

RESOURCE GUIDE FOR EDUCATORS



Banishing the Stigma of HIV/Aids

THURSDAY | FEBRUARY 11TH, 2021 | 4:00-6:00PM PST



BILL & MELINDA
GATES *foundation*
DISCOVERY CENTER

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How To Use This Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

**GLOBAL CLASSROOM WANTS TO
KNOW HOW YOU HAVE USED THIS RE-
SOURCE PACKET IN YOUR CLASSROOM!**

**EMAIL GC@WORLD-AFFAIRS.ORG
AND TELL US YOUR STORY**

A portrait of David McIntosh, a Black man with a receding hairline, smiling broadly. He is wearing a red collared shirt. The background is a blurred green, suggesting an outdoor setting with foliage. The portrait is framed by a thin red border.

DAVID MCINTOSH

MODERATOR

David McIntosh is a graduate of Northwest University. He is a Program Developer, Trainer, and Educator who has taught High School Computer Technology and Social Science classes at Seattle Urban Academy. David has served as a Director of Adult basic education programs at Shoreline Community College and Seattle Goodwill. He currently serves as the education & youth engagement communication officer at the Gates Foundation Discovery Center.

A portrait of Ryan Hauck, a man with short, light brown hair, smiling. He is wearing a dark suit jacket, a white shirt, and a patterned tie. The background is a dark blue gradient.

RYAN HAUCK

MODERATOR

Ryan Hauck is a teacher at Glacier Peak High School in Snohomish, WA. As a teacher of comparative politics and international studies, he is often applauded for bringing the world into his classroom by engaging students around the importance of living in an increasingly interconnected, interdependent world. One of Ryan's global projects has been his work in the Niger Delta region of Nigeria, building not only a sister school relationship between his high school and a remote village school in Oporoza, but also a village library. Recently, Ryan participated in a U.S. State Department fellowship to Senegal as part of the Teachers for Global Classroom Program and as a fellow with the Goethe Institut's Transatlantic Outreach Program to Germany. Ryan Completed his master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. As part of this program, Ryan worked with a cohort of classmates and teachers on a professional development project in Cambodia to enhance teacher training and student learning.

As a Washington State Council for the Social Studies Board Member, Ryan extends his passion for global studies to other teachers, students, and communities. Ryan brings his own real-life experiences into the classroom so that his students begin to understand the value of cross-cultural understanding and humanitarian action. Over the last 15 years, Ryan has worked closely with the World Affairs Council and hosted numerous International Visitor Program delegations at his school. He has traveled to South Africa and Swaziland, returning to write curriculum for other teachers to use. Ultimately, Ryan wants his students to think critically about world issues, acquire the skills needed to be globally competent in the 21st century, and become actively engaged citizens locally, nationally, and internationally.



DR. LORNA TUMWEBAZE



Guest Speaker

Dr. Lorna Tumwebaze

Dr. Lorna Tumwebaze is an MD and public health specialist from Uganda East Africa. She is currently working with the Bill & Melinda Gates foundation as the interim East Africa Regional Representative, and the Global Policy and Advocacy officer for HIV and TB high burden countries, based in Seattle Washington USA.

Prior to joining the foundation, Lorna provided leadership as the Deputy Executive Director with Partners in Population and Development an alliance of 27 governments (*comprising over 60% of the world population*) with Permanent UN observer and Diplomatic status to advance health diplomacy and South-South Co-operation (SSC) for health and global development.

She has provided successful leadership and technical responsibility for health and social sector programs including control of pandemics and infectious diseases through her work with the public sector (*Ministries of Finance and Health*), the United Nations (UNFPA, WHO), International Non-Government Organizations (*CARE International, Child Fund International, International Youth Foundation, John Hopkins University Health Communications Partnership*).

Lorna started off her career working as an internal medicine clinician at Makerere university - Mulago national teaching and referral hospital and resident physician with the American embassy in Uganda.

She received her education from Makerere university medical school Uganda - East Africa; Boston University School of Public Health; and the Universities of San Francisco and Berkeley California.

Lorna has worked extensively with many low- and middle-income governments in Sub-Saharan Africa South East Asia, north Africa and the middle east, and Latin America.

Lisa Love



Panelist

Rev. Steven Sawyer



Panelist

Lisa Love

Lisa Love is the manager of health education for Seattle Public Schools. She has been a high school health teacher and for the past 20 years has overseen health education and LGBTQ programming in the district.

Rev. Steven Sawyer

<http://pocaan.org/POCAAN/>

Rev. Steven R. Sawyer is a human rights advocate, community leader, entrepreneur, and a national religious trailblazer. He currently serves as the Executive Director of POCAAN, formerly known as (People of Color Against AIDS Network). Established in 1987, POCAAN is a multicultural, social service agency serving marginalized communities in Seattle, Washington. The agency seeks to advocate, educate, and mobilize programming that addresses issues related to substance abuse, incarceration, homelessness, sexually transmitted diseases, racism, sexism, homophobia, and other such matters that further, contribute to community marginalization and health disparities.

He is a Bishop and founding member of the United Progressive Pentecostal Fellowship of Churches, LLC. Headquartered in Atlanta, GA under the Leadership of Presiding Prelate, Bishop O. C. Allen III. Steven's studies have included a Bachelor of Arts degree in Business Administration, with a concentration in Organizational Management. He is presently pursuing a Master of Divinity with a concentration in Global Development and Justice from Multnomah University, Portland, OR. His work also includes interaction and involvement with several local and national organizations focusing on Human Rights, Economic Empowerment, Social Justice, and HIV/AIDS Advocacy. These organizations include The HRC (The Human Rights Campaign), The Center for American Progress; The National Black Justice Coalition; The National Gay & Lesbian Task Force; Co-chair for the City of Seattle Transportation Equity Work Group, and Commissioner, WA State new LGBTQ Commission.

A portrait of Kelly Gluckman, a woman with dark hair and bangs, looking directly at the camera with a slight smile. The background is a soft, out-of-focus grey. The text is overlaid on the top left of the image.

KELLY GLUCKMAN

ARTIVIST

Kelly G. (she/her) was born and raised in Los Angeles and has been living with HIV since 2010. Part of her healing after diagnosis was sharing what she was going through with her friends. After noticing that person after person would go get tested after their conversation, Kelly decided to come out publicly as a person who is living with HIV. Since 2012, she has been featured on far-reaching platforms such as HIV Plus Magazine, A&U Magazine, HIV Equal, Bustle online, the CDC, MTV, and on an episode of Keeping up with the Kardashians. In 2017, she was featured in the POZ 100, celebrating women living with HIV doing advocacy work in and for the community, as well as honored to be awarded the Pedro Zamora Young Leaders Scholarship. She has also been honored to uphold Dame Elizabeth Taylor's HIV/AIDS activist legacy by representing her Foundation as an official ambassador since 2015.

The accolades above are what started out as a form of liberation and seeking of significance through self-expression. However, the heart of Kelly's work has turned into a lifelong communally engaged arts activism practice. She currently serves as the Project Coordinator for Through Positive Eyes, a photo-storytelling project that empowers people who are living with HIV to share their story in their own way through photography and spoken word. She thrives in facilitating arts empowerment and sexual health education workshops and sharing her story for 'anyone who will listen' to her. Her mission is to do her part in creating a world that is more healthy, creative, and compassionate.

A portrait of Andrew Nichols, a man with a shaved head and a light beard, smiling warmly at the camera. He is wearing a dark blue t-shirt. The background is a blurred indoor setting with warm lighting. The text 'ANDREW NICHOLS' is overlaid in large, white, bold, sans-serif capital letters on the left side of the image.

ANDREW NICHOLS

ARTIVIST

Andrew (he/him) is originally from Portland, Oregon, and has been living in Seattle for 14 years. He prefers to avoid labels, however he does feel comfortable stating that he is “a man who loves men.” He has been public about his HIV-positive status right from the jump when he was diagnosed in 2004. In 2011, he was featured in a short documentary about living with HIV in Washington state called “HIV: WA and from 2010 to 2019.” He shared his story with middle and high school students in the Seattle Public School system as a part of a program that serves as a complement to their comprehensive sexual health education and HIV/AIDS prevention curriculum.

Andrew served in the army for four years— from 1996 to 2000— and holds an MBA and M. Ed. Currently, he works as a mental health counselor practicing Eye Movement Desensitization and Reprocessing (EMDR) therapy with his clients. He is passionate about exploring practices which support his holistic healing, as well as participating in social and political movements that push for equity, inclusion, and justice for underserved and underrepresented communities.

This is his first time sharing his story through photography, so by joining Through Positive Eyes as an artist, he’s looking forward to exploring how the spoken word can flow together with imagery. Andrew is also excited to share how his narrative has evolved since he first became public about his HIV-positive status, and to present his story as it is in the present moment.

A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World (2011)*.

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C3 Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;**
- (2) Applying disciplinary concepts and tools;**
- (3) Evaluating sources and using evidence;**
- (4) Communicating conclusions and taking informed action**

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
<ul style="list-style-type: none">Developing Questions and Planning Inquiries	<ul style="list-style-type: none">CivicsEconomicsGeographyHistory	<ul style="list-style-type: none">Gathering and Evaluating SourcesDeveloping Claims and Using Evidence	<ul style="list-style-type: none">Communicating and Critiquing ConclusionsTaking Informed Action

C3 Framework Organization

Civics	Economics	Geography	History
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and



Social & Emotional Learning

Overview of SEL

<https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20>

Social and Emotional Learning, according to the Collaborative for Academic, Social, and Emotional Learning (CASEL), is the process by which students acquire the knowledge and abilities to comprehend emotions, establish empathy and maintain positive relationships.

Why Social and Emotional Learning is Essential for Students

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

Social and Emotional Learning can be implemented at school and through family and community successfully by focusing on the four elements known as SAFE: Sequence, Active, Focused, and Explicit.

Equity & Social and Emotional Learning: A Cultural Analysis

<https://casel.org/wp-content/uploads/2020/04/equity-and-SEL-.pdf>

Racial and ethnic and class divides have been part of the American fabric since its beginning. Using Social and Emotional Learning by way of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, students and educators can work to create a more equitable learning environment. Furthermore, focus on cultural integration, community-building, promotion of racial-ethnic identity development, and more will also help boost SEL competencies for those who have been historically discriminated against.

Anti-Bias Education: The Power of Social-Emotional Learning

<https://www.adl.org/news/op-ed/anti-bias-education-the-power-of-social-emotional-learning>

Anti-bias education focuses its efforts on education students to challenge stereotypes, biases, and discrimination, and intersects with social and emotional learning in various ways. Intra- and interpersonal relationship skills, social awareness and empathy, identity-based teasing, name-calling and bullying, and responsible decision making all incorporate both fields. This article showcases how educators can connect these two types of education together to fight against the biases and discrimination that occur during students' everyday lives.



KEY TERMS

HIV (Human Immunodeficiency Virus.): HIV is a virus that attacks one's immune system and if left untreated can develop into AIDS. There is currently no cure for HIV, though there are treatments.

AIDS (Acquired Immunodeficiency Syndrome): AIDS is the late-stage of HIV that occurs when the body's immune system becomes extremely damaged. Survival following an AIDS diagnosis without HIV medication is around 3 years, though currently in the U.S., most individuals with HIV do not develop AIDS because their medication stops the progression of the disease.

Stigma: HIV/AIDS stigma is the negative, stereotyped and assumed attitude/views/behaviors towards an individual with HIV/AIDS.

Antiretrovirals (ARVs): Antiretrovirals are a group of drugs that impede different steps of the HIV replication process and work to suppress the infection.

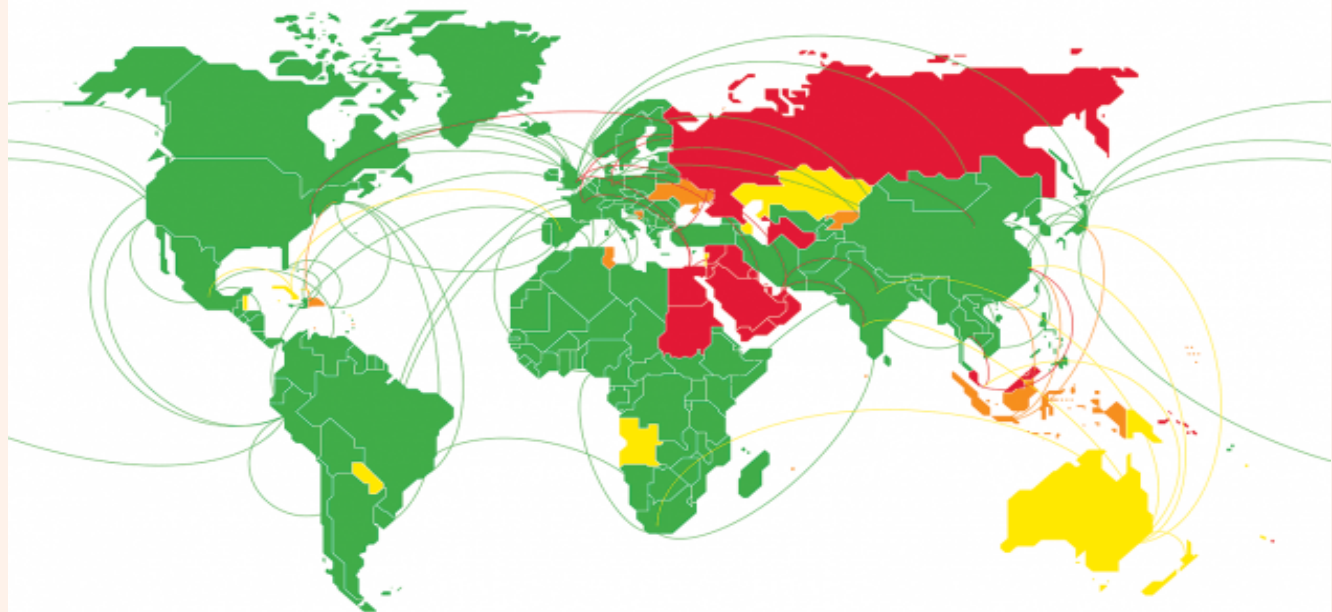
Sustainable Development Goals (SDGs): SDG's are the product of the United Nations establishing a "blueprint for peace and prosperity for people and the planet". The SDG's serve as calls-to-action for countries and their inhabitants to allow for future global success.



History of HIV/AIDS Stigma: the World

Still not welcome

Mandatory HIV testing and bans on entry, stay and residence based on HIV status not only do not protect public health but undermine HIV prevention and treatment efforts. For millions of people living with HIV around the world, these are repeated violations of their right to privacy, equality and non-discrimination and a constant reminder of HIV-related stigma. In 2016, United Nations Member States agreed to eliminate HIV-related travel restrictions. In 2019, around 48 countries and territories still maintain some form of HIV-related travel restriction.



WELCOME



203

Countries, territories and areas that do not have any HIV-related restrictions on entry, stay and residence.



18

Countries, territories and areas that require HIV testing or disclosure for certain types of entry, study, work and/or residence permits.

Angola 1, 2, 4	Israel 1	Paraguay 1, 2, 4
Australia* 1, 2, 4	Kazakhstan 1, 2, 4	Samoa 1, 2, 3, 4
Azerbaijan 1, 4	Lebanon 1, 4	Saint Kitts and Nevis 1, 2, 4
Belize 4	New Zealand 1, 2, 4	Tonga 1, 2, 4
Cayman Islands 1	Palau 1, 2, 4	Turks and Caicos 1, 4
Cuba 2, 4	Papua New Guinea 1, 2, 4	Tswalu 1, 2, 4
	Maldives 1, 4	



11

Countries, territories and areas that prohibit short- and/or long-term stay on the basis of HIV status and

Aruba 1, 2, 3, 4, 5, 6	Marshall Islands 1, 2, 3, 4, 5, 6
Bosnia and Herzegovina 1, 2, 4, 6	Mauritius 1, 2, 4, 6
Dominican Republic 1, 2, 3, 4, 5, 6	Saint Vincent and the Grenadines 1, 4, 6
Indonesia* 1, 4	Tunisia 1, 2, 4, 6
Kyrgyzstan 1, 2, 4, 6	Ukraine* 4, 6
Maldives 1, 4	



19

Countries that deport non-nationals on the basis of HIV status and

Bahrain 1, 2, 4, 6, 7	Malaysia 1, 2, 4, 5, 6, 7	Sudan 1, 2, 4, 5, 6, 7
Brunei Darussalam 1, 2, 4, 6, 7	Oman 1, 2, 4, 6, 7	Syrian Arab Republic 1, 2, 4, 6, 7
Cook Islands 1, 4, 5, 6, 7	Qatar 1, 2, 4, 5, 6, 7	Turkmenistan 1, 2, 4, 5, 6, 7
Egypt 1, 2, 4, 6, 7	Russian Federation 1, 2, 3, 4, 5, 6, 7	United Arab Emirates 1, 2, 4, 6, 7
Iraq 1, 2, 4, 5, 6, 7	Saudi Arabia 1, 2, 4, 6, 7	Yemen 1, 2, 4, 6, 7
Jordan 1, 2, 4, 5, 6, 7	Singapore 1, 2, 4, 6, 7	
Kuwait 1, 2, 4, 5, 6, 7	Solomon Islands 1, 2, 4, 6, 7	

KEY

1. HIV testing required for work permits.
2. HIV testing required for study permits.
3. HIV testing or disclosure required for certain permits or entry less than 90 days.
4. HIV testing required for residence permits (for stays longer than 90 days).
5. Prohibit entry and stay less than 90 days on the basis of HIV status.
6. Residence permits denied (for stays longer than 90 days) on the basis of HIV status.
7. Non-nationals living with HIV are deported on the basis of their HIV status.

* For certain professional groups.

Avert HIV Timeline

<https://timeline.avert.org/>

Interactive timeline of historical events and themes that surround the HIV/AIDS epidemic, including activism, treatment, milestones, and more.



Talking HIV: stigma and how it has changed in recent years

<https://www.avert.org/news/talking-hiv-stigma-and-how-it-has-changed-recent-years>

AVERT provides a podcast where two men from the UK discuss their HIV positive status, the stigma that arises when discussing it, and how that stigma has changed in recent years. Both a video version of the podcast is available as well as an audio only version.

Facts about HIV stigma

<https://www.cdc.gov/hiv/basics/hiv-stigma/index.html>

HIV stigma emerges from prejudice that believes the labelling of certain individuals to have the world regard them as outsiders is acceptable. This stigma can turn into discrimination, an action that usually leads to individuals diagnosed with HIV to be turned away by doctors, friends, and society. As HIV stigma is rooted in misconception that arose during the 1980's, it is important for people to talk openly about HIV/AIDS and to help take action against the stigmatization of the disease.

HIV/AIDS Stigma: Historical Perspectives on Sexually Transmitted Diseases

<https://journalofethics.ama-assn.org/article/hivaids-stigma-historical-perspectives-sexually-transmitted-diseases/2005-10>

The history of sexually transmitted diseases showcases a continued perception of such diseases as a result of poverty, and stigma between the poor, an issue of their morality, and their subsequent illnesses is created. With physicians enforcing such stigma through the refusal to provide medical aid, there arises another prejudice that failure of treatment is due to the patient's own fault. Furthermore, the association of such diseases with political and cultural consequences, such HIV/AIDS with homosexuality, Haiti, and Africa, prevents society from taking an objective view of the disease and providing care to those struggling with it.





3 Things People Get Wrong About the History of HIV and AIDS

<https://time.com/5465128/world-aids-day-history-myths/>

Myths surround the story of the AIDS epidemic and perpetuate a strong stigma about the disease. Time Magazine discusses the origins of these falsities and the reality that exists today. They also include a video of a UK lawmaker coming out as HIV positive during a parliamentary session, a reminder that those diagnosed with HIV/AIDS, as well as those without it, can beat its stigma.

State of HIV Stigma Survey

<https://www.glaad.org/endhivstigma>

GLAAD and Gilead Sciences partnered together to create their 2020 State of HIV Stigma Survey. The executive summary of the survey reveals the current views towards individuals diagnosed with HIV, the lack of education and understanding surrounding the disease and who that education is provided to, and how stigma harms individuals. They provide their full survey results, how to fight the stigma, and where to learn more about HIV prevention and treatments.

To End HIV Stigma, We Must Fight a Long History

<https://www.intrahealth.org/vital/end-hiv-stigma-we-must-fight-long-history>

Research into stigma-reduction strategies show that there are six approaches that are most commonly used, ranging from skills-building approaches to biomedical approaches. Focusing on interaction by having HIV positive individuals share their experiences is extremely effective in combating stigma.

Positively Native

<https://www.uihi.org/resources/positively-native/>

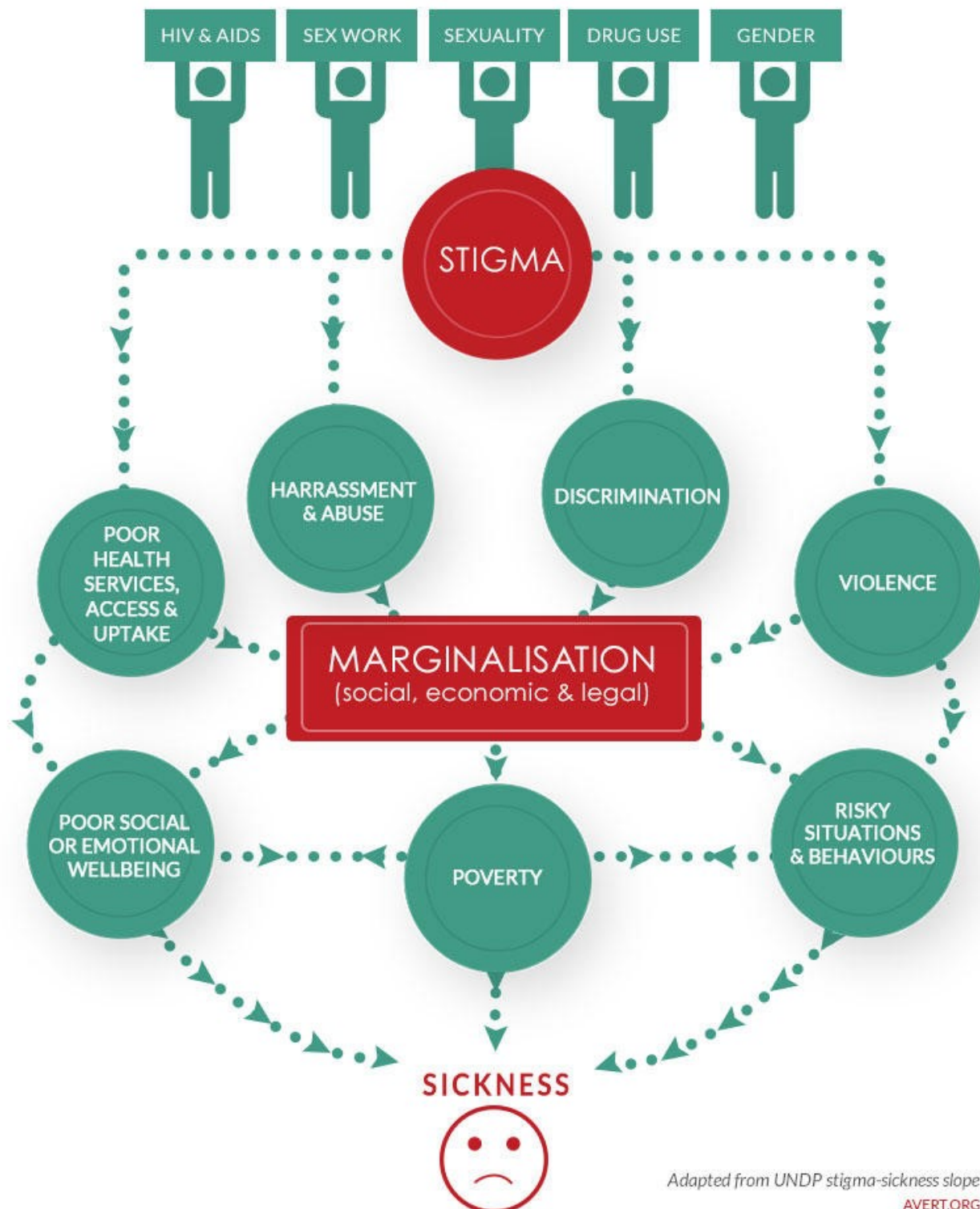
The Urban Indian Health has made a video discussing the stigma around HIV/AIDS that takes place in Native communities. Three individuals share the impact of stigma on their lives and how education will help the new generation feel more comfortable and accepted within their diagnosis. The Institute also provides a resource guide, online presentation, an article and more to accompany the conversation about HIV/AIDS stigma in Native communities.

Wilder, Port-au-Prince, 2014

“I went to see a doctor for my skin. The doctor asked me to get tested, and I found out I was infected with HIV. I wanted to throw myself under a car. I don’t know what held me back. The doctor had me thrown out of his office. It was hurtful to me, because he had a lot of people waiting for him, and I sat in front of him crying.”

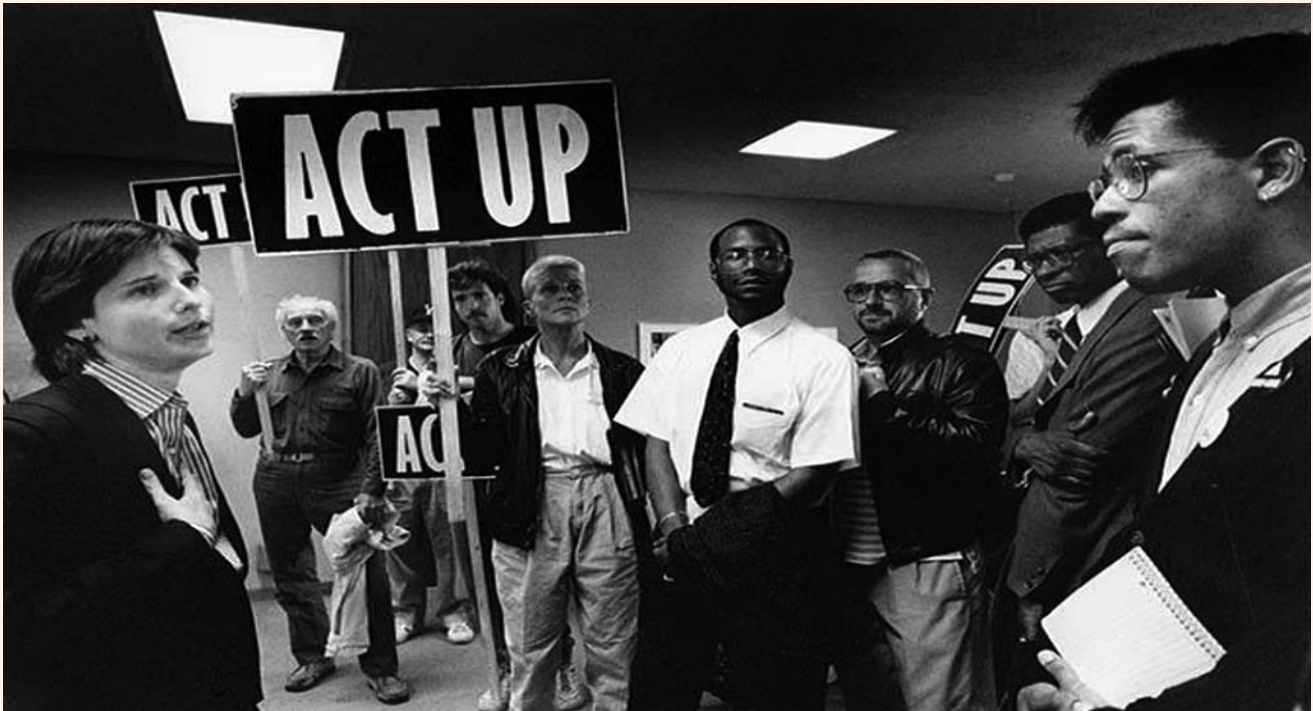
HOW STIGMA LEADS TO SICKNESS

Many of the people most vulnerable to HIV face stigma, prejudice and discrimination in their daily lives. This pushes them to the margins of society, where poverty and fear make accessing healthcare and HIV services difficult.



Adapted from UNDP stigma-sickness slope
AVERT.ORG

History of HIV/AIDS Stigma: Seattle



History of HIV/AIDS

<https://theamp.org/history/>

HIV/AIDS made its first appearance in Seattle in 1982, and unlike the cities of New York, San Francisco and Los Angeles, there was not the same association as HIV/AIDS as “gay cancer”. In response to its emergence, the city of Seattle began setting aside funds for treatment and research. . When the Northwest AIDS Foundation began speaking more closely with the Seattle-King County Public Health Department, activism grew into involvement from corporate and political leaders as well as multiple fundraising programs.

After more than 30 years, HIV stigma remains, from South Africa to Seattle

<https://www.fredhutch.org/en/news/center-news/2014/12/hiv-stigma-remains.html>

Fred Hutch News Stories provides a personal view of those who have been affected by HIV stigma. Even in 2014, when this article was written, stigma still has remained, and the shame that people experience upon diagnosis prevents treatment. Rising advocacy for AIDS clubs, education, and other networks is hoped to decrease stigma across the globe.

HIV/AIDS in Western Washington

<https://www.historylink.org/File/20871>

With the onset of the HIV/AIDS epidemic in the 1980's, individuals mobilized to fight the disease. The Chicken Soup Brigade, the Blood Sisters, the People of Color Against Aids Network, the ACT UP Seattle needle exchange, and countless others were founded to decrease the stigma surrounding the disease and provide care and solidarity to those who struggled with it.





Stories of Stigma



How Seattle Fought the Plague of AIDS

<https://www.seattletimes.com/pacific-nw-magazine/how-seattle-fought-the-plague-of-aids/>

Several individuals from Seattle recount their involvement in the HIV/AIDS epidemic.

Photos of the First AIDS Hospice Center Tell a Story of Struggle and Resilience

<https://www.motherjones.com/media/2014/12/portraits-living-with-aids-at-the-bailey-boushay-house/>

The Bailey-Boushay House opened its doors in 1992 as the first AIDS hospice center in the United States. Photographers Saul Bromberger and Sandy Hoover were hired to document the opening of the center in order to decrease the stigma surrounding aids. They provides photos of staff, patients, and family members going through mourning, birthday celebrations, and more.

Living with HIV Personal Stories and Experiences

<https://www.avert.org/living-with-hiv/stories>

Avert, the international HIV/AIDS organization, provides stories of individuals recounting their experiences of being diagnosed with and living with AIDS.

Living with HIV

<https://www.iasociety.org/Membership/IASONEVOICE/Stories/Living-with-HIV-then-and-now>

The International AIDS Society, in its #IASONEVOICE series, seeks to counter HIV/AIDS stigma through the stories of those who have faced varying degrees of such stigma and discrimination head on, and how they have dealt with it.



Community Stories: Seattle in the Age of AIDS

<https://www.youtube.com/watch?v=-sddCq8eUtk>

This YouTube video documents the stories of individuals who lived in worked in Seattle during the onset of the 1980's AIDS epidemic.





“Step Up Campaign” - fight against Stigma & Discrimination by climbing Mt. Everest!

<https://www.aids2020.org/step-up-campaign-fight-against-stigma-discrimination-by-climbing-mt-everest/>

Mr. Gopal Shrestha has been living with HIV for over 18 years and has worked tirelessly as an advocate against HIV/AIDS stigma and discrimination.

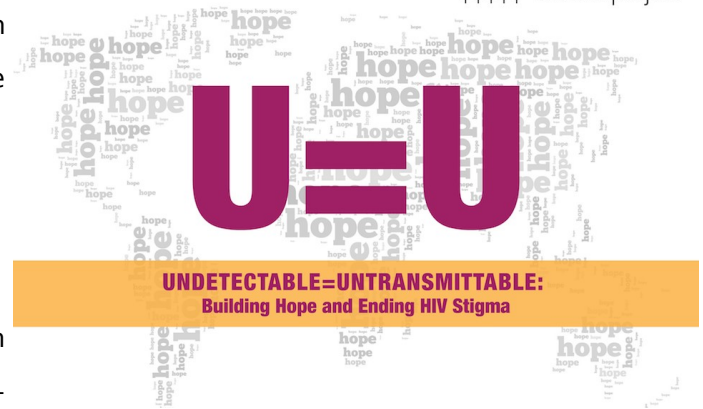
Watch a video about the story of his activism and how he summited Mt. Everest in the name of HIV/AIDS advocacy.

 thewellproject

Six Stories of Stigma Surrounding HIV/AIDS

<https://www.pedaids.org/2018/02/28/six-stories-stigma-surrounding-hiv-aids/>

The Elizabeth Glaser Pediatric AIDS Foundation documents six stories that discuss the stigmatization of HIV/AIDS, and how these individuals have overcome the stigma in their own ways.



Our Stories: Ending HIV Stigma Podcast and Women and HIV Media Guide

<https://prevention.health.vic.gov.au/blog/posts/our-stories-ending-hiv-stigma-podcast-and-women-and-hiv-media-guide>

This Australian podcast was created in order to provide support, information and advocacy specifically for women living with HIV. An initiative from Australia's only community-based HIV organization, Positive Women Victoria, the podcast challenges the myths and stereotypes that feed HIV stigma and the media guide offers specific information about HIV to combat stigma.



Stories about HIV Stigma

<https://www.cdc.gov/stophivtogether/hiv-stigma/stigma-stories.html>

The CDC has put together video stories of individuals who have been affected by HIV as well as a mini-documentary to showcase how individuals, along with help from family and friends, can overcome the stigma.

Jennifer, Durban, 2016

“I decided to disclose my status to my partner. But he didn’t take it well. He blamed me. And we fought, a lot. I took a decision then to use a rope to take my life, but God was there for me. I didn’t do it. I decided to go to my grandmother and disclose my status to her. After that, I started my life afresh.”

Artistic Developments



Virtual Quilt—Washington Display

<https://www.aidsmemorial.org/virtual-quilt/wa>

The National AIDS Memorial has created a display of virtual quilts created by various organizations to promote awareness of the AIDS epidemic. View Washington organizations' quilts, and their goals to end the stigma.

The AMP— The Pathway Art

<https://www.seattletimes.com/entertainment/visual-arts/how-aids-changed-american-art/>

The AIDS Memorial Pathway, constructed on top of the Capitol Hill Link station, is using public art displays for remembered of the continued plight of the AIDS epidemic as well as means for mobilization against stigma and discrimination.

Art, AIDS and Activism

<https://visualaids.org/gallery/detail/art-aids-and-activism>

Curator Jeanne Bergeman created a gallery of AIDS art in June 2018 that features art from the first ten years of the 1980s.

The Art of the AIDS Crisis: Cautionary Oeuvres From The 1980s

<https://blogs.commonsgorgetown.edu/cctp-802-spring2018/2018/05/04/the-art-of-the-aids-crisis-cautionary-oeuvres-from-the-1980s/>

This Georgetown essay provides an overview of the art that came out of the AIDS crisis in the 1980s as well as analysis of specific pieces and artists.



How AIDS changed American art: Tacoma Art Museum charts responses to the HIV crisis

<https://www.seattletimes.com/entertainment/visual-arts/how-aids-changed-american-art/>

From 2015-2016, the Tacoma Art Museum exhibited "Art AIDS America" to cover the various experiences individuals facing HIV/AIDS have had through diverse artistic mediums

Art of the AIDS Years: What Took Museums So Long?



<https://www.nytimes.com/2016/07/29/arts/design/art-of-the-aids-years-addressing-history-absorbing-fear.html>

When creating "Art AIDS America", the Tacoma Art Museum wanted it to become a traveling exhibition, though they found few other museums interested. Despite this reluctance, the exhibit has found its way to several other locations, including the Bronx Art Museum and the Alphawood Foundation, and individuals visiting can view the over 30-years of art created to address personal and societal experiences and approaches to the AIDS crisis.

The History of the Quilt

<https://www.aidsmemorial.org/quilt-history>

The idea behind the NAMES Project AIDS Memorial Quilt in Washington D.C. began in 1985. What was displayed on 1987 with 1,920 panels has now grown to over 48,000 panels as of 2019, remembering those who have fought AIDS and lost their lives while also acting as an HIV education tool.

Silvia, Mexico City, 2008

"I have become an activist, helping people at the hospital. I work more with women, building on my own experience. I am a bold fighting woman. When I negotiate with authorities at the hospital, I often tell them, "Either you stick to your word or I'll sue you." That is what gives me strength, fighting for the rights of people living with HIV."

Through Positive Eyes



Isaac, London, 2015

“I became HIV-positive by having great condom-less sex with somebody who was positive. Nothing more, nothing less. I just want to say to everybody out there, if you have preconceived ideas about positive people, just forget them. We are sexual beings with rights. I choose not to be stigmatized. I say pants-in-the-mouth to sigma. I take 29 tablets a day as a result of being HIV-positive. I have a very difficult relationship with medication, but I’m also very grateful. I struggle with the fact that, as a spoiled westerner, I have access to medication and some people in the world don’t.”



Through Positive Eyes

<https://throughpositiveeyes.org/>

Through Positive Eyes: My Photo, My HIV Story is an exhibit that includes photography, stories, sculptures, and videos from volunteers across 12 cities. These narratives provide an in-depth, personal understanding of those affected by HIV/AIDS to challenge its stigma.

Through Positive Eyes: Artists

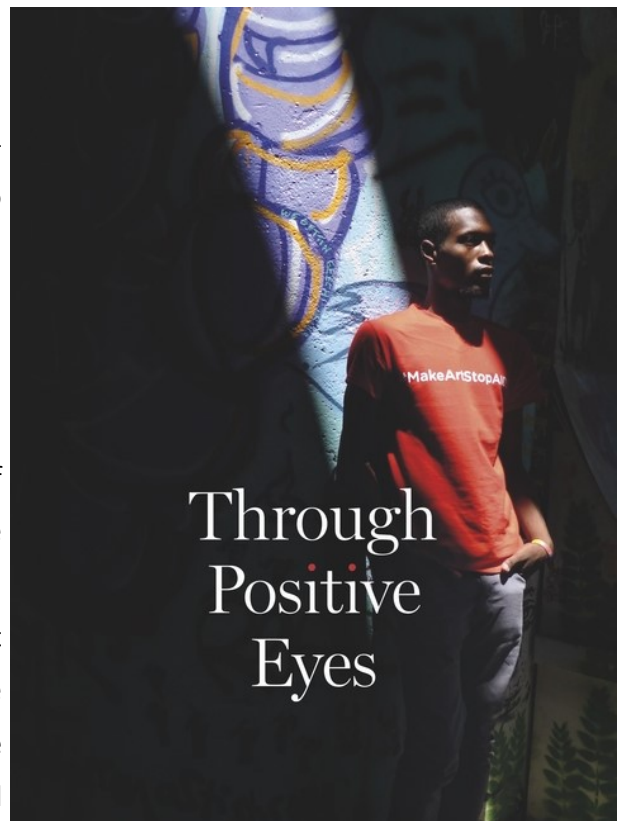
<https://www.discovergates.org/exhibition/throughpositiveeyes/artists/>

12 HIV-positive Seattle artist-activists share their stories with visitors of the Discovery Center and to school groups.

Through Positive Eyes: Community Resources












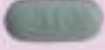





























<https://www.discovergates.org/exhibition/throughpositiveeyes/community-resources/>

The Gates Discovery Center has compiled a list of organizations from the Puget Sound area that are working to combat HIV/AIDS and its accompanying stigma as well as search for a cure. Learn more about organizations such as the TLC-ART Program of the University of Washington, Entre Hermanos, and more through reading about each one, connecting on social media and taking action.



Technical Developments

HIV Medication Chart

Combination Antiretrovirals					Nucleoside/Nucleotide Reverse Transcriptase Inhibitors (NRTI)		
Atripla (EFV/TDF/FTC)	Biktarvy (BIC/TAF/FTC)	Combivir [†] (ZDV/3TC)	Complera (RPV/TDF/FTC)	Delstrigo (DOR/TDF/3TC)	Emtriva ⁺ (tenofovir, FTC)	Epivir ⁺⁺ (zalcitabine, 3TC)	Retrovir ⁺⁺ (zidovudine, ZDV)
							
Descovy (TAF/FTC)	Dovato (DTG/3TC)	Epzicom [†] (ABC/3TC)	Genvoya (EVG/COBI/TAF/FTC)	Juluca (DTG/RPV)	Viread ⁺⁺ (tenofovir DF, TDF)	Ziagen ⁺⁺ (abacavir, ABC)	Vemlidy (tenofovir alafenamide, TAF) <small>(FDA approved for HIV only)</small>
							
Odefsey (RPV/TAF/FTC)	Stribild (EVG/COBI/TDF/FTC)	Symtuza (DRV/COBI/TAF/FTC)	Triumeq (DTG/ABC/3TC)	Truvada (TDF/FTC)			
							
Protease Inhibitors (PI)					Non-Nucleoside Reverse Transcriptase Inhibitors (NNRTI)		
Evotaz (ATV/COB)	Kaletra ⁺ (zalcitabine/zidovudine, DPM/RTV)	Lexiva ⁺ (darunavir, DRV)	Prezcobix (DRV/COBI)		Edurant (rilpivirine, RPV)	Intence (etravirine, ETR)	Pifeltro (dolutegravir, DOR)
							
Prezista ⁺ (atazanavir, ATV)	Reyataz ⁺⁺ (atazanavir, ATV)		Viracept ⁺ (zalcitabine, ZDV)		Sustiva ⁺ (efavirenz, EFV)	Viramune ⁺⁺ (zalcitabine, ZDV)	
							
Entry Inhibitors			Integrase Inhibitors (INSTI)			Boosting Agents	
Fuzeon (enfuvirtide, T-20) <small>Fusion Inhibitor</small>	Selzentry (maraviroc, MVC) <small>CCR5 Antagonist</small>	Trogarzo (ibalizumab, IBZ) <small>Post-Attachment Inhibitor</small>	Isentress ⁺⁺ (raltegravir, RAL)	Isentress HD (raltegravir, RAL)	Tivicay (dolutegravir, DTG)	Norvir ⁺ (ritonavir, RTV)	Tyboost (cobicistat, COBI)
							

All pills shown in relative size/scale. Medication brand names appear in bold. Generic names and commonly used abbreviations appear in parentheses.

* Also available in liquid or powder form. † Generic formulation available. ++ Chewable form available.

Six ways to stand against COVID-19 stigma: Lessons from the AIDS response

<https://frontlineaids.org/six-ways-to-stand-against-covid-19-stigma-lessons-from-the-hiv-response/>

Stigma is shared between both HIV/AIDS and COVID-19. Frontline AIDS provides six ways to combat the stigma that has emerged amidst the COVID-19 pandemic through lessons from the initial 1980's AIDS response.

Top 10 HIV Clinical Care Developments of 2020

<https://www.thebodypro.com/article/top-hiv-clinical-2020>

During 2020, the focus on combating COVID-19 has dominated other news on medical developments, including HIV/AIDS. Dr. David Alain Wohl provides commentary on the top ten HIV developments of 2020 and the implications for the future of the epidemic.



World AIDS Day 2020 message from UNAIDS Executive Director Winnie Byanyima

<https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2020/december/world-aids-day-2020-message-from-executive-director-winnie-byanyima>

Listen and/or read the transcript of UNAIDS Executive Director Winnie Byanyima's press statement on World AIDS Day 2020. Speaking on the COVID-19 pandemic, she reveals that inequalities that have continued to emerge and the need for solidarity to overcome both COVID-19 and HIV/AIDS.

Top 5 HIV cure and vaccine stories from AIDS 2020

<https://www.aidsmap.com/news/jul-2020/top-5-hiv-cure-and-vaccine-stories-aids-2020>

At the 23rd International AIDS Society conference (also known as AIDS 2020), stories over recent developments in research towards an HIV cure and vaccine emerged. Read about an HIV positive man who spent 15 months off antiretrovirals without HIV being detected and how biotech firm Moderna is working on a new vaccine. Also included in the article are links to hear about the "Top 5 stories on HIV treatment" and the "Top 10 stories on HIV prevention from AIDS 2020".



Sustainable Development Goals



SUSTAINABLE
DEVELOPMENT

GOALS



3 GOOD HEALTH
AND WELL-BEING



Ensure healthy lives and promote well-being for all at
all ages

AIDS and the Sustainable Development Goals

https://www.unaids.org/en/AIDS_SDGs

“No one left behind” is a core principal of the fight against AIDS and of the Sustainable Development Goals. This article by UNAIDS provides insight to how the fight against HIV/AIDS is connected to 10 of the 17 Sustainable Development Goals and how to address them.



Global HIV Targets

<https://www.avert.org/global-hiv-targets>

IN 2014, UNAIDS launched the UNAIDS Fast-Track strategy to respond and meet the 3rd SDG by 2030. This strategy is made up by the “90-90-90 targets”, which hopes to target the pathway by having 90% of individuals aware of their status, 90% of those individuals on HIV treatment, and 90% of those individuals virally suppressed. They hope that this target strategy will lead to fewer than 500,000 annual HIV diagnoses and a total of 30 million people on treatment. UNAIDS provides “The Five HIV Prevention Pillars” as direction in order to achieve the 90-90-90 targets.



HIV: Beyond Goal 3

<https://frontlineaids.org/resources/hiv-beyond-goal-3/>

This video discusses the connection between HIV and the Sustainable Development Goals. By focusing on gender equality, human rights, education, and more, we can increase the interconnectivity of the SDG’s and can put up a more comprehensive and successful fight against AIDS.

Zandile, Johannesburg, 2010

“After I found out my HIV status, I said “You know what? Though I’m HIV-positive, I will never get sick. I won’t change. In fact, I will be even more beautiful. I will grow. I will take care of myself. I will make sure I don’t repeat all the wrongs I have done or have been done to me.”

Curriculum Resources



Learning About HIV

<https://advocatesforyouth.org/wp-content/uploads/3rscurric/documents/5-Lesson-3-3Rs-LearningAboutHIV.pdf>

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum Fostering respect and responsibility through age-appropriate sexuality education.



HIV/AIDS Curriculum

<https://www.studentachievement.org/wp-content/uploads/Sex-ED-Supplemental-HIV- -AIDS-Curriculum.pdf>

HIV continues to affect our young people, who have a right to understand the risks that can threaten their health, and know the steps they must take to stay safe and support their peers in staying safe. This guide contains important medical updates we are eager to share with our teachers in this 2012 Edition so that they can continue to teach our students the most current, relevant information about HIV.



KNOW: HIV/STD Prevention Curriculum (Grades 5 and 6)

<https://www.k12.wa.us/sites/default/files/public/hivsexualhealth/pubdocs/knowngrades5-6.pdf>

The KNOW Curriculum is a model HIV/STD prevention curriculum designed to meet the requirements of Washington State's AIDS Omnibus Act (RCW 28A.230.070) and requirements for instruction about sexually transmitted diseases (RCW 28A.230.020). The KNOW Curriculum is provided in three grade level manuals (Grades 5/6, 7/8, and High School). The KNOW Curriculum offers lessons specific to each grade level, including lesson objectives, activities, student handouts and visuals, recommendations for optional supporting videos, family newsletters and homework.



AIDS Educator

<http://www.aidseducator.org/html/AIDS-Educators.html>

Recommended lesson plan resources targeted towards youth that help to map out the preliminary basis for teachers to feature and develop lesson plans into strong, interactive, and engaging presentations made easily accessible to everyone in a position to teach others about HIV/AIDS.



HIV Infection and AIDS—CDC

<https://www.cdc.gov/careerpaths/scienceambassador/documents/hiv-infection-aids-2011.pdf>

This lesson plan is designed for middle school biology or life science classes and introduces human immunodeficiency virus (*HIV infection*) and (acquired immune deficiency syndrome (*AIDS*)) as a public health problem, including its modes of transmission, treatment, and prevention.

Curriculum Resources



HIV/AIDS Teacher Resources

<https://www.lessonplanet.com/lesson-plans/hiv-aids/all>

Hiv/Aids lesson plans and worksheets from thousands of teacher-reviewed resources to help you inspire students learning.



Teacher's Guide: HIV and AIDS (Grades 6 to 8)

https://classroom.kidshealth.org/classroom/6to8/problems/conditions/hiv_aids.pdf

These activities will help your students learn how HIV and AIDS affects the body, how HIV spreads, and how to protect themselves from infection.



Fighting HIV/AIDS Stigma: A Case Study

<https://www.nlm.nih.gov/exhibition/survivingandthriving/education/lesson-plans-fighting-hiv-aids.html>

This lesson plan introduces concepts of stigma in the context of health issues, using several HIV/AIDS related primary and secondary sources from 1980s and 1990s. In Class 1, students review and define words, stigma and stigmatize, as well as find its use from three different texts—a blog excerpt and an activity introduction text. Students then apply their understanding of the word in the context of HIV/AIDS in analyzing several HIV/AIDS posters from 1980s and 1990. In Class 2, students review their analyses of HIV/AIDS posters from the previous class, and are introduced to Jonathan Mann's speech at the 1987 United Nations General Assembly. First students listen to an audio excerpt of the speech. Secondly they read the whole speech and identify one interesting item in it. Lastly, students are assigned to read the speech closely and write its summary as homework.



HIV Myths, Stigma, and Awareness

<https://projecttrust.org.uk/wp-content/uploads/2014/12/HIVTeacherLessonPlan.pdf>

HIV awareness and stigma around infection is still a major global issue. This lesson aims to improve student awareness by increasing knowledge and understanding with a picture aided quiz followed by an activity about infection based on experiential active learning and finally engaging in a discussion about HIV issues from both a South African and a UK perspective in order to widen understanding of different cultures.

Activities Combating HIV Stigma and Discrimination

<https://www.hiv.gov/federal-response/federal-activities-agencies/activities-combating-hiv-stigma-and-discrimination>

In addition to the serious health issues they face, people living with HIV may often experience stigma and discrimination because of their HIV status. Stigma is an attitude of disapproval and discontent towards an individual or group from other individuals or institutions because of the presence of an attribute perceived as undesirable. Discrimination is often a consequence of stigma, occurring when unfair actions are taken against individuals on the basis of their belonging to a particular stigmatized group.

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