

Barriers to being open about HIV

National Curriculum Programme of Study
Citizenship - 1.3, 2.1a

Learning Outcomes
Citizenship

✂ Describe other people’s views and critically assess those views

English

✂ Communicate views through speech and in writing

Resources

✂ Scenario cards x 2

✂ Pens, paper, flip chart paper

<p>Activity <i>It is important to be aware that there may be pupils in the class that are infected or affected by HIV and that this activity needs to be conducted with sensitivity.</i></p>	
<p>1. With the class in a circle, explain that this lesson is about why people living with HIV encounter barriers to being open about their status. Discuss some ground rules and ask for a quick five facts about HIV transmission that can be displayed on the whiteboard. Correct any inaccurate information offered.</p>	5 mins
<p>2. Ask the class to discuss in pairs what would stop a person from telling their friends, family, partners and employers about being HIV positive. Go round the circle asking each pair to finish the sentence stem “One thing that may prevent a person from disclosing their HIV status could be ...”.</p>	10 mins
<p>3. In groups of six give each group two scenario cards and ask them to consider what might be preventing the person from disclosing their HIV status by answering the questions on the card and listing the reasons on flip chart paper.</p>	15 mins
<p>4. As a whole class ask each group to read out their cards and explain their answers.</p>	10 mins
<p>5. Ask for some quick ideas for how people could make it easier for their characters to talk about their HIV status. List the ideas on the whiteboard.</p>	5 mins
<p>6. In pairs write a letter on behalf of the character explaining what they need from the people in their lives to make it safe to disclose their status.</p>	10 mins
<p>7. In a circle ask pairs to read out their letter.</p>	5 mins



Key Stage

4

Scenario cards

John met Amy in a pub and they hit it off. They're going on a date and John doesn't know whether to tell her he's HIV positive right away.

Why do you think John might not want to tell Amy about his status right away?

List 5 possible reasons



Sarah would like to go on the school trip but no one at school knows she is HIV positive. She is worried that she might become ill when she is away.

Why do you think no one knows about Sarah's status?

List 5 possible reasons



Adam is a teacher and he doesn't want his boss to know about his HIV status.

What do you think is stopping Adam from telling his boss?

List 5 possible reasons



Laura bumped into her neighbour while at the hospital seeing her HIV doctor. When her neighbour asked her why she was there she said she was just visiting a friend.

Why do you think Laura didn't tell her neighbour the real reason she was at the hospital?

List 5 possible reasons





Key Stage

4

Scenario cards

Grace has been with her new boyfriend for 3 months but she hasn't told him about her HIV status.

Why do you think Grace has not talked about her HIV status?

List 5 possible reasons



Joe is missing school because of illness and appointments. His teacher knows and has been helping him keep up to date with work. He hasn't told any of his friends he has HIV and they keep asking why he's off school.

What do you think is preventing Joe from telling his friends about his status?

List 5 possible reasons



Beverley is often late for school because her mum isn't well and she has to help her take her tablets. She is worried that people will find out that her mum has HIV.

Why do you think no one knows that Beverley's mum is HIV positive?

List 5 possible reasons

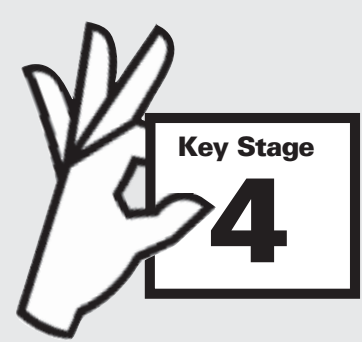


Scott never talks about his older brother, Tim. Tim lives in London with his boyfriend. He is HIV positive.

Why do you think Scott doesn't ever mention Tim to his friends?

List 5 possible reasons





Investigating a Global Issue

This project will take several lessons

National Curriculum Programme of Study

ICT - 1.1a, 2c

Citizenship - 2.1, 2.2, 3a

Learning Outcomes

ICT

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

Citizenship

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

Resources

- ✂ ICT Suite and Projector

Activity

1.

In small groups, give the pupils two countries and ask them what they know about HIV in those countries, do they have lots of people living with HIV or not many? Who does HIV most affect in those countries and why, prompt them to think about age, gender, religion, ethnicity, sexual orientation and occupation? Ideas for pairs of countries are: UK and India, South Africa and Brazil, Zimbabwe and Russia, Uganda and China, Kenya and Jamaica. You can mix these pairs up to create new pairs, or add new countries.

Using feedback from the discussions, ask the class how the various points of view put forward on the issues could be researched in more detail. Ask the class to establish a list of research questions and approaches.

2.

Ask the pupils to use a variety of search engines to search for HIV and their chosen countries. Without opening the sites, discuss with the pupils the results of their searches, e.g. which sites look useful, what the title tells us, what information we can get from a URL, if the site appears more than once on a list.

3.

Ask the pupils to collect data on HIV and their countries using systematic searches of information sources - do not necessarily limit their search to the internet. Ask pupils to keep a log of their searches and the origins of sources to enable presentations to include references.

4.

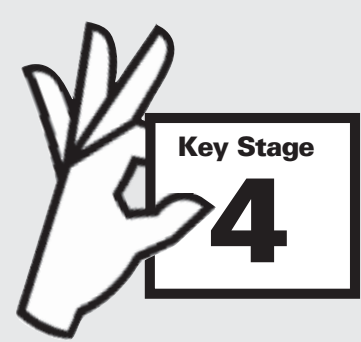
Show pupils how to save the search results to use in their presentation, e.g. page saving, text and graphic saving and frame saving. Encourage pupils to make judgements about sources and their accuracy while choosing subject matter to support their stance.

5.

Ask pupils to review the data they have gathered to see if it has given them the information they need. Finally, ask pupils to plan and prepare their presentation. Sources of information should be acknowledged.

6.

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



The Social, Cultural and Economic Impact of HIV

National Curriculum Programme of Study

ICT - 1.1a, 2c

This project could be used as part of the Humanities entitlement curriculum at Key Stage 4

Learning Outcomes

ICT

- ✂ Demonstrate a search of the internet systematically to find information
- ✂ Demonstrate how to collect, analyse and present data

Geography/Humanities

- ✂ Describe the impact of HIV on a chosen country; socially, economically and culturally

Resources

- ✂ ICT Suite
- ✂ Prompt sheets

Activity

1.

Explain to the class that they are going to embark on a research project to examine how a virus like HIV impacts in a number of different ways depending on the social, economic and cultural make up of a country.

Small groups are going to be allocated a country where HIV has had significant impact.

Through use of the internet, the groups are going to research the scale of the problem for the country, what impact that has had, and how the country has attempted to prevent the transmission of HIV.

Suggestions for countries are: South Africa, Uganda, Brazil, India, Russia, and the UK.

2.

Hand out the prompt sheets and ask the pupils to use a variety of search engines to search for their given country.

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

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

Explain that groups will need to distribute tasks to each member of the group in order to complete the task successfully.

Support and check that this is happening.

3.

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

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

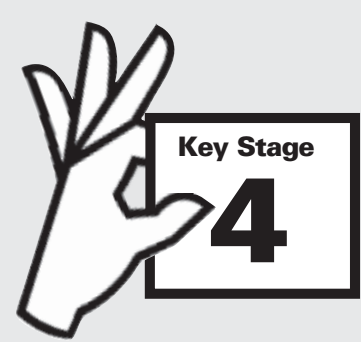
4.

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

5.

Once the research is completed pupils can:

- ✂ feedback to the rest of the class using visual aids including PowerPoint
- ✂ prepare graphs which show the number of people living with HIV in their chosen country, the percentage of the population living with HIV
- ✂ run a lesson for younger pupils
- ✂ lead a school or class assembly
- ✂ prepare a display for the school or local library or community centre
- ✂ develop the project for Citizenship coursework



Prompt sheet

THE SOCIAL, CULTURAL AND ECONOMIC IMPACT OF HIV

When you have been allocated your country you need to consider the following questions:



How many adults and children are infected?
How has this changed over time?



What is the impact of HIV on people of your age in that country? Look at the numbers affected (e.g. with a family member infected) as well as infected.



What kind of awareness and prevention campaigns has the country run? Think about who the campaigns target, what they are recommending (abstinence, condom use, stopping sharing needles?)



Has the country's prevention efforts changed over time, what affect has this had?



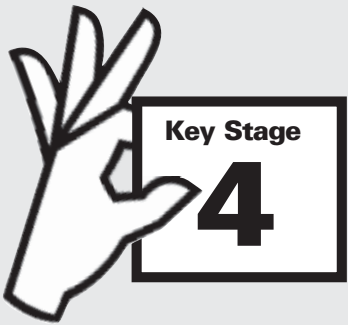
Is there enough funding for prevention? Can people access condoms easily? What effect might this have on prevention efforts?



What sort of myths and mis-information about HIV are common? What problems do these cause?



Are some of the ways that HIV is passed on illegal (e.g. injecting drugs, sex between two men, prostitution)? If so, what impact does this have on prevention efforts?



Living with HIV

This project could take two lessons.

National Curriculum Programme of Study
English/Drama - 2.1k, 2.1l, 2.1m

Learning Outcomes

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

Resources




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

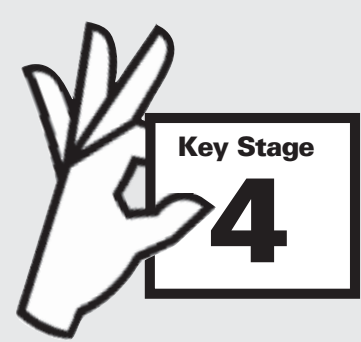
Lesson One Activity	
<p>1. Explain that the lesson will be about tension. How to convey tension in a dramatic form. How do we devise a script that demonstrates tension and how do we perform it.</p>	5 mins
<p>2. Ask for 5 quick ideas of what situations would cause tension between two people. (This could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



Living with HIV

Lesson Two Activity

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



A Fight for Survival

A Fight for Survival

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

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

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

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

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

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

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

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

www.headliners.org

