

Lesson Plan – Supporting People Affected By and Living with HIV or AIDS

TOPIC: Supporting People Affected By and Living with HIV or AIDS	TARGET-AGE RANGE: 9–15	TIME: 45 minutes
SUBJECT: Life Skills		
IDEAL NUMBER OF LEARNERS: 40		
WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? <ul style="list-style-type: none">• None		
LEARNING OUTCOMES: <p>By the end of this lesson learners will be able to:</p> <ol style="list-style-type: none">1) Define stigma and explain how stigma can affect people in one’s community. [knowledge]2) Show how one can express empathy towards a person who is living with or affected by HIV or AIDS. [knowledge]		
LIFE SKILLS DEMONSTRATED IN THIS LESSON: <ol style="list-style-type: none">1) Think critically about stigma and discrimination against people living with HIV or AIDS.		
RESOURCE MATERIALS FOR TEACHER: <ul style="list-style-type: none">• Chalkboard and chalk or flip chart paper and markers		
MATERIALS FOR LEARNER: <ul style="list-style-type: none">• I’d Rather Stay Away – Role-Play Script—Two copies, if possible, but one copy can be shared between two learners demonstrating the role-play if need be		



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This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 6 – Sexual and Reproductive Health, 6.3–HIV and AIDS Stigma, Care, Treatment, and Support

PROCEDURE:

Step 1) 5 minutes

Introduce the lesson by saying, “Many people around the world who are living with HIV or AIDS are stigmatized and treated with hate, mistrust, and rejection by others. Children who lose their parents to AIDS also experience discrimination.” Explain to learners that stigma is a mark of disgrace associated with a particular circumstance, quality, or person while discrimination is the unjust treatment of different categories of people or things usually based on race, age, gender, etc. Then ask learners why people living with HIV or AIDS might be discriminated against. Allow learners to share their responses for a few minutes as you begin.

Step 2) 5 minutes

Ask for two volunteer learners to act out a role-play that will help students understand how a person 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.

Step 3) 10 minutes

After the students have completed reading the role-play, please thank them and have them return to their seats. Then have learners find a partner to work with. Ask learners to imagine that they are in Peter’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 5 minutes to have this conversation in pairs. **[Teacher’s Note: If any of your students have lost a parent due to AIDS and that information is known among the classmates, acknowledge those students and invite them to share their feelings about this with their classmates if they feel comfortable doing so. Additionally, some of your students might be living with HIV, which you may or may not know about, so being extra sensitive to how these students might receive this lesson is important.]**

Step 4) 10 minutes

Tell learners when time has passed and ask the pairs to share with the large group what came up in their conversation. Write their responses on the chalkboard or flip chart in four different sections as you ask for their responses to each of the following:

- 1) How would you feel if you were in Peter’s position?
- 2) What would you need if you were in Peter’s position?
- 3) How you would want others to treat you if you were in Peter’s position?
- 4) What you would say to friends who were staying away from you due to HIV/AIDS?



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PROCEDURE (CONTINUED):

Step 5) 5 minutes

Then, have learners get back into their pairs and role-play the final scene between Martin and Fatina incorporating things they could do to support Peter from the large group discussion. Make sure learners 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.

Step 6) 10 minutes

Close the lesson by asking learners the following processing questions:

- How did it feel doing the role-play?
- What did you say or do that was different from the original role-play?
- What did you learn about ways to support people living with HIV or AIDS?

End by saying; “People might avoid a person living with HIV or AIDS 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 AIDS or who have lost a parent need acceptance, understanding, and love. In this activity, you have learned about the support that a person needs when they have HIV or lost their parents to AIDS and how you can provide that support.”

KEY MESSAGES OF LESSON:

- 1) People who are living with HIV or AIDS need our support and understanding.
- 2) People who have had family members die from HIV or AIDS need our support and understanding.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can instruct learners to write down their responses to the final questions in Step #6, add their name, and submit for assessment of learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- Large class size—None
- Limited materials/technology—None

Adapted from: Education International, Education Development Center, World Health Organization, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education, Activity 10 – Supporting People Living with HIV and AIDS, pages 54–56



I'd Rather Stay Away – Role-Play Script Handout

I'd Rather Stay Away– Role-Play Script:

Fatina and Martin are 12 years old. They are friends and in the same class. Peter 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, Peter suddenly left school. Fatina and Martin wonder why.

Fatina: I really don't understand why Peter dropped out of school! I wonder what's wrong. I haven't seen him since last week, and I don't even know where he lives.

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

Fatina: Have you heard nothing about him?

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

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

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

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

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

Fatina: But his mother was quite young, wasn't she? Was she ill?

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

Fatina: He lost his mother, and he is living with HIV! It can't be true. I'm really concerned about him. He's only 12...I can't believe it.

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

Fatina: Hmm...we learned that HIV and AIDS can't spread by meeting with infected people. I think he needs our support. After all, he is our friend.

Martin: Maybe you're right. How can we support him?

Fatina: Without his mother I am sure he will need help in the house. I also remember my father saying a way to support a person affected by HIV or AIDS is to continue the friendship: spend some time with the person so that they can share feelings and get support. Imagine how we would feel if you or I lost our mother and people were avoiding us.

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

Fatina and Martin went to Peter's place. They talked, played football, and made dinner. Peter was happy to have friends like Martin and Fatina.

