

LESSON PLAN #1

HIV: THE FACTS

HIV is not well understood in the UK. **Research** conducted by Ipsos MORI found that only 45% of the public can correctly identify all correct routes of HIV transmission without misidentifying incorrect transmission routes. The survey also found an alarming increase in the numbers of people who believe in myths about how HIV is transmitted. Myths about HIV strengthen stigma and discrimination against people living with HIV. Teaching students the facts about HIV enables them to stay healthy in their relationships and combat stigma. This is particularly important for students who may be at greater risk of acquiring HIV, including LGBT+ students.

This lesson would work particularly well if taught following DO...’s [Lesson 5 on Safer Sex](#).

RESOURCES AND LINKS:

- ▶ [NAT](#)
- ▶ [Body and Soul ‘The FACTory’ videos](#)
- ▶ [FPA ‘HIV’](#)
- ▶ [NHS ‘HIV and AIDS’](#)
- ▶ [Terrence Higgins Trust](#)
- ▶ [NAM Aidsmap](#)

HIV: THE FACTS

KEY LEARNING AIMS

- ▶ Understand the transmission routes of HIV and the various methods that can protect people from acquiring HIV
- ▶ Increase feelings of responsibility for maintaining and monitoring personal physical health
- ▶ Identify, evaluate and independently access reliable sources of information, advice and support for sexual health.

KEY LEARNING OBJECTIVES FOR STUDENTS

Write the lesson objectives on the board (without ALL, MOST, SOME) so you can refer to them later

- ▶ **ALL** students will be able to: explain what HIV is and how it can be passed on
- ▶ **MOST** students will be able to: recognise that risk of acquiring HIV can be reduced and are able to identify different HIV prevention methods
- ▶ **SOME** students will be able to: identify and access local health

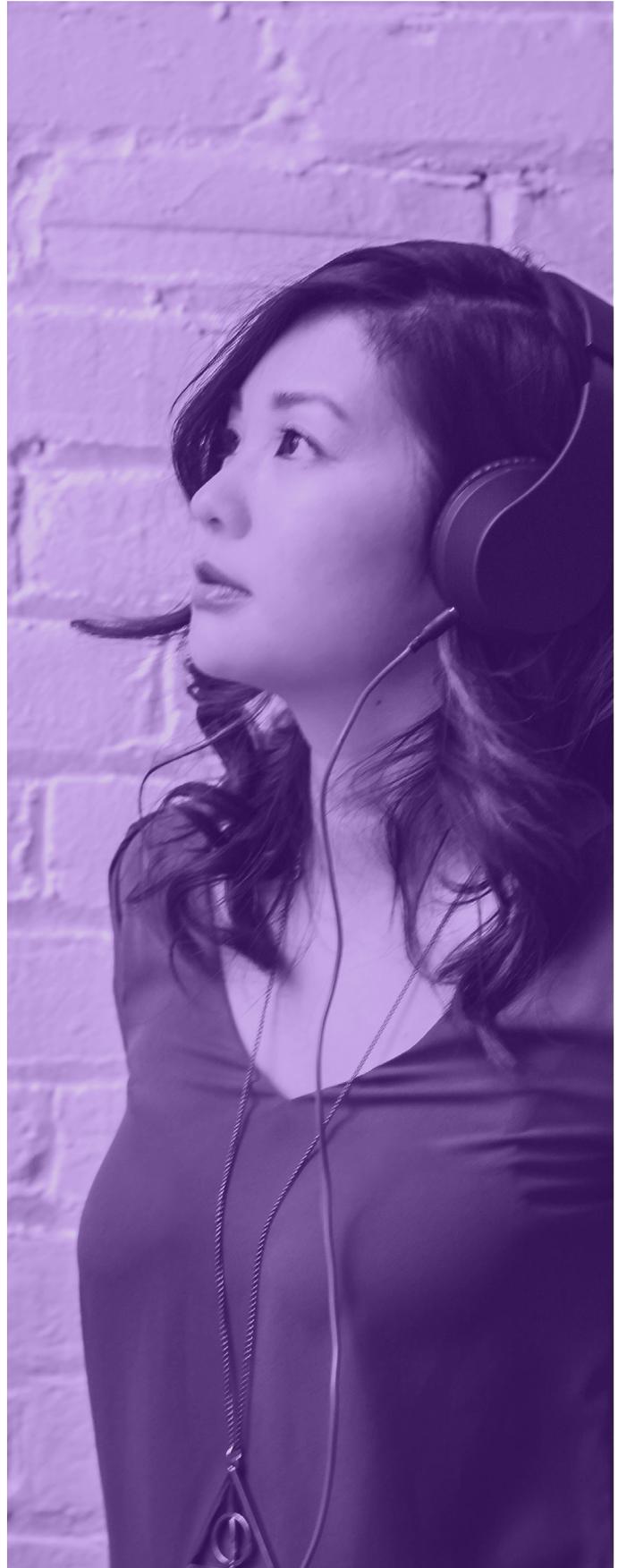
services for advice and support for HIV prevention and testing.

EQUIPMENT

- ▶ Whiteboard or flipchart
- ▶ Print outs of prompt cards (one card per group of 5-6 students)
- ▶ Access to computers or print outs of information sheet (2-3 copies per group of 5-6 students)
- ▶ Paper, felt-tip pens and collage materials.

TEACHER'S NOTES

- ▶ Ensure you have ground rules set up with the class
- ▶ Familiarise yourself with FAQs on HIV provided in this pack. You can use these as a reference during class in case you're asked a question that you're not sure about
- ▶ Be mindful of the possibility that you may have a student living with or affected by HIV in your classroom
- ▶ The aim of this lesson is to impart the key facts about HIV in an engaging way that encourages students to use their own research skills to find out information
- ▶ Consider including the before/after assessment/evaluation activity.



ACTIVITIES

STARTER

▶ ACTIVITY 1: STRUCTURED DISCUSSION (5-10 MINS)

1. Explain to the class that a recent survey has found that less than half of the general public in the UK know how HIV is passed on.
2. Write on the board 'Why might this be a problem?' Ask students to call out their responses and write them on the board.
3. Briefly review the responses and make sure these key points have been picked up:
 - ▶ So that people know how to protect themselves from acquiring HIV
 - ▶ So that people don't treat others unfairly
 - ▶ To reduce fear (and stigma) around HIV.

MAIN

▶ ACTIVITY 2: INDEPENDENT RESEARCH (20-30 MINS)

1. Explain to the class that the Government has decided that a new public health campaign is needed to address the lack of knowledge about HIV amongst the UK population. They want young people to help with the campaign, and so the class is going to conduct a research project to examine some key topics about HIV in the UK. Mixed ability groups of 5 or 6 are going to be allocated a key topic which they must research. The key topics will be:
 - ▶ What is HIV?
 - ▶ HIV in the UK
 - ▶ How HIV is passed on
 - ▶ How to find out if you have HIV
 - ▶ How HIV is treated.
2. Depending on the amount of time you have and whether you have access to the internet, you can ask students to conduct their research using the information sheet provided or using the internet. You could also ask the class to do the research at home for homework and bring to the next session.

If conducting research on the internet, they should use the following websites to find out information on their topics (there is a lot of misinformation on the internet so it is best to use these verified sources):

- ▶ NAT www.nat.org.uk
- ▶ Body and Soul 'The FACTory' videos <https://www.youtube.com/user/bodyandsoulcharity>
- ▶ FPA, 'HIV' <https://sexwise.fpa.org.uk/stis/hiv>
- ▶ NHS 'HIV and AIDS' <https://www.nhs.uk/conditions/hiv-and-aids/>
- ▶ Terrence Higgins Trust www.tht.org.uk
- ▶ NAM Aidsmap <http://www.aidsmap.com>

3. Hand out the prompt cards for each key topic (and details of the reputable websites if the task is set for homework) and ask the students to use the information sheet or search the internet links provided to find information on their key topics.

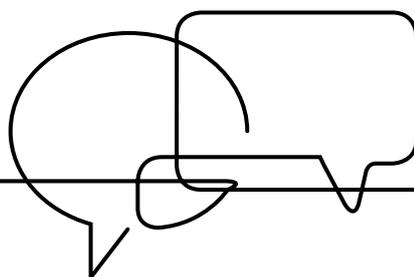


It may be helpful to instruct participants to assign specific roles to each group member to encourage participation (e.g. group leader, researchers, designers, creatives, etc.) This also works to support individual participants either to strengthen or develop a particular skill or to differentiate by ability where some roles may be too challenging for some lower ability or SEN students. Support and check that this is happening.

4. If using the internet, show students how to save the search results to use in their presentation so that they have a log of the sources they have used; explain that these can later be used as references. Encourage students to make judgements about sources and their accuracy while choosing subject matter to support their stance.
5. Ask students to review what they have gathered to see if it has given them the information they need.

▶ **ACTIVITY 3: PRESENTATION DESIGN (30 MINS)**

1. Once the research is complete, ask students to think about how they could present their findings to the public and prepare a short presentation. Their presentation could take the form of an infographic, a short video (they could film on their phones), a comic strip, poster or anything else that is visual, eye-catching and can get information across to the public in an accessible way.
2. Students should then create their visual presentation in the time remaining with the equipment available. They could also do this task for homework if needed.



PLENARY

► ACTIVITY 4: SHARING THEIR FINDINGS (30 MINS)

1. Ask each group to present to the class. When they present what they find they should also be asked to explain where they found their information from, either verbally or as references.
2. During the presentations, take note of anything you think is not correct or has been misunderstood. At the end of all the presentations return to these points and discuss the facts to ensure that all students are given correct information on all the topics.
3. Answers to the questions within the prompt cards are provided in the worksheet. You can use this information to check the accuracy of the answers that students provide in their presentations. You can also use the FAQs provided at the beginning of this pack for further reference.
4. You can then explain that by conducting their own research, students have contributed to improving their knowledge about HIV. (You may find it useful to come back to the idea of a public information campaign when teaching Lesson 3 – Taking Action on HIV Stigma).



**COMPETITION
TIME!**

If the students are happy for you to do so, please do send us their presentations. We'll announce a winner for each topic on World AIDS Day (1st December) every year and each winning presentation will be featured on our World AIDS Day website.

You can email presentations to info@nat.org.uk or post them to NAT, Second Floor Aztec House, 397-405 Archway Road, London, N6 4EY.

ASSESSMENT AND EVALUATION



ASSESSMENT:

Ask students to complete the sentence: 'One thing I know now that I didn't know before this lesson is...'



EVALUATION:¹

When one group is presenting their research findings, ask the other groups to assess their peers by either completing a peer assessment sheet below OR considering the following questions and providing verbal feedback:

- ▶ Did the presentation contain accurate and relevant information?
- ▶ Was the information presented in an interesting and engaging way?
- ▶ Did the presentation include well-articulated personal reflections and ideas?
- ▶ Were questions answered appropriately?



The peer assessment sheet on the next page enables students to rate their own performance and their peers. Peers should assess first, with the student conducting their own self-assessment at the end. Students should choose an overall verdict of basic, better, or best based on whichever category they have used most for the assessment criteria. For the final level, you can then use your own judgement based on the presentation, self and peer assessment grades to determine the overall grade.

OPTIONAL EXTENSION ACTIVITIES

1. The presentations which your students have designed can be used to form a classroom display which will reinforce their learning and act as a reminder of the key facts about HIV.
2. Ask students to conduct research with other classes or their family and friends to find out their levels of HIV knowledge. They could test them by asking them to complete a quiz, or design a questionnaire to get their views.
3. Contact your local sexual health clinic and ask them to visit the school to speak to students in more detail about how they can access HIV prevention methods and testing.



ASSESSMENT CRITERIA FOR HIV PRESENTATION

Name		Final Level	
Self-Assessment Level Awarded		Peer Assessment Level Awarded	
Comments:			

	BASIC	BETTER	BEST
Appropriate selection of relevant information	Contains little or none of the required information.	Contains most of the required information.	Contains all or almost all of the required information.
Appropriate interpretation of relevant information	Shows weak understanding in selecting and interpreting appropriate information.	Shows fair understanding in selecting and interpreting appropriate information.	Shows clear understanding in selecting and interpreting appropriate information.
Design	Information is presented but not in a logical, visually attractive or clear way.	Information is clearly laid out with mostly suitable design/presentation to enhance presentation.	Information is well supported with suitable design/presentation. If a visual presentation style is chosen, it is visually appealing using appropriate pictures that complement the text / narrative.
Keywords	Some keywords are incorrectly explained.	Most keywords are explained.	All keywords are explained.
Referencing	Some inappropriate or inaccurate sources of information used.	Recommended websites used.	Recommended websites used as well as additional, appropriate sources of information which are clearly explained.

	Peer Assessment Level	Peer Assessment Level	Peer Assessment Level	Self Assessment Level	Final Level
Verdict on presentation overall (Basic, Better, or Best)					