

LESSON PLAN #2

LIFE WITH HIV

HIV is a highly stigmatised condition and experiences of direct discrimination are common amongst people living with HIV. Many people living with HIV choose to keep their HIV status private as a result of this. Encouraging students to empathise with the experiences of people living with HIV gives them the opportunity to consider how their own identity is influenced by other people's perceptions of them, understand the right to privacy, and recognise the impact of stereotyping, bullying and discrimination on individuals and communities.

There is considerable crossover between this lesson and DO...’s [Lesson 1: Let’s Start with You](#). You could teach this lesson after having taught the DO... lesson, or mix-and-match the activities to adapt the DO... lesson to have a focus on HIV.

RESOURCES AND LINKS:

- ▶ NAT ‘[Real Life Stories](#)’ of people living with HIV.
- ▶ BBC Three video ‘[Things not to say to someone who’s HIV positive](#)’ provides insight into the questions people living with HIV would rather not be asked
- ▶ Body & Soul’s ‘[Life in my Shoes](#)’ – this is a six-lesson resource based around a film ‘Undefeated’ which focuses on HIV stigma and increasing empathy amongst students for people living with HIV.
- ▶ Bish ‘[How Do You Feel About You](#)’ discusses self-esteem more generally.

LIFE WITH HIV

KEY LEARNING AIMS

- ▶ Recognise that identity is affected by a range of factors, including the media and a positive sense of self
- ▶ Understand the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities living with HIV
- ▶ Exhibit respect and supportive behaviour towards people living with HIV.

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: identify things that make people living with HIV feel good or bad about themselves
- ▶ **MOST** students will be able to: demonstrate empathy and be able to model positive behaviours towards people living with HIV
- ▶ **SOME** students will be able to: champion the rights of people living with HIV to live without stigma and encourage others to be good allies.

EQUIPMENT

- ▶ Whiteboard or flipchart
- ▶ Print outs of scenario cards (two copies of each)
- ▶ Coloured pens and paper
- ▶ Post-it notes.

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
- ▶ Let students choose their own partners for the activities in this lesson
- ▶ The aim of this lesson is to encourage students to empathise with the experiences of people living with HIV
- ▶ Consider including the before/after assessment/evaluation activity.



ACTIVITIES

STARTER

► ACTIVITY 1: STRUCTURED DISCUSSION (10-15 MINS)

1. In pairs, ask students to think about two questions – the first is ‘Why are people sometimes judged?’ and the second is ‘Why do people sometimes judge others?’. Ask them to discuss what might happen and how that person might feel. Explain that they might have some personal experience of this which they can use as inspiration, but they should describe these as general situations without using names or identifying descriptions (as per the ground rules).
2. Ask students to share the examples they’ve come up with and write these on the board.
3. Ask students the following questions:
 - Are you surprised by any of these examples?
 - Why do you think people behave in this way?
 - How might they behave differently?

▲ TOP TIP

When students are discussing the questions you’ve posed to them, you can use this as an opportunity to explain the term ‘stigma’ to them. If they give examples of people judging others on the basis of their gender identity, skin colour, sexual orientation, etc. you can explain that these are all examples of prejudice and that there are different names for different prejudices – e.g. transphobia, racism, sexism, homophobia etc. When people living with HIV are judged and treated badly because of prejudice and assumptions about HIV, we call this ‘HIV stigma’.

MAIN

► ACTIVITY 2: SCENARIO CARDS (15 MINS)

Below is an in-depth realistic scenario with a series of questions which students should answer. The questions should encourage students to feel empathy with the characters and understand the impact that stigma can have on individuals and groups of people. There are also notes available for you for every scenario to aid the discussion.



NOTE

...the characters in the first two scenarios are purposefully non-gendered, and none of the scenarios make any reference to ethnicity or sexual orientation. This is to give students the chance to think about how they imagine the characters, and consider any assumptions they may make about them.

1. Ask the students in pairs to join another pair so they are now in groups of 4.
Print off copies of each of the scenarios and place them in different parts of the room.
2. Each group will take turns at a different scenario (there will probably be two groups per scenario), discuss their answers and then draw a picture of the person featured and write their responses to the questions inside or around them in thought bubbles.
3. After having spent about 5-6 minutes on each scenario, ask students to return to their seats. Each group should present their drawings to the class and display them at the front for comparison.
4. Ask the class to discuss the similarities and differences between their responses, and whether any of the other group's responses has changed their mind about a particular question. For each scenario discuss what identity the students imagined the person might have, e.g. ethnicity, sexual orientation, gender identity etc.
Challenge assumptions and encourage students to explore why they might think this.

PLENARY

►ACTIVITY 3: SELF-REFLECTION (10 MINS)

1. Ask students to reflect on what they have learned in this lesson about the impact of judging others and treating people badly because they are different.
2. Ask them to write on a post-it note one way they will try to be mindful of this in the future. You can give them example phrases such as:
 - I will be mindful to...
 - I will always try to...
 - I will take care to...
 - I will take care not to...
 - I need to...
 - I will celebrate...
3. They can take a photo of the post-it on their phones [if they have them] and share it with us on social media [@NAT_AIDS_Trust](#) (Twitter), [@nationalaidstrust](#) (Instagram) or [NAT \(National AIDS Trust\)](#) (Facebook). You can use the hashtag #MyHIVPledge. The post-its could also form a classroom display to serve as a reminder to the class.

ASSESSMENT AND EVALUATION



ASSESSMENT:²

The plenary activity is a great way of assessing what students have learned from the lesson. Alternatively, you could also ask students to complete post-it notes with ‘Think’, ‘Feel’, and ‘Do’ on as they exit the lesson. They should share one thing they think as a result of the lesson, one thing they feel as a result of the lesson and one thing they will do as a result of the lesson.



EVALUATION:³

Ask participants to respond to simple evaluation questions using their bodies. For example; hands up/hands down; thumbs up/thumbs down; stand up/sit down; stand in different corners of the room with each corner representing a different response (e.g. great/good/ok/not very good).

Try using questions such as:

- ▶ What did you think of today's lesson? (Good, OK, Not so good)
- ▶ Did you learn anything new in this session? (Yes, No)
- ▶ Which activity did you find most useful? (List of activities)

If you need evidence of learning / impact you can nominate someone to count and write down numbers of responses.

OPTIONAL EXTENSION ACTIVITIES

1. Invite a guest speaker living with HIV to talk to students about their experience of living with HIV. If you are based in London, Brighton or Glasgow you could get in touch with [THT's Positive Voices](#) project to arrange a speaker. Alternatively, see if there is a local HIV organisation in your area that might be interested in visiting your school by checking [NAM Aidsmap's E-atlas](#).
2. Body & Soul's educational resource ‘Life In My Shoes’ consists of a central film, ‘Undefeated’, and a comprehensive set of activities associated with the film that can be used either independently or as a learning journey through 5 distinct stages. You can develop what students have used in this lesson further by watching the film and having a class discussion, or using some of the activities in their pack. Watch the trailer [here](#).