

# LESSON 3 : THE ME YOU DON'T SEE

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Overview	This lesson will provide a greater understanding of HIV disclosure by exploring themes of trust, privacy, secrets & lies. Activities will focus on exploring the experiences of Blessing, providing a way for students to begin to understand the circumstances why her need for privacy arises from the stigma that surrounds HIV.
Duration	1 hour
Lesson Objectives	<ul style="list-style-type: none"> <li>• Explore the concept of secrets, privacy, trust and lies</li> <li>• Discuss the impact of keeping a secret</li> <li>• Provide a greater understanding of the emotions and reasons behind the decision to hide a part of who you are</li> </ul>
Key Terms	Confidentiality Disclosure
Teacher's Notes	<p>The unit starts with the scene from the lecture theatre that raises the question of what information we should share with friends. The actions of Stephanie express a view that Blessing's HIV status is something that she should have shared, even though Stephanie's consequent behaviour underlines why so many young people feel they have no choice but to keep this private.</p> <p>The activities in this unit are designed to enable students to build empathy with Blessing and understand why she feels she can only share certain aspects of her life with a few people. The approach taken in this unit begins with asking students for their own experience of relationships and friendship, allowing them to share their expectations of this. Students should be able to express these openly without initially being challenged. This provides a starting point for exploring attitudes towards friendship, particularly what information we should expect or be expected to share.</p> <p>This provides an opportunity for these to be challenged and explored on a deeper level when confronted with a series of quotes and statements that either support or contradict the original statement that 'best friends share everything'.</p>
Resources	Lesson Plan 3 Powerpoint 3 Spotlight Series : The me you don't see. Undeclared clip: x 1 Undeclared: scripts Agree / Disagree signage.
Curriculum Links	<p><b>PSHE:</b> <i>Relationships</i> <i>Identity</i> <i>Risk and safety</i> <i>Diversity and equality</i> <i>Change and Resilience</i></p> <p><b>SRE:</b> <i>Relationships</i> <i>Influences &amp; behaviour</i> <i>Feelings &amp; attitudes</i> <i>People who can help me</i></p> <p><b>Citizenship:</b> <i>Identity &amp; diversity</i></p>

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TIME	ACTIVITY	INSTRUCTIONS	FACILITATOR'S NOTES	EQUIPMENT NEEDED
25 mins	Activity 1: Agree/Disagree continuum	<p>Start the session by playing the lecture theatre clip to get the group's initial thoughts and responses to this statement:</p> <p><b>"Friends should tell each other everything." Do you Agree/Disagree?</b></p> <p>Introduce agree / disagree continuum and explain that they will hear a number of statements. After each statement, students must stand on the continuum in relation to where they feel they most relate to.</p> <p>Teacher selects 2/3 students from each statement, to explain and justify why their have chosen to stand there. Students are encouraged to act respectfully towards the values and opinions of their peers.</p> <p><b>Statements:</b></p> <ol style="list-style-type: none"> <li>1. Each person has a right to keep some things private or secret.</li> <li>2. If you do not share something deeply personal with a friend that means you don't trust them.</li> <li>3. Friends should be able to read your diary or text messages</li> <li>4. Its risky to share personal information with friends</li> <li>5. Lying is always bad, no matter what the circumstances</li> <li>6. Adults should always be trusted</li> <li>7. There are some situations in which it is ok to tell a friend's secret</li> <li>8. You should never tell your boy/girlfriend more than you would tell your best friend</li> <li>9. It is important to be totally honest with your boy/girlfriend all the time.</li> <li>10. You can never be totally honest with anyone but yourself.</li> </ol>	<p>Classroom layout: Agree / disagree arrow on either side of room. Neutral in the middle. Where possible, allow entire class to stand and participate.</p> <p>Confidentiality: See info notes on HIV &amp; Schools and Confidentiality. If you are HIV positive you do not have to tell your school if you don't want to.</p>	<p>AV materials to view films Clip 1: Lecture theatre.</p>
10 mins	Activity 2: Discussion	<p><b>Further discussion questions:</b></p> <ol style="list-style-type: none"> <li>1. What are some of the themes around privacy and secrecy raised in this film?</li> <li>2. What are some other things young people might chose to hide?</li> <li>3. Do you think people would react differently to HIV as opposed to other 'invisible differences' such as mental health / disability / single parent families.</li> <li>4. Why / why not?</li> </ol>		

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5 mins	Activity 3 Spotlight Series film	Play <b>Spotlight Series: The me you don't see</b> . This film shares the experience of a young person who dreams of a day when he can be open with people about being HIV positive, rather than keeping his diagnosis secret.	The spotlight film is a true story and the person speaking is not an actor.	Spotlight series :The me you don't see.
20 mins	Activity 4: Trust	<p>Linking to the Spotlight film, ask students to think about what it would be like to share a part of their life with their friends but couldn't for fear of their reaction?</p> <p>Using the template grid, students should determine what 5 characteristics they believe make a person trustworthy.</p> <p>Fill these in top row 1-5.</p> <p>Using their trustworthiness grid, chose a character from Undefeated and measure the trustworthiness of them against the grid. Who of the characters seems to be most trustworthy?</p> <p>To end, ask students to add their own name to the chart and measure their own level of trustworthiness.</p>	Encourage students to be honest when challenging their own behaviour.	Grid Template