

Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.		•		•	•
Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions.	•	•	•	•	•
Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights.	•	•	•	•	•

BLOOM'S TAXONOMY OF COGNITIVE DOMAIN:

Level	Bloom's Definition	L1	L2	L3	L4	L5
Knowledge	Remember previously learned information	•	•	•	•	•
Comprehension	Demonstrate an understanding of the facts	•	•	•	•	•
Application	Use learned material in new and concrete situations	•	•	•	•	•
Analysis	Break down objects or ideas into simpler parts and find evidence to support generalizations				•	•
Synthesis	Compile component ideas into a new whole or propose alternative solutions				•	•
Evaluation	Make and defend judgments based on internal evidence or external criteria					•

Lesson 2: Stigma and Discrimination

Objectives:

- Students will be able to define stigma and discrimination.
- Students will be able to understand how stigma affects people's ability to disclose their status.
- Students will be able to empathize with HIV+ people.
- Students will be able to evaluate how stigma and discrimination affects their own community.

Vocabulary: stigma, self-stigma, felt-stigma, discrimination

Materials needed: Student Activity #2, Student Activity #3

Time: 50 minutes

Introduction: (15 minutes)

1. Have students work in pairs to brainstorm definitions for stigma and discrimination <see **Student Activity #2**>. Instruct pairs to read the quote by Nelson Mandela and discuss its significance. Then, ask students to think about what "stigma" and "discrimination" mean and how the two are connected. Have students record similarities and differences by completing the Venn diagram provided.
2. Allow pairs approximately 5-7 minutes to complete the activity and then ask students to share their responses. As a class, come up with a shared definition for "stigma" and "discrimination". Go further to discuss "self-stigma" and "felt-stigma" and how it relates to HIV. Examples of definitions may include:
 - Stigma: A mark of disgrace associated with a particular circumstance, quality, or person.
 - Self-stigma: Can take the form of blaming oneself, often with feelings of shame and unworthiness.
 - Felt-stigma: Internalizing perceived feelings by others onto oneself.
 - Discrimination: Make an unjust distinction in the treatment of different categories of people.

Lesson: (25 minutes)

3. Instruct the class to think about what would stop a person from telling their friends, family, partners, and employers about being HIV positive. Ask students to finish the sentence: 'One thing that may prevent a person from disclosing their HIV status could be...' Record answers on the board as ideas are being shared (approximately **5 minutes**).
4. Divide students into groups of four, give each group two scenario cards and ask them to consider what might prevent the person from disclosing their HIV status and to identify any self or felt stigma <see **Student Activity #3**>. (approximately **10 minutes**)
5. Ask each group to read out their cards and explain their answers. Ask for some quick ideas on how people could make it easier for their characters to talk about their HIV status (approximately **10 minutes**).

Exit ticket/Homework: (10 minutes)

Instruct students to discuss with a partner or write a short essay on what they think is needed in their own community to eliminate stigma and discrimination for those living with HIV and AIDS. Are there any changes that can be made at school to ensure that stigma and discrimination is not a barrier?

Activity #2: STIGMA AND DISCRIMINATION

DIRECTIONS

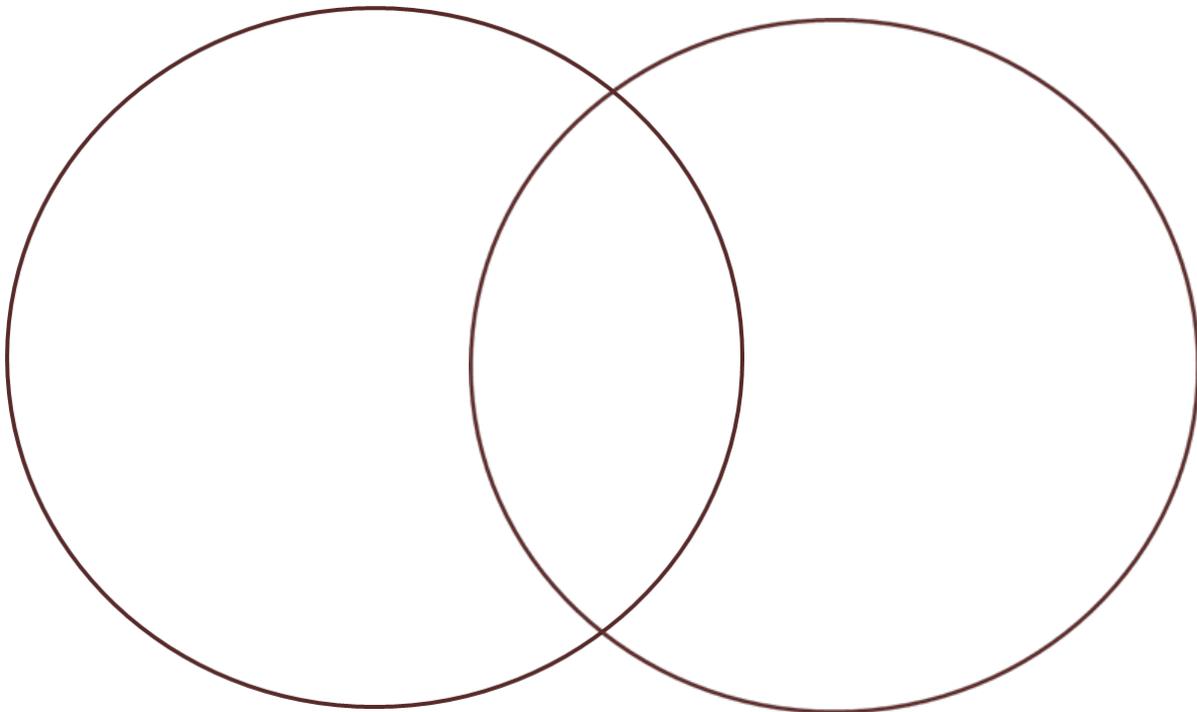
Read the following quote with a partner and discuss what you think former South African President, Nelson Mandela, meant by the statement. Then, brainstorm what comes to mind when you think of the words "stigma" and "discrimination". How are the two connected? Complete the Venn diagram below showing the similarities and differences.

"AIDS IS A WAR AGAINST HUMANITY, WE NEED TO BREAK THE SILENCE, BANISH THE STIGMA AND DISCRIMINATION AND ENSURE TOTAL INCLUSIVENESS WITHIN THE STRUGGLE AGAINST AIDS. IF WE DISCARD THE PEOPLE LIVING WITH HIV AND AIDS, WE CAN NO LONGER CALL OURSELVES HUMAN."

- Nelson Mandela, former South African President

Stigma

Discrimination



Activity #3: BARRIERS TO DISCLOSING HIV STATUS

SCENARIO CARDS

<p>CRAIG:</p> <p>Craig is missing school because of illness and doctor appointments. His teacher knows and has been helping him keep up to date with work. He hasn't told any of his friends he has HIV and they keep asking why he's off school.</p> <p>What do you think is preventing Craig from telling his friends while he is comfortable with his teacher knowing?</p>	<p>AJAY:</p> <p>Ajay was studying hard for many years to become a teacher. He had just been offered a teaching position in Mumbai, India, when a rumor started in his neighborhood that he was HIV+. Ajay turned down the teaching position and moved to a smaller village to work as a school secretary.</p> <p>Why do you think Ajay moved and turned down his dream job instead of disclosing his HIV status?</p>
<p>LILY:</p> <p>Lily was diagnosed HIV+ a couple of months ago. She is 20 years old and doesn't know exactly how or when she got the virus as she has never had any distinctive symptoms. However, she has suspicions it was passed on to her by her first boyfriend when she was 15. She has been with her current partner for over three years and because they have always used protection, he is still testing negative. Her partner has been great support but she has not told her parents yet.</p> <p>Why do you think Lily is hiding her status from her parents?</p>	<p>PIM:</p> <p>Pim is 15 and HIV+. She recently became famous after winning a beauty contest in Bangkok, Thailand. Her fear of the local community's reaction to her HIV status is keeping Pim out of school. After six months of taking antiretroviral medicine, she is well enough to study again but she does not wish to go back to school as she would be kept back a year and have to explain her absence.</p> <p>Why do you think Pim believes keeping her secret is more important than her education?</p>
<p>JACK:</p> <p>Jack is 15 and although he has spent his whole life in and out of hospitals, he was only told he had a weak immune system. His adoptive parents hand Jack medication every day. In his teen years, he became very curious and asked his adoptive parents if he had HIV but they changed the subject.</p> <p>Why do you think Jack's parents did not tell him he has HIV?</p>	<p>DALILA:</p> <p>After being sick for months, Dalila was tested in a Kenyan clinic and diagnosed with HIV last year. She knows her husband is aware that he has HIV, though they do not discuss it. Although she assumes he was the one who infected her, when he asked why she had been sick, she lied that she had a miscarriage.</p> <p>Why do you believe Dalila and her husband cannot admit to each other that they are HIV+?</p>
<p>TARA:</p> <p>Tara found out she had HIV when she became pregnant at 16. She had only been with her first boyfriend for 6 months, he didn't know he was HIV+ and they never used a condom. Tara has told everyone she is pregnant but is still hiding her HIV status.</p> <p>Why do you think Tara is not disclosing the full story?</p>	<p>PEDRO:</p> <p>Pedro is often late for school because his mom isn't well and he has to help her take her tablets. His teachers keep getting mad at him for being late and his constant excuses.</p> <p>Why do you think Pedro would rather be punished at school than disclose that his mom is HIV+?</p>