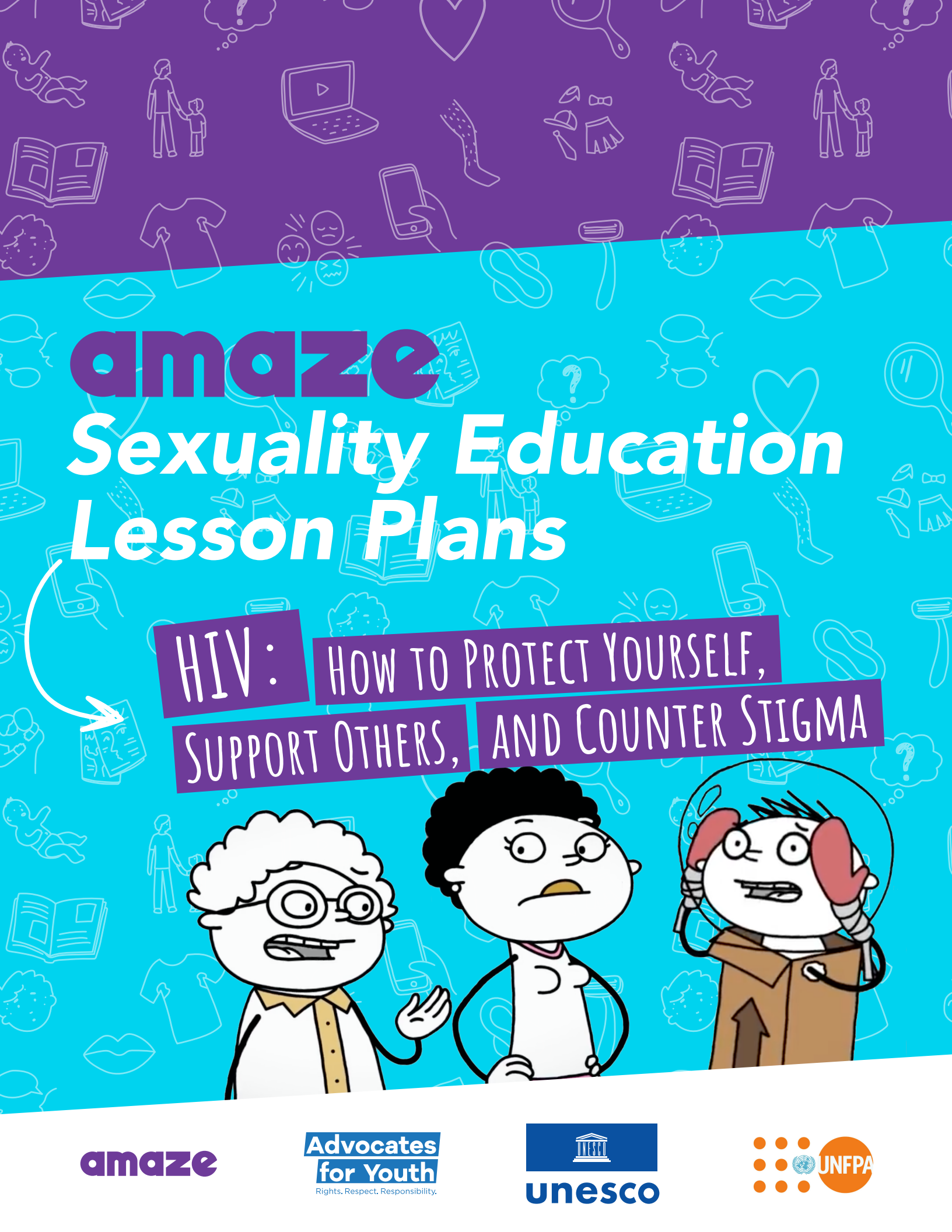
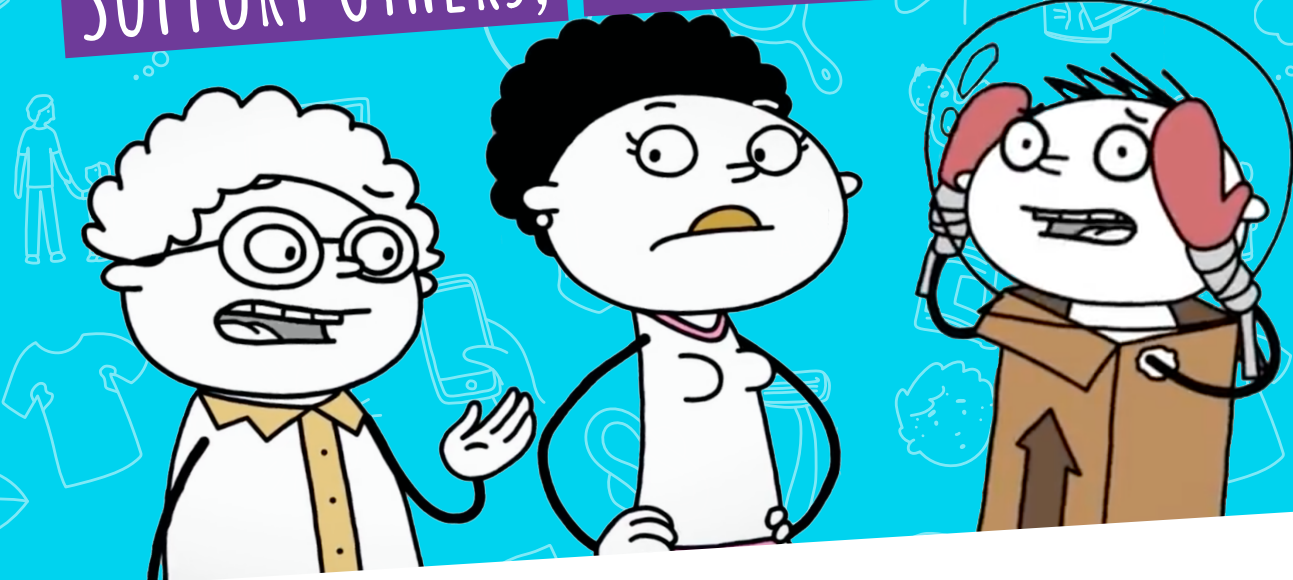




amaze Sexuality Education Lesson Plans

HIV: HOW TO PROTECT YOURSELF,
SUPPORT OTHERS, AND COUNTER STIGMA



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ABOUT THIS LESSON . . .



This lesson plan is part of a set of individual, scripted lesson plans available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) to educate young and middle adolescents about sexual and reproductive health. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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International Technical Guidance on Sexuality Education Alignment

Key Concept 7: Sexuality and Sexual Behavior

- Topic 7.2: Sexual Behavior and Sexual Response

Key Concept 8: Sexual and Reproductive Health

- Topic 8.2: HIV and AIDS Stigma, Treatment, Care and Support
- Topic 8.3: Understanding, Recognizing, and Reducing the Risk of STIs, including HIV

Prior Student Knowledge

Students have learned ways that HIV is transmitted, that everyone needs love, care and support, that people living with HIV can lead healthy lives, and that there is effective treatment for them.

Target Age-Range

Ages 10-14+

Time

45 minutes

TEACHER PREPARATION:

- Print out two copies of Handout “I’d Rather Stay Away: Role-Play Script.”
- Review the Teacher’s Resource: HIV Frequently Asked Questions.
- Access and preview the AMAZE HIV: How to Protect Yourself and Others video to be familiar with the content and sure that you are comfortable showing it in class.
- Test playing the video so that it’s ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an **AMAZE playlist** (https://amaze.org/my-amaze/?utm_source=Amaze&utm_medium=HomePage&utm_campaign=MyAmazeButton/), or a downloaded version. Consider using the YouTube Playback Speed function to adjust the speed of the video to what’s best for your students.
- There may be students in the class who are living with HIV, affected by HIV, or who may have lost a parent or other family member to AIDS.
- It is important to remember that you may need to be extra sensitive to how students who may be living with or affected by HIV might receive this lesson.
- If any of your students have lost a parent due to AIDS and that information is known among the classmates, consider speaking with them before the class to acknowledge this and ask them if they would like to share their feelings about this with their classmates during the lesson.

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MATERIALS NEEDED:

- Handout: I'd Rather Stay Away -Role-Play Script- two copies, one for each volunteer for the role-play
- Teacher's Resource: HIV Frequently Asked Questions
- Projector and screen, or laptop, tablet (if there's limited Internet connection, download the video ahead of time).
- Video link: <https://amaze.org/video/hiv-how-to-protect-yourself/>
- Chalk and blackboard or Flip Chart Paper and pen



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. **Recall that HIV cannot be transmitted through casual contact.** (Knowledge)
2. **Acknowledge that everyone has a role to play in helping create a space where everyone feels valued and included.** (Attitudinal)
3. **Demonstrate ways to support people living with HIV.** (Skill)



Note to the Teacher: This lesson is focused on HIV and there may be students in the class who are living with HIV, affected by HIV, or who may have lost a parent or other family member to AIDS. It is important to remember that you may need to be extra sensitive to how students who may be living with or affected by HIV might receive this lesson. In the event that you are aware of students who are living with or affected by HIV, remember that a person's HIV status and health information are confidential and should be respected and not shared with others.

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PROCEDURE:

Step 1

Introduce the lesson by saying, “Many people around the world who are living with HIV or AIDS are still stigmatized and treated with mistrust, rejection, and even hate by others. Children who lose their parents to AIDS also experience discrimination.”

Explain that stigma is a mark of disgrace associated with a particular circumstance, quality, or person, which can result in discrimination and even violence. Discrimination is the unjust treatment of different categories of people based on things like gender, age, race, ability, sexual orientation and gender identity, and social or economic status, among many others. Both stigma and discrimination can have very negative consequences, such as people not understanding or accepting others and mistreatment and violence against others.

Then ask students why people living with HIV might be discriminated against, that is, treated badly just because they are HIV positive. Allow students to share their responses for a couple of minutes.



Note to the Teacher: Be prepared to respond to any comments from students that may be insensitive.

Next, say that to think about this a bit more, they will be watching a two and a half minute video that talks about HIV, clarifies how HIV is transmitted, and discusses ways to prevent HIV.

<https://amaze.org/video/hiv-how-to-protect-yourself/>

After the video, note a few clarifications made by the video that address what students shared about why people living with HIV might be discriminated against and be sure to underscore that it's not possible to tell a person's HIV status just by looking at them, that HIV cannot be acquired through casual contact, and that treatment enables people living with HIV to lead healthy lives.

(5 minutes)



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Step 2

Next, ask for two volunteers to act out a role-play about how a person living with HIV who has lost a parent to AIDS might feel and how support might be provided. Give the two volunteers the script I'd Rather Stay Away and help them assign roles and then read the role-play to the group. (5 minutes)

Step 3

After the students have completed reading and acting out the role-play, ask them to take a bow and tell them that they can now go back to being themselves and can take their seats. Then ask students to go into pairs. Ask them to imagine that they are in Ana's place and to describe how they would feel and what they would need if:

- They lost their mother or father due to AIDS
- They were living with HIV
- Their friends stayed away from them because they were living with HIV

Give students 8 minutes to have this conversation in pairs. (8 minutes)

Step 4

Tell students when the time is up and ask for volunteers to share with the large group about what came up in their conversation. Write their responses on the blackboard in four different sections as you ask for their responses to each of the following:

- How would you feel if you were in Ana's position?
- What would you need if you were in Ana's position?
- How would you want others to treat you if you were in Ana's position?
- What you would say to friends who were staying away from you due to HIV/AIDS?

(10 minutes)

Step 5

Then, ask for two volunteers to role-play the final scene, with their own words, incorporating things Elena and Rosa could do to support Ana from the large group discussion. Make sure students are aware that keeping someone's HIV status confidential (meaning you don't tell anyone else without that person's permission) is a way to show support.

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After the role-play, thank the volunteers and ask them:

- How did it feel to redo the role-play?

Then ask all students:

- What was said or done differently than the original role-play?
- What else could Elena and Rosa have done to be supportive of Ana?
- What did you learn about ways to support people living with HIV?

(10 minutes)



Note to the Teacher: Be sure to let students know that they can talk to you after class privately if they would like to and be prepared to provide referrals to a counselor or health services as needed. Be prepared to respond to students who may begin to disclose their HIV status during the lesson by acknowledging what they've shared and letting them know that they can discuss this with you after class.

Step 6

End by saying: "People might avoid a person living with HIV once they find out that they are positive. They also might reject children who have lost a parent to AIDS. But people who are living with HIV or who have lost a parent to AIDS need acceptance, understanding, love, and to be offered the same opportunities as everyone else. In this activity, you have learned about support that a person could need when they have HIV or lost their parents to AIDS and ways to show support." *(5 minutes)*

KEY SUMMARY POINTS:

- HIV is not acquired through casual contact.
- People living with HIV need support and understanding.
- People living with HIV are able to lead healthy lives with treatment.



OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

The students' participation in the class discussion and revised role-plays will help the teacher assess fulfillment of learning objectives. Teachers can also use an exit slip and instruct students to write down their responses to the final questions in Step 6, add their name, and submit.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform and note student responses on a virtual blackboard. Students can be split up into virtual groups to work on a shared online document.

HOMEWORK (If any)

See Step 6 above and distribute "Student Handout: Taking Care of Your Sexual Health."

Student Handout:

I'd Rather Stay Away – Role-Play

Elena and Rosa are 12 years old. They are friends and in the same class. Ana is also in their class. The three of them get along well and sometimes meet after school to go for a walk. But a few days ago, Ana suddenly left school. Elena and Rosa wonder why.

Elena: I really don't understand why Ana dropped out of school! I wonder what's wrong. I haven't seen her since last week, and I don't even know where she lives.

Rosa: I was wondering myself...she said she enjoyed coming to school. She didn't say a word, did she?—I mean about leaving...it's not very kind on her part!

Elena: Have you heard nothing about her?

Rosa: Well, actually my mother mentioned something, but it's hard to believe.

Elena: What do you know? Come on, tell me the whole story!

Rosa: I don't know if it's true, but my mother said that Ana's mother died.

Elena: Ah...I'm sorry...can you imagine how she must be feeling about that?

Rosa: It's hard. I can't even think of it. She must be feeling very lonely. No one can fill the love of one's mother.

Elena: But her mother was quite young, wasn't she? Was she ill?

Rosa: According to what my mother was told, she died of AIDS, and Ana might be living with HIV.

Elena: She lost her mother, and she is living with HIV! It can't be true. I'm really concerned about her. She's only 12...I can't believe it.

Rosa: My mother told me to stay away from Ana. I really don't know what to do...perhaps we should avoid her! We might catch the disease.

Elena: Hmm...we learned that HIV and AIDS can't be acquired by meeting with

Student Handout:

I'd Rather Stay Away – Role-Play

people who are positive. I think she needs our support. After all, she is our friend.

Rosa: Without her mother I am sure she will need help in the house. I also remember my father saying that one of the best ways to support a person affected by or living with HIV or AIDS is simply to continue the friendship. Imagine how we would feel if you or I lost our mother and people were avoiding us.

Elena: Yes, I would feel scared and lonely. Let's not waste time...let's go find Ana and talk with her.

Elena and Rosa went to Ana's place. They talked, played football, and had dinner together. Ana was happy to have friends like Elena and Rosa.



TEACHER'S RESOURCE: HIV FREQUENTLY ASKED QUESTIONS

Below are some questions that may come up during or after the lesson with respective answers to assist you in responding to students.

What is HIV?

HIV stands for human immunodeficiency virus. HIV is a virus that attacks and breaks down a person's immune system. When the immune system becomes weak from HIV, the body can no longer fight off illness or help prevent some kinds of cancers.

What is AIDS?

AIDS (acquired immune deficiency syndrome) is when the immune system gets very weak and can happen after someone has had HIV for many years. As a result, serious infections and health problems can happen. There are medicines that help prevent HIV from developing into AIDS. People with HIV may be diagnosed with AIDS if their blood tests show that their cells that fight diseases have fallen below a certain number.

What is the difference between HIV and AIDS?

HIV (human immunodeficiency virus) is a virus that attacks and breaks down a person's immune system. When the immune system becomes weak from HIV, the body can no longer fight off illness and may develop serious, often life-threatening, infections and cancers. This condition is known as AIDS (acquired immune deficiency syndrome).

How is HIV transmitted?

HIV is present in the bodily fluids of persons who have the virus. A person who is HIV-positive can pass the virus to others through their semen (including the pre-ejaculate), vaginal secretions, breastmilk, or blood. The virus is most commonly transmitted through the exchange of semen and vaginal secretions during vaginal or anal sex. HIV can also be passed to others by transfusion of infected blood or by sharing needles with an infected individual for drug or steroid use, body piercing, or tattooing. HIV can also be passed from an HIV-positive mother to her baby during pregnancy, delivery, or breastfeeding. Oral sex also carries some risk for HIV transmission.

How is HIV not transmitted?

HIV cannot be transmitted by touching, kissing, sneezing, coughing, or by sharing food, drink, or utensils, or through everyday contact at work, school, or home. It is not transmitted by using swimming pools, public toilets, or through insect bites. HIV cannot be transmitted by saliva, tears or sweat. Urine and feces do not transmit HIV if they do not contain blood.



How can HIV be prevented?

Currently there is no vaccine for HIV but sexual transmission can be prevented by abstaining from unprotected sexual intercourse or by using male or female condoms every time a person has sex. Reducing the number of sexual partners reduces risk of acquiring HIV and getting tested for HIV regularly can also help prevent HIV as knowing one's status can allow for taking precautions to reduce transmission and getting treatment if positive. Getting tested for other STIs can also help prevent HIV as having an STI increases the risk of getting HIV. Taking PrEP, or pre-exposure prophylaxis can also help prevent HIV for those at high risk, including anyone who is in an ongoing relationship with a person living with HIV. Lastly, not injecting drugs or sharing any kind of needle and not sharing razors or other objects that may touch blood can help prevent HIV too.

How are HIV and AIDS Treated?

Currently there is no cure for HIV but medicines can help people with HIV stay healthy. They can also prevent HIV from becoming AIDS. The treatment for HIV is called antiretroviral therapy (ART). ART involves taking a combination of HIV medicines (called an HIV treatment regimen) every day. ART is recommended for everyone who has HIV. People with HIV should start taking HIV medicines as soon as possible. ART cannot cure HIV, but HIV medicines help people with HIV live longer, healthier lives. ART also reduces the risk of HIV transmission.

What does ART do?

These medicines help keep the number of cells that help fight infection high and reduce the viral load of HIV (how much HIV is in the body).

What is viral load?

Viral load is how much HIV is in the body, which can be measured through blood tests carried out by a health care provider.

What is an undetectable viral load?

An undetectable viral load means that the level of HIV in the blood is too low to be detected by a viral load test. People with HIV who maintain an undetectable viral load have effectively no risk of transmitting HIV to their HIV-negative partners through sex.

What is U=U?

This refers to 'Undetectable equals untransmittable,' a campaign slogan to increase awareness of how being on effective antiretroviral treatment with an undetectable viral load means HIV cannot be passed on to sexual partners (undetectable equals untransmittable, or



'U=U'. 'Undetectable' means that a person's viral load, or level of virus in the blood, is extremely low (below 200 copies per milliliter of blood measured). This level is achieved by being on effective HIV treatment and taking it as prescribed. 'Untransmittable' means that the virus cannot be passed on through sex.

What is HIV treatment adherence?

For people living with HIV, treatment adherence means starting HIV treatment, taking medicines every day and exactly as prescribed (also called medication adherence), and keeping all medical appointments. Adherence to treatment is a key part of staying healthy with HIV.

How can a person know if they or their partner has HIV?

The only way a person can know if they have HIV is to take an HIV test.

What is PreP?

PrEP stands for pre-exposure prophylaxis. PrEP is for people who do not have HIV but are at high risk of getting HIV. PrEP has to be taken every day. It can stop HIV from taking hold and spreading throughout the body if a person is exposed to HIV.

What is PEP?

PEP stands for post-exposure prophylaxis. PEP is for people who have had an unexpected exposure to HIV, often used in medical settings and/or in cases of rape. PEP has to be taken within 72 hours (3 days) after a possible exposure to HIV to prevent HIV infection. PEP is not meant for regular use by people who may be exposed to HIV frequently. PEP is not intended to replace regular use of other HIV prevention methods, such as consistent condom use during sex.

What is the difference between PreP and PEP?

PrEP is different than PEP in that PrEP is for people at high risk for HIV who take the medicine daily to prevent getting HIV whereas PEP is for people who have had an unexpected exposure to HIV and take the medicine within 72 hours (3 days) after a possible exposure to HIV to prevent HIV infection.