

Fast Track Cymru

HIV EDUCATION FOR ALL

Inclusive, Accessible and Essential



Author's Note

I want to begin by expressing my deepest thanks to Gilead, whose funding made these resources and the accompanying National Art Competition possible. Their support has allowed our vision to become a reality, and because of this, thousands of young people now have the opportunity to learn about HIV in a way that is accessible, engaging, and stigma-free.

To the Board of Fast Track Cymru Trustees and to my Fast Track colleagues who have supported and encouraged me every step of the way, thank you. Your belief in this work has meant everything. When this project started, I didn't anticipate it growing to the size that it has and having you in my corner was instrumental to everything coming together.

This project has been a true labour of love. As a teacher turned youth worker, I know how urgently resources like these are needed, not only for young people, but for educators too. From the very beginning, it was vital that these resources were shaped *with* young people, *with* educators, *with* healthcare professionals and *with* parents and carers. To all who gave their time, shared their honesty, and trusted me with their perspectives, I am profoundly grateful.

I must also thank our wider RSE working group, nurses, clinicians, partner organisations, and especially those living with HIV. Your voices, your compassion, and your courage are at the very heart of this work. These resources could not exist without your inspiration, I hope this is just the start of future collaborations.

And finally, to those reading and using these resources: my hope is that they give you the confidence to talk about HIV, to weave it naturally into your teaching, and to challenge stigma simply through visibility.

Every conversation matters. Every lesson makes a difference. We need you to talk about HIV, because through knowledge, compassion, and openness, we can create a Wales where inclusion, equity and understanding is the foundation of all we do.

Diolch pawb,
Sarah Maslen-Roberts (she/her)

For more information on Fast Track Cymru, how we might be able to collaborate with you or on these resources and how to use them, please see <https://fasttrack.wales/> or email fasttrackcities@hiv.wales

Contents

Page 2 - Author's Note
Page 3 - Contents
Page 4 - Introduction
Page 7 - HIV Factsheet and assets for delivering lessons/sessions
Page 17 - Resources - Core Subjects
Page 18 - English
Page 22 - Maths
Page 24 - Science
Page 26 - Resources - Humanities
Page 27 - Geography
Page 29 - History
Page 31 - Religious Studies
Page 36 - Resources - Technologies
Page 37 - ICT/ Computing
Page 39 - Food Technology
Page 41 - Design Technology
Page 43 - Resources - Languages
Page 44 - Welsh
Page 46 - French
Page 48 - Resources - Creative Arts
Page 49 - Music
Page 51 - Art
Page 53 - Drama
Page 55 - Resources - Other Subjects
Page 56 - Physical Education
Page 58 - Business Studies
Page 63 - Welsh Baccalaureate
Page 66 - Resources - Health and Wellbeing, Citizenship, PSHE
Page 67 - HIV and Healthy Relationships
Page 69 - HIV Stigma
Page 71 - HIV and Global Citizenship
Page 73 - Resources - KS4/KS5 Assemblies
Page 78 - Resources - Youth Groups
Page 81 - Resources - Primary Schools
Page 87 - Primary Assemblies
Page 89 - Resources - Alternative Education Settings
Page 92 - Resources - Special Education/ ALN Settings
Page 95 - Further Reading and Resources
Page 99 - Conclusion and Surveys

Introduction

Educate, Embed, Engage, Empower

This is more than education; it is a collective commitment to respect, inclusion, and justice. Every young person deserves it. Every educator can deliver it.

HIV education is a vital part of Relationships and Sexuality Education (RSE) in Wales, ensuring that all young people, regardless of their background or learning needs, have access to accurate, stage-appropriate, and inclusive information. The Welsh RSE Code emphasises a rights-based, inclusive, and developmentally appropriate approach to learning, ensuring that every child and young person can explore these topics in a way that respects their individual needs and experiences.

Fast Track Cymru's resources are built on the belief that accessibility must be the foundation, not an afterthought. From the outset, we have consulted widely with professionals, parents, carers, and young people themselves to ensure every perspective is valued and represented. By creating resources that span all aspects of the curriculum and every subject, we've pioneered a fresh approach to education, including one that embeds inclusivity at its core rather than bolting it on. This collaborative and holistic process has resulted in powerful, meaningful resources that truly reflect and meet the needs of all learners and educators alike.

By embedding HIV education into the curriculum across multiple subjects, we help young people develop a factual understanding of HIV, challenge stigma and misinformation, and promote empathy and respect for those living with the condition. These resources have been carefully designed to be accessible to all learners across Wales, including those in mainstream education, youth work, home education settings, those in care, hospital schools, and special educational needs schools.

Inclusive, accessible RSE resources play a vital role in challenging stigma by making HIV a normal and visible part of learning. Simply talking openly about HIV, its realities, prevention, and treatment helps replace fear and misinformation with understanding and empathy, creating a culture where everyone feels respected and supported. We firmly believe that this method of embedding HIV into the curriculum could be replicated for numerous subjects such as equality, mental health, wellbeing, and beyond. By weaving these essential topics throughout different areas of learning, rather than confining them to one-off lessons, we create a richer, more connected educational experience. This approach ensures that learners encounter these themes in varied contexts, reinforcing understanding, encouraging empathy, and normalising open conversations about complex issues that impact our lives and communities.

High-quality Relationships and Sexuality Education (RSE) plays a crucial role in providing young people with the knowledge, skills, and confidence needed to navigate relationships, make informed decisions, and understand their own health and well-being. RSE goes beyond risk prevention; it encourages respect, inclusion, and understanding, empowering students to lead safe and fulfilling lives.

A significant aspect of RSE in Wales is HIV awareness and education; it is also a key action in the HIV Action Plan for Wales. Despite medical advancements that have transformed HIV from a life-threatening illness to a manageable condition, misinformation and stigma continue to exist. Many young people lack a clear understanding of HIV transmission, prevention, and treatment. This resource aims to bridge that gap by offering accessible and engaging content to help educators integrate HIV education into the curriculum. The majority of the resources are aimed at young people in Key Stage 3, 4 or 5, but can be differentiated accordingly, and we have included some suggestions for each subject. We have also included resources specifically for those with additional learning needs, those who are home educated and for youth workers to ensure that every educator has the potential to utilise them accordingly to benefit ALL young people across Wales.

Every young person. Every educator.

Confidentiality, Respect, and Empathy in HIV Education

When teaching about HIV, it is essential to create a safe, supportive, and non-judgmental environment where all young people feel comfortable learning and asking questions. Some students may be living with HIV themselves or have family members, friends, or loved ones who are affected. We also respect that there might be educators who are also impacted by HIV. For this reason:

- Confidentiality should be maintained – no one should ever be asked to share personal information or experiences unless they choose to.
- Language matters – avoiding outdated, stigmatising terms and focusing on positive, inclusive messaging is crucial. Please see [George House Trust](#) for more examples of positive and inclusive language
- Respect and empathy should be encouraged – all discussions should reinforce the importance of treating people living with HIV with kindness, dignity, and respect.
- Challenging misinformation is key – addressing common myths in a factual and constructive way helps young people develop critical thinking skills.

The Importance of Accessible HIV Education

HIV education should be inclusive of all learning needs, ensuring that young people, regardless of communication styles, mobility, or cognitive abilities, can engage with the topic. This is why these resources provide a range of approaches, including sensory-based learning, storytelling, visual aids, discussion-based activities, and creative tasks which also will appeal to a variety of learning styles.

Through these activities, young people across Wales will:

- Gain an understanding of HIV, treatment, and prevention
- Learn how to challenge stigma and discrimination
- Develop compassion and respect for those living with HIV
- Recognise the importance of inclusive, rights-based education

By embedding HIV education into different subjects, such as Science, English, Drama, PE, Design Technology, and beyond we ensure that learning is engaging, relevant, and impactful for all young people.

HIV Factsheet

This is only a basic overview which you might find useful

HIV History

1981

The first cases of what would later be known as HIV were reported.

1983

Scientists identified the virus responsible: Human Immunodeficiency Virus (HIV).

1987

The first HIV treatment (AZT) became available.

2005

The ban on gay and bisexual men donating blood was partially lifted (though with restrictions, later eased further in 2011 and 2021).

1996

Combination therapy (ART) transformed HIV from a terminal illness into a long-term, manageable condition.

1987

The UK launched its famous "Don't Die of Ignorance" campaign, distributing leaflets to every household to raise awareness of HIV and AIDS.

2012

PrEP (Pre-Exposure Prophylaxis) trials began in the UK, later becoming a game-changing tool in HIV prevention.

2019

Fast Track Cardiff and Vale was established, strengthening HIV advocacy and awareness specifically across Cardiff. In 2023 Fast Track Cymru was formed as an all-Wales Coalition.

2025

Wales was named the world's first Fast Track Nation, recognising its commitment to ending new HIV cases by 2030.

Today

With effective treatment, people living with HIV can live long, healthy lives and cannot pass the virus on if their viral load is undetectable (U=U).

HIV Facts

- HIV is a virus that attacks the immune system, specifically the CD4 cells (T cells) that help the body fight infection.
- Without treatment, HIV can lead to AIDS (Acquired Immune Deficiency Syndrome).
- HIV is transmitted through specific bodily fluids: blood, semen, vaginal fluids, rectal fluids, and breast milk.
- You cannot get HIV from hugging, sharing food, kissing, coughing, or touching surfaces.
- People on effective HIV treatment with an undetectable viral load cannot pass it on, this is known as U=U (Undetectable = Untransmittable).

HIV Data (Latest Available)

Region	Number living with HIV	Key facts
United Kingdom	≈106,000	94% diagnosed, 98% on treatment, 98% virally suppressed
Wales	≈2,800	Majority in effective treatment and undetectable
Global	≈39 million	Access to treatment varies widely, creating health inequalities

HIV Stigma

- Stigma is one of the biggest barriers to ending HIV transmission.
- It can cause discrimination, isolation, and mental health challenges for people living with HIV.
- Myths and outdated beliefs often fuel stigma, even though science now shows HIV can be fully controlled with treatment.
- Tackling stigma means challenging misinformation, using inclusive language, and sharing up-to-date facts.

HIV Prevention, Testing & Treatment

- Prevention: Condoms, PrEP (daily or event-based pill for HIV-negative people), and PEP (emergency medication within 72 hours of exposure).
- Testing: Free and confidential in the UK, including home test kits. Early diagnosis means better health and no onward transmission.
- Treatment: ART (Antiretroviral Therapy) taken daily keeps HIV under control. People on effective treatment live long, healthy lives.
- U=U: Once undetectable, HIV cannot be passed on through sex.

HIV Quiz Suggestions

Many of the resources suggest utilising a True or False Quiz or assessing some HIV related Myths; below you will find some suggestions you can use.

Transmission

1.HIV can be passed on through hugging or shaking hands.	False – HIV is not spread by casual contact.
2. HIV can be passed on through mosquito bites.	False – HIV cannot be transmitted by insects.
3. You can catch HIV from a public toilet seat.	False – HIV cannot be passed through toilet seats, swimming pools, or shared bathrooms.
4. You can get HIV from sharing cutlery or food.	False – HIV is not spread through food, drinks, or eating utensils.

5. HIV can be passed through breast milk.	True – Without treatment, HIV can be passed this way, but treatment reduces the risk to almost zero.
6. Having another sexually transmitted infection (STI) can increase the risk of getting HIV.	True – STIs like syphilis or gonorrhoea can make it easier for HIV to enter the body.

Treatment & Prevention

7. If someone is on effective HIV treatment, they can't pass the virus on to sexual partners.	True – This is called U=U (Undetectable = Untransmittable).
8. There is a medicine you can take that helps prevent HIV.	True – It's called PrEP (Pre-Exposure Prophylaxis).
9. Post-Exposure Prophylaxis (PEP) is medicine you can take after a possible exposure to HIV.	True – PEP can prevent HIV if started within 72 hours
10. Using condoms reduces the risk of HIV transmission.	True – Condoms are highly effective at preventing HIV and other STIs; they're not just for preventing pregnancy

11. HIV treatment must be taken every day.	True – At the moment, in Wales daily medication keeps the virus under control and protects health. However longer lasting medication is being developed.
12. There is currently a cure for HIV.	False – There's no cure yet, but treatment keeps HIV under control and there is ongoing research into a potential cure.

Living with HIV

13. Most people living with HIV today can expect to live as long as someone without HIV.	True – With treatment, life expectancy is the same or close to it.
14. A person living with HIV can have children who are HIV negative.	True – With effective treatment and medical support, HIV is not passed to babies during pregnancy, birth, and not likely during breastfeeding.
15. You can always tell if someone has HIV just by looking at them.	False – People can look and feel healthy for many years.
16. Some people living with HIV don't know they have it.	True – Many people have no symptoms for years, which is why testing is important.

17. Stigma around HIV is still a big issue today.	True – Misunderstanding and prejudice remain major barriers. For many the stigma is more challenging than managing the virus itself.
---	---

History & Myths

18. HIV and AIDS are the same thing.	False – HIV is the virus; AIDS is the advanced stage if HIV isn't treated.
19. HIV damages the immune system.	True – HIV attacks CD4 cells, weakening the immune system over time if untreated.
20. HIV was first reported in the early 1980s.	True – The first cases were reported in 1981.
21. In the UK, HIV only affects gay and bisexual men.	False – HIV can affect anyone, regardless of sexuality or gender. Globally there are more women living with HIV than men.
22. Only people who inject drugs are at risk of HIV.	False – Anyone can be at risk depending on exposure.

Testing & Wales

23. An HIV test can give you results instantly.	True – Rapid HIV tests can give results in minutes.
24. People in Wales can get a free, confidential HIV test.	True – You can get free testing through the NHS, sexual health clinics, by ordering a postal kit or picking up a community test kit in a community hub.
25. Wales was the first country in the world to become a Fast Track Nation.	True – Wales became the first Fast Track Nation in July 2025. The Fast Track Cities initiative began in 2014 in Paris, with over 560 cities worldwide. Wales is the first whole nation to join.

Myth VS Fact

Myth	Fact
HIV is no longer spreading in Wales.	New HIV diagnoses in Wales have increased in the last couple of years despite prevention and treatment. Stigma remains a major barrier to testing and accessing treatment/prevention.
If you have HIV, you can't have children without passing it on	People on effective treatment can have children without passing on HIV, thanks to medical care and prevention strategies.
HIV only affects certain groups, like gay men or people who inject drugs.	HIV can affect anyone. Globally, women and girls account for over half of people living with HIV.
You can catch HIV from kissing, hugging or sharing food	HIV cannot be transmitted through casual contact. It spreads only through specific body fluids.
If someone has HIV, you'll be able to tell	You cannot tell if someone has HIV by looking at them. Many people have no symptoms for years.
HIV is a death sentence	With treatment, people living with HIV can have long, healthy lives with a normal life expectancy.
There's no way to prevent acquiring HIV	Condoms, PrEP (pre-exposure prophylaxis), and PEP (post-exposure prophylaxis) all prevent HIV as well as not sharing needles and other harm reduction strategies.

If you have HIV, you can't have sex without passing it on.	People on effective treatment with an undetectable viral load cannot pass HIV on. This is known as U=U.
Wales isn't doing much about HIV.	Wales became the world's first Fast Track Nation in 2025 and has a Welsh HIV Action Plan running until 2026
HIV and AIDS are the same thing.	HIV is the virus; AIDS is the advanced stage if HIV is untreated. With treatment, most people will never develop AIDS.
You can get HIV from a toilet seat, swimming pool, or sharing cutlery.	HIV cannot survive outside the body in these ways.
People with HIV can't work in healthcare, education, or food	People with HIV can work in all professions. Equality laws protect against discrimination.
Only older generations need to worry about HIV.	Young people are still acquiring HIV today, particularly if unaware of prevention methods.
HIV tests take weeks to give results.	Rapid HIV tests can give results in minutes, and free, confidential postal kits are available in Wales which normally give results within a week of returning the kit.
HIV is always immediately noticeable.	Many people have no symptoms for years. Only a test can confirm HIV status.
You can't get HIV from oral sex.	Risk is lower, but HIV can still be transmitted, especially if cuts or sores are present.
HIV isn't an issue in the UK anymore.	New cases are still diagnosed every year. Stigma and late diagnoses remain challenges.

If you're married or in a long-term relationship, you don't need to think about HIV.	Anyone who is sexually active could be at risk. Testing is important in all relationships and there are other ways of acquiring HIV than through sex.
HIV can spread through spitting or saliva.	HIV is not transmitted through spitting or saliva.
People with HIV shouldn't exercise or play sports.	People living with HIV can safely take part in all sports. HIV is not spread through sweat.
Pregnant people with HIV will always pass it to their babies.	With treatment and care, the risk is less than 1%.
If your viral load is undetectable, you can stop treatment.	Staying undetectable requires continuous daily treatment. Stopping medication can mean the viral load will increase again, causing risks to your own health and risking passing it on to others too.
HIV treatment makes people very sick.	Modern treatments are safe, effective, and have far fewer side effects than older drugs.
Getting tested for HIV is complicated or embarrassing.	Testing is quick, free, confidential, and widely available across Wales in many forms from sexual health clinics, antenatal appointments, test and post or community testing to name a few.

RESOURCES

CORE SUBJECTS

English

Exploring Language to Raise Awareness and Challenge HIV Stigma

Topic:

Exploring Language and Representation in HIV Awareness

Activity:

Students will read and discuss a text (extract, article, or poem) that addresses HIV, then write a persuasive or reflective piece aimed at raising awareness, challenging stigma, or showing empathy for people living with HIV.

Objectives:

- To explore how writers use language to respond to social and health issues.
- To identify and analyse persuasive and emotive techniques.
- To write an original piece that informs, persuades, or reflects on HIV.
- To develop empathy, awareness, and confidence in using language to create change.

Some examples of potential texts are:

1. Historical (The Past)

a) *"Tiara"* by Mark Doty

An elegy written in response to the loss of a close friend to AIDS, "Tiara" explores grief, anger, and societal shame tied to the epidemic's early years. It confronts outdated prejudices and invites empathy.

b) *"A Quilt for David"* by Steven Reigns

This "investigative poetry" collection examines the controversial story of a dentist accused of transmitting HIV in the 1990s. It provides historical context and raises questions about media narratives and fear.

2. Personal Experience & Empathy (Present)

a) *"Positive"* by Nikki Giovanni

A heartfelt poem urging readers to view HIV through empathy and compassion. It emphasises the importance of understanding and support.

b) *"Positive"* by Saeed Jones

A modern exploration of self-acceptance and resilience after an HIV diagnosis. The poet challenges stigma and focuses on inner strength.

c) *Ruben Quesada's Brutal Companion*

A contemporary poetry collection by a writer living with HIV since 2016. It charts emotional transitions from grief and shame toward acceptance and peace—ideal for discussing ongoing experiences.

d) “Living with HIV: Poetry that Speaks Unspoken Truths”

Opening lines of poems like *The Positive Me* (Michael H. East) and *Silent Epidemic* (Robert John Meehan) highlight daily struggles and the need for compassion.

3. Global & Cultural Perspectives**a) *Nobody Ever Said AIDS* (Anthology)**

This collection features voices from Southern Africa. The title poem by Eddie Vulani Maluleke, and stories such as *Girls in the Rear-view Mirror* and *Sefela* (a migrant miner’s oral-style poem), offer rich perspectives on denial, loss, and community responses.

b) *Our Stories Told by Us* (Anthology)

“There are plenty of HIV epidemiological data on African communities in the UK and most of it makes for challenging reading, showing that there is still a lot of work to do. This book aims to reflect on the individual stories of recovery, resilience and leadership in the HIV response in the UK. This is the first book of its kind to explore the contribution African individuals and communities have made to the fight against HIV.”

4. Artistic & Educational Performance**a) *The Wizard of A.I.D.S.* (1987 play)**

A satirical adaptation of *The Wizard of Oz*, created to educate young audiences about HIV prevention using allegory and humour. It’s both accessible and thought-provoking.

5. Teen-Friendly Literary Realism**a) *Full Disclosure* by Camryn Garrett**

A novel featuring a teenage protagonist who navigates high school life while being HIV-positive. Written by a young author (started at age 15), it offers hopeful, relatable storytelling.

b) *Pedro and Me* by Judd Winick (graphic memoir)

A moving memoir about the author’s friendship with HIV/AIDS educator Pedro Zamora from MTV’s *The Real World*. It’s engaging, accessible, and offers lessons on empathy and activism.

6. Podcast with Storytelling Elements**“A Positive Life: HIV from Terrence Higgins to Today” — Episode 1: “A Boy From Wales”**

In this audio story, Sam Smith narrates Terry’s early life, character, and the context of his death. The episode includes quotes and memories from his close circle—rich material for students to listen to and respond to through dramatic monologue, narrative writing, or reflection.

Step 1: Starter – Language and Emotion

- Ask: *How can words change minds?*
- Show a short quote or passage related to HIV (e.g. from an activist, campaign, or memoir).

See examples below.

- Students discuss the impact: *What message is being conveyed? What emotions does it provoke?*

From Activists & Campaigners

1. **Jonathan Van Ness** (Over the Top, 2019)

“My HIV status is just one part of me. It doesn’t define me, it empowers me to speak up, to live openly, and to show that stigma has no place in our lives.”

2. **Princess Diana** (on shaking hands with an HIV-positive man without gloves, 1987)

“HIV does not make people dangerous to know. You can shake their hand and give them a hug. Heaven knows they need it.”

3. **Cleve Jones** (When We Rise, 2016)

“We were dying, but we were also learning to live louder, to love harder, and to fight for each other in ways the world had never seen.”

4. **Nelson Mandela** (International AIDS Conference, 2000)

“AIDS is no longer a disease, it is a human rights issue. The fight against AIDS is a fight for social justice.”

5. **Gian Molinu** (World AIDS Day Senedd Event, 2023)

“HIV is nothing to be ashamed of and we need to start saying that louder in Wales.”

From Memoirs & Personal Testimonies

6. **Paul Monette** (Borrowed Time: An AIDS Memoir, 1988)

“We were never promised a lifetime, only the chance to love for as long as we could.”

7. **Phil Wilson** (founder, Black AIDS Institute)

“HIV taught me that silence equals death, but truth equals life.”

Step 2: Reading and Analysis

- Provide students with a short, accessible text (choose one depending on year group):
 - A personal story of someone living with HIV
 - An excerpt from a speech, article, or campaign
 - A poem about stigma, illness, or hope (e.g. "The Unspoken" by Edwin Cameron)
 - See above for more suggestions
- Read together and annotate:
 - Identify persuasive/emotive language, tone, purpose
 - Highlight facts, metaphors, or rhetorical devices

Step 3: Writing Task – Your Voice for Change

Students choose one of the following writing tasks:

- Persuasive letter or speech: Write to a school or community leader encouraging better HIV education and stigma reduction.
- Creative writing piece: A short monologue, diary entry, or poem from the perspective of someone affected by HIV.
- Informative article: A school magazine or blog-style post explaining the importance of knowing the facts about HIV.

Support with:

- Sentence starters (e.g. "It's time we talked about...")
- Word banks: stigma, understanding, awareness, equality, invisible illness
- Structure guides: opening – facts – feeling – call to action

Step 4: Share and Reflect

- Invite volunteers to read their work aloud or post pieces on a classroom wall.
- Reflect as a class:
 - What did we learn about language and HIV today?
 - How did writing help you connect with the topic?

Exit slip:

What would you say to challenge HIV stigma in one sentence?

Differentiation:

- **Lower ability:** Sentence frames, simpler reading texts, writing scaffolds, or group writing.
- **Higher ability:** Explore more complex texts or write in more sophisticated formats (e.g. editorial or poetic devices).
- **EAL learners:** Use bilingual glossaries, pair work, and visual word mats.
- **SEN support:** Break tasks into smaller chunks, allow verbal responses or use scribe/assistive tools.

Maths

Maths in the Real World – Understanding HIV Through Data

Topic:

Data Handling, Percentages, Graphs, and Statistical Interpretation (with a focus on HIV-related data)

Activity:

Students will analyse real-world HIV data using graphs, percentages, and tables. They will interpret, compare, and calculate figures to better understand the scale and social context of HIV in the UK and/or globally.

Objectives:

- To develop mathematical skills in interpreting data, percentages, and graphs.
- To apply mathematical thinking to real-life health and social issues.
- To understand the importance of accurate data in public health awareness.
- To challenge stigma through informed numeracy.

Step 1: **Starter – What Do These Numbers Mean?**

- Display 3–5 statistics about HIV (e.g.):
 - “Over 105,000 people are living with HIV in the UK.”
 - “An estimated 4,400 people in the UK don’t know they’re living with HIV.”
 - “Late diagnosis increases the risk of serious illness by 10x.”
 - “Approximately 2800 people are living with HIV in Wales”
 - “Around 2500 people under the age of 25 are growing up living with HIV in the UK”
- Quick questions:
 - Which number is the largest?
 - What percentage of people might not know their status?
 - What questions do these numbers raise?

Step 2: **Data Handling and Analysis**

- Provide students with a data sheet

Links to data:

[HIV: annual data - GOV.UK](#)

[Global HIV Programme](#)

[Global HIV & AIDS statistics — Fact sheet | UNAIDS](#)

[2024-HIV-country-region-data-tables.ods](#) (Wales Tab at the bottom for Welsh Data)

- Tasks:
 - Calculate percentage increases or decreases between years.
 - Identify trends in diagnosis rates.
 - Compare UK stats to global ones using ratios or proportion.

Step 3: **Apply and Solve – Real-World Scenarios**

- Pose word problems based on real-life contexts:
 - a. "A health campaign tests 1,500 people. If 0.4% test positive, how many people is that?"
 - b. "A charity distributes 12,000 information packs. If 35% are sent to schools, how many is that?"
 - c. "If 92% of people living with HIV in the UK are on treatment, how many is that out of 105,000?"
- Challenge:
 - Create your own question based on one of the statistics you've seen.

Step 4: **Reflect and Round-Up**

- Class discussion:
 - Why is accurate data important for health decisions?

Exit task:

Write one number/statistic that stood out to you and why.

Differentiation:

- **Lower ability:** Use simpler data sets, calculators, and scaffolded steps for percentage change.
- **Higher ability:** Include cumulative frequency or comparative statistical analysis.
- **EAL learners:** Use visual aids, pictograms, and bilingual labels for graphs/charts.
- **SEN support:** Offer chunked worksheets, colour-coded graphs, and one-to-one explanation where needed.

Science

HIV and the Immune System – Science Behind the Virus

Topic:

The Immune System and HIV

Activity:

Students will learn how HIV affects the immune system, understand the role of white blood cells, and explore how antiretroviral therapy (ART) helps people live long, healthy lives. They will also challenge myths and misconceptions through science.

Objectives:

- To understand the structure and function of the immune system.
- To learn how HIV impacts the immune response.
- To explore how treatment works to manage HIV.
- To correct common misconceptions using scientific evidence.

Step 1: **Starter – Fact or Fiction?**

- Display 5 statements on the board and ask students to vote “True” or “False” (several options are given at the start of this resource to help)
- Reveal answers and explain briefly using scientific reasoning.

Step 2: **How the Immune System Works**

- Introduce the basics: white blood cells, pathogens, antibodies, and the immune response.
- Show a simple diagram of the immune system or use a video/animation.
- Explain: *HIV targets CD4 (T-helper) cells — weakening the body's defence over time.*

Students label a diagram showing:

- A healthy immune response
- What happens when HIV infects a T-cell

Step 3: **HIV and Treatment Science**

- Explain what antiretroviral therapy (ART) does: it stops the virus from multiplying, protecting the immune system.
- Introduce the concept of “*Undetectable = Untransmittable (U=U)*” — when people take treatment correctly, HIV cannot be passed on.
- Students complete a short matching activity (terms and definitions): e.g. virus, ART, CD4 cell, immune response, U=U.

Step 4: Apply and Reflect (10–15 minutes)

- Task: Students create a mini poster or infographic explaining:
 - How HIV affects the immune system
 - How treatment works
 - One myth they want to challenge with science

Alternatively: complete a short quiz or write an explanation in 3 bullet points.

Differentiation:

- **Lower ability:** Use simplified diagrams, word banks, and scaffolded matching activities.
- **Higher ability:** Include details about virus replication, reverse transcriptase, or immune memory.
- **EAL learners:** Provide bilingual glossary and visual learning resources.
- **SEN support:** Break tasks into chunks, offer 1:1 or small group instruction, use colour coding for diagrams.

RESOURCES

HUMANITIES

Geography

HIV Around the World – Geography, Health, and Inequality

Topic:

Global Health Inequality – HIV Case Study

Activity:

Students will explore the global distribution of HIV, analyse regional patterns, and examine the geographic, economic, and social factors that influence the spread, treatment, and prevention of HIV.

Objectives:

- To understand how HIV prevalence varies globally and regionally.
- To explore the geographic factors that contribute to health inequality.
- To use maps, data, and case studies to interpret real-world issues.
- To consider how access to healthcare, education, and infrastructure impacts HIV rates.

Step 1: **Starter – Global Map Activity**

- Display a world map or spreadsheet showing HIV prevalence by country
- Ask:
 - What do you notice?
 - Which areas have the highest and lowest rates?
 - Why might that be?

Students label key regions on a blank map: sub-Saharan Africa, South Asia, Europe, etc.

[A Look at Global HIV Statistics](#)

[HIV / AIDS - Our World in Data](#)

[Global, regional, and national burden of HIV/AIDS, 1990–2021, and forecasts to 2050, for 204 countries and territories: the Global Burden of Disease Study 2021 - The Lancet HIV](#)

[Global HIV Programme](#)

[Global HIV & AIDS statistics — Fact sheet | UNAIDS](#)

Step 2: **Explore the Data**

- Provide students with a data table showing HIV prevalence, healthcare access, and GDP (Gross Domestic Product) per capita for selected countries (e.g. South Africa, UK, Nigeria, Brazil, Sweden).
- Students answer questions such as:
 - Which country has the highest prevalence?
 - Is there a link between GDP and access to treatment?
 - What challenges might lower-income countries face in tackling HIV?

Introduce the concept of health inequality and development indicators.

Step 3: **Case Study Comparison**

- Students work in pairs or groups to compare two countries (e.g. South Africa vs. Sweden or Nigeria vs. UK) using:
 - Population size
 - HIV prevalence
 - Access to antiretroviral treatment
 - Education and awareness programmes
 - Healthcare infrastructure
- Each group creates a mini fact sheet or presentation slide:
 - Key stats
 - Causes of difference
 - Possible solutions

Step 4: **Reflect and Connect**

- Class discussion:
 - *How does geography affect people's health?*
 - *What could be done globally to improve access to HIV treatment and education?*

Exit slip:

One reason HIV rates differ around the world is...

Differentiation:

- **Lower ability:** Use simplified maps, guided questions, and pre-filled templates.
- **Higher ability:** Explore links with urbanisation, migration, gender inequality, or international aid.
- **EAL learners:** Use bilingual glossaries and visual aids.
- **SEN support:** Break down tasks into smaller steps, provide word banks and sentence starters.

History

The History of HIV and Its Impact on Society

Topic:

The History of HIV – Social, Medical, and Political Responses

Activity:

Students will explore the timeline of the HIV epidemic from the 1980s to the present day through group research, discussion, and the creation of a historical “impact timeline” that includes medical, social, and political milestones.

Objectives:

- To understand the historical context of the HIV/AIDS epidemic.
- To examine how different societies and governments responded.
- To explore how stigma and activism shaped public attitudes and policy.
- To encourage empathy, critical thinking, and historical analysis.

Step 1: **What Do You Know?**

- Ask students to write down what they already know about HIV/AIDS (if anything).
- Present 3-5 common myths or facts on the board and have a quick “True or False?” class vote. (several options are given at the start of this resource to help)
- Brief discussion to introduce HIV in a historical context (focus on the 1980s global emergence).

Step 2: **Timeline Group Activity**

- Divide students into small groups. Give each group a decade (1980s, 1990s, 2000s, 2010s, present).
- Provide each group with a pack of key events for their decade (some correct, some red herrings).
- Students must research, sort, and create a section of a visual timeline on a large sheet.
 - Events might include: identification of HIV, the death of Rock Hudson, ACT UP protests, Princess Diana’s visit to AIDS wards, the introduction of antiretroviral therapy, Section 28, U=U awareness, World AIDS Day, etc.

[BBC NEWS | Health | Timeline: 25 years of HIV/Aids](#)
[A History Of HIV And Human Rights In The UK | EachOther](#)
[A Timeline of HIV and AIDS | HIV.gov](#)
[Acting Up Against AIDS - Story of Leicester](#)

- Groups then present their timelines to the class in chronological order.

Step 3: Reflection and Discussion

- Whole-class discussion:
 - How did stigma impact the HIV response?
 - What role did activism play in changing public attitudes?
 - How does understanding this history help us now?
- Wrap-up with a short video clip or testimonial from someone living with HIV today

[HIV Positive: Seriously, you can't catch it from kissing - BBC Stories](#) – mentions sex

[Common HIV misconceptions | BBC Sounds](#) – mentions sex

[LIFE GROWING UP](#) – mentions sex

[A Brief History of HIV in the UK - YouTube](#) – not a personal clip but a summary of the History

Exit slip:

One thing I learned about the history of HIV is...

Differentiation:

- **Lower ability:** Provide simplified event cards and timeline templates; assign peer support roles; allow oral rather than written reflection.
- **Higher ability:** Encourage analysis of political and media narratives; challenge students to consider intersectionality (race, sexuality, class).
- **EAL learners:** Use visuals and simplified language on event cards; allow paired work with more confident students.
- **SEN support:** Pre-teach key vocabulary; offer structured worksheets and 1:1 or TA support where needed.

Religious Studies

Topic:

Exploring Faith-Based Responses to HIV

Activity:

Students will explore how different religions view caring for others in the context of HIV. They will examine faith-based teachings on compassion, dignity, and non-judgement, and apply these to real-world situations where stigma or exclusion may occur.

Objectives:

- To understand religious teachings on compassion, care, and justice.
- To apply faith perspectives to ethical issues surrounding HIV.
- To challenge prejudice using religious and moral reasoning.
- To promote empathy and reduce stigma through a values-based approach.

Step 1: Starter – What Do Religions Say About Helping Others?

- Students brainstorm: *What do different religions teach about caring for people who are unwell or excluded?*
- Share key quotes from sacred texts:
 - Christianity: “Love your neighbour as yourself” – Mark 12:31
 - Islam: “Whoever relieves a believer’s distress... Allah will relieve his distress.” – Hadith
 - Judaism: “Do not stand idly by when your neighbour’s life is in danger.” – Leviticus 19:16
 - Sikhism: Seva (selfless service) and equality
 - Buddhism: Compassion (Karuna) as a core virtue

Brief class discussion:

- *What do these texts have in common?*

Step 2: Case Study – Faith in Action

- Students read a short case study - see page below. (e.g. a church, mosque, or temple offering HIV testing or support).
- Discussion prompts:
 - How are faith values being demonstrated?
 - What barriers might faith communities help to overcome?

Link back to sacred teachings from Step 1.

CASE STUDY 1**A Church in Wales Opens Its Doors for Testing****Faith**

Christianity

Location

Cardiff, Wales

Story

In November 2024, a Church in Cardiff partnered with Fast Track Cymru to host a free, walk-in HIV testing day. The event was timed to coincide with Welsh HIV Testing Week. Volunteers from the congregation baked cakes, served tea, and welcomed people in for testing and information sessions. The vicar gave a short talk about compassion, drawing on the story of the Good Samaritan, and stressed that faith means “standing with those the world too often pushes away.”

Impact

Dozens of people were tested, new HIV diagnoses were made early, and follow-up care was arranged immediately, helping to prevent late-stage illness and reduce onward transmission.

Key Lesson

Faith spaces can be safe, stigma-free places for health services when they put love and inclusion first.

CASE STUDY 2**A Mosque's Community Health Day****Faith**

Islam

Location

Johannesburg, South Africa

Story

The *Masjid Noor mosque* noticed high levels of stigma and misinformation about HIV in their area. Working with a local clinic and an NGO, they organised a Community Health Day after Friday prayers, offering HIV testing, counselling, and information alongside diabetes and blood pressure checks. The imam delivered a khutbah (sermon) emphasising that caring for your health is part of Islamic teaching, and that judgement and gossip about HIV go against the principles of mercy and justice.

Impact

Hundreds attended, and people who had never previously tested came forward. Young men reported that seeing respected faith leaders support the event helped them feel safe and respected.

Key Lesson

Religious leadership can play a vital role in breaking down barriers to HIV testing by linking health with faith values.

CASE STUDY 3**A Temple's Support Circle for Women Living with HIV****Faith**

Hinduism

Location

Chennai, India

Story

The *Sri Meenakshi Temple* noticed that women in their community living with HIV often faced extreme isolation. In response, temple volunteers set up a Women's Support Circle that met weekly in a hall next to the temple. The group offered emotional support, legal advice, and help with accessing antiretroviral treatment. Temple kitchens provided free meals to the women and their children, and the priests spoke openly about compassion, dignity, and service (*seva*) being central to Hindu practice.

Impact

Over time, stigma in the neighbourhood reduced, and women reported feeling stronger, healthier, and more connected to others. Several went on to become peer mentors.

Key Lesson

Faith communities can offer not just spiritual support, but also practical help, food, and a sense of belonging for people living with HIV.

Step 3: **Ethical Dilemmas and Roleplay**

- In small groups, students discuss and roleplay short scenarios:
 - a. A religious school excludes a pupil after learning they are living with HIV.
 - b. A congregation member speaks negatively about HIV during a community event.
 - c. A young person wants to raise awareness in their place of worship.
- Consider how a religious leader or believer should/could respond.
- Use faith-based arguments to promote compassion and challenge stigma.

Groups share their roleplay or ethical response with the class.

Differentiation:

- **Lower ability:** Use simplified texts and offer sentence starters for roleplay.
- **Higher ability:** Encourage deeper theological reasoning and debate on ethics vs tradition.
- **EAL:** Provide translated sacred text quotes where appropriate, or use visual aids.
- **SEN:** Use smaller, guided groups with scaffolded discussion questions and adult support.

RESOURCES

TECHNOLOGIES

ICT/Computing

Raising Awareness of HIV Through Digital Media

Topic:

Creating a Digital HIV Awareness Campaign

Activity:

Students will design a digital poster or social media graphic to raise awareness about HIV using Canva, PowerPoint, or similar design software. They will include key facts and aim to combat stigma using responsible digital communication.

Objectives:

- To use ICT tools to create impactful digital content.
- To understand HIV-related facts and challenge common misconceptions.
- To practice safe, respectful digital communication.
- To develop research, design, and presentation skills.

Step 1: **Digital Myths Buster**

- Display five statements about HIV on the board. Students use mini whiteboards or online polls (e.g. Mentimeter, Google Forms) to vote "true" or "false". (several options are given at the start of this resource to help)
- Briefly correct any misconceptions and introduce the purpose of the lesson: using tech for good by creating an awareness campaign.

Step 2: **Research and Plan**

- In pairs or small groups, students research HIV facts using trusted websites

[Fast Track Cymru – Ending HIV in Wales](#)

[About HIV - Sexual Health Wales](#)

[Chiva | HIV Information](#)

[National AIDS Trust - We're the UK's HIV rights charity](#)

[HIV in the United Kingdom - GOV.UK](#)

[Homepage | Terrence Higgins Trust](#)

[phw.nhs.wales/publications/publications1/annual-hiv-report-2024/](#)

[HIV Action Plan for Wales 2023-2026](#)

[aidsmap | aidsmap](#)

[U=U: Undetectable = Untransmittable | HIV i-Base](#)

- They plan what key message they want to communicate (e.g. U=U, testing is free, HIV is not a death sentence, how to challenge stigma, PrEP/Prevention).
- Students choose a target audience (e.g. teens, parents, school community).

Step 3: **Create Your Digital Awareness Poster**

- Using Canva, PowerPoint, Google Slides, or a similar platform, students design a digital poster or social media-style graphic.
- Key features should include:
 - A clear, factual message about HIV.
 - Appropriate, stigma-free imagery or symbols.
 - Good use of design principles: colour, text hierarchy, readability.
 - Optional: a QR code linking to a trustworthy resource.

Step 4: **Showcase and Reflect**

- Students do a short “gallery walk” or digital share (via a classroom display, shared drive, or Padlet wall).
- Discuss: What made some posters more effective than others?

Exit slip:

- Ask students to write a short reflection: “What did I learn about digital communication and HIV awareness today?”

Differentiation:

- **Lower ability:** Provide pre-prepared fact sheets, basic templates, or drag-and-drop elements. Support with vocabulary for poster text.
- **Higher ability:** Challenge to include infographics or animations; ask them to justify design choices for their chosen audience.
- **EAL learners:** Use visual supports, allow use of translation tools, work in mixed-ability pairs.
- **SEN support:** Simplify tasks, offer 1:1 assistance, use guided software tutorials, and give step-by-step instructions.

Food Technology

Nutrition, Health, and HIV

Topic:

The Role of Nutrition in Supporting People Living with HIV

Activity:

Students will explore how food and nutrition support the immune system, especially for people living with HIV. They'll research or be provided with dietary needs and plan a supportive meal, considering nutrition and accessibility.

Objectives:

- To understand the role of nutrition in immune health, especially for people living with HIV.
- To consider how stigma and access issues may affect diet and wellbeing.
- To develop meal planning skills with specific health-related needs in mind.
- To link food, health, and social understanding.

Step 1: **Starter – Food and Immune Health**

- Class discussion: What nutrients help keep the immune system strong?
- Write student suggestions on the board (vitamin C, protein, iron, zinc, etc.)
- Introduce HIV simply: a condition that affects the immune system, making nutrition even more important.

Step 2: **Exploring Nutritional Needs**

- Share a fact sheet or short video explaining how people living with HIV benefit from:

[Optimal Nutrition for Individuals Living with HIV: Key Dietary Advice](https://www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2017/01/Health-Wellbeing-Information-for-people-living-with-HIV.pdf)
<https://www.sexualhealthsheffield.nhs.uk/wp-content/uploads/2017/01/Health-Wellbeing-Information-for-people-living-with-HIV.pdf> (Pg6)

- A balanced diet rich in fruits, vegetables, lean protein, whole grains, and healthy fats.
- Regular meals to maintain strength and support medication.
- Safe food practices to avoid illness due to compromised immunity.
- Discuss barriers: poverty, stigma, access to culturally appropriate food.

Step 3: Meal Planning Task

- In pairs or small groups, students plan a one-day meal plan for a person living with HIV, ensuring:
 - Nutritional balance.
 - Immune-boosting foods.
 - Accessibility and affordability.
- Use meal planning templates or design their own plates with drawings, recipes or ingredient lists.
- Encourage the inclusion of at least one culturally inclusive meal.

Step 4: Share and Reflect

- Groups present their meal plan to the class or post around the room for a gallery walk.
- Whole-class reflection:
 - “How does food help people live well with HIV?”
 - “What can we do to make food more accessible for everyone?”
- Quick quiz recap or exit ticket: one thing they learned today about food and HIV.

Differentiation:

- **Lower ability:** Provide structured templates, simplified food lists, and pair with a peer for planning support.
- **Higher ability:** Challenge students to calculate nutritional content or costs of their meals.
- **EAL learners:** Use picture-based food cards, allow verbal contribution in planning.
- **SEN support:** Offer simplified tasks, visuals for food groups, and hands-on support with planning.

Design Technology

Designing for Health – HIV Awareness and Support

Topic:

Designing Products or Campaigns to Support People Living with HIV

Activity:

Students will explore how design can be used to promote awareness, reduce stigma, or improve the quality of life for people living with HIV. They will then design a product, campaign item, or packaging concept that combines creativity with social impact.

Objectives:

- To understand how design can address real-world health and social issues.
- To develop ideas that show empathy and awareness of people living with HIV.
- To apply design principles to a socially conscious project.
- To enhance skills in research, sketching, planning, and presenting design ideas.

Step 1: **Starter – Design with Purpose**

- Show examples of socially impactful designs (e.g. awareness ribbons, inclusive posters, public health packaging, wearable tech).
- Ask: *How can design help raise awareness or improve lives?*
- Introduce the challenge: "Design something to support people living with HIV; through awareness, or health."

Step 2: **Research and Brainstorming**

- Give students a brief HIV factsheet to ground their ideas in real needs. Topics could include:
 - Reducing stigma in schools and workplaces
 - Discreet or affirming packaging for medication
 - Medication reminders
 - Awareness campaigns for young people
 - Meal containers for nutritional support
- Students brainstorm ideas using sketches, mind maps, or bullet points.

Step 3: **Design Task**

- Students choose one of the following (or teacher-selected focus):
 - A wearable badge, wristband, or accessory that raises awareness and promotes dignity.
 - A poster, sticker, or packaging design for a public health message or HIV medication.
 - A product that supports wellbeing or everyday life for someone living with HIV (e.g. a medication organiser, discreet food carrier, awareness t-shirt).
- Students create:
 - A labelled sketch or blueprint of the design.
 - A short explanation of its purpose, audience, and how it supports people affected by HIV.

Step 4: **Share and Reflect**

- Students present their designs to the class or display in a mini-gallery.
- *Ask: How can design challenge stigma or improve lives?*

Exit slip:

What design decision did I make to be more inclusive or supportive?

Differentiation:

- **Lower ability:** Provide design templates, sketch starters, and simplified project briefs. Allow verbal rather than written explanation.
- **Higher ability:** Ask for multi-functional designs, deeper user consideration, or sustainable materials.
- **EAL learners:** Use visual aids, bilingual support sheets, and peer support for explanation.
- **SEN support:** Provide structured sketching templates, step-by-step guidance, and physical tools to support fine motor work.

RESOURCES

LANGUAGES

Welsh

Trafod HIV yn Gymraeg (Discussing HIV in Welsh)

Topic:

Using Welsh to Raise Awareness and Discuss HIV

Activity:

Students will learn key Welsh vocabulary and sentence structures to talk about health and HIV. They will then create a short awareness message, poster or dialogue in Welsh, aimed at breaking down stigma and sharing basic facts.

Objectives:

- To learn and use Welsh vocabulary related to health, HIV, and awareness.
- To construct sentences and short presentations in Welsh.
- To explore how language can be used to educate and reduce stigma.
- To build confidence in speaking, reading and writing in Welsh.

Step 1: **Starter – Vocabulary Builder**

- Introduce key vocabulary on the board or through a handout/slideshow:
 - iechyd (health), haint (infection), profion (testing), stigma, gwybodaeth (information), gwirionedd (truth), cymorth (support), afiechyd (illness), niwed (harm), diogel (safe).
- Use matching games or flashcards to reinforce vocabulary.
- Practise pronunciation as a class, echo-style.

Step 2: **Reading and Listening Task**

- Share a short text or dialogue in Welsh that discusses HIV awareness.

Example:

"Mae HIV yn firws sy'n effeithio ar system imiwnedd pobl. Mae llawer o bobl yn byw'n hir ac yn iach gyda HIV heddiw. Mae'n bwysig cael gwybodaeth gywir a pheidio â lledaenu stigma."

- Comprehension questions in Welsh/English to check understanding.

Step 3: **Create Your Own HIV Awareness Message**

- Students choose one of the following tasks:
 - Write a short awareness poster in Welsh with key facts.
 - Create a dialogue between two characters where one explains HIV to the other.
 - Write a short social media message or speech to share an HIV fact and challenge stigma.
- Sentence support provided (e.g. “Rhaid i ni ddeall...”, “Mae’n bwysig...”, “Dylai pawb...”).
- Work in pairs or small groups if needed for support.

Step 4: **Sharing and Reflection**

- Volunteers read out or show their work to the class.
- Quick class vote or discussion (in Welsh or English): “Beth wnaethoch chi ddysgu heddiw?” / “What did you learn today?”

Exit slip:

One new Welsh word or phrase they’ve learned and will remember.

Differentiation:

- **Lower ability:** Sentence starters, vocabulary banks, and structured templates provided. Work in mixed-ability pairs.
- **Higher ability:** Encourage extended writing, use of complex sentence structures, and idiomatic Welsh.
- **EAL learners:** Pair with strong Welsh speakers or bilingual students; allow English notes alongside Welsh work.
- **SEN support:** Use visual aids, chunked instructions, and clear scaffolding of writing tasks

French

Topic:

Talking About Health and HIV in French

Activity:

Students will learn and use French vocabulary related to health and HIV. They will read a short, accessible French text about HIV, complete comprehension tasks, and write a short awareness message or dialogue in French.

Objectives:

- To build vocabulary and sentence structure related to health and HIV.
- To practise reading comprehension and short-form writing in French.
- To develop cultural and social awareness through language learning.
- To promote empathy and challenge stigma using another language.

Step 1: **Starter – Vocabulary Building**

- Introduce key vocabulary (with visuals or flashcards where helpful):
 - le VIH (HIV), la santé (health), le virus, le traitement (treatment), les médicaments, le test, la stigmatisation, vivre avec (to live with), la prévention
- Play a matching game or quiz: French words and English definitions.
- Practise pronunciation as a class using echo repetition.

Step 2: **Reading Task – Compréhension**

- Provide students with a short paragraph or dialogue in French.

Example:

Le VIH est un virus qui affecte le système immunitaire. Aujourd'hui, grâce aux médicaments, on peut vivre longtemps et en bonne santé avec le VIH. Il est important de faire un test et de ne pas croire aux mythes. La stigmatisation fait du mal – la connaissance, c'est le pouvoir.

- Students highlight key words and answer comprehension questions (in English or French, depending on level), such as:
 - *Qu'est-ce que le VIH ?*
 - *Pourquoi est-il important de faire un test ?*
 - *Comment peut-on vivre avec le VIH aujourd'hui ?*

Step 3: **Creative Task – Write in French**

Students choose one of the following tasks:

- Write a short awareness message in French (e.g. for a school poster or social media post).
 - *“Le VIH n’est pas une honte.”*
 - *“Faites un test. Protégez votre santé.”*
 - *“La stigmatisation tue – pas le VIH.”*
- Create a dialogue between two people discussing HIV, one offering support or facts.
- Design a mini-poster in French using vocabulary and a positive message.

Provide sentence starters and support:

- *Il est important de... / On peut vivre avec... / Ne croyez pas que... / Faites attention à...*

Step 4: **Share and Reflect**

- Invite students to read their sentences or show their posters.
- Class discussion (in English or French):
 - *How did it feel to talk about a serious topic in another language?*
 - *How can language help challenge stigma and build understanding?*

Exit slip:

Write one new French word or phrase you learned and its meaning.

Differentiation:

- **Lower ability:** Use sentence scaffolds, word banks, and matching tasks.
- **Higher ability:** Challenge students to write a short paragraph or persuasive speech in French.
- **EAL learners:** Use visuals, bilingual support, and pair work.
- **SEN support:** Provide pre-filled templates, simplified texts, and TA support as needed.

RESOURCES

CREATIVE ARTS

Music

Music and HIV – Using Songs to Raise Awareness and Inspire Change

Topic:

Exploring and Creating Music in Response to HIV and Social Issues

Activity:

Students will explore songs and musical responses to the HIV/AIDS crisis, then compose lyrics or melodies to express messages of awareness, empathy, and hope. This may be individual or group work depending on ability and focus.

Objectives:

- To understand how music has been used to respond to health and social issues.
- To analyse songs that raise awareness or challenge stigma around HIV.
- To create an original musical or lyrical piece with a meaningful message.
- To develop musical expression and social understanding through creativity.

Step 1: **Starter – Listening and Discussion**

- Play a short clip from a song connected to HIV/AIDS awareness or broader themes of illness, support, and stigma (e.g. “The Last Song” by Elton John, “Streets of Philadelphia” by Bruce Springsteen, or “Smalltown Boy” by Bronski Beat).
- Ask:
 - *What is the song about?*
 - *How does it make you feel?*
 - *Why do you think music is used to talk about serious topics like HIV?*

Step 2: **Understanding the Message**

- Share a brief overview of how HIV affected communities and how musicians responded, from fundraising concerts (like Red Hot + Blue) to awareness campaigns (like World AIDS Day performances).
- Explore lyrics from one example (on screen or in print). Identify how the language, tone, and music convey the message.

Step 3: **Creative Task – Compose or Write**

Students choose one of the following activities:

- Write lyrics for a short verse and chorus about:
 - Understanding HIV
 - How HIV has changed in relation to prevention and treatment
 - Supporting someone with HIV
 - Combating stigma or isolation
- Compose a short piece of music that expresses empathy, support, or resilience (using keyboards, percussion, digital tools, or body percussion depending on available resources).
- Group task (optional): Create a jingle, chant, or musical piece about HIV awareness.

Provide scaffolding: rhyming templates, chord progressions, or topic word banks (e.g. “hope,” “strength,” “truth,” “not alone”).

Step 4: **Perform or Share**

- Volunteers or groups perform or read their lyrics.
- Class reflection:
 - What was your main message?
 - How can music change people's attitudes?
- Optional: Record the compositions or compile lyrics into a class HIV awareness booklet.

See also: Welsh National Opera Three Letters Project: <https://wno.org.uk/three-letters> with resource booklet available on hwb

Differentiation:

- **Lower ability:** Use fill-in-the-gap lyric sheets, percussion instead of melody, or group support for composition.
- **Higher ability:** Encourage full song structure, musical layering, or the use of DAWs (digital audio workstations).
- **EAL learners:** Offer bilingual lyric prompts or allow use of first language in part of the lyrics.
- **SEN support:** Use accessible instruments (e.g. Boomwhackers, iPads), structure tasks into small steps, and give clear visual cues.

Art

Topic:

Creating Artwork to Raise Awareness and Challenge Stigma Around HIV

Activity:

Students will create a piece of visual art that challenges stigma or shares a message of support, strength, or awareness about HIV. This may take the form of a poster, symbol, painting, collage, or digital design, using colour, texture, and symbolism.

Objectives:

- To explore how visual art can respond to social and health issues like HIV.
- To use symbolism, colour, and composition to communicate a message.
- To reflect on emotions, facts, and social themes through creative expression.
- To build empathy and challenge misinformation through visual storytelling.

Step 1: Starter – The Power of Art for Awareness

- Show a few artworks or campaign posters related to HIV and health (e.g. the red ribbon symbol, World AIDS Day posters, activist murals).

[The story behind the stunning mural of a woman born with HIV in Cardiff | Wales Online](#)

[The Red Ribbon · V&A Blog](#)

[Keith Haring's AIDS Activism | MyArtBroker | Article](#)

[Art therapy spreads HIV/AIDS awareness | The Temple News](#)

[A Life Lost to Aids in Dorset | Art UK](#)

[Memorial unveiled at NEC Birmingham for UK's first AIDS victim who is still saving lives today - Birmingham Live](#)

[New mural in Cork tackles HIV stigma on World AIDS Day – Irish Pharmacy News](#)

<https://worldaidsday.org/wp-content/uploads/2024/09/NAT-WAD-2024-Layton-portrait-thumbnail.jpg>

- Ask:
 - *What do you notice?*
 - *What emotions do these images evoke?*
 - *How can art challenge stigma or share hope?*

Introduce the red ribbon as a universal symbol of HIV awareness and explain its meaning.

[The Red Ribbon · V&A Blog](#)

Step 2: Planning and Ideas

- Students brainstorm in sketchbooks or on planning sheets:
 - What message do I want to share? (e.g. “HIV doesn’t define me,” “Stop the Stigma,” “U=U”)
 - What images or symbols could represent hope, strength, resilience, or support?
 - What colours or styles will help me communicate my message?

Offer optional prompts: hands, hearts, barriers, light/dark, masks, journeys, medication bottles, empowering figures.

Step 3: Create Your Artwork

- Students begin their piece using a medium of their choice (paint, pencil, collage, mixed media, or digital if available).
- Encourage focus on:
 - Clear visual message
 - Use of colour to express tone
 - Creative use of symbols or text

Support students by offering templates, colour guides, and space for experimentation.

Step 4: Gallery Walk and Reflection

- Display artworks around the room for a short gallery walk.
- Students use sticky notes or reflection sheets to respond to others’ work with one word or feeling.
- Class discussion:
 - *What message stood out to you?*
 - *How can art help us understand and support people living with HIV?*

Exit slip:

One thing I learned about HIV today is...

Differentiation:

- **Lower ability:** Offer visual prompts, templates, and simple materials (e.g. collage with magazine cut-outs).
- **Higher ability:** Challenge students to layer symbols or integrate text and imagery meaningfully.
- **EAL learners:** Use bilingual visual vocabulary sheets and offer alternative ways to express their ideas.
- **SEN support:** Provide step-by-step guidance, sensory materials, or co-creation with a TA or peer.

Drama

Topic:

Using Role Play and Improvisation to Understand HIV and Challenge Stigma

Activity:

Students will use dramatic techniques such as role play, freeze frame, thought-tracking, and monologue to explore real-life scenarios related to HIV, including stigma, diagnosis, friendship, and support. They will develop short scenes that raise awareness or challenge misconceptions.

Objectives:

- To explore the emotional and social impact of HIV through drama.
- To develop empathy by taking on the perspectives of people affected by HIV.
- To use dramatic techniques to communicate messages of inclusion and understanding.
- To reflect on how performance can influence audience attitudes and reduce stigma.

Step 1: Starter – Myth-Busting & Warm-Up

- Begin with a quick HIV myth-busting game. Read statements aloud - students move to one side of the room for "True", the other for "False". (several options are given at the start of this resource to help)
 - Discuss responses briefly and introduce the idea of using drama to challenge myths, raise awareness or be part of social action/activism
- Follow with a short warm-up drama game focused on trust and communication.

Step 2: Scenario Exploration

- Introduce a few short, fictional scenarios inspired by real-life issues:
 - a. A teenager finds out they're living with HIV.
 - b. A friend overhears a harmful rumour about HIV in school.
 - c. A family member talks about being diagnosed years ago.
 - d. A class prepares a campaign for World AIDS Day but disagrees on the message.
- In small groups, students choose one scenario and build a short dramatic response using:
 - Freeze frame to highlight a key moment
 - Thought-tracking to show what characters are feeling
 - Role play to explore dialogue and tension

Step 3: Rehearsal and Performance

- Groups develop and rehearse a short scene (1–3 minutes) to present to the class. Encourage:
 - Respectful, sensitive portrayal
 - Clear messaging: support, truth, understanding
 - Use of stillness, silence, and symbolism where appropriate
- Perform to the class or in a carousel where groups share with smaller groups.

Step 4: Reflection and Discussion

- Post-performance reflection:
 - *What emotions came up during the scenes?*
 - *How can drama change someone's thinking about HIV?*
 - *Did you learn anything new about stigma or support?*
 - *How impactful can creative arts be in challenging misinformation?*

Exit slip:

One message from today's drama work I'll take with me is...

Differentiation:

- **Lower ability:** Offer scripts or role cards, support with structured scenes and clear lines.
- **Higher ability:** Encourage abstract performance, multi-role scenes, or monologue writing.
- **EAL learners:** Use visual cues, body language-focused activities, and allow use of first language in early planning.
- **SEN support:** Adapt scenarios for comfort and clarity, provide role prompts and TA support for participation.

RESOURCES

OTHER SUBJECTS

Physical Education

Topic:

Promoting Inclusion and Health Awareness Through Team Activities

Activity:

Students will participate in inclusive team-based physical activities that promote cooperation, resilience, and discussion around HIV, health, and social stigma. The lesson will include warm-up, a main team challenge, and a reflective cool-down linking physical and emotional wellbeing.

Objectives:

- To understand the link between physical activity, immune health, and overall wellbeing.
- To promote inclusion and teamwork in the context of HIV awareness.
- To challenge stigma and myths around HIV through open discussion and cooperation.
- To build physical skills while fostering empathy and respect.

Step 1: **Starter – HIV and Physical Health**

- Begin with a group circle discussion or short presentation:
 - Can people living with HIV take part in sport? (Yes!)
 - What impact does physical activity have on our immune and mental health?
 - Highlight that regular activity is beneficial for everyone, including people living with HIV.
- Debunk quick myths (e.g. HIV cannot be passed through sweat, sharing equipment, or casual contact).
- Lead a warm-up activity with a focus on unity and movement (e.g. mirror stretches or partner routines).

Step 2: **Team Challenge – Inclusive Games**

Choose or adapt a game that focuses on:

- Teamwork and communication
- Cooperation over competition
- Equal participation

Examples:

- *Zone Ball*: Students pass a ball across zones to reach a goal, using strategy and teamwork.
- *Health Relay*: A fitness circuit where students collect “fact cards” about HIV after each completed station.
- *Empathy Tag*: Everyone can tag, but if someone is “tagged” they must answer a question or fact about HIV before rejoining.

Focus: movement, fun, collaboration—not singling out or exclusion.

Step 3: Reflection and Discussion

- Gather students in a circle or small groups:
 - *What did today's activity teach you about inclusion?*
 - *Why is it important to make everyone feel welcome in sport and society?*
 - *What did you learn about HIV that you didn't know before?*

Optional task: Each group writes a short slogan for an HIV awareness sports campaign (e.g. "Play Together, Live Strong," "Sport Smashes Stigma").

Step 4: Cool-Down and Wrap-Up

- Lead a calming cool-down with stretches and breathing.
- Reinforce the key messages:
 - Everyone deserves to be included.
 - Physical activity supports physical and mental wellbeing.
 - HIV is manageable and non-transmittable through sport or casual contact.

Exit slip:

Write or say one myth you can now challenge about HIV.

Differentiation:

- **Lower ability:** Use simplified games, support with buddy systems, or non-contact versions.
- **Higher ability:** Add complexity to games, leadership roles, or challenge them to explain rules that promote inclusion.
- **EAL learners:** Use visual aids, demonstration over verbal instruction, and peer support.
- **SEN support:** Adapt equipment, reduce movement expectations, and provide 1:1 guidance as needed.

Business Studies

Topic:

HIV Awareness in Business – Ethical Responsibility and Inclusive Practice

Activity:

Students will explore how businesses respond to health issues like HIV through ethical policies, inclusive marketing, and CSR (Corporate Social Responsibility) campaigns. They will analyse real-world examples and create their own mini HIV awareness campaign or inclusive business policy proposal.

Objectives:

- To understand how businesses can support public health through CSR and ethical practice.
- To evaluate how HIV awareness links to diversity, inclusion, and workplace rights.
- To explore how businesses can use marketing and policy to reduce stigma.
- To develop critical thinking and presentation skills through campaign design.

Step 1: Starter – HIV in the Business World

- Ask: *Why should businesses care about HIV?* (Link to employees, customers, brand image, legal obligations, and ethics.)
- Brief discussion on:
 - Corporate Social Responsibility (CSR)
 - Equality and diversity policies
 - Brand reputation and ethical leadership
- Show examples of companies (e.g. MAC Cosmetics, Levi's, or ViiV Healthcare) that actively support HIV awareness and fundraising.

Step 2: Case Study Analysis

Provide a short case study or article about a business that has supported HIV awareness (e.g. a fashion brand donating to HIV charities, or a workplace offering HIV testing and support, etc)

[World AIDS day](#) – UNITE the Union

- Students answer questions:
 - What actions did the business take?
 - How does this support their brand image and values?
 - What are the potential risks and benefits of this approach?

Extension: Use SWOT analysis to examine the company's HIV-related campaign.

CASE STUDY 1

Levi's: Fashion With a Cause

Sector

Fashion / Retail

Location

Global, including the UK

Story

Levi Strauss & Co has been involved in HIV/AIDS activism since the 1980s, when the epidemic first hit San Francisco (their headquarters city). They have funded awareness campaigns, donated millions to HIV charities, and used their platform to challenge stigma featuring HIV-positive models and LGBTQ+ stories in advertising. In recent years, Levi's UK has partnered with the Terrence Higgins Trust during World AIDS Day to create limited-edition red ribbon products, with proceeds going to HIV prevention and support services.

Impact

Millions raised for HIV programmes worldwide, and a high-profile example of a global brand normalising HIV conversation in the fashion world.

Key Lesson

Well-known brands can make HIV awareness visible to huge audiences and influence cultural attitudes.

CASE STUDY 2

MAC Cosmetics: Viva Glam Campaign

Sector

Location

Beauty

Global, including the UK and Wales

Story

MAC Cosmetics launched its **Viva Glam** lipstick in 1994, pledging that **100% of the selling price** would go to the MAC AIDS Fund, supporting people living with HIV and AIDS. The campaign has been fronted by celebrities like RuPaul, Rihanna, and Elton John. Funds have gone to testing services, treatment access, and educational outreach including grants for HIV organisations in Wales through national partners.

Impact

Over \$500 million USD raised globally, making it one of the most successful corporate HIV charity initiatives in history.

Key Lesson

A single product, if marketed with purpose, can fund life-changing support for people living with HIV.

CASE STUDY 3**Local Café Hosts HIV Testing Day****Sector**

Food & Drink / Hospitality

Location

Swansea, Wales

Story

In 2023, an independent café in Swansea partnered with a local NHS sexual health team and Fast Track Cymru to host a free HIV Testing Pop-Up during Wales HIV Testing Week. Customers were offered confidential rapid tests in a private room at the back of the café, while volunteers handed out information leaflets and free coffee vouchers to those who took part. The café posted openly about the event on their social media, helping normalise HIV testing in their community.

Impact

Dozens tested in a non-clinical, stigma-free space; several people booked follow-up healthcare appointments after their visit.

Key Lesson

Small, local businesses can make a big difference by providing welcoming, everyday spaces for health services.

Step 3: **Creative Task – Campaign or Policy Proposal**

Students work in small groups or pairs to choose one of the following:

- Design a CSR campaign for a company to support HIV awareness (e.g. fundraising, inclusive advertising, awareness events).
 - What's the campaign name and goal?
 - How will it align with company values and brand?
 - What platforms and messages will be used?

OR

- Write a short business policy on inclusion for employees living with HIV.
 - Include sections on: confidentiality, access to healthcare, zero discrimination, staff training.
 - Consider how the policy supports retention and wellbeing.

Encourage use of business vocabulary: stakeholders, ethics, brand loyalty, inclusivity, risk management

Step 4: **Present and Reflect**

- Groups briefly present their campaign or policy to the class.
- Peer feedback: Is it ethical? Is it realistic? How could it reduce stigma?
- Whole-class reflection:
 - Why is it important for businesses to consider HIV in their policies?
 - How can ethical business practice drive social change?

Exit slip:

Name one way business can help reduce stigma around HIV.

Differentiation:

- **Lower ability:** Provide templates for policy writing or campaign planning. Use simpler case studies.
- **Higher ability:** Include deeper analysis tasks (e.g. cost-benefit analysis, long-term reputation impact).
- **EAL learners:** Use business vocab glossaries and visual prompts.
- **SEN support:** Offer structured group roles, simplified reading materials, and 1:1 support where needed.

Welsh Baccalaureate Resource: Exploring HIV – A Global Citizenship Perspective

Context and Purpose:

This resource is designed to help you develop your understanding of HIV as a global and social issue and apply this knowledge to your Welsh Baccalaureate qualification. It supports the development of your critical thinking, research skills, and social awareness.

You can use this resource to:

- Support your Individual Project (Level 3).
- Prepare for or complete the Global Citizenship Challenge (Level 2 or 3).
- Develop presentations, campaigns, or written tasks that relate to global health, human rights, and equality.

Learning Objectives:

By using this resource, you will be able to:

- Understand the facts about HIV and how it affects people globally and in Wales.
- Explore how stigma and misinformation impact people's lives.
- Investigate how governments, charities, and communities respond to HIV.
- Consider your role as a global citizen in promoting equality and access to healthcare.
- Apply research and problem-solving skills to real-world issues.

HIV: The Global Picture

- Over 39 million people worldwide are living with HIV (as of 2023).
- The highest rates are in sub-Saharan Africa, but HIV exists in every country, including Wales.
- Access to treatment varies widely depending on wealth, infrastructure, and stigma.

Research Task:

Choose two countries (e.g., Wales and South Africa). Compare:

- HIV prevalence
- Access to medication and testing
- Public attitudes and education
- Government or NGO support

Theme	Possible Research Question
Stigma and Discrimination	How does stigma affect the lives of people living with HIV?
Access to Healthcare	Why do some communities have better access to HIV treatment than others?
Gender & HIV	How are women and girls disproportionately affected by HIV?
Religion & Ethics	How do different faiths respond to illness, care, and inclusion?
Media Representation	Does the media help or harm public understanding of HIV?

Voices from the Community

Include personal stories or interviews in your project to show real-world impact. "When I was diagnosed, I thought my life was over. But I've been on treatment for five years and I'm thriving. The hardest part was how people treated me." – Jay, 28

Task: Reflect on this quote.

- What does it tell you about the emotional impact of HIV?
- How can communities be more supportive?

Task 1: **Fact vs Myth Sorting Activity**

Use this to challenge your assumptions (several options are given at the start of this resource to help)

Task 2: **Create a Campaign**

Design a poster, video, or presentation for a school or community setting:

- Include facts
- Challenge stigma
- Share local testing or support services

Task 3: **Write a Policy Recommendation**

Imagine you're writing to the Welsh Government:

- What action do you want them to take?
- How could it improve outcomes for people living with HIV?

Useful Sources for Research

- [Public Health Wales](#)
- [UNAIDS](#)
- [About HIV - Sexual Health Wales](#)
- [Fast Track Cymru – Ending HIV in Wales](#)
- [About HIV - Sexual Health Wales](#)
- [Chiva | HIV Information](#)
- [National AIDS Trust - We're the UK's HIV rights charity](#)
- [HIV in the United Kingdom - GOV.UK](#)
- [Homepage | Terrence Higgins Trust](#)
- [phw.nhs.wales/publications/publications1/annual-hiv-report-2024/](#)
- [HIV Action Plan for Wales 2023-2026](#)
- [aidsmap | aidsmap](#)
- [U=U: Undetectable = Untransmittable | HIV i-Base](#)

Assessment Tips

When using this topic for your Individual Project, make sure you:

- Choose a clear, focused question.
- Use primary and secondary sources (interviews, websites, statistics).
- Consider different viewpoints.
- Evaluate reliability and bias.
- Conclude with your own judgement, supported by evidence.

Final Thought

Working on HIV as a topic isn't just about a health condition – it's about justice, compassion, and creating a world where everyone has the chance to live with dignity and hope.

“Being a global citizen means understanding that someone else's health, rights and voice matter – wherever they are.”

RESOURCES

**HEALTH AND WELLBEING,
CITIZENSHIP, PSHE**

Specific Lessons for Health and Wellbeing, Citizenship, PSHE, or similar lessons.

Lesson 1: HIV & Healthy Relationships – Respect, Consent, and Disclosure

Topic:

Navigating Relationships When HIV Is a Factor

Activity:

Students will explore how honesty, respect, and consent are vital in relationships, particularly around health issues like HIV. Through discussion and scenario work, they'll consider how to communicate, support others, and respond with empathy.

Objectives:

- To understand the role of trust and communication in relationships.
- To explore how HIV may impact someone's experience of dating and disclosure.
- To practise empathetic listening and supportive responses.
- To reinforce boundaries, respect, and informed consent.

Step 1: **Starter – What Makes a Healthy Relationship?**

- Students brainstorm words that describe healthy relationships (e.g. trust, honesty, communication).
- Class discussion:
 - Why is open communication important, especially around health?
 - Introduce idea of HIV and disclosure as one example of communication in relationships.

Step 2: **Scenario Discussion – Disclosure and Reactions**

- In pairs/small groups, students explore short scenarios:
 - "Alex wants to tell their new partner they're living with HIV, they were born with it, but isn't sure how."
 - "Jordan finds out someone in their friendship group is living with HIV and doesn't know how to respond."
 - "Mo's older sibling has been diagnosed with HIV. He wants to tell his friend Fin but is concerned about the reaction"
 - "Carys' Mum is living with HIV. Other parents and Carys' friends have found out and are spreading rumours"
- Prompts:
 - How might each person feel?
 - What's a supportive way to respond?
 - How can we challenge myths and show care?

Groups share their ideas back with the class.

Step 3: **Reflective Activity – Advice Wall**

- Students write one piece of advice they'd give to:
 - Someone living with HIV in a relationship.
 - A friend who's just learned someone they know has HIV.
- Create a class "Support Wall" with these messages.

Class reflection:

What does empathy look like in action?

Differentiation:

- **Lower ability:** Use simplified scenarios and emotion cards to support discussion.
- **Higher ability:** Explore legal aspects of disclosure and deeper emotional responses.
- **EAL:** Provide bilingual vocabulary lists and visual aids.
- **SEN:** Use small-group support, clear prompts, and TA facilitation.

Lesson 2: HIV Stigma – Understanding and Challenging Discrimination

Topic:

Tackling HIV-Related Stigma and Misinformation

Activity:

Students will explore how stigma affects people living with HIV and learn ways to challenge harmful attitudes and myths in society.

Objectives:

- To define stigma and understand its impact.
- To identify common myths and facts about HIV.
- To practise speaking out against misinformation.
- To promote kindness, inclusion, and truth.

Step 1: Starter – True or False?

- Quiz: Present 5–6 HIV-related statements. Students hold up “true” or “false” cards. (several options are given at the start of this resource to help)
- Debrief with key facts and corrections.

Step 2: Personal Reflection – What is Stigma?

- Discuss:
 - What is stigma?
 - Have you ever seen or heard stigmatising language about illness?
- Show a short anonymised quote or video of someone sharing their experience with HIV stigma.
- Students write a brief response: *How would you feel in their shoes?*

Quotes and Videos:

1. A Young Black British Woman, London, UK

“It’s not the virus that hurts the most, it’s the way people change when they find out. I wish they could see I’m still the same person I was five minutes before I told them.”

2. A Middle-Aged Gay Man, Cardigan, Wales

“When I was diagnosed, I thought the hardest part would be the medication. Turns out, the hardest part is deciding who it’s safe to tell. In a small town, news travels fast and so does judgement.”

3. A Young Mother, Johannesburg, South Africa

“Some people treat HIV like it’s a punishment. I’m a mother, I’m a neighbour, I’m a friend and I’m living with HIV. But all they see is the letters.”

- [Living With The Stigma Of HIV](#) – mentions suicidal thoughts
- [Stigma. That's the thing that's the scariest to deal with](#) 💔💔
- [I was treated like a martyr](#) 💔
- [It's not doing any physical harm; it's just doing mental harm](#) ❤️🩹
- [From Stigma to Strength: Women's Perspectives on HIV | ViiV x {THE AND}: Mercy & Vanessa](#)
- [London's road to tackling internalised stigma for people living with HIV - Fast-Track Cities London](#)
- [The TikToker Who Is Smashing HIV Stigma](#)

Step 3: Group Task – Anti-Stigma Campaign

- In groups, students design a mini anti-stigma campaign:
 - Slogan or message
 - Poster or social media post
 - One myth they want to challenge
- Groups present their ideas briefly at the end.

Differentiation:

- **Lower ability:** Provide campaign templates and myth fact sheets.
- **Higher ability:** Challenge to address intersectionality (e.g. HIV + gender/ethnicity).
- **EAL:** Use images and simplified fact cards.
- **SEN:** Create simplified tasks with peer or adult support.

Lesson 3: HIV and Global Citizenship – Health, Rights & Inequality

Topic:

HIV Around the World and the Role of Youth Advocacy

Activity:

Students will explore global health inequality, learn about HIV prevalence in different countries, and reflect on their role as global citizens in advocating for health justice.

Objectives:

- To understand that HIV is a global issue with unequal impact.
- To explore why some countries are more affected than others.
- To reflect on access to healthcare and human rights.
- To inspire action through youth advocacy.

Step 1: **Starter – HIV Around the World**

- Present a world map with HIV prevalence in colour codes.
- Ask:
 - *Why do you think some areas are more affected?*
 - *What factors might influence this?* (e.g. healthcare access, poverty, education)

Step 2: **Case Study – Inequality in Access**

- Introduce a brief case study (e.g. a teen in South Africa accessing HIV medication vs a teen in the UK).
- Students complete a comparison table:
 - What's similar? What's different? What's fair/unfair?

Discuss access to testing, stigma, and medication globally.

Step 3: **Advocacy in Action – Youth for Change**

- Students create a mini “action plan”:
 - What change do you want to see (locally or globally)?
 - How could young people help?
 - What's one thing we can do in our school or community?

Students share their action plans in a class circle.

Differentiation:

- **Lower ability:** Use visual maps, simplified case study summaries.
- **Higher ability:** Encourage debate around funding, government roles, and equity.
- **EAL:** Bilingual glossaries, image support.
- **SEN:** Provide scaffolded comparison sheets and group discussion support.

RESOURCES

KS4/KS5 ASSEMBLIES

Assemblies: KS4/KS5

Assembly 1: "Beyond the Diagnosis – Breaking HIV Stigma"

Theme:

Challenging stigma and myths around HIV through truth and empathy.

Core Message:

People living with HIV deserve respect, dignity, and accurate understanding. Misinformation hurts and stigma can be more challenging than the virus itself.

Structure:

1. Opening Slide or Question (1 min)

Ask: *What do you think you know about HIV?*

2. Brief Facts & Myth-Busting (4 mins)

Share 3–5 facts:

- You can't get HIV through hugging or kissing.
- People with HIV on medication can live long, healthy lives.
- HIV doesn't discriminate – it can affect anyone.
- If someone is on effective HIV treatment, they can't pass the virus on to partners.
- There is a medicine you can take that helps prevent HIV.

3. Story Highlight (3 mins) (See next page for examples)

4. Values Link (3 mins)

Connect to school/assembly values (kindness, respect, truth):

- *How would we want to be treated if we were in that position?*

5. Call to Action (2 mins)

- Challenge stigma when you hear it.
- Learn the facts and share them.
- Treat everyone with respect – no matter their status.

6. Optional Reflection / Slide

"HIV doesn't make someone dangerous. But fear and judgement can."

Quotes and Videos:

1. A Young Black British Woman, London, UK

"It's not the virus that hurts the most, it's the way people change when they find out. I wish they could see I'm still the same person I was five minutes before I told them."

2. A Middle-Aged Gay Man, Cardigan, Wales

"When I was diagnosed, I thought the hardest part would be the medication. Turns out, the hardest part is deciding who it's safe to tell. In a small town, news travels fast and so does judgement."

3. A Young Mother, Johannesburg, South Africa

"Some people treat HIV like it's a punishment. I'm a mother, I'm a neighbour, I'm a friend and I'm living with HIV. But all they see is the letters."

4. A 22 Year Old Woman, Newport, Wales

"My diagnosis didn't change who I am. People's reactions did."

- [Living With The Stigma Of HIV](#) – mentions suicidal thoughts
- [Stigma. That's the thing that's the scariest to deal with](#) 💔💔
- [I was treated like a martyr](#) ❤️
- [It's not doing any physical harm; it's just doing mental harm](#) ❤️💊
- [From Stigma to Strength: Women's Perspectives on HIV | ViiV x {THE AND} Mercy & Vanessa](#)
- [London's road to tackling internalised stigma for people living with HIV - Fast-Track Cities London](#)
- [The TikToker Who Is Smashing HIV Stigma](#)

Assembly 2: "HIV and Global Citizenship – Health is a Human Right"

Theme:

Exploring HIV as a global health issue and our shared responsibility to act.

Core Message:

Health is a human right. As global citizens, we must care about inequality in healthcare and support access to HIV prevention and treatment worldwide.

Structure:

1. Opening Image / Question (1 min)

Show a world map of HIV prevalence.

Ask:

Why are some countries more affected than others?

2. Key Facts (4 mins)

- Over 39 million people live with HIV globally.
- Some regions have excellent access to treatment; others do not.
- In parts of Africa and Asia, young women are most affected.

3. Short Story (3 mins)

Tell a short story about a teen in another country facing challenges accessing medication or stigma in school.

4. Rights & Responsibility (3 mins)

Connect to UN Convention on the Rights of the Child:

- Right to health care
- Right to information
- Right to be safe and included

5. Call to Action (3 mins)

- Learn globally, act locally.
- Fundraise for organisations that support access to HIV treatment.
- Take part in World AIDS Day (1st December) or Wales HIV Testing Week.

6. Optional Quote Slide

"Injustice anywhere is a threat to justice everywhere." – Martin Luther King Jr.

Assembly 3: "Kindness Is Contagious – Supporting Each Other Through Illness"

Theme:

How we respond to illness, especially hidden or misunderstood conditions like HIV, reveals our character as a school and society.

Core Message:

Kindness is more powerful than judgement. Supporting someone through illness (whether mental, physical, or invisible) is an act of courage and humanity.

Structure:

1. Opening Thought (2 mins)

Ask: *When someone is unwell, what's more important, their diagnosis or how we treat them?*

2. Invisible Conditions (3 mins)

Talk about conditions people may not know someone has:

- HIV
- Diabetes
- Mental health issues
- Long-term medication or fatigue

3. Case Study or Quote (3 mins)

"I don't want pity. I just want to be treated like everyone else."

"HIV is easy to live with these days; I take one pill a day and can go on and live like everyone else and I can't pass it on. The challenge is everyone else and how they view me, how they view the virus."

"HIV isn't who I am, it's just something I'm living with. I was born with it but I take my medication, stay healthy and can't pass it on. It's actually a really small part of my life and yet everyone else seems to see it as the only thing that matters about me."

Reflect on how someone might feel being judged for something invisible.

4. Kindness in Action (4 mins)

Examples:

- Saying hello to someone who feels isolated.
- Challenging cruel jokes or insensitive language.
- Educating yourself about things you don't understand.

5. Reflection / Questions (3 mins)

- Who have you helped this week?
- What does kindness actually look like in school?

6. Optional Quote Slide

"Be kind, for everyone you meet is fighting a battle you know nothing about." – Wendy Mass

RESOURCES

YOUTH GROUPS

Youth Group Activity

Duration: 1 hour

Topic:

HIV: Myth vs. Fact – Breaking the Stigma

Materials Needed:

- Large sheets of paper or a whiteboard
- Markers
- Printed statements (some myths, some facts about HIV)
- Sticky notes or cards
- Small prizes (optional)

Objectives:

- To educate young people (ages 11-25) about HIV, challenge myths and misconceptions, and empower them to spread awareness in their communities.

Step 1: **Icebreaker (10 mins)**

"What Do You Know?"

Ask the group to write down one thing they know about HIV on a sticky note. Stick them on a board or wall, then briefly discuss common themes, misconceptions, or gaps in knowledge.

Step 2: **Myth vs. Fact Challenge (20 mins)**

- Read out a series of statements about HIV. (several options are given at the start of this resource to help)
- Participants decide if each statement is a myth or a fact by moving to different sides of the room.
- After each statement, discuss why it's true or false and provide accurate information.

Step 3: **"What Would You Say?" Scenarios (20 mins)**

Divide participants into small groups and give them different real-life scenarios, such as:

- A friend says they're afraid to be around someone with HIV.
- Someone claims you don't need to get tested if you don't have symptoms.
- A peer is nervous about getting tested and needs reassurance.

Each group discusses how they would respond and then acts it out for the rest of the group.

Step 4: Reflection and Action (10 mins)

- Discuss how stigma affects people living with HIV.
- Ask: What can we do to challenge stigma in our community?
- Encourage participants to share one thing they learned or one action they will take (e.g., sharing facts on social media, correcting misinformation).

Follow-Up Idea:

- Work with the group to create an HIV awareness campaign (posters, a short video, a social media challenge).

RESOURCES

PRIMARY SCHOOLS

Primary School Age/Stage

Topic:

HIV Awareness: The Superhero Immune System - *Meet Your Body's Heroes!*

Activity:

- A colourful activity worksheet with a simple story, fun illustrations, and a creative task.

Objectives:

- To help primary-aged children (9-11) understand how the immune system works, how HIV affects it, and how medicine helps people stay healthy – all in an age-appropriate, non-stigmatising way.

Worksheet Sections:

1. Meet the Superheroes!

(A fun comic-style illustration of white blood cells as superheroes, protecting the body from "bad guys" like germs and viruses.)

- Hero: "Captain Defender" (A strong white blood cell)
- Hero: "The Helper" (A sidekick cell that gives out instructions)
- Villain: "The Sneaky Shadow" (HIV, a tricky virus that tries to weaken Captain Defender)

Meet the Superheroes! – Defenders of the Body

- A comic adventure about how our bodies fight germs, and what happens when HIV tries to sneak in!

Panel 1: Welcome to Body City!

Illustration idea: A bright, colourful cityscape inside the body - roads made of blood vessels, tiny "body citizens" waving at the heroes.

Narration box: Welcome to Body City, where brave superheroes protect you from germs and viruses!

Panel 2: Captain Defender Arrives!

Illustration idea: A strong, glowing white blood cell in a cape, holding a shield with a big "W" for "White cell."

Caption: Captain Defender is a powerful white blood cell. He fights off germs and keeps you healthy!

Speech bubble (Captain Defender):
"Nobody messes with Body City while I'm around!"

Panel 3: Meet The Helper!

Illustration idea: A smaller, clever-looking cell with a headset and clipboard, pointing towards a “germ alert” screen.

Caption: The Helper tells other cells what to do. She’s smart and keeps everyone organised!

Speech bubble (The Helper):

“Captain, we’ve got germs at the gates! Let’s move!”

Panel 4: The Sneaky Shadow Appears!

Illustration idea: A shadowy, sneaky virus with glowing red eyes and a long cloak, tip-toeing towards The Helper.

Caption: The Sneaky Shadow is HIV. He’s tricky and tries to sneak past the defences.
Speech bubble (Sneaky Shadow):

“Heh heh... If I get past Captain Defender, the body gets weaker!”

Panel 5: What HIV Does

Illustration idea: Sneaky Shadow zapping The Helper with a ray of dark energy, while Captain Defender looks shocked.

Caption: HIV attacks The Helper, making it harder for Captain Defender to fight germs.

Speech bubble (Captain Defender):

“No! Without The Helper, I can’t protect Body City!”

Panel 6: The Power of Medicine

Illustration idea: A friendly superhero doctor giving Captain Defender a glowing pill, with light beams restoring strength to The Helper.

Caption: Medicine helps Captain Defender stay strong and keeps HIV from taking over.

Speech bubble (Doctor):

“Take this every day—it’s your secret weapon!”

Text Box: “With the right medication, people living with HIV can stay healthy, live long lives, and keep HIV from passing on to anyone else.”

MEET THE SUPERHEROES!

DEFENDERS OF THE BODY



With the right medicine, people living with HIV can stay healthy, live long lives and keep HIV from passing to anyone else.

SEE ALSO: [A Positive Superhero: Growing Up with HIV : Thompson, Desiree: Amazon.co.uk: Books](#)

2. How Medicine Helps

- Explain that there are special medicines that help superheroes stay strong so that people with HIV can be healthy.
- Use an analogy: *Just like glasses help people see better, medicine helps the immune system stay strong!*

3. Colour & Create!

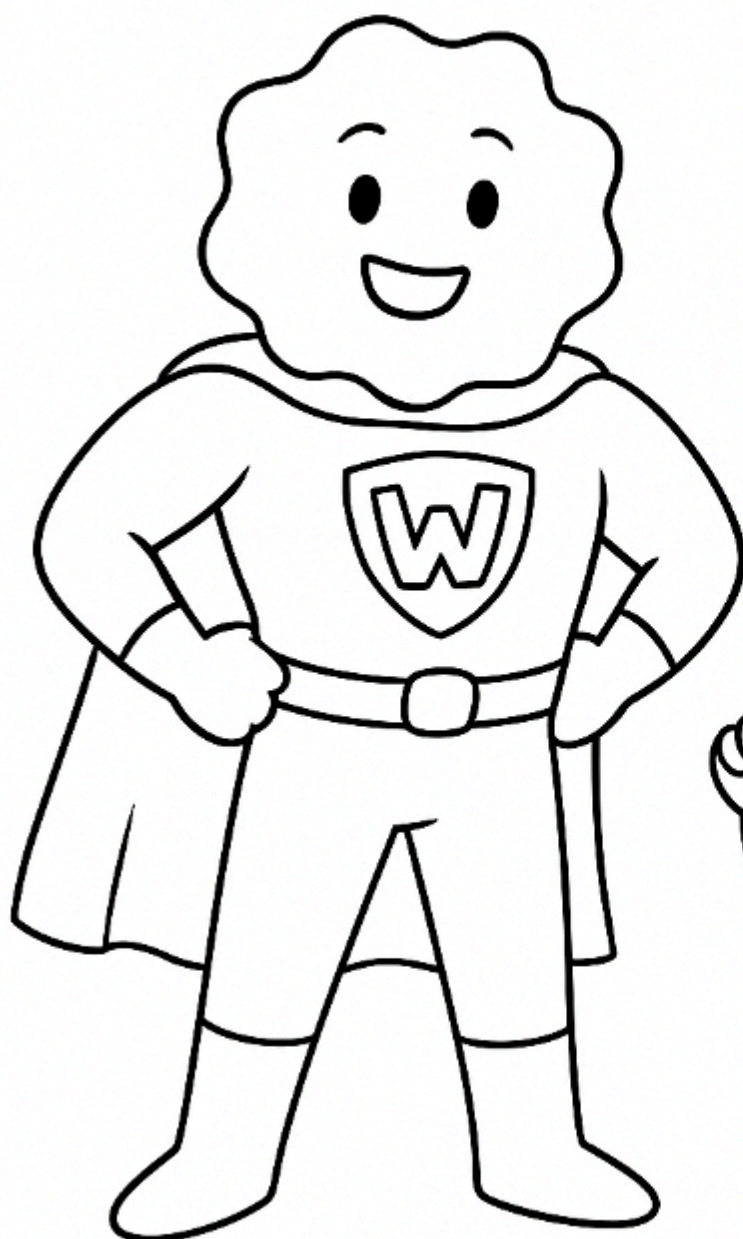
- Colour in the superheroes! Make Captain Defender and The Helper look powerful.
- Design your own superhero! What powers would they have to fight germs?

4. Discussion Questions (for teachers/youth workers)

- What do you think the immune system does?
- Why is it important to take medicine when needed?
- How can we be kind and supportive to people living with any illness?

Design your own superhero! What powers would they have to fight germs?

CAPTAIN DEFENDER



THE HELPER



Primary Assembly

Primary School Assembly Plan: "Being Kind – Everyone Deserves Respect"

Theme:

Kindness, Respect, and Understanding Health Differences

Core Message:

We don't always know what others are going through, but we can always choose to be kind.

Structure:

1. Welcome & Introduction (2 mins)

Ask the children:

"Have you ever had a time when you didn't feel very well? How did it feel when someone was kind to you?"

Let a few children give examples (tummy bug, broken arm, etc.).

Then say:

"Some people live with health conditions that you can't see. But just like when we're poorly, they still need care, kindness, and understanding."

2. Simple Story: "Tom's Secret Medicine" (5 mins)

Tell a short story about a boy called Tom who takes medicine every day that helps him stay healthy.

- Tom is in Year 5.
- He's just like everyone else – he loves football, loves crisps, and hates maths homework.
- But Tom takes a special medicine every day to stay well.
- He doesn't always tell people because he worries they might treat him differently.
- One day, his best friend finds out and says: "That doesn't matter – you're still Tom!"

Ask the school:

"Why do you think Tom was worried?"

"What could we say to someone like Tom to make them feel included?"

3. Message: We Can't Always See What Others Are Going Through (3 mins)

Explain simply:

- Some people have health conditions you can't see.
- They might feel tired, or need medicine, or visit the doctor a lot.
- That doesn't make them any less special or smart or funny.

Core takeaway:

"Everyone deserves to be treated kindly – no matter what."

4. Kindness in Action – What Can We Do? (5 mins)

Ask the children:

- What are kind things we can do at school every day?
 - Invite someone to play
 - Smile at someone who looks sad
 - Use kind words
 - Ask someone how they are

Show images or act out short scenes of kindness (with staff or pupils):

- A child helping another pick up dropped books.
- A pupil asking a friend if they're okay.
- A group including someone new at break time.

5. Reflection & Pledge (3 mins)

Ask the children to sit quietly and think:

"What's one way you can show kindness to someone this week?"

You can finish with a school kindness pledge:

"I promise to use kind words, kind actions,
and to remember that everyone is important –
even when I don't know what they're going through."

Optional Extras:

- Use the phrase: "Kindness is our superpower!"
- Follow up with a classroom activity: "Design a superhero whose power is kindness."
- Use a gentle, reflective song at the end, such as "Count on Me" by Bruno Mars or "This Is Me" (from The Greatest Showman – instrumental or chorus only).

RESOURCES

ALTERNATIVE EDUCATION SETTINGS

Alternative Education Resource

This resource could be used in home education, hospital schools, private care settings for children who are looked after or other settings.

Topic:

HIV: Myths, Facts & Everyday Life

Activity:

- A self-guided activity that combines independent research, discussion prompts, and creative tasks.

Objectives:

- To educate young people (ages 12-16) about HIV by encouraging critical thinking, research skills, and discussion in a home education setting.

1. What Do You Already Know?

Before reading or researching, write down three things you already know (or think you know) about HIV.
Now, write down one question you have about HIV. Keep this in mind as you work through the activities.

2. Myths vs. Facts Challenge

- Below are some statements about HIV. Do you think they are myths or facts? (Several options are given at the start of this resource if you want more)
 1. You can catch HIV from a toilet seat.
 2. HIV only affects certain groups of people.
 3. People with HIV can live long, healthy lives.
 4. You can get HIV from sharing food.
 5. There is no cure for HIV, but there is treatment.
 6. HIV and AIDS are the same thing.

Check your answers using a reliable source like the NHS or UNAIDS website. Write down one thing that surprised you!

3. Research Task: Living with HIV Today

- HIV treatment has changed a lot over the years. Your task is to research:

How HIV treatment works today
 What life is like for someone living with HIV
 How stigma affects people

- Use the following websites for research

[Public Health Wales](#)

[UNAIDS](#)

[About HIV - Sexual Health Wales](#)

[Fast Track Cymru – Ending HIV in Wales](#)

[About HIV - Sexual Health Wales](#)

[Chiva | HIV Information](#)

[National AIDS Trust - We're the UK's HIV rights charity.](#)

[HIV in the United Kingdom - GOV.UK](#)

[Homepage | Terrence Higgins Trust](#)

[phw.nhs.wales/publications/publications1/annual-hiv-report-2024/](#)

[HIV Action Plan for Wales 2023-2026](#)

[aidsmap | aidsmap](#)

[U=U: Undetectable = Untransmittable | HIV i-Base](#)

Write a short summary (around 100 words) on what you found.

4. Creative Task: Create an Awareness Message

Using what you've learned, create one of the following:

- A social media post or infographic with key facts
- A poster promoting HIV testing and awareness
- A short poem or spoken word piece about breaking stigma

5. Discussion & Reflection

If you're working in a small home-ed group, discuss:

- Why do you think some myths about HIV still exist?
- How can we help challenge misinformation?
- How has learning about HIV changed your perspective?

If working alone, write a short reflection on what you've learned.

RESOURCES

SPECIAL EDUCATION/ ALN SETTINGS

Special Educational/Additional Learning Needs Resources

Resource 1:

HIV Awareness Sensory Story - "The Body's Helpers!"
(Suitable for children with limited communication and mobility)

What you'll need:

- Soft toy or warm fabric (to represent the body)
- Red stickers or small paper cut-outs (to represent blood cells)
- A fan or breeze (to show how viruses travel)
- Bubbles (to represent medicine helping the immune system)
- A small weighted object (to show how medicine makes the body stronger)

Objectives:

- To introduce HIV awareness through a multi-sensory experience, making the topic accessible and engaging for children with additional needs.

The Story:

Step 1: Meet the Body

(Give each child a soft toy or fabric to hold and feel)

"This is your body. Your body is amazing and works hard every day to keep you feeling good!"

Step 2: Meet the Helpers

(Place red stickers/paper cut-outs on the toy or child's hand)

"Inside your body, there are little helpers called blood cells. They keep you strong and fight off germs!"

Step 3: The Sneaky Germ Arrives!

(Use a fan to create a gentle breeze)

"Sometimes, sneaky germs try to come in. One of these is called HIV."

Step 4: Medicine to the Rescue!

(Blow bubbles and let them land on hands)

"We have special medicine that helps our body stay strong. The medicine stops HIV from hurting our helpers."

Step 5: Staying Strong!

(Place a small weighted object in the child's hand to feel strength building)

"When we take medicine, our body keeps working well, and people with HIV can live happy, healthy lives!"

Why This Works:

- Sensory-friendly – engages multiple senses for understanding
- Simple language – removes complex medical terms
- Interactive – children feel involved through touch and movement

Special Educational/Additional Learning Needs Resources

Resource 2:

HIV Awareness Symbol Matching Game
(Suitable for children with limited mobility and communication)

What you'll need:

- Large picture cards (symbols with clear images)
- A simple Velcro or magnetic board (optional for sticking cards)

Objectives:

- To help students recognise symbols and basic concepts about HIV through a simple, engaging matching activity.

Game Setup:

Create pairs of matching cards with these images:

- A red ribbon (HIV awareness)
- A medicine bottle (treatment)
- A happy, smiling person (living well with HIV)
- A shield (the immune system)
- A crossed-out myth (e.g., "HIV spreads by touch" – incorrect)

How to Play:

1. Matching Challenge: Show one card and ask the child to find the matching card.
2. Symbol Meaning: Use simple language to describe each symbol. Example:
 - "The red ribbon means kindness and support."
 - "Medicine helps people stay healthy."
3. Sorting Activity: Sort symbols into "Helpful" (medicine, awareness) and "Not Helpful" (myths, stigma).

Why This Works:

- Visual-based – supports non-verbal learners
- Hands-on – accessible for those with limited mobility
- Encourages recognition & understanding

Further Reading & Resources for Schools in Wales, UK

Fast Track Cymru – The only Wales based charity with a focus on HIV and related conditions. Fast Track Cymru is a collaborative network working regionally, nationally and locally across Wales <https://fasttrack.wales/>

HIV Wales (Public Health Wales) – Offers guidance on HIV prevention, testing, and treatment services in Wales.
<https://www.shwales.online/about-hiv.html>

CHIVA (Children's HIV Association) – Resources for supporting young people living with HIV, including school guidance and personal stories.
<https://www.chiva.org.uk>

Brook Cymru – Delivers free relationships and sex education (RSE) workshops to schools across Wales, including HIV awareness.
<https://www.brook.org.uk/>

Welsh Government RSE Code & Guidance – Ensures that Relationship & Sexuality Education (RSE) in Wales is inclusive, evidence-based, and age-appropriate.
<https://www.gov.wales/curriculum-wales-relationships-and-sexuality-education-rse-code>

National AIDS Trust – HIV Education for Schools – Lesson plans, myth-busting guides, and advice on talking about HIV in schools.
<https://nat.org.uk/hiv-info/schools-pack/>

HIV Action Plan for Wales:
<https://www.gov.wales/sites/default/files/publications/2023-03/hiv-action-plan-for-wales-2023-to-2026.pdf>

UNAIDS: <https://www.unaids.org/>

HIV Data UK: <https://www.gov.uk/government/publications/hiv-in-the-united-kingdom>

Terrence Higgins Trust: <https://www.tht.org.uk/>

Trends in HIV Data in Wales: phw.nhs.wales/publications/publications1/annual-hiv-report-2024/

AIDSMAP: <https://www.aidsmap.com/>

U=U Information: <https://i-base.info/u-equals-u/>

Positively UK: <https://positivelyuk.org/>

Welsh National Opera Three Letters Project: <https://wno.org.uk/three-letters>
with resource booklet available on hwb

Other Links from this resource:

George House Trust HIV Language Guide: <https://ght.org.uk/about-hiv/hiv-language-guide>

HIV: Annual Data: <https://www.gov.uk/government/statistics/hiv-annual-data-tables>

WHO Global HIV Programme: <https://www.who.int/teams/global-hiv-hepatitis-and-stis-programmes/hiv/strategic-information/hiv-data-and-statistics>

UNAIDS Global HIV and AIDS Statistics:
<https://www.unaids.org/en/resources/fact-sheet>

2024 HIV Country Data Table: <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F66f195d205cf53fac695ce1c%2F2024-HIV-country-region-data-tables.ods&wdOrigin=BROWSELINK>

A Look at Global HIV Statistics: <https://www.verywellhealth.com/global-hiv-statistics-a-complete-geographical-breakdown-5207609>

HIV/AIDS – Our World in Data: <https://ourworldindata.org/hiv-aids>

The Lancet HIV - Global Data and Forecasts to 2050:
<https://www.thelancet.com/journals/lanhiv/article/PIIS2352-3018%2824%2900212-1/fulltext>

BBC News Timeline: 25 years of HIV/AIDS
<http://news.bbc.co.uk/1/hi/health/5033810.stm>

EachOther: A History of HIV and Human Rights in the UK:

<https://eachother.org.uk/a-history-of-hiv-and-human-rights-in-the-uk/>

A Timeline of HIV and AIDS (American): <https://www.hiv.gov/hiv-basics/overview/history/hiv-and-aids-timeline>

Acting Up Against AIDS – Story of Leicester:

<https://www.storyofleicester.info/civic-affairs/acting-up-against-aids/>

Wales Online - Cardiff HIV Mural:

<https://www.walesonline.co.uk/news/education/mercy-shimemba-art-cardiff-butetown-22150527>

V&A Blog – The Red Ribbon: https://www.vam.ac.uk/blog/museum-life/the-red-ribbon?srltid=AfmBOopqHR-79YH8FoKnvjwc_M2kZsqVKSLOSslKUOKvnb-Bz-BWly

Keith Haring's AIDS Activism Mural: <https://www.myartbroker.com/artist-keith-haring/articles/keith-haring-aids-activism>

Art Therapy Spreads HIV Awareness: <https://temple-news.com/art-therapy-spreads-hiv-aids-awareness/>

A Life Lost to AIDS in Dorset: <https://artuk.org/discover/artworks/a-life-lost-to-aids-in-dorset-314743>

NEC Birmingham Memorial: <https://www.birminghammail.co.uk/news/midlands-news/memorial-unveiled-nec-birmingham-uks-27443630>

Cork HIV Stigma Mural: <https://www.pharmacynewsireland.com/new-mural-in-cork-tackles-hiv-stigma-on-world-aids-day/>

World AIDS Day Portrait: <https://worldaidsday.org/wp-content/uploads/2024/09/NAT-WAD-2024-Layton-portrait-thumbnail.jpg>

Unite the Union World AIDS Day: <https://www.unitetheunion.org/news-events/events/world-aids-day>

Living with HIV Stigma: https://www.youtube.com/watch?v=yiU8nQ_-q9s – mentions suicidal thoughts

Stigma is the scariest thing to deal with: <https://www.youtube.com/watch?v=WeUqHKWaEt0>

I was treated like a martyr: https://www.youtube.com/watch?v=9iY-ZIII_Jw

Mental impact of HIV Stigma: <https://www.youtube.com/watch?v=Ji2IKBYVpHs>

From Stigma to Strength: Women's perspectives of HIV:
<https://www.youtube.com/watch?v=D2qK9LilGso>

London's Road to Tackling HIV Stigma: <https://www.youtube.com/watch?v=50Ne2lsGTJg>

The TikToker who is smashing HIV Stigma: <https://www.youtube.com/watch?v=Bu4yuPNYCOM>

Conclusion

By making HIV education a visible, normalised, and integrated part of the RSE curriculum, we not only provide young people with accurate, life-saving knowledge, but we also actively dismantle stigma. These resources prove that when inclusivity and accessibility are built in from the very start, every learner, regardless of background, setting, or learning need, can feel represented, respected, and empowered.

Talking openly about HIV's past, present, and future helps replace fear and misinformation with empathy and understanding, creating a culture of compassion across Wales. When educators use these resources, they are not simply teaching facts, they are shaping a generation that values equality, challenges prejudice, and recognises the dignity of every person living with HIV. In addition, we can ensure that all young people are aware of how they can look after their own wellbeing and health around HIV prevention, testing and treatment.

For more information on Fast Track Cymru, how we might be able to collaborate with you or on these resources and how to use them, please see <https://fasttrack.wales/> or email fasttrackcities@hiv.wales

We'd value your feedback on these resources. By completing a short survey, you'll help us understand what works well, what could be improved, and how these materials are making a difference. Your input also helps us share learning with others, for the benefit of young people and educators in Wales and beyond.

[Survey 1 - For ALL educators](#)

[Survey 1 - For Young People](#)



Funded by



Fast Track Cymru

HIV EDUCATION FOR ALL