

SETTING THE LEARNING ENVIRONMENT

Life in my Shoes believes that learners can only engage productively in material if they feel safe to do so. A productive learning environment has the following benefits:

- Respects differences in individual knowledge and experience
- Recognises that discussing some of the issues intrinsic in discussing HIV (such as sex, sexuality or practices) may have specific cultural challenges.
- Improves productivity
- Is accessible by a number of different audiences and is delivered in a way that fits numerous learning methods.
- Encourages learners to question and process information
- Converts knowledge into action
- Is fun!

Potential implications of unsafe learning environments include:

- Increasing stigma and/or hostility around HIV
- Jeopardising classroom dynamics
- Wasting time
- Discouraging further learning.

As a result, prior to beginning any of the lessons, learners should have clear understanding of the nature of the material, expectations of them as learners and the implications of their participation.

Life in my Shoes begins every educational session it offers by reviewing learning ground rules which can be found in the next pages. Setting ground rules may be an appropriate icebreaker activity, as it ensures a more consistent undertaking of the rules, especially since terms such as 'confidentiality' vary in different contexts.

GROUND RULES



MOBILE PHONES
Please ensure you
turn off your phone.

**TRUST
AND HONESTY**
We like honesty and openness
and believe that by
sharing our feelings and
thoughts we learn and grow
from one another.



RESPECT
We should try not to interrupt each
other. Everyone's contribution should be
listened to and respected. Those who know
they often have a lot to say should think about
sometimes saying less. Those who tend to say
little should think about sometimes
saying more.

CONFIDENTIALITY

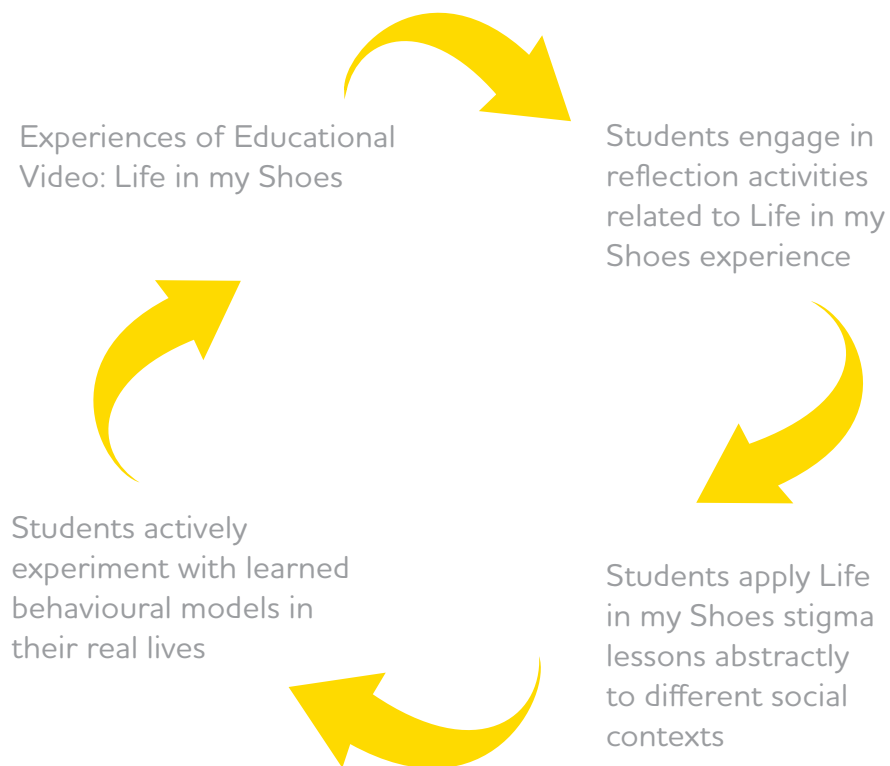
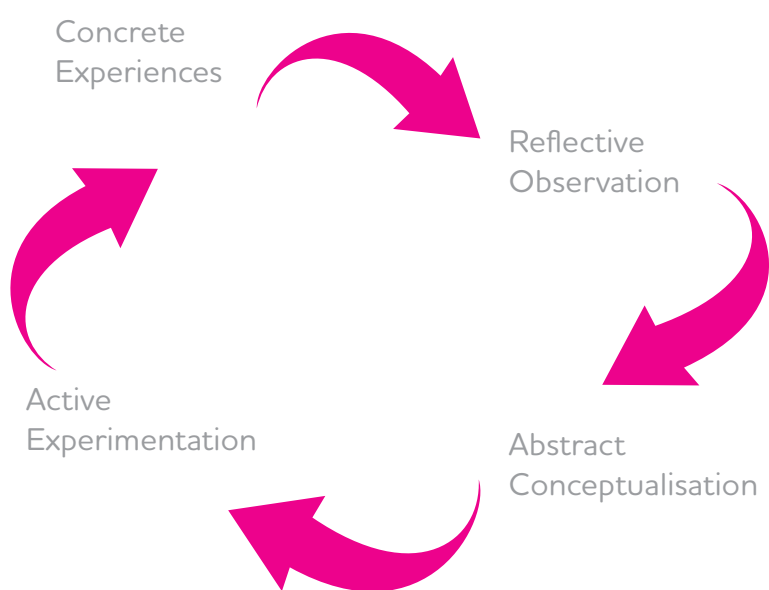
What you say and hear here,
stays here. Please value each
other's privacy, as much as you
value your own.

LEARNING THEORIES

This resource is grounded in several learning theories. The activities are based on Bloom's Taxonomy and reflect the fact that students must first concretely know basic facts around HIV and stigma before they can abstractly apply them to their own lives.

The resource is also rooted in Social Learning Theory, acknowledging that learning occurs within a social context. The extensive group activity component of the educational resource responds to this theory. Since many learners learn differently, this resource engages students by incorporating arts, communications, self-awareness and physical movement.

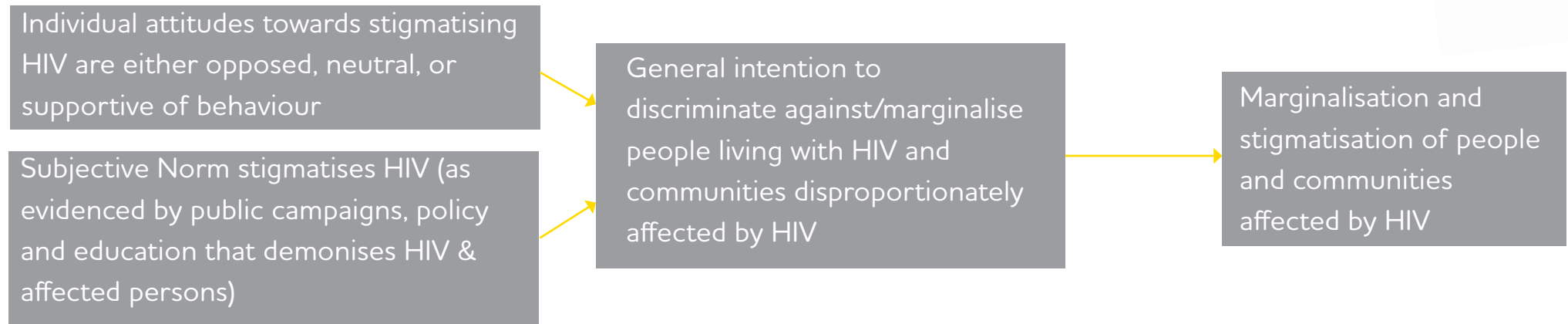
KOLB'S LEARNING THEORY



FISHBEIN & AJZEN'S THEORY OF REASONED ACTION



CURRENT ACTIONS RELATING TO STIGMA



HOW LIFE IN MY SHOES WILL CHANGE STIGMATISING BEHAVIOUR

