

LESSON 5 : TORN APART



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Overview	This lesson gives an effective understanding of the role HIV has in someone's life, specifically as it relates to the experience of being stigmatised and feeling isolated. Students experience what it's like to be the victim of bullies and verbal abuse.
Duration	1 hour
Lesson Objectives	<ul style="list-style-type: none"> • Explore the impact HIV and HIV related stigma can have on all areas of a person's life • Understand the consequences of our actions • Students step into Blessing's shoes.
Key Terms	Prejudice Impact Empathy Stigma
Teachers Notes	<p>This unit seeks to raise questions about the impact an isolating diagnosis such as HIV can have on an individual. It is important to get students to think about the impact not just in the medical sense but in every aspect of someone's life.</p> <p>Activities in this unit will challenge students to face their own prejudices, putting themselves in the shoes of others and ultimately, have confidence to act with empathy and understanding beyond the classroom.</p>
Resources	Lesson Plan 5 Powerpoint 5 Spotlight Series: Torn Apart Undeclared clips: 1. Blessing's Torment, 2. Verbal Abuse 3. Closing Scene. Body & Soul Charter of Hope.
Curriculum Links	<p>PSHE: <i>Health and wellbeing</i> <i>Relationships</i> <i>Identity</i> <i>Risk and safety</i> <i>Change and resilience</i></p> <p>SRE: <i>Relationships</i> <i>Influences & behaviour</i> <i>Feelings & attitudes</i></p> <p>Citizenship: <i>Identity & diversity</i></p>

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TIME	ACTIVITY	INSTRUCTIONS	FACILITATOR'S NOTES	EQUIPMENT NEEDED
5 mins	Activity 1: Spotlight Series: Torn Apart	Start lesson by watching the short film Spotlight Series : Torn Apart.	This film raises questions about the impact that an isolating diagnosis such as HIV can have. For example; isolation, self-harm and depression.	AV materials. To play Spotlight Series: Torn Apart.
20 mins	Activity 2: All balled up	<p>Thinking of our own experiences, ask students who has ever been judged?</p> <p>Being honest, (this exercise is anonymous) Ask students to write on a piece of paper, a time when they felt judged.</p> <p>What happened?</p> <p>How did it feel?</p> <p>Was it by someone you knew or not?</p> <p>Scrunch up paper / put into anonymous box. Now ask students to do the same activity again but this time, writing down a time where they think they may have judged someone else.</p> <p>When everyone has contributed, teacher selects and reads out examples from the class followed by discussion questions:</p> <ul style="list-style-type: none"> • Are you surprised that this scenario has happened to someone in your class? • What are some of the things that make this scenario painful? • Can we determine any common themes from these scenarios? • What are some alternative ways this could have been dealt with? <p>Key terms to elicit from students: Empathy Understanding Patience Knowledge Be nicer Care</p>	<p>Examples:</p> <ul style="list-style-type: none"> • For the colour of my skin • Not having a mother • Not having the latest phone • Not standing up for my friend when being made fun of • I spread a rumour • Someone spread gossip about me • Not doing anything when I probably could have • Ignoring a homeless person • Assuming a group of young people in hoodies must mean trouble. • Not having the time of day for someone who isn't 'like' me. 	Paper, pens, anonymous question box

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TIME	ACTIVITY	INSTRUCTIONS	FACILITATORS NOTES	EQUIPMENT NEEDED
20 mins	Activity 3: Acting with empathy	<p>Thinking about the shared experiences from the class, those from the girl in the Spotlight film and the girl in Undefeated (Blessing), we could say that these experiences could have been improved if their school / friends had acted with more empathy, but in reality what does this actually mean?</p> <p>Question: What is empathy?</p> <p>Play short clip: <i>Brene Brown Animation. Empathy v Sympathy</i> to explore what the difference is.</p> <p>The film clip should have helped clarify what empathy is... now ask students the following question:</p> <p>Who in your life do you think you could act with more empathy towards?</p> <p>In pairs, discuss who this might be and how are you going to do this?</p>	<p>Useful links and back-ground reading on empathy can be found in the Learning Library. If time allows, class can develop a working definition of empathy to sit alongside their previous definition of Stigma in Lesson 4.</p>	<p>Brene Brown clip:</p>
15 mins	Activity 4: One thing I will do differently	<p>To end the lesson, ask students to think about how it is important to be mindful and aware of the consequences of our actions and inactions.</p> <p>Together, as a class, invite students to develop a Charter of Hope. See example from Teen Spirit. (Body & Soul's group for teenagers living with HIV)</p> <p>Each student should contribute 1 statement. Give example phrases they can use.</p> <p>I will take care not to ...</p> <p>I will be mindful of ...</p> <p>I will take care to...</p> <p>I will not...</p>	<p>This activity can either be delivered as a written task or a poster design</p>	<p>Teen Spirit Charter of Hope</p>