes)		
Learning Objectives	Activity	Timings
<p>- To present and listen to information and ideas</p> <p>- To respond to the questions and views of others, adapting talk appropriately to context and audience.</p>	<p>(i) Teacher introduces the lesson focus is on the individual story of a woman living with HIV. This interview clip focuses on a very personal account of a woman whose son died of later stage HIV infection several years ago. Using this interview as a starting point, the focus of this work is to explore how writers have explored bereavement and death in literature as a stimulus for students own original writing.</p> <p>It is very important to highlight the fact that death from later stage HIV infection is extremely rare now in the UK.</p> <p>As a whole class watch videos on this page and discuss follow up questions in pairs. http://www.learningpositive.com/perspectives/one-among-millions.html</p>	15 mins
<p>-To read and understand texts, selecting material appropriate to purpose, collating from different sources, making comparisons and cross-references as appropriate.</p> <p>-To develop and sustain interpretations of writers' ideas and perspectives.</p> <p>- To understand texts in their social, cultural and historical contexts.</p>	<p>Teacher distributes copies of poems: <i>Epitaph Upon a Child That Died</i> by Robert Herrick, <i>Remember</i> by Christina Rossetti, <i>On My First Sonne</i> by Ben Jonson (<i>set out below under Positive?: Finding What I Need</i>).</p> <p>As a whole class read the poems. In small groups, students draw out significant phrases from each.</p> <p>Main focus of discussion:</p> <p><i>Compare how these different texts (including the moving image text of the interview) interpret the experience of bereavement and how they impact on the reader/viewer.</i></p> <p>Teacher conducts brief feedback of ideas.</p>	20 - 25 mins

<p>To listen and respond to speakers' ideas, perspectives and how they construct and express their meanings.</p> <p>- To interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together</p>	<p>(i) In groups, students collect words and phrases to describe emotions expressed in the interview with the HIV positive bereaved mother and the poems studied.</p> <p>(ii) Using the following questions, students consider how they could frame a piece of original writing using ideas generated in this lesson:</p> <ul style="list-style-type: none"> • From whose point of view shall I tell the story? • How does the narrative voice express himself or herself? What format will I use to frame my writing? • What story am I telling? What has/is happening? • How do I want the reader to feel? What do I want them to think about? What is the purpose of the writing? <p>(iii) Feedback ideas to whole class.</p> <p><u>Homework idea:</u> Watch the video clips on these pages to get more perspectives on living with HIV. http://www.learningpositive.com/issues/discrimination.html</p>	<p>15 - 20 mins</p>
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Lesson 3 – TELLING STORIES (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- To consider different formats for expressing knowledge and understanding of human experience	i) Begin by recapping on last lesson’s focus on the individual story of bereavement of a mother losing a child many years ago and the poetry explored. (ii) Starter – how are poems different from plays in terms of style, focus, breadth and audience? (iii) Introduce radio play <i>Positive</i> . Download PDF for students to have copies available within the Media Assets menu of the RESOURCES section.	10 mins
- To listen actively by making notes on key points of focus	(i) Teacher to explain concept of active listening means making notes on key points as you listen. These should include: <ul style="list-style-type: none"> • moments of dramatic tension • moments of strong emotion • examples of how these moments are communicated through use of certain vocabulary, sentence structure and the overall organization of text to create mood and meaning. (ii) Read the play <i>Positive</i> as a whole class	45 - 50 mins
- To plan own creative writing based on stimulus shown in class	As homework, students use the ideas generated in these lessons to plan their own creative response to the poems, play and video interview.	

PSHEE, Health & Wellbeing

HIV is a particularly relevant topic for PSHEE not only because it raises questions about safer sex but perhaps more importantly because it engages us in discussions about relationships, prejudice and stigma. Our cultural expectations and beliefs will impact on these discussions. When teaching about HIV in PSHEE, it is essential that the topic is not simply boiled down to decontextualised facts that hold no real meaning, relevance or significance.

The FACTS section covers the key information students need to know about how HIV is transmitted and prevented. The personal stories of people living with HIV included in the PERSPECTIVES section is relevant for teachers of PSHEE who wish to engage students in the human stories behind the statistics.

The ISSUES section covers topics such as prejudice, stigma and discrimination as well as how to support disclosure and the importance of protecting human rights.

The CAMPAIGNING section is particularly suitable for departments where Citizenship and PSHEE are taught together.

For more detailed guidelines about teaching about HIV in PSHEE, see the National AIDS Trust's (NAT's) recommendations:

<http://www.nat.org.uk/Media%20library/Files/Policy/2009/Teaching%20about%20in%20PSHE.pdf>

PSHEE, Health & Wellbeing - Lesson Ideas

Lesson 1 – HEALTHY CHOICES (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- For students to reflect on their own attitudes towards HIV and consider where these attitudes stem from.	To contextualise the work of healthy choices in terms of safer sex choices and HIV, teachers should begin by introducing the topic of HIV using the <i>Positive?</i> homepage. http://www.learningpositive.com Either collectively on whiteboard or students individually go to the INTRODUCTION FOR STUDENTS on the HOME page. In groups, students discuss the questions: WHAT ARE YOUR ATTITUDES TO HIV?	15 mins
- To listen actively to other students and contribute opinions with awareness of others.	Teacher chairs class discussion of opinions and ideas collected from group discussion. <i>It is very important teachers are familiar with the guidelines for teaching sensitively about HIV before embarking on this activity.</i>	5 - 10 mins
- To understand key terminology in order to understand and be sensitive to the story to follow.	As whole class using whiteboard or students individually on computer stations, complete WHAT IS HIV & AIDS? activity within FACTS section. http://www.learningpositive.com/facts/index.html	10 mins
- To consolidate learning about HIV transmission and to learn to challenge myths about it.	As whole class using whiteboard or students individually on computer stations, explore the TRANSMISSION – HOW MUCH DO YOU KNOW? activity within the FACTS section. http://www.learningpositive.com/facts/how-much-do-you-know.html	10 mins
- To listen actively to other students and contribute opinions with awareness of others.	Teacher co-ordinates feedback from TRANSMISSION – HOW MUCH DO YOU KNOW? activity then leads from the front the MYTH BUSTING task within the FACTS section. http://www.learningpositive.com/facts/myth-busting.html	10 - 15 mins

Lesson 2 – BEING RESPONSIBLE (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- To consider the importance of regular sexual health testing	Using the HOW DO I GET TESTED? activity, the teacher introduces different representations of HIV testing by watching all video clips http://www.learningpositive.com/facts/how-do-i-get-tested.html	10 mins
- To research further about HIV testing available in the UK	In groups, students use the links available on this webpage to investigate best practice HIV testing in the UK. Students to report back findings to whole class.	25 mins
- To consolidate understanding of why testing early is so important.	Working from the webpage THE IMPORTANCE OF EARLY TESTING, students watch the video clips and discuss the key points raised. http://www.learningpositive.com/facts/importance-of-early-testing.html	15 mins
- To reflect on one's own attitude towards testing in light of key messages from the lesson.	Teacher chairs a discussion about students own attitudes to testing having worked through these activities. Homework focus: To develop ideas for campaign ideas to encourage people to get regular sexual health checks.	5 - 10 mins

Science

The FACTS section of the resource will be the central focus for teachers of Science. Teaching about HIV in Science is particularly relevant to the Biology component of all GCSE specifications, such as OCR's 21st Century Science Unit B2 (Keeping Healthy) and to A level Biology specifications, particularly with reference to viral diseases.

Positive? addresses key learning objectives in Biology including how viruses such as HIV are transmitted and how vaccines work. Other activities focus on the difficulties of creating an HIV vaccine and the importance of scientific research to develop solutions to improve the quality of people's health in society.

Science - Lesson Ideas

Lesson 1 – HIV: Basic Facts (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- For students to reflect on their own attitudes towards HIV and consider where these attitudes stem from.	To contextualise this work on HIV, teachers should begin by introducing the topic using the <i>Positive?</i> homepage. http://www.learningpositive.com/ Either collectively on whiteboard or students individually go to the GETTING STARTED on the HOME page. In groups, students discuss the questions: WHAT ARE YOUR ATTITUDES TO HIV?	15 mins
- To listen actively to other students and contribute opinions with awareness of others.	Teacher chairs class discussion of opinions and ideas collected from group discussion. <i>It is very important teachers are familiar with the guidelines for teaching sensitively about HIV before embarking on this activity.</i>	5 - 10 mins
- To understand key terminology.	As whole class using whiteboard or students individually on computer stations, complete WHAT IS HIV & AIDS? activity within FACTS section. http://www.learningpositive.com/facts/index.html	5 - 10 mins
- To consolidate learning about HIV transmission and to learn to challenge myths about it.	As whole class using whiteboard or students individually on computer stations, explore the TRANSMISSION – HOW MUCH DO YOU KNOW? activity within the FACTS section. http://www.learningpositive.com/facts/how-much-do-you-know.html	10 mins
- To listen actively to other students and contribute opinions with awareness of others.	Teacher co-ordinates feedback from TRANSMISSION – HOW MUCH DO YOU KNOW? activity then leads from the front HOW IS HIV TRANSMITTED activity: http://www.learningpositive.com/facts/how-is-HIV-transmitted.html If time is available, explore WHAT ARE THE RISKS? http://www.learningpositive.com/facts/what-are-the-risks.html	10 - 15 mins

Lesson 2 – HIV: An Infectious Disease (50 – 60 minutes)		
Learning Objectives	Activity	Timings
- To understand the life cycle of HIV	<p>Teacher introduces activity relating to the Life Cycle of HIV using the interactive drop and drag task: http://www.learningpositive.com/facts/life-cycle.html</p> <p>Once completed, students watch to the video of Dr Iain Reeves then watch the Wellcome Trust animation illustrating how HIV attacks the body.</p> <p>Using the transcript of Dr Reeves’ interview, students identify key phrases that explain how HIV functions.</p>	20 mins
- To understand the scientific terminology used to describe how infectious diseases are transmitted.	<p>Students watch the interview with Dr Iain Reeves here: http://www.learningpositive.com/facts/scientific-terminology.html</p> <p>After this, students complete the interactive task identifying the different types of viral transmission.</p> <p>Extension activities provide opportunities to use this scientific terminology to challenge common myths about HIV transmission.</p>	10 - 15 mins
- To introduce the concept of vaccinating against certain infectious diseases.	<p>Introduce students to the idea that certain viruses can be vaccinated against and what vaccinations entail. http://www.learningpositive.com/facts/vaccination-and-pathogens.html</p>	10 mins
- To introduce students to the idea of undertaking a scientific enquiry.	<p>Introduce to students the fact that there is no vaccination against HIV. Using this interview with Dr Iain Reeves, students identify key reasons for this. http://www.learningpositive.com/facts/vaccination-against-HIV.html</p> <p>Homework idea: Follow links to undertake further research into this topic.</p>	10 - 15 mins

POSITIVE?: FINDING WHAT I NEED

This section describes each of the activities in the order they appear on the site and the subject that the activity targets.

HOME

GETTING STARTED

Subject: All subjects

However you choose to approach *Positive?* it is recommended that you use this starter activity with students as a way of introducing the topic.

The aim of this task is to get students to talk about the following key questions:

- Do I hold stereotypes about people living with HIV? Where did I learn those attitudes?
- How would I feel if I learned that someone in my family was HIV positive?
- How do I view people who pay to have sex, and how do I view those who sell sex to them? Do I think of them similarly or differently, and on what basis have I formed my attitudes?
- What are my attitudes towards some of the groups of people who are particularly vulnerable to HIV such as men who have sex with men, certain African communities, injecting drug users and sex workers?
- What responsibility, if any, do I have to defend the dignity and rights of HIV-positive people?
- Do I have any responsibility to get an HIV test myself?
- If I am HIV positive, do I have a responsibility to tell my partners, even if we are practising safer sex and or using condoms?
- What questions do I want to ask about HIV?

Teachers should allow enough time for students to discuss these in groups, feedback to the whole class and to hold a whole class discussion about key questions that arise.

THE POSITIVE? CHALLENGE

Subject: All subjects

This interactive game puts students in charge of a virtual HIV clinic. The game can be played at any point during their journey through the resource and works well as an extra homework activity. The aim of this game is to raise awareness of some of the issues related to HIV. It does not provide all the answers but has been designed as a way of engaging young people with the key issues.

FACTS

This section covers a range of factual information relating to HIV. Primarily this is for teachers of Science (particularly Biology) and PSHEE although everyone who uses this resource should complete the first activity about definitions. It is essential because it separates the terms HIV and AIDS as different, yet related, concepts. The key areas included in this section are:

- **Definitions of HIV and AIDS**
- **Means of transmission**
- **Vaccination and Pathogens**
- **Prevention including treatment and early testing**
- **Myth busting**

WHAT IS HIV & AIDS?

Subjects: Science - Biology, PSHEE, Citizenship and Health & Wellbeing

One of the key developments in teaching and learning around HIV since the 1980s is the very clear distinction between HIV and AIDS. The two terms (whilst being related) are not synonymous and this activity foregrounds the distinction between them. In the 1980s generally people only talked about AIDS and there was little awareness about the virus that actually caused it. With access to treatment and care, people living with HIV can lead a healthy, normal life. It is important that teachers flag up the importance of early testing as a means of preventing HIV developing into AIDS. The stigma attached to HIV – covered later in the resource – is a key factor in preventing some people from getting an HIV test and it is worth raising this issue here. In terms of preventing HIV from developing into AIDS, key factors include: early testing and diagnosis / access to treatment / adherence to treatment / ongoing check ups and care.

To complete the follow up activities, your students need access to dictionaries to help with definitions and the Internet to support the research task.

THE LIFE CYCLE OF HIV

Subjects: Science - Biology

Using the National Health Service definition of HIV, the purpose of this activity is for students to learn basic information about how the virus attacks the body's immune system.

The onscreen interactivity is a sequencing task in which students move around the graphical representations of HIV to show how the virus attacks the body. Once this is completed correctly, the graphics will complement the audio embedded in the task. Listening to the video interviews with medical experts will reinforce their understanding.

TRANSMISSION – How much do you know?

Subject: Science - Biology, PSHEE and Health & Wellbeing

Also suitable for staff development sessions

This is a discussion-based task. Before embarking on this activity, teachers are recommended to read the 'GUIDELINES FOR TEACHING SENSITIVELY ABOUT HIV' set out above.

Students begin by watching the video then drop and drag the avatars below into the AGREE or DISAGREE category according to their knowledge and understanding thus far. If students are unsure of an answer, they should leave the avatar where it is and this will provide the focus of discussion later.

A key point to highlight is that HIV is transmitted via blood, semen, vaginal fluid and breast milk, so kissing, sharing cups, sneezing, coughing etc present no risk of transmission. Sharing injecting equipment can present a risk of transmission because infected blood might be on the needle.

The statement about contraception should raise awareness that only barrier contraception (ie. Male or female condoms) can protect against HIV but contraceptive implants, the pill, an I.U.D (or coil) or contraceptive diaphragm will not protect against HIV.

Dr Mark Nelson, at the bottom of the page, addresses the question of how safe oral sex might be in the video clip.

Learners should have opportunities to discuss their ideas and change their minds in light of the comments by others and after hearing the interview with Dr Mark Nelson.

The following chart clarifies the correct and incorrect information.

CORRECT	INCORRECT	NOTES
You can become HIV-positive if you are not practising safer sex.		Unprotected sex with an HIV positive person is high risk if they have a high viral load, are not on medication or not adhering to their medication, Please remember not everyone who is living with HIV is aware of their HIV status.
Injecting drugs might give you HIV if you share needles.		HIV can be transmitted via blood on the shared needles.
	You can get HIV by shaking hands with someone.	HIV cannot be transmitted by touching someone.
	If you are fit and healthy you won't become HIV-positive	Someone who is fit who has unprotected sex with an HIV-positive person with a high viral load is at high risk of contracting the virus.

continued on next page

CORRECT	INCORRECT	NOTES
	Married people don't become HIV-positive.	A married person might become HIV-positive if there is extra-marital sex with an HIV-positive person who is not adhering to medication and has a high viral load or is unaware of their status.
	If you stick with one partner you won't become HIV-positive.	This assumes the other partner is also monogamous and HIV negative.
	Women are safe from HIV as long as they use a contraceptive.	Only barrier contraceptives protect against HIV (eg. Male/female condoms)
Using drugs and alcohol can increase the risk of becoming HIV-positive as it can stop you practising safer sex.		Recreational drugs and alcohol can make us behave in ways we wouldn't do when we're sober.
	If you have sex with people who look healthy, you won't become HIV-positive.	HIV can remain dormant in the blood for some time with no symptoms. You cannot tell if someone has the virus from how they appear.
	If you only have sex with people you know, you won't become HIV-positive.	Due to the stigma around HIV, many people do not disclose their status however close they may be to you. Just because they haven't told you, doesn't mean they're not living with the virus.
Anal sex between two men presents more risk of becoming HIV-positive than anal sex between a man and a woman.		This is currently correct because of the higher prevalence of HIV among men who have sex with men in the UK.
	You can become HIV-positive from kissing.	HIV is not transmitted via saliva.
	Pregnant women who are HIV-positive cannot have healthy babies.	Pregnant women who are HIV-positive and being treated, can have HIV negative babies. Knowing your HIV status and having medical support from an HIV doctor is key. In the UK women are offered an antenatal HIV test and if found to be HIV positive, they will be directed to pathways with an HIV specialist who will support them through their pregnancy.

CORRECT	INCORRECT	NOTES
	A man can become HIV-positive if he has oral sex with a woman.	There is no data to suggest HIV is transmitted by giving oral sex to a woman.
IT DEPENDS		NOTES
A woman can become HIV-positive if she has oral sex with a man.		This can be correct if the man is HIV-positive with a high viral load, not adhering to his medication (or not taking medication at all) and the woman has cuts and ulcers in her mouth. If this is not the case, this sexual activity is low risk.

TRANSMISSION – Scientific terminology

Subject: Science – Biology

The purpose of this activity, within the context of learning about HIV, is to reinforce students' understanding of scientific terminology relevant to the study of the transmission of pathogens. The video clip is particularly important as it frames the information about how viruses are transmitted in terms that are relevant for GCSE and A level.

- Vertical transmission is when the virus is transmitted from mother to child.
- Horizontal transmission is when the virus is transmitted from one person to another most commonly through sex.
- Vehicle-borne transmission is when the virus is transmitted via blood particles on an object such as a needle used to inject drugs.
- Vector-borne transmission does not occur with HIV but it happens when a creature such a mosquito carries a virus from one person to another.

TRANSMISSION – How is HIV transmitted?

Subject: Science - Biology, PSHEE and Health & Wellbeing

The quick check graffiti board activity at the start reinforces the fact that HIV is transmitted through certain bodily fluids but not saliva.

The routes of infection for HIV are via blood, semen, breast milk, vaginal and anal mucus. It is important that teachers are aware of the words young people might use for these bodily fluids and that everyone is talking about the same stuff. Give your students a chance to share other names for these terms eg. semen = come/cum, spunk, jizz, jism, man milk, cream, man juice, tatty water, baby gravy, muck etc. For some teachers this will be challenging. To prepare for this, it is worth trying out the activity first with other teachers to try to overcome any embarrassment.

Other bodily fluids that students may suggest that DO NOT transmit HIV include: phlegm, snot, urine, sweat, tears, faeces.

It is important for teachers to be aware that in terms of transmitting HIV, an individual's viral load is a factor in terms of the possibility of transmission. If an HIV positive person is on medication to which they have adhered 100% and has maintained an undetectable viral load then the chances of transmission are significantly reduced, hence the agenda to promote testing.

TRANSMISSION – What are the risks?

Subject: Science - Biology, PSHEE, Citizenship and Health & Wellbeing
Also suitable for staff development sessions

This is a discussion-based task. Teachers are recommended to read the '*GUIDELINES FOR TEACHING SENSITIVELY ABOUT HIV*' before embarking on this activity. It is essential for this activity that students understand the difference between fact and opinion.

This activity is designed to help inform students fully on the nature of the risk involved in different types of behaviour.

Within the risk assessment task, there are some caveats in the types of risks outlined that it is worth drawing to students attention. A key issue relates to whether someone who is HIV-positive is adhering to medication prescribed by their doctor for their HIV. Someone who is adhering fully to their medication will ideally have an undetectable viral load, which means there is virtually no risk of them transmitting the virus according to current research. There is high risk if the HIV-positive person is either not taking medication or not adhering properly to their medicines.

Furthermore, oral sex carries a much lower risk than vaginal or anal sex, but HIV can still be passed on through cuts or ulcers in the mouth if they come into contact with infected semen, blood, vaginal fluids or breast milk of a person with a viral load. A man ejaculating in their partner's mouth increases the risk of infection if cuts or ulcers are present.

The level of risk involved in transmitting HIV from a pregnant woman to their foetus is dependant on certain factors including the medication taken by the pregnant woman, medical intervention during childbirth and whether the woman breastfeeds.

High Risk

- Having unprotected sex with someone
- Sharing infected needles, syringes or other injecting drug equipment
- A pregnant woman living with HIV has a high risk of transmitting it on to her foetus (known as Mother to Child Transmission MTCT) during pregnancy if she is not taking medication to control the HIV virus during her pregnancy.
- A pregnant woman living with HIV has a high risk of passing it on to her baby if she does not take her medication regularly. Adhering to prescribed medication is a particular challenge for some people and is crucial if the virus is to be suppressed.
- A woman living with HIV has a high risk of passing it on to her baby through breast feeding

High Risk

- Doing your own tattoos with friends using a home tattoo kit or with equipment that has not been sterilised – it's basically the same issue as sharing needles for injecting drug use.

Low Risk

- Giving oral sex to a man living with HIV. Oral sex carries a much lower risk than vaginal or anal sex, but HIV can still be transmitted through cuts or ulcers in the mouth if it comes into contact with infected blood, semen, anal mucus or vaginal fluids. The level of risk also depends on the viral load of the man living with HIV and whether he is taking medication as prescribed by a doctor. There is no data to suggest HIV can be transmitted by giving oral sex to a woman.

No Risk

- Hugging and kissing a person living with HIV
- Sharing a drinking cup or cutlery with a person living with HIV
- Having a tattoo using sterile equipment. It is worth introducing the question here 'How do you know if a tattoo parlour is reputable?' and if they can't answer this question, then it's probably not 'no risk'.

QUICK FACTS: HIV is transmitted through the exchange of blood, semen, vaginal and anal mucus and breast milk. It most commonly happens during penetrative vaginal and anal sex. HIV can also be transmitted through sharing needles, or from a pregnant woman to her baby depending on the level of medical intervention.

TRANSMISSION – A film's approach

Subject: English, Media, PSHEE and Health & Wellbeing

This activity is enhanced if you can get hold of a copy of the film *Precious*. However, the relevant moments from the film have been transcribed so whilst viewing these clips will engage your students most fully, the onscreen text is sufficient information to stimulate discussion. *Precious* is a challenging film that deals with disturbing examples of physical and sexual abuse. Precious is raped and made pregnant by her father who also transmits HIV to her. The clips referred to in this activity perpetuate certain myths that HIV is only transmitted by anal intercourse and raise questions about disclosure of HIV status. There are activities within *Positive?* devoted wholly to the issue of disclosure that teachers of PSHEE might wish to move onto after this.

These are the specific time codes for each of the transcribed elements from the film:

Clip 1

Chapter 9: 1:17:06 – 1:17:18

Mother (Mary) to Precious: Your daddy dead.

Precious: That all?

Mother: He had that AIDS virus.

Clip 2

Chapter 9: 1:17:45 – 1:18:04

Precious: *You got it?*

Mother: *What?*

Precious: *The AIDS virus.*

Mother: *No*

Precious: *How do you know?*

Mother: *We never did it up the ass so I know*

Precious: *You better get to a doctor mom.*

Clip 3

Chapter 10: 1:20:54 – 1:21:13

In Precious' literacy class

Precious [to class]: *They say I'm HIV positive.* [Classmates all look shocked and remain silent]
I ain't got nothing to write today

Classmate: *Is your baby okay?*

Precious: *Yeah, I just gotta stop breast feeding him.*

VACCINATIONS AND PATHOGENS

Subject: Science - Biology

General scientific knowledge and understanding about immunity, vaccinations and the transmission of pathogens is positioned here within an HIV framework. The TRUE/FALSE activity requires students to predict what types of pathogens are contained in vaccines. There is a check and reveal function for students to see if their predictions are correct.

BBC Bitesize Science has some useful activities about defending against infection that may be useful to reinforce some of the concepts covered here.

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/human/defendingagainstinfectionact.shtml>

<http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/health/defendingagainstinfectionrev1.shtml>

VACCINATING AGAINST HIV

Subject: Science - Biology

This part of the resource provides Science teachers with the starting place for undertaking research into the challenges involved in developing a vaccine for HIV. The interview with Dr Iain Reeves is particularly useful for this. Dr Reeves explains how vaccines work and why it is so difficult to develop a vaccine to prevent HIV. The links provide a starting point for students to begin to research this topic but are by no means exhaustive.

PREVENTION

Subject: Science - Biology – Infectious Diseases; PSHEE, Citizenship and Health & Wellbeing

Before exploring in detail how we can prevent HIV transmission, it is worth contextualizing the work by revising the means of transmitting other infectious diseases. You may wish to use the activity *TRANSMISSION – How much do you know?*

Key terms to revisit include:

- Pathogens
- horizontal and vertical transmission
- vehicle-borne transmission
- vector-borne transmission

This interactive matching activity is fairly straightforward and something many young people will already know particularly if they have covered the section dealing with transmission of HIV in any detail. It is important, however, to connect the theory with the real world and so the discussion point about how drug and alcohol use can impact on taking preventative measures is an important one. Drugs and Health feature on the AQA and Edexcel Biology syllabi so there are opportunities here to introduce or revisit some of this knowledge and understanding at the same time as teaching about HIV transmission and prevention. A similar activity has been touched upon in the page **TRANSMISSION – Scientific terminology** so this activity can be used to reinforce earlier learning or can be used as a stand-alone task.

TREATMENT AS PREVENTION

Subject: PSHEE, Citizenship and Health & Wellbeing

Treatment as a means of preventing the spread of HIV is now the agreed international strategy as established at the 2011 UNGASS conference in New York. The success of this strategy depends on the ability of the international community to ensure that treatment for HIV is available worldwide. A key message for young people to understand about this strategy is the importance of early testing. If treatment as prevention is to work, individuals who require treatment must be identified quickly.

TREATMENT AND MEDICATION: THE REALITY

Subject: PSHEE, Citizenship and Health & Wellbeing

This activity is a good one particularly from the perspective of promoting health and wellbeing. Students work in groups from online fact sheets to familiarize themselves with the different types of medication available to treat HIV. Each group presents their findings to the whole class before listening to the interviews with the medical experts. Before exploring the next task about what key messages young people should receive about HIV and medication, it is worth encourage a whole class discussion on this: *What do you think is the most important message about HIV treatment and medication?*

There is a delicate balance to be struck here between communicating to your students the fact that on one hand having HIV is, in the West, a treatable condition on a par with diabetes and is not life-threatening whilst on the other hand we should not take a cavalier attitude towards preventing transmission since the negative effects of the virus can be countered by taking medication. The next activity explores this in more detail.

TREATMENT AND MEDICATION: KEY MESSAGE

Subject: PSHEE, Citizenship and Health & Wellbeing

This activity encourages students to think more deeply about the central message of their HIV awareness-raising campaigns. There is a delicate balance to strike here. On one hand, we want young people to understand that an HIV diagnosis is not a death sentence and the virus is easily treatable. On the other hand, we also want young people to understand that it is not desirable to contract the virus and prevention methods should be used wherever possible. It is not helpful to promote a message that can be interpreted by young people as meaning they don't have to try to prevent HIV transmission as they can just take medicine to treat the after effects.

One way of countering this idea is by encouraging thought about the reality of taking medicines every day (usually more than once a day) for the rest of their life. On the other hand, if we do not emphasize how successful HIV treatment programmes are in controlling the virus then we are in danger of misinforming people about what contracting HIV really means today and thus reinforcing fear and stigma.

HOW DO I GET TESTED?

Subject: PSHEE, Citizenship and Health & Wellbeing

In order for a treatment as prevention strategy to be successful, the general population in the UK needs to appreciate the importance of early testing in HIV prevention. Being tested for HIV should be part of every sexually active person's normal healthy-living, check-up routine just like regular bi-annual visits to the dentist. Teachers should be aware of some of the barriers preventing young people from having HIV tests. These include the stigma, a lack of awareness and the fear of the test results.

The 'How would you feel?' starter activity will start students thinking about where to go for a sexual health check up and what sort of things might encourage them to go and get tested. It is important for young people to reflect on the emotional barriers to getting tested as well as the physical ones relating to the location of clinics in their area. Suggesting strategies for overcoming these emotional barriers is an important aspect of this work too. These might include:

- going to get tested together with a friend
- making a list of the pros and cons of getting a test as a means of processing the feelings
- inviting providers to visit the school to offer tests (this might work best in a 6th form college environment and only where the rapid tests are available).

The clip from *Africa United* shows characters from the film having an HIV test and receiving their results. Although the clip has an African context, the questions it stimulates are relevant to UK students.

The other video clips present experts in HIV testing describing how some of the newest UK tests work. It is hoped this level of detail will dispel some of the ignorance and fear surrounding the idea of having an HIV test. It is very important, however, that students appreciate that the rapid 'pin prick' tests described by Dr Rachael Jones and illustrated by the test with Pamela Nash MP are not yet available in all parts of the UK. The research task connected to this activity suggests that for those students living in regions where the rapid HIV tests are not available, calling for an introduction of this testing method could be a focus for their campaigning.

The Extension Work at the bottom of the page highlights the fact that there are different tests for HIV available in the UK and invites students to find out more about these by following the links. The key point to raise here is that the 'rapid pin prick' test Pamela Nash has will only identify HIV contracted up to three months ago. There are 4th generation tests available that can usually identify HIV contracted within a month.

IMPORTANCE OF EARLY TESTING

Subject: PSHEE, Citizenship and Health & Wellbeing

The interviews on this page help students understand the importance of early HIV testing. By watching these interviews closely, students should identify why early testing is so important and what some of the barriers to testing might be.

GET YOUR FACTS STRAIGHT! and MYTH BUSTING

Subject: Science, PSHEE and Citizenship

Also suitable for staff development sessions

These two interactive tasks are designed for teachers to collect together students' knowledge and understanding from the areas covered thus far.

GET YOUR FACTS STRAIGHT is a quick activity to see how much students have learned from the FACTS section of *Positive?*. Some of the statements relate to content that will be covered elsewhere in the resource so in this sense this activity acts as a taster for learning yet to come. It is also a useful way to collect together students knowledge and understanding of HIV having completed the first section of the resource. It is worth taking time for students to share both their new knowledge and remaining areas of doubt or ignorance.

For teachers wishing to work at departmental or whole school level, these activities can be a useful starting point for discussion. Questions to guide such discussions might include:

- What HIV facts am I sure about?
- What areas in teaching about HIV do I need more input with?
- What gaps in teaching about HIV are not covered by this quick-check activity?
[Answers might include: Difference between HIV and AIDS / Importance of early testing / Details of HIV transmission / Populations vulnerable to HIV / Impact of HIV in developing world / Human Rights issues relating to HIV]

MYTH BUSTING is a practical way of empowering young people with the ideas and language they could use should they encounter some of these myths about HIV at some stage in the future. This is also a useful activity to be completed by teachers.

PERSPECTIVES

This section is designed to educate students both about the global citizenship perspective on the HIV epidemic and the nature of the epidemic here in the UK.

All too often statistics, percentages and graphical representations of enormous numbers are cited without any time given to reflecting on the reality of what these numbers mean. By listening to the stories of people living with HIV, students will gain an insight into the reality behind the statistics. The interactive timeline and interactive map provide students with accessible ways into potentially difficult data.

Key themes covered in this section include:

- The role of the UN
- The nature of the epidemic in the UK
- Individual stories behind the statistics

For students who are using *Positive?* to create an awareness-raising campaign, it is really important to cover the information relating to the nature of the UK epidemic. The campaigns should be targeted at a particular audience and the activities within this section highlight the nature of these groups.

A GLOBAL EPIDEMIC – The Response / Interactive World Map

Subjects: PSHEE, Humanities - Global Citizenship, Geography, Health & Wellbeing

The interview with Dr Lynn Collins included on this page provides students with some knowledge and understanding about the role of the United Nations in meeting the global challenge presented by the HIV epidemic worldwide. This is particularly relevant for students studying Citizenship who are expected to have knowledge and understanding about the role of the UN, which all too often can seem like a faceless entity with such a large remit. Learning about the UN within the context of HIV prevention, provides students with a very concrete example of the work of this complex institution. Interviews with Kevin Osborne and Pamela Nash MP reinforce this learning.

The interactive map will offer students a global citizenship perspective on the HIV epidemic. All too often statistics, percentages and graphical representations of enormous numbers are cited without any time given to reflecting on the reality of what these numbers mean.

With a digital tool such as this interactive map, it is important that students are utilising the technology for a specific purpose. As they explore different areas of the map, students should try to identify 3 significant details they think everyone should know. They should then be ready to share this information with the rest of the class giving reasons for their choices.

HIV ACROSS THE WORLD / HOPE FOR THE FUTURE

Subjects: Humanities - Global Citizenship, Geography, Health & Wellbeing

Building on the previous activity with the interactive map, this is a research task to encourage students to explore the reasons why HIV has had a greater negative impact in some parts of the world in comparison to, for example, the UK. The video interviews will provide some support in answering this question as will the research links provided. The following factors that contribute to the spread of HIV in the developing world should be part of the discussion:

- Poverty
- Inequalities in provision of sex education
- Unaffordable HIV treatment
- Access to treatment (dependent on geography, provision of services and finance)
- Inadequate medical infrastructure to offer early testing
- Prejudice and stigma of certain vulnerable groups (eg, men who have sex with men, sex workers etc)
- Social and economic difficulties linked to injecting-drug use.

A useful resource that gives further insight into the effect of HIV on young people's lives worldwide is Love, Life and HIV available from IPPF at

<http://www.ippf.org/en/Resources/Guides-toolkits/Love+life+and+HIV.htm>

The interview with Kevin Osborne on the Hope for the Future page outlines the main challenges for the future in terms of eradicating HIV and is important in contextualizing an otherwise rather depressing narrative. It is important to stress to young people the fact that the global HIV epidemic can be controlled with political will and that there is hope.

ONE AMONG MILLIONS

Subjects: PSHEE, Global Citizenship, English, Health & Wellbeing

This activity focuses on individual stories of people living with HIV in order to make the statistical knowledge and understanding more real and meaningful.

The video content in this section deals with highly sensitive issues such as bereavement, and teachers are strongly recommended to read the 'GUIDELINES FOR TEACHING SENSITIVELY ABOUT HIV' (above) before embarking on this activity.

The video clip of a mother talking about losing her child to HIV could be used by English teachers alongside poems about bereavement, such as *Epitaph Upon a Child That Died* by Robert Herrick (1591–1674), *Remember* by Christina Rossetti (1862) or *On My First Sonne* by Ben Jonson (1616). These poems are available to download from the RESOURCES section.

Epitaph Upon a Child That Died
by Robert Herrick

*HERE she lies, a pretty bud,
Lately made of flesh and blood:
Who as soon fell fast asleep
As her little eyes did peep.
Give her strewings, but not stir
The earth that lightly covers her.*

Remember
by Christina Rossetti

*Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go, yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.*

On My First Sonne
by Ben Jonson

*Farewell, thou child of my right hand, and joy;
My sinne was too much hope of thee, lov'd boy;
Seven yeeres tho' wert lent to me, and I thee pay,
Exacted by thy fate, on the just day.
O, could I loose all father, now. For why
Will man lament the state he should envie?
To have so soon scap'd worlds and fleshes rage,
And, if no other miserie, yet age?
Rest in soft peace, and, ask'd, say here doth lye
Ben. Johnson his best piece of poetrie.
For whose sake, hence-forth, all his vowes be such,
As what he loves may never like too much.*

For students working towards building a campaign, they should think very carefully about which parts of this interview might be most relevant to the audience and purpose of their campaign.

HIV IN THE UK: A History

Subjects: PSHEE, Citizenship

Also suitable for staff development sessions

The interactive timeline shows key moments in the history of HIV in the UK. As students navigate this timeline, they should try to identify three significant details that they think everyone should know. This information should be made a note of for students working towards building an HIV awareness raising campaign.

This is a useful activity to use with staff to familiarise himself or herself with the history of the virus before embarking on this topic with their students.

HIV IN THE UK: Hearing More

Subjects: PSHEE, Citizenship and Health & Wellbeing

The interviews on this page provide students with more information about the communities most affected by HIV in the UK.

Students should have a print out of the PDF *HIV in the UK*, which will provide them with a focus for their viewing. They should tick off the statements on the worksheet as they hear them spoken by the interviewees.

As they watch, students should be thinking about which parts of the interview they would find most useful in their campaign and depending on how you are steering them through the resource, they should begin to select the sound bites they wish to include.

Groups vulnerable to HIV in the UK

Subjects: PSHEE, Citizenship and Health & Wellbeing

The aim of this activity is two fold:

- to highlight the fact that certain groups of people are particularly vulnerable to HIV
- to encourage students to consider the target audience for their campaign.

As with most of the work related to teaching and learning about HIV, teachers need to be aware of the dangers of stereotyping, reinforcing and perpetuating stigma. When exploring the vulnerable groups and key populations, the first point of principle is that teachers do not send a message to young people that it is only these specific groups that are vulnerable to HIV; quite the opposite. A key aim of this resource is to make clear to young people that HIV does not respect boundaries of class, race or gender or age. However, it is true that certain groups of people are more vulnerable to HIV than others for a host of reasons, many of which are worth exploring particularly within a citizenship context.

Within this activity, a distinction is drawn between gay men and men who have sex with men (MSM). This is a distinction that may be new to your students and one worth exploring, particularly for teachers of SRE. Definitions of sexuality (ie. gay / straight / bisexual) can be different depending on cultural and social context. For example, a married man with children who had a sexual encounter with a man when at college is unlikely to define himself as gay. It is important that teachers do not appear judgmental or prescriptive when talking about sexuality and young people should be aware that for professionals working within this area, 'MSM' is a widely used and respected term alongside and in addition to 'gay'.

The category 'People over 40' refers to a group that is becoming increasingly vulnerable to HIV; these tend to be people who have been in long term relationships for much of their adult life and as these relationships are ending, some individuals are facing the challenges of keeping themselves safe from HIV and other sexually transmitted diseases. This can be an interesting group to research for young people as it may include some of their older relations.

Students should be allowed and encouraged to ask questions and voice opinions about the vulnerable groups identified in this activity but central to this work is an understanding that every human being is entitled to their human rights being protected. This topic is developed in more depth later in the resource. In this activity, however, students should be challenged if they voice prejudice or blame. Questions that might help to frame their thinking include:

- Why do you think this?
- Where else and from whom have you heard these views expressed?
- What beliefs underpin your views?
- What sorts of things can make us change our minds about types of people?

The PDF *Vulnerable Groups in the UK* provides students with a focus for discussing who might be the target group for their campaign. This area of study will be covered in more detail in the CAMPAIGN section of the resource but it is important for students to begin to consider this. In light of their discussions, students should download interviews they think might be relevant for their campaign.

ISSUES

PREJUDICE AND STIGMA

Subjects: PSHEE, Citizenship, English, Health & Wellbeing

This activity is relevant for teachers introducing students to the concept of prejudice in a range of contexts, not just related to HIV. Teachers are reminded to prepare for this activity by familiarizing themselves with the *GUIDELINES FOR TEACHING SENSITIVELY ABOUT HIV* (above).

Although a wide range of groups are identified in this task, the list is by no means exhaustive. Students may feel that there are other groups that should appear in the right hand column and for those teachers working from a whole class whiteboard, these may be written onto the board manually.

As an extension, students can write up their ideas about prejudice as an opinion essay explaining their understanding of the nature of prejudice, why certain groups experience it more than others and offering concrete, practical suggestions of how it can be challenged.

EXPERIENCING STIGMA

Subjects: PSHEE, Citizenship, Health & Wellbeing

Teachers should be aware that there might be students in the class who are living with HIV but have not disclosed this to anyone. Similarly, HIV may affect them in that a member of their family or close family friend may be living with the virus. There is a delicate balance to be struck here between giving some students the freedom to express their views and opinions openly whilst protecting others from experiencing the prejudice and stigma being voiced. These skills are familiar to teachers with experience of dealing with sensitive issues and key principles are outlined at the beginning of the teachers' notes for reference.

Central to this section of the resource is offering young people ways to challenge stigma and to help create a supportive environment in which, if they choose to be, they can be open with each other about their own status and the status of those close to them. This is a very sensitive subject and to be truly effective requires a whole school approach. On a micro level, however, teachers can be a very useful source of pathways to information about local and national organizations offering support. A list of HIV support organisations is listed in the RESOURCES section.

The link to further reading is useful as extension work. Students may wish to extract quotes from this article for inclusion in their campaign later.

<http://www.independent.co.uk/life-style/health-and-families/health-news/hiv-is-no-longer-an-epidemic-but-the-stigma-is-2058059.html>

UNDERSTANDING STIGMA

Subjects: PSHEE, Citizenship, English and Media, Health & Wellbeing

In this activity, clips from the feature film *Life, Above All* (based on a book called *Chanda's Secret*), are used to deepen students' understanding of the stigma experienced by people in some communities. Based in South Africa, the film tells the story of a young girl who has to try to live a normal life amidst insecurity and instability. HIV is spreading in Chanda's township yet no one will talk about it. When her mother's illness becomes apparent, the community turns against Chanda's family.

Also included in this activity is the trailer and stills from a very different film about HIV called *We Were Here*. This is the first documentary to take a deep and reflective look back at the arrival and impact of AIDS in San Francisco. It explores how the City's inhabitants were affected by, and how they responded to, that calamitous epidemic.

Both films are designed to educate about and challenge the stigma faced by different communities, and the questions encourage students to reflect on these aspects of the film.

THE SCALE OF STIGMA

Subjects: PSHEE, Citizenship, Health & Wellbeing

This quiz style activity can be used as a stand-alone task to introduce some statistics about how people living with HIV experience stigma. Alternatively, this task can be used to deepen the understanding of those students who have already worked on some aspects of this topic elsewhere in this section.

The extension reading is aimed at fluent, confident readers who are interested in substantial research in this topic. For students who have decided on an over 50s audience for their campaign, the linked Terence Higgins document *50+ & HIV positive* is particularly relevant and for those who wish to focus on challenging stigma in their campaign, information in the *Stigma Index Migrant Report* and *The People living with HIV Stigma Index UK Qualitative Report 2010* will be especially useful.

NAM also produce very useful materials on this topic:

<http://www.aidsmap.com/HIV-amp-stigma/page/1260701/>

STIGMA AND DISCLOSURE

Subjects: PSHEE, Citizenship, Health & Wellbeing

Also suitable for staff development sessions.

Questions about disclosure go to the heart of the stigma still surrounding HIV. The very fact that so few people disclose their HIV status in schools and colleges, is indicative of the negative attitudes still held towards those living with the virus.

In terms of PSHEE and Citizenship education, exploring the reasons why people choose not to disclose their status and working towards creating supportive environments in which they can, should be central to students' work.

The reasons people don't disclose their HIV status are many and varied but it is essential that teachers and students realise that a key factor in people's non-disclosure is anxiety about the response they will face.

The interactive matching task on this page is designed to introduce students and teachers to the key issues and to encourage them to think about concrete, practical ways in which they can help to create a safer context for people living with HIV who wish to talk about their status with those they trust.

The message here should not be that people living with HIV should disclose their status. It is up to each individual who to tell, when and how. The two key issues are:

1. How do we help to create a safe and trusting environment so someone living with HIV feels comfortable disclosing their status if and when they chose to?
2. What questions and issues should someone living with HIV consider when deciding to whom, when and how to disclose their status?

As a teacher introducing the subject of HIV into your classroom, and hopefully discussing it with your colleagues, you may become perceived as a source of expertise and support. Here are some links to organizations that will offer expert guidance to those asking for further information or support:

<http://www.aidsmap.com/Disclosure/page/1550432/>

<http://www.hivaware.org.uk/be-aware/real-stories.php>

<http://www.tht.org.uk/mediacentre/pressreleases/2006/may/leafletupdateonhivdisclosure.htm>

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

HIDING THE TRUTH

Subjects: PSHEE, Citizenship, Health & Wellbeing, English & Media

The activity uses a film clip from *Africa United*. Dudu, one of the film's main characters, is living with HIV although it is not until towards end that we find this out. Dudu's outlook on life is positive and life affirming. When we do discover he has been living with the virus all along, our own attitudes are brought into question. How can someone living with HIV be so fun loving and upbeat? Why didn't he tell his friends? Why didn't he make sure to have his medication with him on his journey?

The discussion questions are designed to engage students in reflecting on Dudu's situation. English and Media students may wish to consider issues of representation in this scene. For a fuller analysis of *Africa United*, including questions of representation, English and Media teachers may wish to explore www.filmeducation.org/africaunited.

DISCRIMINATION

Subjects: PSHEE, Citizenship, Health & Wellbeing

The Disability Discrimination Act, passed in 2005, made it illegal to discriminate against someone living with HIV in the workplace. The Equality Act passed in 2010 builds on and strengthens the legal protections for disabled people, including those living with HIV and the UK's signing of the UNGASS agreement in June 2011⁹ reinforces this still further. Yet, despite these advances, people still experience discrimination because of their HIV-positive status. The cause of discrimination is usually ignorance of the facts.

The video interviews and discussion points are designed to encourage students to consider both how the nature of discrimination can impact on individual lives as well as reflecting on practical ways to challenge it.

SUPPORTING SELF-DISCLOSURE

Subjects: PSHEE, Citizenship, Health & Wellbeing
Also suitable for staff development sessions.

This activity provides students with the opportunity to think about practical ways in which they can support someone who discloses their HIV status to them.

The video clips from people living with HIV should help them to process some of the key issues. Students in their campaigns could include the list of suggestions for supportive ways to respond, although these should be adapted to suit the particular audience for the campaign.

IS HIV TRANSMISSION A CRIME?

Subjects: PSHEE, Citizenship, English

This activity introduces the controversial topic of criminalisation of HIV. It begins with the case study of German singer Nadja Benaissa who was charged in courts in Germany with grievous bodily harm for transmitting HIV to a partner.

From a Citizenship perspective, this topic is relevant in terms of Human Rights and the law whilst English teachers can use the subject to develop skills of advocacy and debate. Questions of personal responsibility, relationships and STIs are illustrated by this debate and therefore make it suitable for PSHEE lessons too.

The activity begins with some short video clips and some links to newspaper articles of a high profile case of HIV transmission. The TRUE/FALSE quiz is a useful starter for students to pool ideas whilst the clips provide more detail about some of the issues.

The short film Verdict on a Virus available at <http://www.hivandthelaw.com> goes into more detail about some of these issues from a UK perspective.

For more information on this topic, go to <http://www.myhiv.org.uk/Telling-people/Law>
This is a particularly helpful link for students to research as part of their homework on this topic.

⁹ <http://www.un.org/en/ga/aidsmeeting2011/>

WHAT IS CRIMINALISATION?

Subjects: PSHEE, Citizenship, English

This activity introduces key legal terms that are useful in understanding how the law criminalising the transmission of HIV works. There are differences between 'exposing' someone to the virus and 'transmitting' the virus, which it is important for young people to understand. Other key terms include the types of transmission that one can be prosecuted for. These are known as INTENTIONAL and RECKLESS transmission.

For English teachers wishing to structure a formal debate around the issue of criminalisation of HIV, it is important that these key terms are covered. Further reading is suggested at the end of the activity, which teachers may wish to refer able students to explore as part of their research for homework. Other useful documents include:

<http://www.aidsmap.com/law>

<http://www.ippf.org/en/News/Press-releases/Whats+the+impact+of+criminalizing+HIV+transmission.html>

CRIMINALISATION: DEBATE

Subjects: PSHEE, Citizenship, English

English teachers are used to organising formal classroom debates and the PDF worksheet accompanying this activity will support students in sorting out their ideas and opinions on the topic. Teachers of Citizenship and/or PSHEE may also wish to debate this topic.

You will need to sort your class into two teams: one team will be in favour of criminalisation whilst the other team will be against it. You will need to allocate individuals to propose and oppose the motion as well as those to second each of these positions. Each side will also need a speaker to sum up their arguments. You may choose to chair the debate yourself or allocate a student to do this.

Although you actually only need two students to prepare a speech to support their position, you may decide you would like everyone to try this task. They will also need to prepare questions to ask the other team. At the end of the debate, take a vote to see how your class feels about this topic.

The questions encourage discussion of a range of positions relating to criminalization and culminate in a formal debating activity. Teachers may wish to use the links on this page as a homework research task.

For further ideas about how to organize a formal debate, go to:

http://www.idebate.org/teaching/debate_formats.php

http://news.bbc.co.uk/cbbcnews/hi/newsid_4530000/newsid_4537100/4537177.stm

HIV and HUMAN RIGHTS

Subjects: PSHEE, Citizenship, English & Media

Also suitable for staff development sessions

The activity introduces the topic of the 1993 film *Philadelphia* to stimulate discussion about workplace policy around discrimination and HIV. The reference to *Philadelphia* makes this activity suitable for students of English and Media as it introduces questions of representation as well as for students of Citizenship and PSHEE reflecting on broader questions of human rights.

PHILADELPHIA AND HUMAN RIGHTS

Subjects: PSHEE, Citizenship, English & Media

Also suitable for staff development sessions

The references to the film *Philadelphia* are a concrete way of exemplifying human rights violations in terms of an individual's HIV status. English and Media teachers may wish to explore the film representations of people living with HIV in more detail by comparing those identified here with the characters in *Africa United*, *Life Above All* and *Precious* referenced elsewhere in *Positive?*

The Disability Discrimination Act and the Equality Act 2010 are important documents to underpin teachers' knowledge and understanding of key ideas here:

http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068

The Public and Commercial Services Union (PCS) offer their members clear advice:

http://www.pcs.org.uk/en/equality/disability_equality_toolkit/hiv-in-the-workplace-negotiators-guidance.cfm

Students considering this topic for the first time may be shocked to imagine someone working in their school or college could be living with HIV. This is a powerful starting point for discussion about fairness and upholding people's rights and by exploring the context of a school or college as an employer, it makes the context more real and immediate for students. This is also a useful starting point for teachers to explore the extent to which their institution is HIV friendly in terms of employment procedures. As an extension task for the more able students, the 'top tips' activity could be developed into writing a school work place policy relating to HIV. The TUC, in conjunction with NAT, have produced some helpful guidelines to support this activity.

www.tuc.org.uk/equality/tuc-12059-f0.pdf

KNOWING OUR HUMAN RIGHTS

Subjects: PSHEE, Citizenship

This matching task discussion points that follow invite young people to reflect on the extent to which their own human rights and those of their friends and family are valued, respected and upheld.

It is imperative that teachers are sensitive to the experiences of the young people in their class as it may be the case that they have experience of human rights violations as a refugee fleeing a war zone or scenarios of domestic violence or sexual, physical or emotional abuse. Teachers are recommended to read 'Guidelines for Teaching Sensitive Issues' before embarking on this activity.

PROMOTING HUMAN RIGHTS

Subjects: PSHEE, Global Citizenship

In this activity, students watch a short film about a young woman living with HIV in Swaziland. The film illustrates a number of human rights and provides students with a visual stimulus to consider how the protection of human rights can help to prevent the spread of HIV. Students should consider how they might include their ideas in their campaign later.

CAMPAIGNING

The **CAMPAIGN** section of *Positive?* is particularly appropriate for students of English and Citizenship and will involve students devising, writing and distributing an HIV awareness-raising campaign. By so doing, students will develop a set of skills and competencies that are valuable for taking an active citizenship role in society. Before embarking on their own creative campaigning, students will also analyse and reflect on the purpose, style and impact of campaigns in the past.

INTRODUCTION

Subjects: PSHEE, Citizenship, Health & Wellbeing

This starter activity involves listening to interviews with experts in the field of HIV who set out the key areas for campaigning:

- Stigma and discrimination
- Criminalisation
- Early testing

Students should begin to consider which of these most appeals to them as a theme for their own campaigns.

CONTEXT

Subjects: Citizenship, English & Media

This activity will start your students finding out about the historical context of HIV campaigning. The timeline within the **PERSPECTIVES** section will enrich students' appreciation of this history of HIV so if they haven't yet explored it, a homework task to do so would fit well at this point in their route through the resource.

After listening to Deborah Jack, CEO of the National AIDS Trust (NAT) describe her perception of how the media have covered HIV since the 1980's, students are required to undertake some of their own research about previous HIV campaigns and their impact. Students are also expected to consider the effectiveness of different types of campaign strategies, such as targeted campaigns (where resources are aimed at a specific groups that make up the HIV epidemic in the UK) as opposed to ones that are aimed at everyone.

CRITICAL ANALYSIS - POSTERS

Subjects: Citizenship, English & Media

This activity requires students to analyse previous HIV campaign posters in order to establish key elements of each including message, audience, and context.

The extension task requires students to read about a famously controversial advert for Benetton in which shocking images of the affect of HIV were used. This article is the basis for discussion about ethics in advertising whilst raising questions about sensitivity when raising awareness of HIV.

CRITICAL ANALYSIS – TV ADVERT

Subjects: Citizenship, English & Media

This activity uses the famous UK government campaign TV advert from 1987 'Don't Die of Ignorance'. After watching the advert and discussing the pros and cons of such a fearful campaign message, students watch video interviews with a range of HIV experts who offer their opinions on the impact of the 1987 campaign.

The extension activity is suitable particularly as homework as it invites students to find out more about this campaign from family or teachers in order to have a full discussion about its perceived impact in the next lesson.

Media teachers may wish to analyse the advert more fully in terms of film language and representation. The film language glossary on *Film Education's* site may be a useful resource here: http://www.filmeducation.org/staffroom/film_in_the_classroom/film_language/

KEY ELEMENTS

Subjects: Citizenship, English & Media

Students should watch the video clips of experts talking about effective campaigning strategies. As they watch, students should look out for three key points to inform their own campaign planning.

The Extension Task presents a short film by young people living with HIV, courtesy of CHIVA¹⁰; this is an excellent example of a professionally made short film to raise awareness of HIV for young people. Students should consider how they could incorporate the style and content of this film in their own campaign.

AUDIENCE

Subjects: Citizenship, English & Media

It is essential that students consider the audience for their campaign and the video interviews in this activity will help them to do this.

¹⁰ <http://www.chiva.org.uk/>

After having watched the experts describe the importance of knowing one's target audience, students need to be given time to decide at whom they will aim their awareness raising campaigns, eg.

- Young women aged 16 – 24
- Young gay men aged 16 – 24
- Young straight men aged 16 -24
- Prisoners
- Injecting-drug users
- Sex workers
- Black African community
- Youth campaign
- Over 40s

There is a PDF worksheet entitled 'Audience' that will support them in organising their ideas as they work back through the interviews and data they have collected during their journey through the website.

PURPOSE

Subjects: Citizenship, English & Media

In order for students to create a meaningful awareness raising campaign, they need to be very clear about its purpose. The video interview in this activity and the PDF worksheet entitled 'Purpose' will support students in helping them work out their campaign goals. It is important that students are both imaginative and realistic in terms of what they hope to change.

It is worth reinforcing at this stage the three main areas of campaign focus supported by *Positive*? These are:

- Stigma and discrimination
- Criminalisation
- Early testing

KEY CHALLENGES

Subjects: Citizenship, English & Media

This activity involves students discussing the challenges faced by anyone building a media campaign to raise awareness about a topic such as HIV. Students are encouraged to discuss how to engage key populations with the campaign message and how to transform their engagement into action.

After watching the video interview with Paul Steinberg, an experienced health promotion campaigner, students reflect on how they might meet some of these challenges in their own campaigning.

DIGESTING DATA

Subjects: Citizenship, English & Media

Students will have to make difficult choices about what exactly to include in their campaigns in terms of data, statistics and factual information. Not only do they need to ensure the information is up to date and accurate, but they must also make certain that it is appropriate for their target audience.

As well as watching the video interviews with experts in this field, students should have an opportunity – perhaps as homework – to look back on the data and other information they may have already downloaded from elsewhere on the site or from other sites. Students should interrogate their own choices and begin to select the information they think is most appropriate for their campaign:

- Is this suitable for my target audience?
- Is this data up to date?
- Is it from a reliable source?

FORMAT & DISTRIBUTION

Subjects: Citizenship, English & Media

The proliferation of social media has changed the nature of campaigning in the 21st century and young people are at the forefront of these changes. After watching Paul Steinberg's opinions about these changes, students should use the 'Format and Distribution' PDF worksheet to help guide their discussions about how they will conceptualise their own campaigns. The following formats will form the basis of these discussions:

- poster
- leaflet
- website
- blogsite with a photographic record of campaigning events
- TV style advert (maximum three minutes)
- radio style advert (maximum three minutes)
- presentation slide show

Students are required to decide on the format of their campaign, design a branded logo and plan for ways to distribute their message. For some students this may involve setting up Facebook and/or Twitter accounts which may be blocked by your school and therefore better to set as homework.

PULLING IT TOGETHER

Subjects: Citizenship, English & Media

As students move toward the end of this resource, they need to spend some time pulling together all the information and ideas they have collected during their work on this topic in order to produce something original and impactful. The RESOURCES section holds a range of media assets they may find useful including downloadable videoed interviews.

The questions and links on this page are designed to focus students' attention on the production phase of their work. They are recommended to revisit certain pages in order to revise ideas and clarify thoughts.

There is also a range of practical ideas and suggestions for drawing attention to students' campaigns, such as inviting your local MP to host a screening event of an HIV related film in your local cinema. In order for this stage to be truly successful, teachers will need to co-ordinate this quite carefully, perhaps in liaison with the school's management team. This is a very exciting stage of the work where the theory turns into practice.

GETTING NOTICED

Subjects: Citizenship, English & Media

Although an earlier activity introduced the concept of distribution, this task requires students to think more about how this will actually happen for their campaign. As well as social media, this page suggests ways of drawing attention to their campaigns via local journalists, MPs, councillors etc.

Suggestions to write a press release and the importance of an appropriately formal tone in correspondence with the media are also covered in this activity. As with every aspect of the CAMPAIGN section, the skills students acquire through this work can be transferred to campaigning on a range of topics other than HIV.

EVALUATION

Subjects: Citizenship, English & Media

In order to establish the successes of their campaigns, students must build in some mechanism for evaluation. This stage of the process may be something your students return to after a number of weeks but it is very important both you and they consider it even at the planning stage.

The interview raises some of the difficulties historically with evaluating HIV campaigns and links to online survey tools provide students with a possible format for their evaluation.

ACCESSING SUPPORT

It is essential for teachers to remember that there may be students in their classes and teachers and/or ancillary staff in their school who are living with HIV but have not disclosed this to anyone within the school community or who are affected by HIV because they have a close family relative or friend who lives with the virus. Teachers have a responsibility here to make clear to young people where treatment and care is readily available. As well as their local GP, G.U.M./Sexual Health clinics or hospital's Accident and Emergency department, there are a number of support networks available for young people where they can access treatment, support and care.

NAM offers a huge range of online and print resources about HIV and is a very useful place for young people to access more information:

<http://www.aidsmap.com/resources>

The National AIDS Trust (NAT) provide an excellent source of information at

<http://www.lifewithhiv.org.uk/resources>

HIV Scotland is the national HIV policy charity for Scotland

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

Terence Higgins Trust Direct (the UK National Helpline): 0845 1221 200 (calls charged at local rate, but charges may vary from mobile phones), Mon-Fri, 10am 10pm and Sat-Sun, 12-6pm

Other organizations that particularly support the needs of young people include

Body and Soul <http://www.bodyandsoulcharity.org/>

The Children's HIV Association <http://www.chiva.org.uk/>

and The National Children's Bureau HIV Network <http://www.ncb.org.uk/hiv>

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CONTRIBUTORS

Simon Bishop
Dr Martha Chinouya, University of Northumbria
Dr Lynn Collins, Technical Advisor United Nations Population Fund (UNFPA)
Raoul Fransen, Co-Founder, Young Positives
Rob Harrap
Katie Hopkins, Charing X Hospital
Deborah Jack, CEO, National Aids Trust (NAT)
Dr Rachael Jones, Lead Clinician, West London Clinic for Sexual Health
Francis Kaikumba, CEO, African Health Policy Network
Dr Richard A. McKay
Lazarus Mungure
Julie Musonda, LASS
Pamela Nash, MP, Chair APPG on HIV and AIDS
Maureen Ndwana
Leigh Neal
Dr Mark Nelson, Chelsea and Westminster Hospital
Kevin Osborne, Senior HIV Advisor, International Planned Parenthood Federation (IPPF)
Sir Nick Partridge OBE, CEO Terrence Higgins Trust
Silvia Petretti, Positively UK
Dr Iain Reeves, Consultant in HIV Medicine
Thierry Schaffauser, Global Network of Sex Work Projects
Eunice Sinyemu, African Health Policy Network
Winnie Ssanyu Sseruma, Advocacy & Networks Officer, Christian Aid
Paul Steinberg, Senior Health Specialist and Writer
David Stuart, Education, Training and Outreach Manager Antidote
Caspar Thomson, Executive Director, NAM

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CREATIVE TEAM

Alastair Hudson, Ayedear Productions Ltd – Producer
Ian Wall, Film Education – Producer

Rachel Burns – Writer
Susanna Cordner - Researcher
Jane Dickson – Project Coordinator
Andy Donald – Technical Director
Bernie Donohoe – Design & Art Direction
Sean Groth - Video Editor
Lucy Witcomb – Project Coordinator