Lesson 22a (Extension or Alternative): Addressing Myths & Stereotypes Regarding People Living with HIV

OBJECTIVES

1. Students will be able to identify myths or stereotypes regarding people living with HIV.
2. Students will increase their understanding, respect, and compassion for people living with HIV.

AGENDA

- 5 minutes  Do Now
- 5 minutes  An Ordinary Life
- 35 minutes  Think HIV: This is Me Video & Discussion
- 5 minutes  HIV – Think it Through
- Homework  Accessing HIV Resources and/or HIV – Think it Through

MATERIALS

- Think HIV: This is Me DVD or Online Clips
- Projector (to show video)
- Handout: Think HIV: This is Me - Messages & Impacts
- Teacher Key: Think HIV: This is Me - Messages & Impacts
- Worksheet/Homework: HIV – Think it Through
- Homework: Accessing HIV Resources

CALIFORNIA HEALTH EDUCATION STANDARDS

5.4.G Evaluate the risks and consequences associated with sexual activities including HIV, other STIs, and pregnancy.
8.2.G Advocate the respect for and dignity of people living with HIV or AIDS.

Be Real. Be Ready.
Lesson 22a (Extension or Alternative): Think HIV: This is Me
Addressing Myths & Stereotypes Regarding People Living with HIV

This lesson can be used as an alternative in case an HIV-positive speaker cannot present to the class (lesson #21) or it can be used as an extension lesson.

DO NOW  5 minutes

Materials
- Every student needs a notebook, journal, or paper and a pen
- Flipchart or whiteboard and markers

Activity
Write on board and have students complete the following question:
What is the difference between HIV and AIDS?

If there is time, have students share their answers. Correct any misinformation.

AN ORDINARY LIFE  5 minutes

Materials
- Flipchart or whiteboard and markers

Activity
In this activity students will explore their assumptions about what impact HIV might have on a fictional person of their choosing, and to set up a framework for identifying impacts on the characters’ lives in the video.

Inform group members that they are going to look at how aspects of a person’s life can be impacted by a life-changing event.

Solicit a favorite movie or TV show from the group and have them identify a character that they would like to use as a case study for the next activity. Ask “what do we know about this person?”

Write on the whiteboard or on the flipchart the following four categories: Family and Friends, Career Goals and Education, Self/Health, and Romantic Relationships

Brainstorm information on the character’s life for each of the categories; do not record the results on the poster paper. Solicit at least a few examples for each category, having participants create details for categories that may not be represented in the character’s experiences.

EXAMPLE: Homer Simpson: Has a family (a wife and 3 children), works a full time job, is not very healthy (over weight, drinks alcohol a lot), and is not well educated.

Be Real. Be Ready.
Pose the question: “What would be the impacts on this character if they discovered that they were HIV positive?” Brainstorm and record on the whiteboard or flipchart paper a few impacts for each of the categories.

**EXAMPLE: Homer Simpson: He is already in poor health and being HIV+ could be more challenging because of his poor health. He may have passed it to his family depending on when he was infected. He will need to tell his family about his status. He will need to do better at work to make sure he has steady income and benefits so he can access healthcare as needed. He may want to stop drinking.**

Let students know that during the film they are about to see, they will be doing a similar activity. They will be asked to record the message they hear in the film and the impacts they see on the charters lives.

### THINK HIV: THIS IS ME – INTRODUCTION & SEGMENTS 1 AND 2 35 minutes

**Materials**
- DVD or online clips and projector/screen
- Worksheet: Think HIV: This is Me – Messages & Impacts

**Activity**
In this segment students will be viewing the film, Think HIV: This is Me, available at: [http://www.mtv.com/videos/news/102501/what-if-i-told-you-i-had-hiv.jhtml#id=1538811](http://www.mtv.com/videos/news/102501/what-if-i-told-you-i-had-hiv.jhtml#id=1538811)

- Introduction (1:16)
- Segment 1: What if I told you I had HIV? (5:28)
- Segment 2: Don’t classify me (2:38)
- Segment 3: Latasha gets tested: This is real (2:23)
- Segment 4: HIV Negative – Stay that way (3:50)
- Segment 5: Daylight – Hope for the future (5:13)

In this section students will identify various life impacts from the personal experiences of a variety of individuals who are living with HIV. Inform students that they will be viewing a series of segments from a film made by young people about HIV/AIDS. Note that all the people in the program are speaking from personal experiences and that their interviews were self-recorded.

Pass out the Think HIV: This is Me – Messages & Impacts worksheet and have the students record examples of the messages and impacts from the film.

Show the introduction and segments 1 and 2 of the video, pausing between segments for a brief discussion and to brainstorm the messages and life impacts illustrated in the preceding segment.

Some discussion questions may include:
- How does having HIV impact the lives of people in the film?
- Was there anything you saw in the video that was different than what you expected?

*Be Real. Be Ready.*
• How does the list of impacts you saw in the video differ from the list we made in the Ordinary Life activity?
• How were people treated differently in the video when others realized they were HIV positive? Do you think how they were treated was “right”?
• How did being treated differently make the people in the film feel?

Show the segments 3, 4, and 5 of the video and have students continue to record messages and impacts on their worksheet. Note that these segments also have some perspectives from people who are HIV negative and affected by the virus in some way. Pause between segments for a brief discussion and to brainstorm the messages and life impacts illustrated in the preceding segment.

Some sample discussion questions from these segments may include:
• How does HIV impact the lives of the people in the film?
• Was there anything you saw in the video that surprised you?
• How might the stigma around HIV/AIDS, affect how someone talks about HIV/AIDS? Whether they get tested? Whether and to whom they reveal their status?
• Why do you think that people would treat people with HIV like this? What is it about HIV that causes people to be treated differently as compared with other illnesses?

HIV – THINK IT THROUGH

Materials
• Worksheet: HIV – Think it Through

Activity
This activity is designed to encourage students to consider how HIV/AIDS may impact one’s life and how the stigma surrounding HIV/AIDS can perpetuate the epidemic.

Distribute HIV – Think it Through worksheet. Read each question in succession, and give the group a minute or two to think over their responses. After everyone has had a chance to think for a moment, ask for a few volunteers willing to share their responses. Remind the group that there are no “right answers” to these questions, and that each person will likely have a different perspective on them.

Debrief: Discuss how hearing about the personal experiences of people directly affected by HIV in the program can broaden understanding about HIV/AIDS and its impacts AND how the stigma around HIV/AIDS may perpetuate the spread of HIV.

Have students complete the handout for homework by writing their response to each question.

HOMEWORK

HIV – Think it Through
Accessing HIV Resources

Be Real. Be Ready.
**Think HIV: This is Me - Messages & Impacts**

Name:________________________________________________________________

Period:______________________   Date:_____________________

**Directions:** While you watch the video, fill in the boxes with the messages you hear (what the video wants you to learn from watching) and the impacts you see that HIV has on the lives of people in the video.

<table>
<thead>
<tr>
<th>Introduction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Messages</strong></td>
<td><strong>Impacts</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment 1: What if I told you I had HIV?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Messages</strong></td>
<td><strong>Impacts</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment 2: Don't classify me</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Messages</strong></td>
<td><strong>Impacts</strong></td>
</tr>
<tr>
<td>Segment 3: Latasha gets tested: This is real</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Messages</strong></td>
<td><strong>Impacts</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment 4: HIV negative – stay that way</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Messages</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Segment 5: Daylight – Hope for the new future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Messages</strong></td>
</tr>
</tbody>
</table>
Think HIV: This is Me - Messages & Impacts – Teacher Key

SEGMENT 1
Messages:
- “HIV was not supposed to happen to me”
- Some people don’t understand
- History of illnesses due to being positive
- Dealing with the hand we are dealt
- Some people do not want sympathy
- People living with HIV are no different than anyone else
- Some people do not have any information about HIV
- Disclosing status can change the way people treat you
- HIV affects people everyday
- Accepting status is a process and can take a long time

Impacts:
- Not being understood
- General stress around dealing with status
- Physical illness
- People feeling sorry for people with HIV
- Feeling different
- People not wanting to date/have sex

SEGMENT 2
Messages:
- Some people try to hide their status
- People talking about her status
- Some people do not feel safe in school
- People want to classify you based on how you got “it” – drugs, sex, men having sex with men, women having sex with women.
- Knowing someone who is HIV+ can make a big difference

Impacts:
- Feeling “dirty”, judged, unsafe
- Want acceptance
- Afraid people will tell others about my status
- People don’t want to deal with HIV. It is easier to ignore it.
- Fear of disclosure
- Assumptions/judgment about personal behaviors
- Educating others by being open
- Beating up self/blaming self

SEGMENT 3
Messages:
- You can’t tell if someone is HIV+
- Can’t tell by how someone looks, get tested
- How to get tested – blood sample does not equal HIV test.

Impacts:
- There are different ways to test for HIV (rapid test can be done with oral swab or drop of blood from finger)

SEGMENT 4
Messages:

Impacts:
- Harming self
- Anger towards others
- Blaming others

Be Real. Be Ready.
Lesson 22a (Extension or Alternative): Addressing Myths & Stereotypes Regarding People Living with HIV

**Messages:**
- Some people feel comfortable telling others about status
- Important to educate others
- Take responsibility for self and health
- Disclosing status can change how people treat you – going from dating to friend
- Fear that will not be able to find special someone that could deal with status
- Some people have a difficult time practicing safer sex/using condoms.
- Some people know that they have HIV and still have unsafe sex
- Lack of knowledge can lead to unsafe or unhealthy decisions.
- People need to learn to respect themselves and protect themselves
- One "risky" decision can lead to HIV.
- Not all people are honest about the sex they are having outside of a relationship.

**Impacts:**
- Finding strength and pride
- Being clear about boundaries
- Committed to protect others
- Fear of being alone
- Fear being rejected for being positive
- Being judged "not good enough"
- Feeling responsible to protect others
- Having additional issues and stresses because of status

**SEGMENT 5**

**Messages:**
- Life can be "out of control" when HIV+
- HIV+ folks have to deal with the effects of the drugs, including nausea and fatigue
- Concerns about how HIV medications are marketed, showing images of healthy/fit people, but not talking about how people are still getting sick.
- If we don't talk about HIV - it will spread.
- HIV is infecting so many people in the US, but it is a global problem.
- It is 100% preventable.
- There are medications available to make it safer for HIV+ females to have a baby.
- Need to know and communicate your boundaries about sex and safety

**Impacts:**
- Issues around having children
- Being left by a partner
- Complicated life

*Be Real. Be Ready.*
Worksheet: HIV – Think it Through

Name: ____________________________________________________________________________
Period: _____________________ Date: ______________________

Directions: Answer all of the questions in complete sentences. The MTV film, HIV: This is Me can be found at: http://www.mtv.com/videos/news/102501/what-if-i-told-you-i-had-hiv.jhtml#id=1538811. There are 5 clips in the film.

1. What might keep someone living with HIV/AIDS from revealing their HIV status (telling someone they are HIV+)?

2. What are some reasons people might be reluctant (unwilling or hesitant) to get tested for HIV?

3. How might you react to a friend telling you they are HIV positive? Do you think it would change your relationship? If so, why? Why not?

4. How might the fear of being treated differently for being HIV positive increase the chances of someone spreading HIV to other people?

5. In what ways will watching the video, “Think HIV: This is Me” and learning about people who are personally affected by HIV influence the way people think about HIV in the future?

Be Real. Be Ready.
Lesson 22a (Extension or Alternative): Addressing Myths & Stereotypes Regarding People Living with HIV

Homework: Accessing HIV Resources

Name:__________________________________________

Period:______________________ Date:____________________

Directions: You will explore an imagined experience: Getting tested for HIV. You will use three main questions to reflect in your imagined experience. Imagine you are getting tested for HIV at a local clinic or health center. Describe your experience by answering each question below in full sentences.

1. What? Describe the experience. What would you observe, notice, and feel?

2. So what? Discuss your feelings and ideas. Analyze the experience. What would you think about during this experience? What would you like/dislike about the experience? How is this significant to your life?

3. Now what? Consider what happens after getting tested. What would you like to learn more about? What information would you share with your peers about this? What will you do differently after getting tested?