Lesson 22b (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
45 minutes  I’m Positive Video & Discussion
Homework  HIV – Think it Through

MATERIALS
- I’m Positive DVD or Online Clips
- Projector (to show video)
- Worksheet: Messages & Impacts
- Homework: Accessing HIV Resources
- Homework: HIV – Think it Through

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 22b (extension or alternative): HIV: I’m Positive
Addressing Myths and 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:
Write three things you remember from the last lesson on HIV and AIDS.

If there is time have a few students share their responses. Correct any misinformation.

I’M POSITIVE: VIDEO & DISCUSSION
45 minutes

Materials
• DVD or online clips and projector/screen
• Worksheet: Messages & Impacts

Activity
In this segment students will be viewing the MTV film, "I’m Positive" available at: http://www.mtv.com/episodes/4shqw9/im-positive-i-m-positive-ep-special

Inform students that they will be viewing a film made by young people about HIV/AIDS. You might note that all the people in the film are speaking from personal experiences and that their interviews were self-recorded.

Pass out the Messages & Impacts worksheet and have the students record examples of life impacts and messages in the appropriate categories. Show the video, pausing between segments for a brief discussion and to brainstorm the messages and life impacts illustrated in the preceding segment.

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

After showing the video, some further discussion questions may include the following:
• How were people treated differently in the video when others realized they were HIV positive? Do you think how they were treated was “right”?

Be Real. Be Ready.
- How did being treated differently make the people in the program feel?
- How does HIV impact the lives of the people in the segments?
- 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 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?

**HOMEWORK**

*HIV – Think it Through*

*Accessing HIV Resources*
Worksheet: I’m Positive - 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><strong>Category</strong></th>
<th><strong>Messages &amp; Impacts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends &amp; Family</td>
<td></td>
</tr>
<tr>
<td>Career Goals &amp; Education</td>
<td></td>
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<tr>
<td>Self-Esteem &amp; Health</td>
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<tr>
<td>Romantic Relationships</td>
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<tr>
<td>Other</td>
<td></td>
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</table>
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?
Worksheet: HIV – Think it Through

Name: ________________________________________________________________
Period: ______________________ Date: ______________________

Directions: Answer all of the questions in complete sentences.

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, “I’m Positive” and learning about people who are personally affected by HIV influence the way people think about HIV in the future?