



Themed Unit Plan: HIV and AIDS



Adapted from Global Concerns Classroom's Student Resource Guide on HIV and AIDS: Focus on Uganda

SUBJECT: Social Studies – Global Studies

GRADE LEVEL: 9-12*

MATERIALS: Copies of student handouts, cards, computer access for student research

GOAL: Students will understand and be able to analyze the HIV and AIDS epidemic and how it impacts people around the world.

*Note: Activities in this unit include mature content that may not be suitable for all students. Please review lessons carefully and consult with your school administration before facilitation.

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LEARNING STANDARDS:

	Lesson				
	1	2	3	4	5
Common Core Reading Standards for Literacy in History/Social Studies					
Standard 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.		•	•	•	•
Standard 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.				•	•
Standard 7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.					•
Standard 9. Integrate information from diverse sources into a coherent understanding of an idea or event.	•	•	•	•	•
National Council for Social Studies' National Curriculum Standards	1	2	3	4	5
Understand that global connections are rapidly accelerating across cultures and nations and can have both positive and negative effects on nations and individuals.	•	•	•	•	•
Understand the solutions to global issues may involve individual decisions and actions, but require national and international approaches.			•	•	•
Understand that individuals, organizations, nations, and international entities can work to increase positive effects of global connections, and address the negative impacts of global issues.		•		•	•
Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past.	•				•
Use maps, charts, and databases to explore patterns and predict trends regarding global connections at community, state, or national level.				•	•

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

BLOOM'S TAXONOMY OF COGNITIVE DOMAIN:

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

Lesson 1: HIV Transmission & Prevention

Objectives:

- Students will be able to define HIV and AIDS.
- Students will be able to identify the ways that HIV can be transmitted from one person to another.
- Students will be able to understand how HIV can spread rapidly.
- Students will be able to identify ways to prevent the spread of HIV.

Vocabulary: Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS)

Materials needed: Student Activity #1, cards

Time: 50 minutes

Introduction: (10 minutes)

1. Give students 3-4 minutes to take a short quiz <see **Student Activity #1**>. Tell them it is not a test, but just a way to get a sense of everyone's knowledge of HIV and AIDS before starting the unit. Ask students to answer questions 1-7 and to think about definitions for HIV and AIDS. They do not need to write the definitions down until it is discussed as a class.
2. Go over the answers to the quiz as a class <see Teacher's Key>. Be sure to go over the ways in which HIV is transmitted and clarify any misunderstandings. Ask students to share ideas for what is HIV and AIDS. Discuss and have students record agreed-upon definitions on their handout or use the definitions on the Teacher's Key. Make sure students understand the difference between HIV and AIDS. For example, no one can contact AIDS directly; they get infected with HIV, which then develops into AIDS.

Lesson: (30 minutes)

3. Prepare enough small cards to distribute to all the students. Mark the cards as follows: 1 card with a blue dot (if possible, give this card to a confident student), 1/3 of the cards with a yellow dot, 1/3 of the cards with a green dot, and 1/3 of the cards blank. Give a card to each student in the room.
4. Tell students to sign their name in the top right-hand corner of the card and keep track of their card throughout the activity. Instruct students to walk around the room signing each other's card. After about 5-10 minutes, have students return to their seats.
5. Inform the group that this is an exercise to demonstrate how quickly HIV can spread within a community. Ask the student with a blue dot on his/her card to stand up. Tell the group that the person who is standing up represents someone who is infected with HIV. Make the point that you cannot tell if someone has HIV by simply looking at the person. Most people who are infected with HIV do not show any visible signs or symptoms. In fact, many do not even know they are infected.
6. Go over again how HIV is spread and reinforce that it cannot be passed from casual contact. For the purpose of this exercise, however, say that signing each other's cards represents having sex with another person. Ask the student with the blue card to state the names of people on their card. Instruct students to stand up when their name is called. Note that all of those standing could now be infected with HIV. Ask those standing to

share the names of those whom signed their cards and instruct students to stand up when called. Continue until all of the students are standing. If a person's name is called more than once, point out that this signifies a higher chance of infection. Remind students that not every time a person has one act of unprotected sex with an infected person, the virus is passed, but the chances are high.

7. Explain that with unprotected sex, HIV can spread very quickly through the social networks of a community. Introduce the idea of prevention. Ask students to see if they have a green dot on their card. Inform the group that every person with a green dot on their card said “no” to unprotected sex and, therefore, is not infected with HIV. Those with a green dot may sit down. Inform the group that those with a yellow dot on their card used a condom consistently and correctly every time they had sex and, therefore, were protected from HIV. Ask students with a yellow dot to sit down. Inform the group that those still standing did not say “no” to sex, did not use a condom, and therefore, put themselves at risk and could be infected with HIV.
8. After the activity, discuss the following questions:
 - a. How does this exercise help explain how HIV can spread so quickly in a community?
 - b. Did anyone realize that he or she was infected before passing on HIV to someone else?
 - c. Do you think that in real life HIV is often passed from one person to another without someone realizing that he or she is infected? Why is this?

Exit ticket/Homework: (10 minutes)

Instruct students to review the list of how HIV can be transmitted and have them write down specific ways that HIV can be prevented. Challenge them to think of as many prevention methods as possible, in addition to the ones that were discussed in the activity. You may choose to have them complete it in a chart like this:

HIV Transmission	HIV Prevention
<ul style="list-style-type: none"> ▪ Unprotected sex with an infected person ▪ Contaminated blood transfusion ▪ Sharing contaminated needles ▪ Between a mother and her infant during pregnancy, childbirth, and breastfeeding 	<p><i>Possible answers may include:</i></p> <ul style="list-style-type: none"> ▪ Getting tested to know your own status and knowing the status of sexual partners ▪ Abstaining from sex until in a monogamous relationship ▪ Being faithful to one partner ▪ Correct and consistent use of condoms ▪ Using clean needles in syringes and not sharing needles ▪ Screening donated blood ▪ Testing expectant mothers and treating those who are HIV-infected to prevent mother-to-child transmission

Lesson 2: Stigma and Discrimination

Objectives:

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

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

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

Time: 50 minutes

Introduction: (15 minutes)

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

Lesson: (25 minutes)

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

Exit ticket/Homework: (10 minutes)

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

Lesson 3: Access to HIV and AIDS Treatment

Objectives:

- Students will be able to understand that access to treatment is a global problem.
- Students will be able to identify factors that contribute to one's ability to access treatment.
- Students will be able to demonstrate that obstacles to treatment are caused by both a lack of finance and geography.

Vocabulary: Antiretroviral therapy (ART)

Materials needed: Student Activity #4, Student Activity #5

Time: 50 minutes

Introduction: (10 minutes)

6. Have students work in partners to complete a bubble map on access to treatment <see **Student Activity #4**>. Instruct students to read the text on HIV and AIDS treatment and write down factors that contribute to access in the bubbles. Encourage students to think of reasons not mentioned in the text and to create additional bubbles.
7. Give pairs 5-7 minutes to complete the activity and then have students share their answers. Factors may include: geography (developed or developing world, urban or rural), gender, age, income level, stigma and discrimination, government resources, laws, quality of health care, etc. Have students add to their bubble maps as ideas are discussed.

Lesson: (30 minutes)

8. Divide the class into six groups. Give each group a character card and the hurdles to accessing treatment handout <see **Student Activity #5**>. Ask students to picture their character and anticipate how the obstacles outlined in the handout would not only affect their character, but also his/her families. Instruct students to record specific ways in which their character will be affected by each obstacle on the handout and to think of any additional hurdles he/she may be faced with.
9. Give groups 15 minutes to discuss and record ideas and bring the class back together. Ask each group to pick a spokesperson for their character. Have the spokesperson read out their character and give a quick overview of how much each hurdle affects their character and their community.
10. After the activity, discuss the following questions:
 - a. Which characters are affected the most by the hurdles?
 - b. Are the hurdles harder depending on rural vs. urban, developed vs. developing countries, rich vs. poor?

Exit ticket/Homework: (10 minutes)

Have students write a letter from their character to a person or organization of their choosing outlining what he/she needs in order to gain greater access to treatment. Consider who the character would be asking for help from and have students address the letter to that person with specific requests.

Lesson 4: HIV and AIDS Around the World

Objectives:

- Students will be able to identify the scale of the HIV and AIDS epidemic on a global scale.
- Students will be able to describe the impact of HIV and AIDS, particularly as it relates to children and youth.
- Students will be able to analyze how income and community support affects one's ability to cope with HIV.
- Students will be able to identify local, national, and international resources available to help those with HIV.

Materials needed: Student Activity #6, Student Activity #7

Time: 50 minutes

Introduction: (15 minutes)

1. Group students together and give each group a copy of the regional HIV map and statistics handouts <see **Student Activity #6**>. Instruct groups to make educated guesses as to which region highlighted on the map fits with each regional statistic. If students need prompting, ask them to look at how many people are living with HIV versus the AIDS related deaths. Have them consider if the death toll is high, whether the region has good or poor health care. Once the task is complete, go over the answers <see Teacher's Key>.
2. As a class, discuss the following questions:
 - a. Did any of the statistics surprise you?
 - b. How do you think HIV affects each region's health care system?
 - c. What impact does HIV have on a nation's work force?
 - d. How do you think each region handles the thousands of orphans?

Lesson: (30 minutes)

3. Instruct students that they will now look at a few case studies to analyze the impact of HIV on people around the world. Break students up into five groups and give each student a case study and a set of questions to consider <see **Student Activity #7**>. Students should read and discuss the case study, then record responses to the questions on their individual handout (approximately **15 minutes**).
4. Jig-Saw: Split students up into 5 groups again, but with a student from each case study represented in each group. Each student will briefly share their case study summaries and responses to the group (approximately **15 minutes**). Encourage students to highlight similarities and differences between case studies as students are sharing.

Exit ticket/Homework: (5 minutes)

Instruct students to discuss with a partner or write down whether they agree or disagree to one of the following statements based on what they learned from the case studies:

- The stigma and discrimination associated with HIV and AIDS are as devastating as the illness.
- There is little chance for survival if you have HIV and live in the developing world.
- HIV and AIDS does not discriminate – the impact is the same no matter where you live.

Lesson 5: Culminating Project – Exploring Solutions

Objectives:

- Students will be able to identify the social, cultural, and economic impact of HIV in a country.
- Students will be able to analyze the importance and effectiveness of awareness and prevention campaigns.
- Students will be able to explore solutions to address HIV and identify specific strategies to lower its impact.
- Students will be able to develop research, problem-solving, and presentation skills.

Materials needed: Student Activity #8, GCC [HIV and AIDS guide](#), computers for research

Time: 50 minutes (for 4-5 periods), *can also be modified to accommodate less periods

Culminating Project:

1. Divide students into groups and allocate each group a different country where HIV has had a significant impact. Suggestions for countries with interesting HIV campaigns are: South Africa, Brazil, Russia, Nigeria, Zimbabwe, Uganda, Kenya, and India. You may choose to include United States as well. Instruct students they will be working on a culminating project that will focus on: <see **Student Activity #8**>
 - a. Identifying the social, cultural, and economic impacts of HIV in their country. (1 period)
 - b. Exploring types of awareness and prevention campaigns that have been used and evaluating its success in lowering HIV transmission. (1 period)
 - c. Examining what challenges still exist for those affected by HIV and suggesting three specific strategies that can help the government decide how to use limited funding to lower the impact of HIV in its population. (1 period)

*If time is limited, you can choose two out of the three areas of focus for the project.

2. Ask students to keep a log of their web searches and sources to include as references. Once the research is completed, students can present their findings and strategies in a number of ways: (1-2 periods)
 - Group presentations to the rest of the class
 - Run a lesson for peers
 - Lead a grade or school assembly
 - Prepare a poster display and presentation fair for the school, local library, or community centerYou can also invite school administrators, teachers, or representatives from local HIV and AIDS organizations to be guest “judges” for the student presentations and offer feedback.
3. Evaluate students on their planning stages and final presentations (see suggested **Student Activity #8 Evaluation Rubric**). Prepare a copy of the evaluation rubric for each group in the beginning of the project so students understand expected outcomes.

Exit ticket/Homework:

At the end of each period, have each group share with the rest of the class a summary of their work in 1-2 sentences to check for progress. Assign any remaining work as homework and make sure it is divided evenly among students. Remind students what the task is for the next class.

Activity #1: HIV AND AIDS QUIZ

- 1) What does "AIDS" stand for?
A:
I:
D:
S:
- 2) What is the difference between HIV and AIDS?
 - HIV is a virus and AIDS is a bacterial disease
 - HIV is the virus that causes AIDS
 - There is no difference between HIV and AIDS
- 3) How can you tell if somebody has HIV or AIDS?
 - Because of the way they act
 - They look tired and ill
 - There is no easy way to tell
- 4) According to the United Nations, how many people are living with HIV worldwide (2012 figure)?
 - 5 million
 - 15 million
 - 35 million
 - 50 million
- 5) HIV can be passed from one person to another. Check all that apply:
 - By unprotected sex
 - By sharing a toothbrush
 - From mother to child during pregnancy
 - By mosquitoes
 - By hugging or kissing
 - By sharing a drinking cup or cutlery
 - By sharing needles
 - Through breast milk
 - By swimming in the same pool
 - By coughing or sneezing
 - By being best friends
 - By untested blood transfusion
- 6) There is a cure for AIDS.
 - True
 - False
- 7) People with HIV in the developing world don't usually live as long as people with HIV elsewhere.
 - True
 - False

DEFINITIONS

HIV _____

AIDS _____

HIV AND AIDS QUIZ Teacher's Key

- 1) What does "AIDS" stand for?
Acquired Immune Deficiency Syndrome
- 2) What is the difference between HIV and AIDS?
 - HIV is the virus that causes AIDS
- 3) How can you tell if somebody has HIV or AIDS?
 - There is no easy way to tell
- 4) According to the United Nations, how many people are living with HIV worldwide (2012 figure)?
 - 35 million
- 5) HIV can be passed from one person to another. Check all that apply:
 - By unprotected sex
 - From mother to child during pregnancy
 - By sharing needles
 - Through breast milk
 - By untested blood transfusion
- 6) There is a cure for AIDS.
 - False
- 7) People with HIV in the developing world don't usually live as long as people with HIV elsewhere.
 - True

DEFINITIONS

HIV (Human Immunodeficiency Virus) is a virus that attacks the body's immune system by killing the CD4 cells that are created to fight infections in the body. Eventually, HIV develops into AIDS.

AIDS (Acquired Immunodeficiency Syndrome) is a late stage of infection caused by HIV. AIDS is the condition where a person's immune system is so weak that multiple infections threaten their life.

Activity #2: STIGMA AND DISCRIMINATION

DIRECTIONS

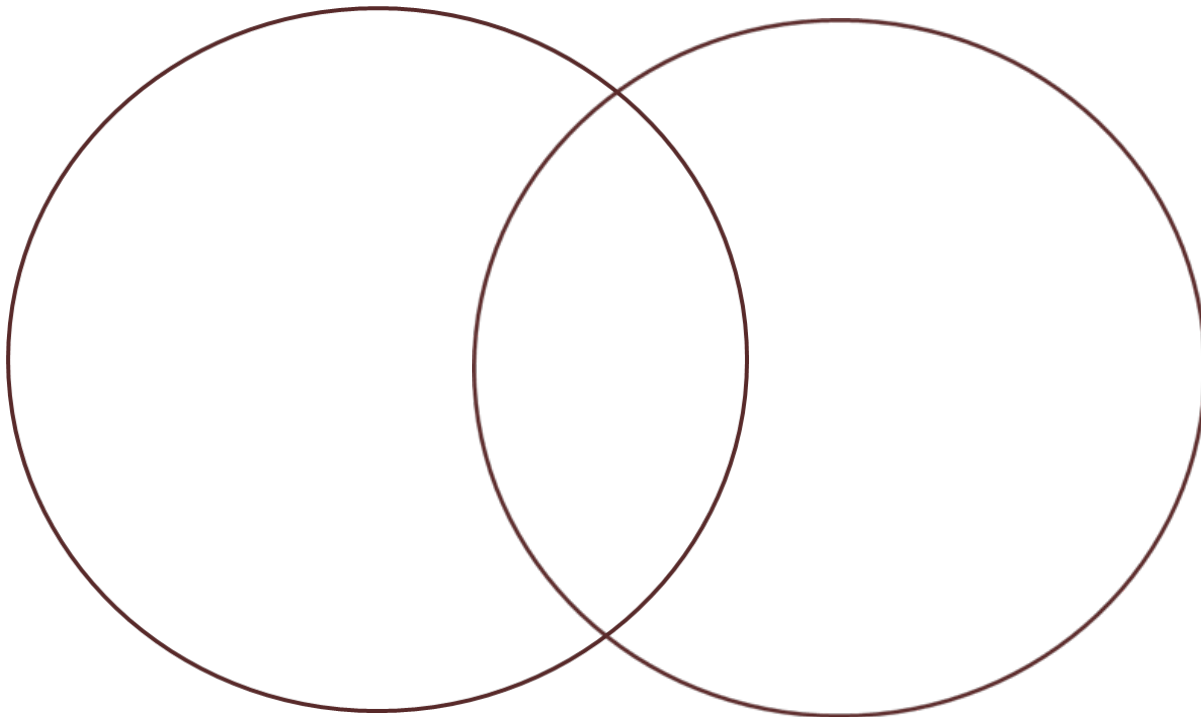
Read the following quote with a partner and discuss what you think former South African President, Nelson Mandela, meant by the statement. Then, brainstorm what comes to mind when you think of the words "stigma" and "discrimination". How are the two connected? Complete the Venn diagram below showing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

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

- Nelson Mandela, former South African President

Stigma

Discrimination



Activity #3: BARRIERS TO DISCLOSING HIV STATUS

SCENARIO CARDS

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

Activity #4: ACCESS TO TREATMENT

DIRECTIONS

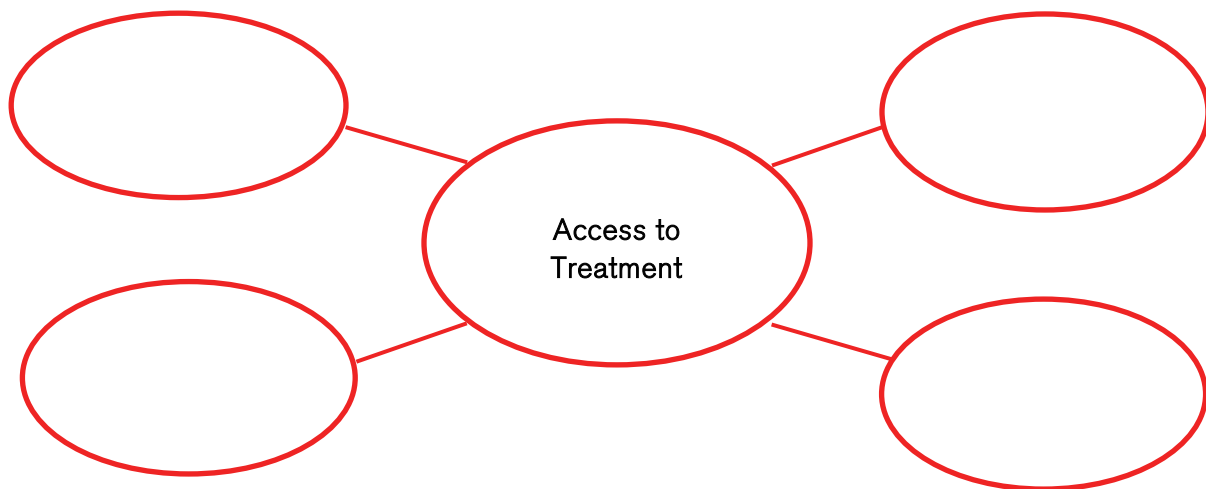
Read the following text on HIV and AIDS treatment and brainstorm reasons why a person may or may not be able to access treatment. Use the bubble map below and add additional bubbles to record your answers.

HOW CAN HIV AND AIDS BE TREATED?

Antiretroviral therapy (ART) is the treatment of HIV with antiretroviral drugs. While the drugs do not kill the virus, they slow it down from making more copies of the virus, allowing the immune system to recover. This is not a cure, but treatments can prolong and improve the quality of life for people living with HIV and AIDS.

Treatment is also prevention: ART lowers the viral count within the body, therefore, lowering the risk of transmitting HIV to an uninfected partner. Pregnant women with HIV take ART to reduce the risk of transmission of the HIV virus from mother to child during childbirth and while breastfeeding.





While ART is lifesaving, it is also expensive. Due to high costs and strict patent laws, most people living with HIV and AIDS around the world cannot afford these drugs. Most people living with HIV in the developing world still have very limited access to ART and often only receive treatment for the diseases that occur as a result of a weakened immune system. Such treatment only has short-term benefits because it does not address the underlying immune deficiency itself.



Activity #5: HURDLES TO ACCESSING TREATMENT

DIRECTIONS

Using your character card, anticipate how each of the obstacles below may affect your character's ability to access treatment. Consider your character's financial status, ability to read, access to transportation to get to the clinic, access to childcare if there are dependents, etc. Add any additional hurdles that your character may face, such as stigma from family. Record specifically how your character and his/her community will be affected by each obstacle.

 <p>NO CASH NO ACCESS</p>	
 <p>NEAREST CLINIC 20 MILES</p>	
 <p>OPENING HOURS REFLECT FUNDING</p>	
 <p>LOCATION DETERMINES SURVIVAL RATE</p>	

Activity #5: HURDLES TO ACCESSING TREATMENT

CHARACTER CARDS

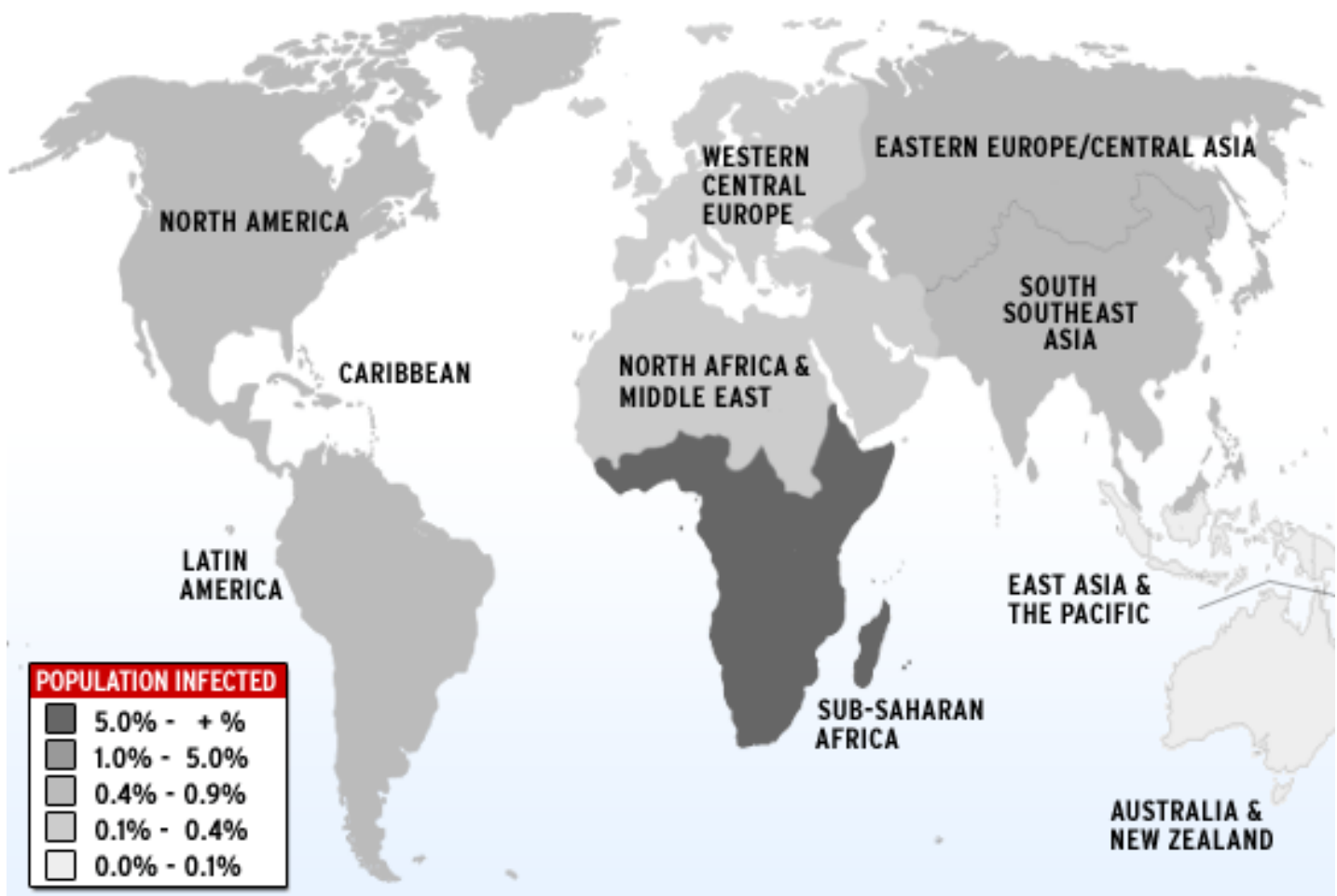
<p>HILARY Age: 20 Gender: Female Occupation: Student, parents work for New York AIDS Coalition Nationality: American Residence: New York City, United States Dependents: 0</p>	<p>AMINA Age: 32 Gender: Female Occupation: Asylum seeker, not permitted to work Nationality: Somalian Residence: Minneapolis, Minnesota Dependents: Currently pregnant, husband is HIV+</p>
<p>LIAM Age: 46 Gender: Male Occupation: Unemployed, heroin addict Nationality: British Residence: Leeds, England Dependents: 0</p>	<p>KETHLYNE Age: 12 Gender: Female Occupation: Caretaker Nationality: Haitian Residence: Rural Saut d'Eau, Haiti Dependents: Takes care of 4 younger siblings, HIV status of siblings unknown</p>
<p>JOSEPH Age: 30 Gender: Male Occupation: Bank Manager Nationality: South African Residence: Johannesburg, South Africa Dependents: 2, wife and children are HIV+</p>	<p>JAMALDIN Age: 38 Gender: Male Occupation: Teacher Nationality: Pakistani Residence: Multan (5th largest city), Pakistan Dependents: 3, wife and children are HIV+</p>

Activity #6: REGIONAL HIV STATISTICS

DIRECTIONS

Make educated guesses as to which region highlighted on the map fits with each regional statistic (data from UNAIDS, 2012). Write the region on the blank above the corresponding statistics.

A Global View of HIV Infection



Source: UNAIDS, 2012

Activity #6: REGIONAL HIV STATISTICS

1. REGION: _____

People living with HIV: 23,500,000
AIDS related deaths: 1,200,000
AIDS orphans: 14,800,000

2. REGION: _____

People living with HIV: 830,000
AIDS related deaths: 60,000
AIDS orphans: 52,000

3. REGION: _____

People living with HIV: 53,000
AIDS related deaths: 1,300
AIDS orphans: 6,300

4. REGION: _____

People living with HIV: 4,200,000
AIDS related deaths: 270,000
AIDS orphans: 1,000,000

5. REGION: _____

People living with HIV: 1,500,000
AIDS related deaths: 90,000
AIDS orphans: 73,000

6. REGION: _____

People living with HIV: 860,000
AIDS related deaths: 9,300
AIDS orphans: 26,000

7. REGION: _____

People living with HIV: 330,000
AIDS related deaths: 25,000
AIDS orphans: 96,000

8. REGION: _____

People living with HIV: 1,400,000
AIDS related deaths: 20,000
AIDS orphans: 140,000

9. REGION: _____

People living with HIV: 230,000
AIDS related deaths: 10,000
AIDS orphans: 140,000

10. REGION: _____

People living with HIV: 1,400,000
AIDS related deaths: 57,000
AIDS orphans: 240,000

Activity #6: REGIONAL HIV STATISTICS Teacher's Key

1. REGION: SUB-SAHARAN AFRICA

People living with HIV: 23,500,000
AIDS related deaths: 1,200,000
AIDS orphans: 14,800,000

2. REGION: EAST ASIA & THE PACIFIC

People living with HIV: 830,000
AIDS related deaths: 60,000
AIDS orphans: 52,000

3. REGION: AUSTRALIA & NEW ZEALAND

People living with HIV: 53,000
AIDS related deaths: 1,300
AIDS orphans: 6,300

4. REGION: SOUTH & SOUTHEAST ASIA

People living with HIV: 4,200,000
AIDS related deaths: 270,000
AIDS orphans: 1,000,000

5. REGION: EASTERN EUROPE & CENTRAL ASIA

People living with HIV: 1,500,000
AIDS related deaths: 90,000
AIDS orphans: 73,000

6. REGION: WESTERN CENTRAL EUROPE

People living with HIV: 860,000
AIDS related deaths: 9,300
AIDS orphans: 26,000

7. REGION: NORTH AFRICA & MIDDLE EAST

People living with HIV: 330,000
AIDS related deaths: 25,000
AIDS orphans: 96,000

8. REGION: NORTH AMERICA

People living with HIV: 1,400,000
AIDS related deaths: 20,000
AIDS orphans: 140,000

9. REGION: CARIBBEAN

People living with HIV: 230,000
AIDS related deaths: 10,000
AIDS orphans: 140,000

10. REGION: LATIN AMERICA

People living with HIV: 1,400,000
AIDS related deaths: 57,000
AIDS orphans: 240,000

Activity #7: CASE STUDY Lobha's Story - India

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Lobha and her husband were living in Delhi, India, where he was working as a laborer. When he became unwell, they could not afford to take him to the doctor so they returned to Orissa to get help from his family. He was diagnosed with TB and both Lobha and her husband had their blood tested. Lobha had to find out that she and her husband were HIV+ from gossip in the village. Her result had been given to the eldest brother of the family. She was just told what not to do: don't sleep with your husband, don't cut vegetables with a knife. The family separated everything in the house: sheets, utensils, food, everything. The family started to force them out saying that they brought the disease on themselves and could not infect the rest of the family. Four months before her husband died, they were moved to the cowshed on the property. It was winter and there were no walls. "We were cold, but my mother-in-law would not let us into the house. After he died, I begged them to help me but they shut the door claiming I would also die within the year and my son was cursed."

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Yiga's Story - Uganda

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Yiga is an AIDS orphan. He is 16 years old and lives in Buzimba Village, Uganda. Yiga's father had AIDS and died 10 years ago when Yiga was only six. Yiga's mother died when he was a baby. He lives with his 85-year-old grandfather and two other AIDS orphans who are five and six years old. Yiga's days are very busy. In addition to going to high school, he works on his grandfather's farm growing coffee and food for the family. He worries about his education. Recent problems with the coffee harvest have made it difficult for him to make enough money to support his family and pay for his schooling. Yiga wishes he could continue going to school but is afraid he will have to drop out in order to care for his family.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Anne's Story - Kenya

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Anne is a 42-year-old grandmother of six children living in Korogocho, one of the worst slums in Nairobi, Kenya. Anne is a widow and the sole source of income for her family. Her husband died during her last pregnancy. Anne discovered he died of AIDS. Her worst fears were confirmed when her newly born daughter and herself both tested positive for HIV. Full of despair and wanting to drown her sorrows, Anne took to drinking cheap alcohol and her older children followed. It was not long before her eldest daughter, Esther, herself still a child, became pregnant. She left her baby with Anne to continue her work at an illicit alcohol den. Yet again, Esther got pregnant, and once more left the baby for Anne to support. The prospect of raising six young children made Anne choose to quit drinking alcohol and forage the city garbage dumps for food because there was not enough money to support the family. The situation worsened when Anne's eldest son, John, also died, leaving her with his two children to care for. Despite these challenges, Anne has a plan to start a small business selling soap bars that have been rejected from a nearby soap factory.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Millicent's Story - Kenya

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Millicent is only 15 years old, yet she is already fending for herself. Both her mother and father became infected with HIV. Her father died of AIDS. Her mother, critically ill and suffering frequent bouts of illness, moved back to her rural village from Nairobi and left Millicent to live with her sister in Kariobangi, one of Nairobi's most dangerous slums. Millicent, and many other children like her, lives in a slum characterized by makeshift shacks for housing with no running water, pay per use communal pit latrines for toilets, and where the cost of attending schools and clinics are often beyond her meager means. Millicent is forced to do all the domestic chores in her sister's house, where she also faces sexual abuse from her sister's husband. She tries to spend as little time as possible at home. Millicent has been unable to cope with the demands of school. The grief of losing her father, the unthinkable prospect of losing her mother, and the demands and pain of her home life make it impossible for Millicent to regularly attend school or to fully concentrate when she is in class. Although she is a talented soccer player, no public secondary school was willing to accept her because of her poor grades.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Michael's Story - United States

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Michael is a 35-year-old Korean-American male living in New York City. He grew up in the suburbs of Chicago as a pastor's son. Having studied English in college and taught high school for several years, Michael decided to move to New York City to pursue his real passion in acting. He took a variety of acting, singing, and dancing classes and auditioned for roles in TV and theater. For many years, he worked as an aspiring actor and took various part-time jobs in between roles working in restaurants and bars. Michael recently found out he was HIV+. He suspects he may have contacted it from his former partner, but he cannot be sure. His father is ill and Michael was considering moving back to Chicago to be closer to family. He has not told his parents that he has been in relationships with men for the past 10 years. His mom has high hopes of him marrying a Korean girl and having children soon. Without a steady income or health insurance, Michael has to decide what his next steps are for accessing treatment and gaining some social support to help cope with his new diagnosis.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #8: CULMINATING PROJECT Exploring Solutions to Address the Impact of HIV

DIRECTIONS

As a group, you will focus on a country where HIV has a significant impact and address the following:

- Identifying the **social, cultural, and economic impacts** of HIV in your country.
- Exploring types of **awareness and prevention campaigns** that have been used and evaluating its success in lowering HIV transmission.
- Examining **challenges** that still exist and suggesting **three specific strategies** that can help the government decide how to use limited funding to lower the impact of HIV in its population.

You will be asked to prepare a visual and present your research and strategies to a larger audience.

Consider the following questions in your research and use the suggested websites as a starting point for your research. You can also use the GCC [HIV and AIDS global issue guide](#) for more information and references.

GUIDING QUESTIONS:

Social, Cultural, and Economic Impact of HIV

1. How many adults and children are infected? How has this changed over time?
2. What is the impact of HIV on people of your age in that country? Look at the numbers affected (e.g. with a family member infected) as well as infected youth. Think about how that will affect the country's economy.
3. What is the impact on education? Think about drop-out rates due to HIV-related illness from children and youth themselves, their family members, and teachers.
4. What is the impact of HIV in urban versus rural areas? Where is HIV most prevalent?
5. What sort of myths and misinformation about HIV are common? What problems do these cause? Are there other cultural or religious factors to consider?

Prevention and Treatment

6. What kind of awareness and prevention campaigns has the country run? Think about whom the campaigns target, what they are recommending (e.g. abstinence, condom use, stopping needle-sharing). Is there enough funding for prevention?
7. Is HIV and AIDS taught in schools?
8. Has the country's prevention efforts changed over time, what effect has this had?
9. How much of the population has access to HIV treatment? Has it improved over time?
10. How much funding goes into prevention and testing versus access to treatment?

Activity #8: CULMINATING PROJECT

Exploring Solutions

1. What barriers still exist in the country for those affected by HIV?
2. How should the government allocate limited funding to reduce the impact of HIV in the country? Think about needs in prevention and testing, reducing stigma and discrimination, and accessing treatment.
3. What innovative solutions can you propose that may address your country's current HIV crisis?

WEBSITES FOR RESEARCH:

Use the following websites to get started. Make sure to keep a record of your sources to include as references.

- unaids.org
- aidsinfoonline.org
- aidsalliance.org
- avert.org
- globalhealth.org
- aidsresearch.org
- amfar.org
- who.int
- unesco.org

PRESENTATION TIPS:

- Decide what kind of visual(s) you want to use (i.e. power point, poster) to support your presentation.
- Use a variety of ways to present information such as graphs, infographics, photographs, maps, etc. Do not overwhelm the audience with too much content in your visuals; you can share details in the presentation.
- Break down your presentation into brief sections:
 - Introduce how HIV has had a significant impact in your country – share relevant statistics.
 - Give an example of a widespread awareness and prevention campaign and its effectiveness.
 - Highlight existing challenges facing the country and present your 3 specific strategies to help.
- Make sure work is divided evenly and that every student presents a piece of the project.
- Think of including a creative element in your presentation that will engage your audience and make it memorable. It could be reenacting part of an awareness and prevention campaign or presenting your strategies to the government through a press conference format. Be creative!

Exploring Solutions to Address the Impact of HIV

EVALUATION RUBRIC

COUNTRY: _____

GROUP MEMBERS: _____

	100 Exemplary	88 Good	75 Proficient	65 Needs Improvement	Score
DIRECTIONS	Consistently stays focused on the assigned task.	Stays focused on the assigned task most of the time.	Stays focused on the task only part of the time.	Rarely focused on the task.	
COLLABORATION	All group members contribute equally and always respect each other's efforts.	Most team members contribute and often respect each other's efforts.	Less than half of members contribute work and some do not respect other's work.	Work is only done by one or two members and the group rarely respects each other's efforts.	
CONTENT	Group covers accurate and thorough research on the topic, solutions are creative and plausible to context.	Group covers accurate and good research on the topic, solution offered are plausible to context.	Group covers somewhat accurate and thorough research on the topic, solutions are somewhat plausible to context.	Groups covers inaccurate and/or lacks details in research on the topic, solutions offered are not suitable for context.	
RESEARCH	Independently locates many reliable sources of information.	With some help, locates a few reliable sources of info.	With extensive help, locates reliable sources of info.	Lacking reliable sources of information.	
VISUALS	Visuals provide strong support and reinforce presentation.	Visuals clearly support reinforce presentation.	Visuals minimally relate to presentation.	No visuals presented.	
PRESENTATION	Tone and voice convey emotion and enthusiasm; Presentation is extremely engaging.	Tone and voice frequently convey emotion & enthusiasm; Presentation is engaging.	Tone and voice sometimes convey emotion & enthusiasm; Presentation is somewhat engaging.	Tone and voice rarely convey emotions or enthusiasm; Presentation is not engaging.	
SUB TOTAL					/6
SCORING: Possible grand total score of <i>100 points</i>					TOTAL

Notes: