



Six Lesson Plans from dance4life

dance4life is a growing, worldwide movement, led by nearly half a million young people. Through education, they are challenging stigma and taboo, and young people are learning how they can protect themselves and those around them.

This series of 6 lesson plans allow young people to explore the topic on HIV and AIDS through dance. Our [Teachers' Information Pack](#) is a comprehensive guide to HIV and AIDS so you have all the information you need.

You can direct students to our [resources for young people](#) so they can find out more about HIV and AIDS issues.

Start Dancing – Stop AIDS!

Duration: Each session is 1 hr

Target Audience: 11 – 16 years

Curriculum Areas:

England – Key Stage 3

Citizenship (1.2, 2.1, 2.2, 3a, 4a, b, c, h, i and j)

Physical Education (1.1b, 2.1, 2.5, 3c, 4d)

PSHE Personal Well Being (1.2a and b, 1.3a, 1.4a, 1.5b, 2.3, 3d, 4c and e)

Key Stage 4

Citizenship (1.2, 2.1, 2.2, 3a and n, 4a, b, c, h, i and j)

Dance and Drama GCSEs

Physical Education (1.1b, 2.1, 2.5, 3c, 4d)

PSHE Personal Well Being (1.2a and b, 1.3a, 1.4a, 1.5b, 2.3, 3d, 4d and f)

South Africa – Dance, Drama, Life Orientation, Physical Education

Lesson Topics:

1. HIV and AIDS and Action
2. Routes of Transmission and Dynamics
3. Stigma and Relationships
4. HIV and the Poverty Cycle
5. Rehearsal
6. Performance



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Session One – HIV and AIDS and Action

Learning Outcomes:

- To demonstrate an understanding of the difference between HIV and AIDS
- To demonstrate an understanding of action in dance
- To devise a sequence that demonstrates transformation

Lesson Plan:

Time	Activity	Materials
Introduction (5 min)	<p>Introduce the topic of dance and HIV by showing the dance4life mood clip (www.dance4life.com/en/organisation/press/).</p> <p>This demonstrates the way that dance can unify people across the world and also how dance can be used to relay a message.</p> <p>Run a whole group discussion on these ideas after the clip.</p>	Mood Clip
Group Discussion (10 min)	<p>Explore the prior knowledge of students by dividing them into groups and asking them to create mind maps of words that they associate with the terms HIV and AIDS.</p> <p>Lead a group feedback looking at common suggestions, misconceptions, correct and inaccurate information.</p> <p>Look at any myths and inaccuracies that are highlighted through the activity. Ask students to think about where these might have come from?</p>	
Explanation of HIV and AIDS (10 min)	<p>Using the Teachers' Information Pack explain the difference between HIV and AIDS.</p>	
Warm up (5 min)	<p>Lead students in a warm up routine of your choice.</p>	



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<p>Demonstration (5 min)</p>	<p>Demonstrate an example of a sequence that uses action to suggestion transformation.</p> <p>Following the demonstration lead a short discussion on the nature of action and how actions can demonstrate transformation - linking this back to the learning about HIV and the transformation into AIDS.</p> <p>It is important to highlight that the process of transformation from HIV to AIDS varies greatly from person to person and outside factors can effect this:</p> <ul style="list-style-type: none"> • Access to medicines • Clean living • Individual immune systems • Some people are classed as long term non-progressors. 	
<p>Activity (25 min)</p>	<p>Ask students to work in groups. Using the information gathered in the lesson they should devise a dance sequence that will incorporate action and highlight the transformative effect of HIV and AIDS.</p>	
<p>Assessment for Learning/ Checking Understanding</p>	<p>Students are able to produce a short dance sequence which portrays the transformative effects of HIV and AIDS.</p>	
<p>Suggested Homework</p>	<p>Ask students to reflect on what they have learnt in the lesson and see how they can use this information to improve or extend their dance</p>	
<p>Differentiation</p>	<p>If you are working with students with SEN be aware they may have physical limitations. Consider asking these students to focus instead on a series of freeze frame that can be linked together with simple dance moves.</p>	





Session Two – Routes of Transmission and Dynamics

Learning Outcomes:

- To understand the use of dynamics in dance
- To understand HIV transmission

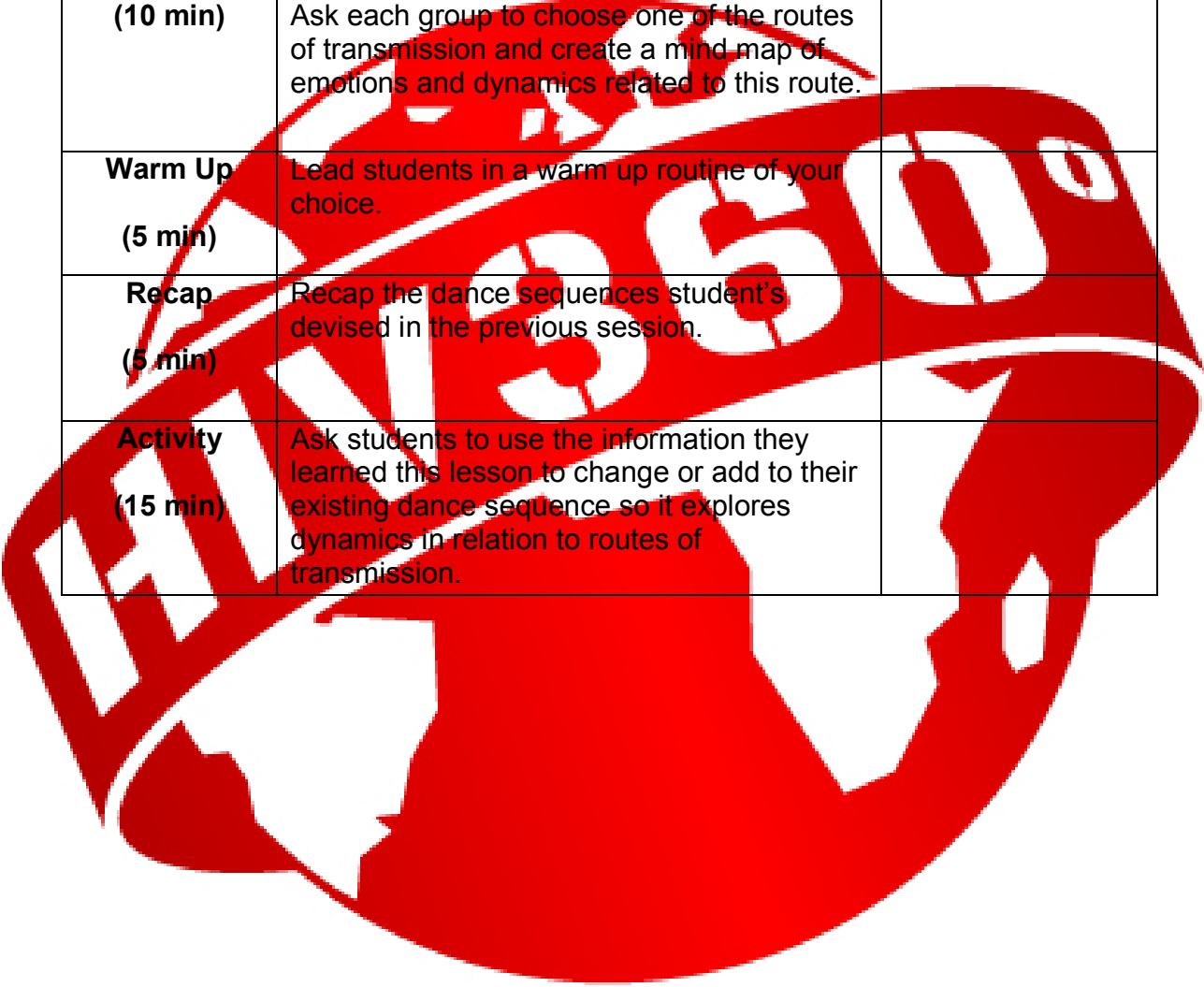
Lesson Plan:

Time	Activity	Materials
Introduction (5 min)	<p>Run a short question and answer session to find out what students already know about HIV transmission.</p> <p>If you taught the previous lesson review students' understanding of HIV and AIDS and the role of action in dance sequencing.</p>	
Group Activity (10 min)	<p>Use the You can get HIV from... resource to introduce the idea of HIV and transmission.</p> <p>Ask students to sort the cards into three piles: <i>Yes</i>, <i>No</i> and <i>Not Sure</i>.</p> <p>Lead a discussion of why they chose to put certain cards in each pile and correct any inaccurate information.</p>	You can get HIV from... resource
Explanation of HIV Transmission (10 min)	<p>Using the Teachers' Information explain the four bodily fluids that can transmit HIV (Blood, Seminal fluids including pre-cum, vaginal fluids and breast milk).</p> <p>Make sure to correct any myths the students might have about HIV transmission.</p>	





<p>Group Activity (10 min)</p>	<p>Divide students into groups and hand out some flip chart paper and pens.</p> <p>Ask each group to choose one of the routes of transmission and create a mind map of emotions and dynamics related to this route.</p>	
<p>Warm Up (5 min)</p>	<p>Lead students in a warm up routine of your choice.</p>	
<p>Recap (5 min)</p>	<p>Recap the dance sequences student's devised in the previous session.</p>	
<p>Activity (15 min)</p>	<p>Ask students to use the information they learned this lesson to change or add to their existing dance sequence so it explores dynamics in relation to routes of transmission.</p>	



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You can get HIV from...

Groups

This is good for groups of up to around 8 participants. If you have more participants, print out 2 lots of the game and bring everyone - along with their envelopes, back together for the de-brief.

5 big envelopes/boxes

Write the following headings on your 5 big envelopes/boxes:

Blood Semen Breast milk Vaginal fluids Red herring

Cards

Print out the cards on the next few pages. All cards are to be placed on the ground haphazardly face up. Participants have to match potential transmission routes with methods of prevention and put them in the appropriate envelope – match by paper-clipping together. Make sure you explain the term 'red herring'. (Table below to show which match.)

For example: 'Unprotected vaginal sex' gets matched to 'Use a condom or femidom' and these are then put into the 'vaginal fluids' envelope.

De-brief

Remove the matched cards from the envelopes. Lay them out and go through them, asking participants to say if they disagree with any of the matches. Discuss any disagreements asking why they disagree, what others think, then explain what the correct answer is.

Discuss whether they might be at risk of any of these routes of transmission in their lives – now or in the future. Ask whether any of the cards surprised them and what they knew before/ what they'd heard for the first time today.

Are there any other ways HIV can be transmitted? Are there other ways participants have heard that HIV might be transmitted that they think might not be true? This is a great opportunity to tackle some myths!



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Transmission Route	Prevention
Unprotected anal sex	Use a condom
Unprotected vaginal sex	Use a condom or femidom
Unprotected oral sex on a man	Use a condom
Sharing needles when injecting drugs	Use sterile needles
Sharing needles when doing piercings	Use sterile needles
Getting a blood transfusion	Make sure the blood has been screened for HIV
Getting a tattoo	Make sure the needles are sterile
Breast feeding	Talk to your doctor about breast feeding if you are living with HIV
During birth from vaginal fluids or blood	Take HIV medication to reduce the risk of transmission from mother-to-child during birth
Unprotected oral sex on a woman/ Rimming	Use a dental dam
Touch an open wound with an open wound on your hand e.g. cycling accident	Try not to touch other people's blood without plastic gloves
'Needle stick' (if a used needle falls and sticks into your body)	Take PEP drugs – Post Exposure Prophylaxis
Kissing	Don't kiss anyone
Hugging	Don't hug anyone
Sharing cutlery, food or drink	Never share cutlery, food or drink
Unprotected sex because you want to have a baby	Know your HIV status and your partners, sperm washing
Any form of unprotected sex	Abstinence
During birth from vaginal fluids or blood	Have a Caesarean section (C-section)



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Answers

Unprotected anal sex

Unprotected vaginal sex

Unprotected oral sex on a man

Getting a tattoo

During birth from vaginal fluids or blood

Sharing needles when injecting drugs

Doing piercings

Breast feeding

Take HIV medication to reduce the risk of transmission from mother-to-child during birth

Talk to your doctor about breast feeding if you are living with HIV

Use a condom

Use a condom



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Use a dental dam

Make sure the blood has been screened for HIV

Make sure the needles are sterile

Use sterile needles

Unprotected oral sex on a woman/ Rimming

Use a condom or femidom

Use sterile needles

Touch an open wound with an open wound on your hand e.g. cycling accident

Try not to touch other people's blood without plastic gloves

'Needle stick' = if a used needle falls and sticks into your body

Kissing

Don't kiss anyone



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Sharing cutlery, food or drink

Don't hug anyone

Never share cutlery, food or drink

Hugging

Unprotected sex because you want to have a baby

Know your HIV status and your partners, sperm washing

Abstinence

Any form of unprotected sex

Take PEP drugs – Post Exposure Prophylaxis

During birth from vaginal fluids or blood

Have a Caesarean section (C-section)





Session Three – Stigma and Relationships

Learning Outcomes:

- To demonstrate an understanding of what stigma is and why it affects people living with HIV and AIDS
- To demonstrate an understanding of how relationships in dance can be used to suggest unity or isolation

Lesson Plan:

Time	Activity	Materials
Introduction (10 min)	Take a minute to review the previous lessons: HIV & AIDS and Action and Routes of Transmission and Dynamics'.	
Group Activity (10 min)	Ask students to read the case studies in groups and then to answer the following questions: <ul style="list-style-type: none">• What are the young people feeling?• Are they being treated fairly?	Case studies of young people living with HIV
Group Activity (15 min)	Display an empty graph on the wall. In groups, ask students to fill in the graph of happiness that might describe how a young person newly diagnosed with HIV might feel at each stage of the story. Through discussion get students to identify how a young person may be feeling at given points on the chart.	The graph of happiness
Warm Up (5 min)	Recap the sequence from last week.	





<p>Activity (20 min)</p>	<p>In the same groups and using the information gathered in the lesson ask students to devise a sequence to represent one of the emotions discussed during the happiness graph.</p> <p>They should demonstrate this by focussing on the use of relationships in the sequence by looking at movements in unison and movement that separate the group. These could include:</p> <ul style="list-style-type: none">• Canon• Following• Mirroring	
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Name: George

Home: Maryland, USA

How are you linked to dance4life?

I was part of the 2010 dance4life national tour team. I told young people from Scotland to Plymouth how HIV has affected my life.

Tell us a bit about yourself...

My name's George; I'm 24, from Maryland in the US and back home I work for an organisation called the "Campaign to End Aids" which is coalition of Non-Governmental Organisations in the US that have come together because we think the US response to the HIV and Aids pandemic is unacceptable. We go around lobbying and protesting, chaining ourselves to the white house fences – getting arrested – just to make a difference and make people aware that the pandemic still is affecting people!

The summer before my senior year of high school, I decided to enlist as a United States Marine Core Reserve list. Only three days after graduating from High School I was off to basic which was a three month programme. Everything was great, I'd started at University, so I had a nice University/Military career going on and I was generally really happy.

Eight months down the line however, I received a call from my direct commander informing me I needed to be ready by 0700 hours that Saturday in full dress uniform. He didn't tell me any reason why, so of course my immediate thought was that my unit was going to be called into active duty, but, when I got there I found it completely desolate.

My commander didn't tell me why I was there instead he just asked me to wait in a hallway by a door which all the top ranking officials from our unit were walking in and out of. These were people I had actually never met before and the only reason I was able to identify them was because of the insignia on their uniforms.

Two hours went by and I was eventually taken into the room and sat down in front of all the officers and it was at this point my direct commander spoke to me first and asked me if I was aware why I was on base. Of course I responded "No Sir". He proceeded to tell me that as we both knew the previous time I was on base I had blood work drawn and that blood work had also been randomised into receiving a HIV test and that unfortunately that test had come back positive. So at the age of 19 my military career was ended.



Why do you think people still discriminate against people living with HIV?

I think the main reason people still discriminate against HIV is because of a lack of education. Going further and looking at youth and even the older generation, they weren't really educated about it and now our governments around the world aren't allowing us into school systems to be able to educate and teach the young people how to protect themselves and what HIV really does.

The only way we are going to combat, and keep the young generation from contracting HIV is to give them the entire truth and tell them what HIV is, what AIDS is, how they get it, how they can protect themselves because if they have that information they are more likely to make proper choices in their life to make sure they stay HIV "free".

Is there a message you'd like to leave with people?

Ultimately the one thing I would like to point out in my story is that because of the stigma and discrimination surrounding HIV I probably wouldn't have gone on my own to get a test so literally the test that I received, even though it was random within the marine core, did save my life. The one message I would like to leave with young people is that when they do become sexually active is to not only know their status but also their partner's status.



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Daniel's Story



Name: Daniel

Age: 25

Home: Freetown, Sierra Leone, Africa

How are you linked to dance4life?

I was part of the 2009 dance4life national tour team and told young people all over the UK how HIV had impacted my life. I have also been part of Restless Development in Sierra Leone for many years.



So - why are you so active and passionate about raising awareness about HIV and AIDS?

For many years my country was ravaged by war. We were always on the move and one day we had to cross the river into Guinea, but my sister was captured and we feared her dead.

We lived in a refugee camp near the border and after some months my sister was found and returned to us. She was pregnant, but had a miscarriage and became very ill. We took her to the doctor and we were told that she had HIV. It was then that she told us of her experience, how she had been taken and raped by the soldiers. I remember crying and asking why? Who could do such a thing to my sister?

We did not say anything to other people as we feared that they would discriminate against us and not want to know our family anymore. My sister grew very ill and my mother forbade me to see her in case I caught HIV. One day she died, she died alone; she died alone because I was not there. I was not there because I did not understand the truth of HIV.

That must have been very difficult. Why didn't you know the truth about HIV?

It was very difficult for me and I still have pain thinking of my sister. But I did not know the truth because I was never told about HIV and never given the education. Now I have this I want to make sure that no-one else suffers like I did. I discriminated against my own sister because I did not know any better. Education is the key to push back the HIV pandemic.

Is there one last message you would like to leave with everyone?

Stigma and discrimination kill faster than HIV. Understand how you can protect yourself and take action to make sure that everyone has the right to HIV education.



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Esnart's Story



Name: Esnart

Home: Zambia, Africa

How are you linked to dance4life?

I was part of the 2010 dance4life national tour team and told my story to young people all over the UK.

Tell us a little about yourself...

My name is Esnart. I'm from Zambia in Southern Africa and I'm thirty years old. I'm a mother of one, expecting another in May next year and I'm HIV positive. I came to know my HIV status at the age of 17. It's been almost thirteen years since I came to know my HIV status and I only started treatment six years ago.

HIV has affected me both negatively and positively, negatively in the sense that I've seen a lot of deaths in my family to the extent whereby nine of my siblings have passed away from HIV and AIDS. Positively in the sense I've changed my lifestyle, and also knowing my HIV status has helped me very much.

Why is there so much Stigma and Discrimination against people who are HIV positive?

The main thing is people don't have the information about HIV. They don't know how it comes about and the other thing is when HIV first came on the scene people used to think you can only get HIV through sexual intercourse which is not true because nowadays someone can be born with it if the mother of the child is HIV+ and does not take precautions. The other thing is that we never had the chance to learn about HIV in schools or anywhere else. If we have the chance to talk to young people or others in the community, then we can win the fight against HIV.

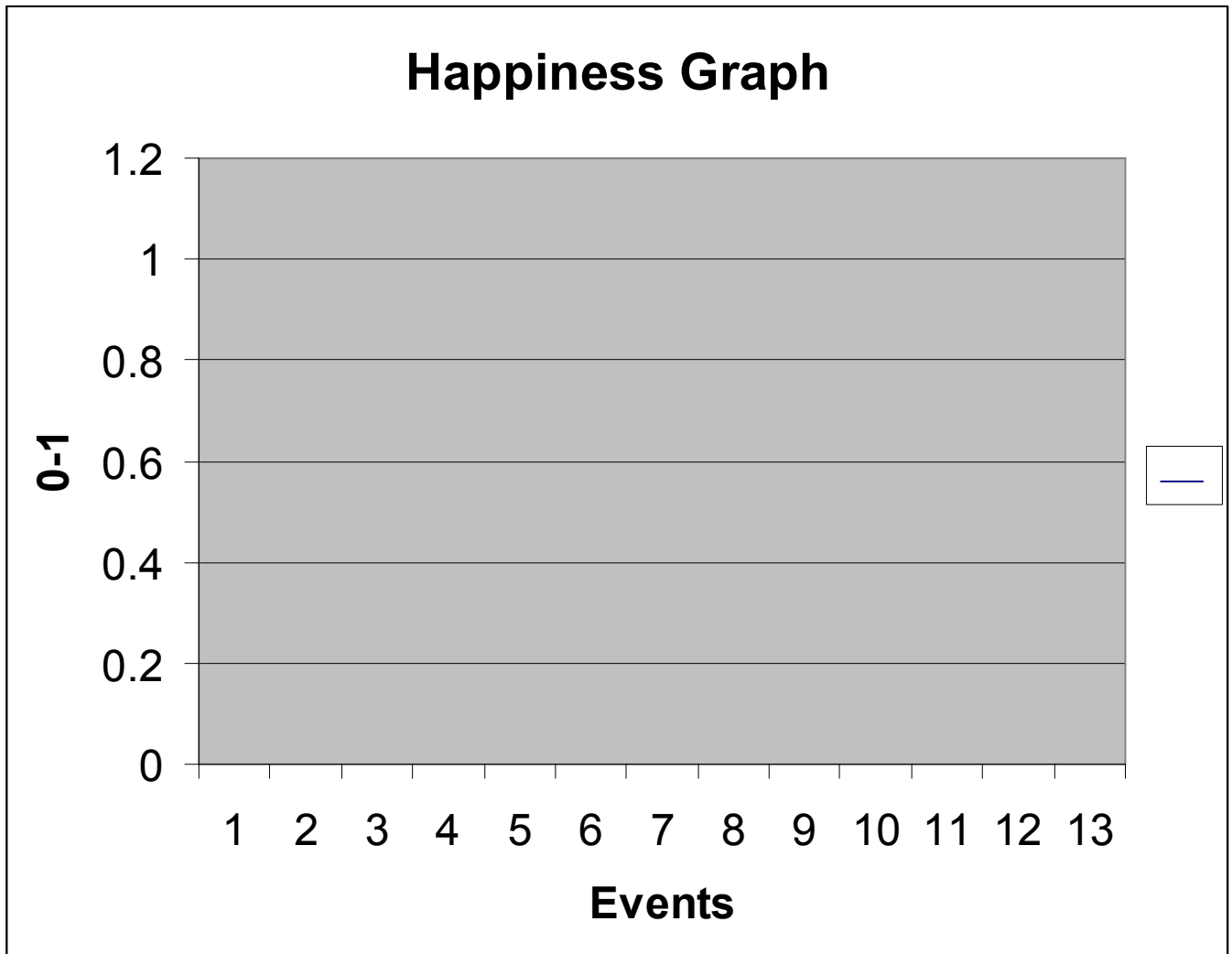
What message would you like to send out to Young People?

I think as young people, we should learn to take consideration of our actions because if I had an opportunity to learn about HIV before I became HIV+ I would have known how to take care of myself. Also knowing my HIV status has saved my life, because I could get the medication I needed. As young people, at some point we become sexually active and when that happens, it is better to know your HIV status and your partners HIV status, and to take precaution.



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Fill in the graph above as you hear the story of the young person living with HIV. Use the key below as a guide and mark a point for each event that happens in the story.

Key:

0 = unhappy

1 = happy

1.2 = REALLY happy



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Nadine's Story

Nadine, 16 talks about finding out she was HIV positive

“One day I was in school just hanging out with my friends waiting for class and I saw that there were some people going around giving out free HIV tests. I kept on talking with my mates because I wasn't having sex with anyone then so I thought I didn't need to get tested. Then this man came up to me and said that it would only take a minute so I thought whatever and I went to take the test. Later when I came for my results they told me it was positive and I knew I must have caught it from an old partner.

At first I was sure that my life was over and I thought 'the only future I'll have is to get sick and die slowly', but the care workers gave me more information and told me about how treatments are making life better for people. They said that I could still live a normal life. At first I didn't tell my family because I was afraid but then I started to feel alone so I told them, they have been very supportive and tell me all the time that I will be alright and that I'm still the same person.

I'm still really healthy at the moment and most of the time I'm pretty happy but when I think about it I can start to feel really depressed. I had to tell my ex and he said that he didn't know he had HIV and I believe him. I don't blame him because we both chose not to use a condom or get tested before sleeping together.

Right now I am getting to know this new person and I am open with him about my status but he says he still wants to get to know me so I think that even if you are positive you should carry on and just live your life and try and be happy. Everyone needs to be responsible and get tested and then together we can start to beat this disease.”



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Session Four – HIV and the Poverty Cycle

Learning Outcomes:

- To demonstrate an understanding of HIV impacts negatively upon the poverty cycle
- To devise a dance sequence that demonstrates being trapped

Lesson Plan:

Time	Activity	Materials
Introductory Activity (20 min)	<p>Ask students 'what does it mean to live on £1 a day?'</p> <p>Divide the class into groups and hand out flip chart paper and pens. Ask the group to work out how they would budget (what they would buy) if they had just £1 a day for a week.</p> <p>Ask them to draw a mind map to illustrate this or write their budget down.</p> <p>After 10 minutes bring back together. Ask them to share some of their examples and ask the class the following questions:</p> <ul style="list-style-type: none">• Are there any common themes?• Is there anything important missing from the list?• How different would the list look if one of their parents or guardians wrote it? <p>Lead a discussion of how poverty might affect a group of people. You can use the example of one street in a town. Ask students what they think would make that street different from wealthier streets?</p>	



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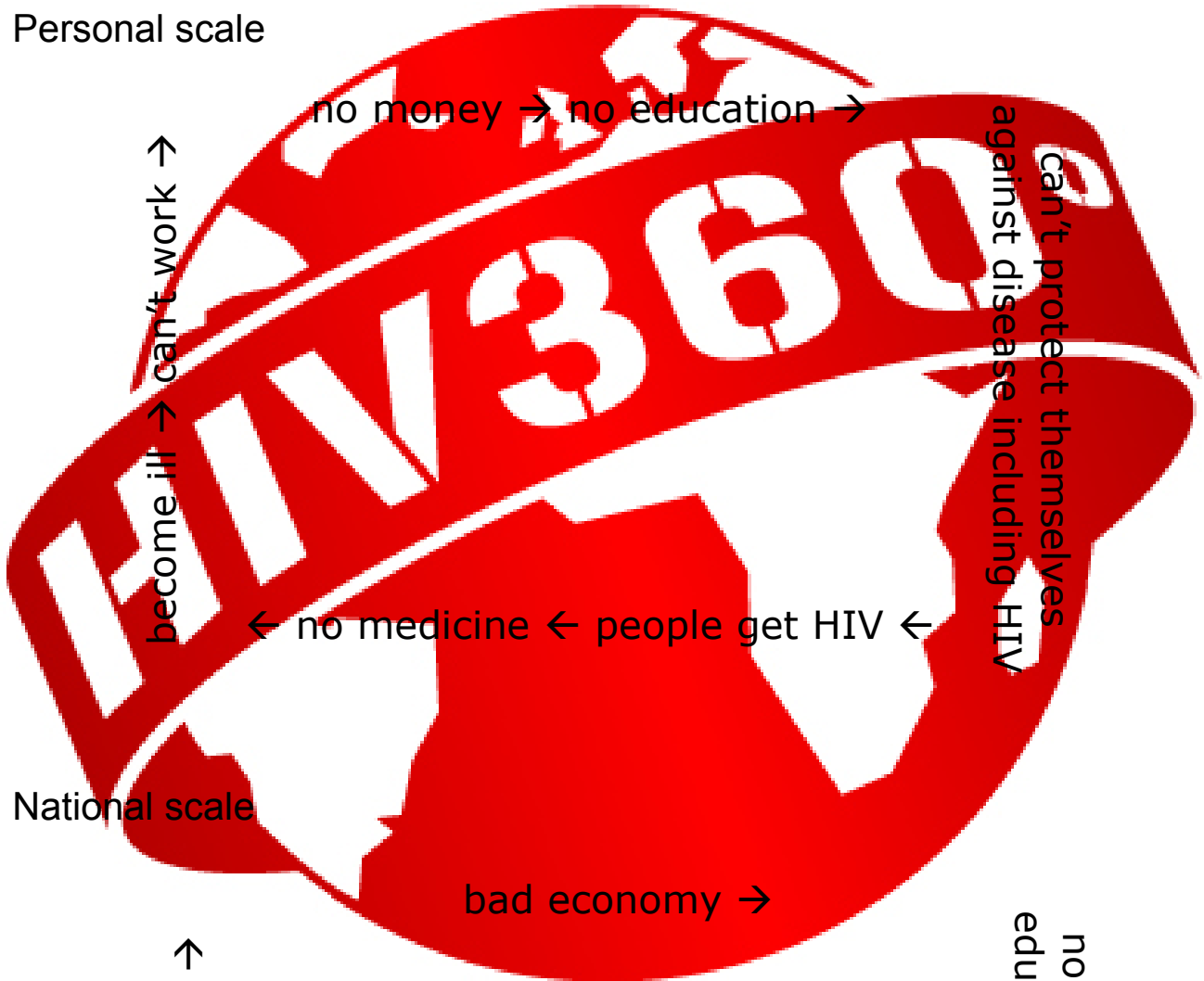
<p>Group Activity (15 min)</p>	<p>Divide the students into groups. Give half the groups the household poverty cards and the other half the country poverty cards.</p> <p>Ask students to work out what the links between each card are and complete the poverty cycle.</p> <p>The aim is to pick up themes from the discussion above to talk about the poverty cycle.</p> <p>Highlight the way in which HIV speeds up the poverty cycle and makes it harder to break.</p>	<p><u>Poverty Cycle</u></p>
<p>Warm Up (5 min)</p>	<p>Lead students in a warm up routine of your choice.</p>	
<p>Recap (5 min)</p>	<p>Recap the sequences students devised in the previous session.</p>	
<p>Group Activity (15 min)</p>	<p>Ask students to choreograph a short sequence that demonstrates the feeling of being stuck. They should try to replicate how it might feel to be trapped in a poverty cycle. To do this they could use cyclical sequencing and mechanical/robotic movements. Ask students to integrate this into their previous sequences.</p>	





Poverty Cycle

Personal scale



National scale



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no
education →





no medicine







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people can't
protect
themselves
against HIV →





bad economy →





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reduced
workforce →





no money is
spent on
education or
healthcare →





no drugs
available in
hospitals →





Session Five – Rehearsal

Learning Outcomes:

- To produce a well-rehearsed dance piece that combines all sequences previously devised on this course

Lesson Plan:

Time	Activity	Materials
Warm Up (5 min)	Lead students in a warm up routine of your choice.	
Linking Moves Demonstration (10 min)	Demonstrate a variety of moves that can be used to combine each section of dance sequence students devised.	
Rehearsal (45 min)	Ask students to use the time to combine the different elements of their dance sequences and to rehearse the final piece to perform in the next session.	





Session Six - Performance

Learning Outcomes:

- Pupils perform a dance piece that demonstrates their learning about HIV and the key components of dance: Action, Relationships, Space, Dynamics.

Lesson Plan:

Time	Activity	Materials
Warm Up (5 min)	Lead students in a warm up routine of your choice.	
Rehearsal (10 min)	Support the groups to do their final rehearsal. While students are rehearsing set up the recording equipment for assessment.	
Performance (40 min)	<p>Groups perform their dance sequences for final assessment.</p> <p>If not performing then each student should fill out a peer assessment form for the group that is performing.</p> <p>Record the dances and upload them to HIV360 on Rafi.ki.</p>	<p>Peer Assessment Forms</p> <p>Upload videos to the HIV360° Action Group</p>





Peer Assessment

Group watched _____

What **ACTIONS** did you see that could represent HIV transforming into AIDS?

How do you think that this group chose to show the route of transmission from one person to another?

Blood to Blood

Mother to child

Sexual Activity

What **DYNAMICS** did you see that support your answer?

How did this group represent how stigma can be experienced?



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How did this group choose to structure their dance?

Why do you think that they did that?

What are you going to take away from this project?



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