

LESSON 1 : UNDEFEATED



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| Overview | Using the 26 min short film <i>UNDEFEATED</i> , this lesson aims to give students a complete picture of what life can be like in the shoes of a young HIV positive person. The film will introduce a number of issues that are a result of the stigma around HIV. |
| Duration | 1 hour |
| Lesson Objectives | Discuss and respond to themes raised in <i>UNDEFEATED</i> : HIV, stigma, trust, prejudice- based bullying and relationships. |
| Key Terms | Stigma HIV Empathy Confidentiality |
| Teacher's Notes | <p>The strength of the film is the opportunity it provides to connect with the main character Blessing as well as the challenges she faces. This session is an ideal stimulus for an exploration of a range of themes in the following units including: Myths around HIV, Secrecy, Stigma and the Impact of this on the young people who have to deal with it. These units provide an opportunity to explore the key themes more closely, but this session should encourage an instinctive and empathic response to what they have just seen.</p> <p>The film needs nothing more than a short introduction as there may be benefit to the group watching the film without any preconceptions. The resource is designed to take young people on a 'learning journey', with this session being the first step. As such, we recommend that any feelings, thoughts and questions that arise after the film are captured so that learning can be tracked through the later units.</p> |
| Resources | Lesson plan 1 PowerPoint 1 Spotlight Series: Trailer Undefeated film Character Wall |
| Curriculum Links | <p>PSHE: <i>Health and wellbeing</i> <i>Relationships</i> <i>Identity</i> <i>Risk and safety</i> <i>Diversity and equality</i></p> <p>SRE: <i>Relationships</i> <i>Influences & behaviour</i> <i>Feelings & attitudes</i> <i>Keeping safe & looking after my sexual health</i></p> <p>Citizenship: <i>Identity & diversity</i></p> <p>Science: <i>Communicable diseases</i></p> |

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| TIME | ACTIVITY | INSTRUCTIONS | FACILITATOR'S NOTES | EQUIPMENT NEEDED |
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| 5 mins | Introduction | Show the following slide: <i>"For the next hour you're going to see what life is like in my shoes. Whatever you're thinking now, by the end of the film I'm hoping that it will change... This is the story of one day in my life, but in a way it is the story of thousands of young people like me. Young people who have dreams... but also a secret that forces us to run."</i> | Body & Soul is a charity for people of all ages in the UK who are HIV positive or closely affected by HIV. UNDEFEATED is their powerful short film, to challenge stigma. www.bodyandsoulcharity.org www.lifeinmyshoes.org | Lesson 1 Powerpoint |
| 26 mins | Play film: UNDEFEATED | BBFC Film Certificate 15. The film contains swear words. | The film is based on stories & experiences of young people living with HIV. Whilst this is by no means the exact story for every young person with HIV, Body & Soul felt it important to include the extreme reality of what can and does still happen as a result of prejudice-based bullying. | UNDEFEATED FILM |
| 15 mins | Activity 1: Group discussion: Feelings, Thoughts and Questions | Group discussion facilitated by teacher to gather initial reactions and themes raised from film. Use guideline questions to steer discussion. | Depending on group size, this activity could also be run as pair work completing a reaction sheet instead. Ensure students understand what stigma is as part of the group discussion. Refer to FAQs and Learning Library Film Links for further information and explanation on basic HIV facts if you feel it will better inform class discussion. | Lesson 1. Powerpoint Whiteboard / flipchart to write up discussion themes. |
| | Activity 1: Questions | <ol style="list-style-type: none"> 1. How do you feel immediately after watching UNDEFEATED? 2. What questions has the film generated for you? 3. Were you surprised that Blessing's friends reacted in this way? 4. Has this happened, or do you think this kind of reaction could happen in your community, school or college? 5. What in the story is real to your own life or experiences at school? (not necessarily relating to HIV but are there any scenarios which you think could generate a similar response?) | Lesson 1. Powerpoint | |

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| | | <p>6. Are there any particular characters who you think demonstrated STIGMA towards Blessing? Who were they and how did they show it?</p> <p>7. Were there any characters who you felt understood and supported Blessing? Who were they and how did they show it?</p> <p>8. If the film were to continue, how would you like the story to conclude?</p> <p>9. How do you think the film impacts on the way you feel about people living with HIV?</p> <p>10. The film ends on a powerful quote from Blessing: "Prejudice & stigma are the worst symptoms of my HIV, Please, let me live." Discuss.</p> | | Lesson 1. Powerpoint |
| 10 mins | Activity 2: Challenge or Support. | <p>If you could 'interrupt' the film and change the actions of one character, who would that be and what would you have them do differently?</p> <ul style="list-style-type: none"> • Blessing • Archie (Blessing's boy-friend) • Stephanie (Blessing's 'best friend') • Candy (Stephanie's 'best friend') • Mrs Radcliffe (the school secretary & Stephanie's mum) • Charlotte <p>Students should provide reasons why they have challenged that particular character and give alternative ways they could have handled the situation.</p> | <p>This activity can either be run in small discussion groups or alternatively delivered as a drama or letter writing activity to that specific character.</p> <p>The task allows a brief time for students to reflect on their personal response to the film and communicate directly with a character they have connected with.</p> <p>Students will gain awareness of the consequences of individual actions and put themselves into the shoes of the characters.</p> | Character wall. |