



Title: The Local and Global Impact of HIV

Level: SENIOR

Code: S.13

Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and outcomes	Benchmarks
Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others’ sexual health and wellbeing. HWB 4-47b I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a	<ul style="list-style-type: none"> • Understands the rights and responsibilities required for safe and enjoyable sex. • Explains how to access both local and national information, guidance and help.

Other learning activities at FOURTH Level support learning about STIs: **activity 4.3.1** If young people learning at SENIOR Level have not had an input on STIs then 4.3.1 could be used to precede delivery of this activity on HIV.

Learning Intentions

- Young people consolidate and build on their understanding of HIV facts.
- Young people gain insight into some of the issues relating to HIV today.

Success criteria

- Young People explain the basic facts about HIV transmission.
- Young people understand drug treatments associated with living with HIV and HIV prevention.
- Young people understand and have empathy toward the experiences of people living with HIV.

Resources to support this activity

- Slides/PowerPoint
- World AIDS Day <https://www.worldaidsday.org/>
- Personal Stories from People Living with HIV <https://youtu.be/2y84PSXayyY> (7 minutes 45)
- Living with HIV – the experience of young people <https://youtu.be/Wq5NZ9SiEpY> (7 minutes 36)

Activity

1. Introduce the session along these lines: The session is about HIV and its impact across the world and here in Scotland and the UK. There will be some facts about HIV and the young people will spend some time thinking about the impact of drug treatments now available, and how people living with HIV can still face prejudice or discrimination. There will be a reminder that condoms are the best way to protect yourself from HIV infection when having penetrative sex.
2. **HIV The basics...** To start, ask the young people what they know about HIV. If they need any prompts, they might want to think about what HIV is, how it can be transmitted (and not) and how people might feel when they are living with HIV.
3. After some discussion share the 6 slides which give the basics about HIV – check understanding as you go, and correct or give further information on any of the things young people have already offered in terms of their understanding of HIV.
4. **HIV is a global challenge.** Tell the young people that HIV is a health challenge across the world. It is especially found in countries where people live in poverty and where they cannot access healthcare and HIV medication. Present the slide with numbers – explaining that children acquire HIV from their mothers at birth if their Mum isn't on HIV medication to control her viral load. Explore whether young people were aware of the global challenge posed by HIV?

HIV is a global challenge

- 37 million people across the world live with HIV.
- This includes around 1.8 million children under the age of 14.

5. **World AIDS Day.** Ask the young people if they have heard of WAD, every December 1st. Share the home page <https://www.worldaidsday.org/> on the smartboard. Explain that the symbol of WAD is the red ribbon – it is something people can wear to remember that the fight against HIV is still important. This is the story of that:

The red ribbon

In 1991, a decade after the emergence of HIV, artists gathered in a gallery in New York's East Village to create a symbol and something that people could wear to remember those who had died and the struggle of those people living with HIV. They decided that the elegant loop of the ribbon shape was easy to make and replicate. They avoided traditional colours associated with the gay community, such as pink and rainbow stripes, because they wanted to convey that HIV was relevant to everyone. They chose red for its boldness, and for its symbolic associations with passion, the heart and love.

6. **Personal Stories from People Living with HIV** <https://youtu.be/2y84PSXayyY> (7 minutes 45)
Explain that this short film (from the United States) introduces us to people living with HIV, they talk about hearing their diagnosis and living with HIV. They all became positive in their 20s. Watch the film and talk over any issues or questions that arise.

- 7. HIV in Scotland.** Acknowledge that the session so far has focused on HIV globally, but of course HIV is present here in our county too. Share the slide.

HIV Facts and figures for Scotland

- In the last year 361 people tested positive for HIV in Scotland.
- 2 young people aged 15 – 24 test HIV positive every month.

After sharing the slide have some discussion: Do young people think that others their age:

- Think about HIV risk?
- Know how to protect themselves from HIV – or indeed other STIs?

- 8. Living with HIV – the experience of young people.** Explain that nowadays a woman living with HIV can use medication to control her HIV, this wasn't the case back in the 80s/90s and so then babies in the UK were born with HIV. The film shows young people who have grown up with HIV. The main point of the film is to say that the main issue now is stigma, and the ignorance people living with HIV face. <https://youtu.be/Wq5NZ9SiEpY> (7 minutes 36) Watch the film and talk over any issues or questions that arise.

- 9. HIV prevention and treatment now.** Acknowledge that there has been mention of how treatments people take to help manage their HIV can now be very effective. Explain that each person will be given the drugs they need and it's very important that they stick to the plan they have. If they do they will have an undetectable viral load and live well.

Ask the young people if they have heard of drugs called (for short) PrEP or PEP? Share the slide/**PrEP and PEP** about both and review main factors – emphasising that best advice or in an emergency go to a sexual health clinic or young people's drop in.

- 10. Sexual health services.** Key messages to end – if you use condoms for vaginal and anal sex you protect yourself from HIV. If young people are concerned they have been exposed to HIV they should go to a clinic immediately. Remind young people of your local services.

Additional ideas

- **World AIDS Day** is an annual event every December 1st that the school/community settings can get involved in. Education packs are available online with a focus on the particular theme of the year, and free red ribbons can be ordered. This would provide cross-curricular material and also a potential whole school focus on a national and international issue.
- **An illustrated timeline of HIV in the UK:** A beautifully illustrated booklet <file:///C:/Users/colin/Desktop/STIs/HIV%20illustrated%20timeline%202017.pdf>
- **First Minister Nicola Sturgeons 2017 World AIDS Day message** <https://youtu.be/i9znyHFNeh8> (1 minute 35)

Connecting with home

The following could be the basis of a short email/message home about this learning activity:

As part of our learning about relationships, sexual health and parenthood we are learning about the local and global impact of HIV and AIDS. These are some of the short films we will watch that you might also be interested in. We will talk about World AIDS day which takes place every December 1st.

- World AIDS Day <https://www.worldaidsday.org/>
- Personal Stories from People Living with HIV <https://youtu.be/2y84PSXayyY> (7 minutes 45)
- Living with HIV – the experience of young people <https://youtu.be/Wq5NZ9SiEpY> (7 minutes 36)

Practitioner Notes

