### LESSON 5: TORN APART

<table>
<thead>
<tr>
<th>Overview</th>
<th>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.</th>
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<tbody>
<tr>
<td>Duration</td>
<td>1 hour</td>
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| Lesson Objectives | • 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 | 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.  

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. |
| Resources | Lesson Plan 5  
Powerpoint 5  
Spotlight Series: Torn Apart  
Body & Soul Charter of Hope |
| Curriculum Links | **PSHE:**  
Health and wellbeing  
Relationships  
Identity  
Risk and safety  
Change and resilience  
**SRE:**  
Relationships  
Influences & behaviour  
Feelings & attitudes  
**Citizenship:**  
Identity & diversity |
<table>
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<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>FACILITATOR’S NOTES</th>
<th>EQUIPMENT NEEDED</th>
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<tr>
<td>5 mins</td>
<td>Activity 1:</td>
<td>Start lesson by watching the short film Spotlight Series: Torn Apart.</td>
<td>This film raises questions about the impact that an isolating diagnosis such as HIV</td>
<td>AV materials. To play Spotlight</td>
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<tr>
<td></td>
<td>Spotlight Series: Torn Apart</td>
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<td>can have. For example; isolation, self-harm and depression.</td>
<td>Series: Torn Apart.</td>
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<td>20 mins</td>
<td>Activity 2:</td>
<td>Thinking of our own experiences, ask students who has ever been judged?</td>
<td>Examples:</td>
<td>Paper, pens, anonymous</td>
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<td></td>
<td>All balled up</td>
<td>Being honest, (this exercise is anonymous) Ask students to write on a piece</td>
<td>• For the colour of my skin</td>
<td>question box</td>
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<td></td>
<td></td>
<td>of paper, a time when they felt judged.</td>
<td>• Not having a mother</td>
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<td></td>
<td></td>
<td></td>
<td>• Not having the latest phone</td>
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<td></td>
<td></td>
<td></td>
<td>• Not standing up for my friend when being made fun of</td>
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<td></td>
<td></td>
<td></td>
<td>• I spread a rumour</td>
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<td></td>
<td>• Someone spread gossip about me</td>
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<td></td>
<td>• Not doing anything when I probably could have</td>
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<td></td>
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<td></td>
<td>• Ignoring a homeless person</td>
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<td>• Assuming a group of young people in hoodies must mean trouble.</td>
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<td></td>
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<td>• Not having the time of day for someone who isn’t ‘like’ me.</td>
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**Examples:**
- 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.

Key terms to elicit from students:
- Empathy
- Understanding
- Patience
- Knowledge
- Be nicer
- Care
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| 20 mins | Activity 3: Acting with empathy | 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?  

**Question: What is empathy?**

Play short clip: Brene Brown Animation Empathy v Sympathy to explore what the difference is.

The film clip should have helped clarify what empathy is... now ask students the following question:

**Who in your life do you think you could act with more empathy towards?**

In pairs, discuss who this might be and how are you going to do this?  

Useful links and background 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. | Brene Brown clip |
| 15 mins | Activity 4: One thing I will do differently | 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.

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)

Each student should contribute 1 statement. Give example phrases they can use.

I will take care not to ...

I will be mindful of ...

I will take care to ...

I will not... | This activity can either be delivered as a written task or a poster design | Teen Spirit Charter of Hope |