

# HIV/AIDS

## And Children In Lesotho

### Introduction:

The struggle to draw attention to the AIDS pandemic in the developing world, and the battle to save lives in countries with limited health care budgets has finally drawn public attention if not public solutions. The pandemic affects absolutely every aspect of life in a developing country. Omitting a discussion of AIDS from classes that seek to present the real world is like ignoring an elephant standing before you. Nevertheless, discussing a topic that is closely associated with understanding human sexuality is a challenge with younger students. A variety of resources are recommended and assessed for the level of maturity required for use. Activities are included that will allow educators to treat the topic in many areas of the curriculum.

### Instructional Level

The unit is designed to be accessible from grade 5 up from the point of view of the reading level of materials. Activities can be adapted to challenge Junior, Intermediate and Senior students. The unit provides activities which meet Ministry guideline objectives for English, Media Studies, History, Geography, Science, Health and Physical Education, Visual Arts and Drama. A chart of the ministry objectives which the unit covers or touches upon is included at the end of the Educator's Guide for this unit. Rubrics to assist with evaluating most components are intercalated with corresponding student worksheets.

### Components

The **Unit Opener** activity consists of a series of **Geography Activities**. The Unit Opener can be used with any or all of the units. It is described in the general ***Introduction to Afroprobe. For A Day in the Life of A Child***, there are an additional ten components:

1. **Personal Lifestyle Assessment (activity A)**
2. **Preview of key vocabulary (activity B)**
3. **Reading the Focus Article: (activity C1 to C2)**
4. **Comparison of Lifestyles (activities D 1a, D1b, D2)**
5. **Viewing a photo essay (activity D3)**
6. **Viewing the film, Tsepong—A Clinic Called Hope (activities E 1-2)**
7. **Creative Art Outcome (activity E 3) - Hall of Hope Display**
8. **Extensions (Activities F 1—7)**
9. **Making a Difference for Others: Social action project (activity G)**
10. **Additional Teacher Resources (H)**

### Modus Operandi

There are many worksheets which are included in this unit. None can replace the value of honest and open discussion with your students. Discussion with partners, in groups and with a skilled teacher is the most valuable tool that exists. Through honest and open discussion that we can become aware of our own prejudices and biases. Equally, through discussion we spark each other to become more creative and we can share the joy of our learning.

### Acknowledgement

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# HIV/AIDS

## And Children In Lesotho

### Suggested Order of Presentation with Notes for the Teacher

#### Unit Opener

See instructions in the Introduction to the **Educator's Guide**.

#### A Orientation Activity: Personal Lifestyle Assessment

The objective of the activity is to provide students with a baseline to allow them to assess the challenges that AIDS presents to children living in a developing country.

- ⇒ Provide students with Student Worksheet 1. Indicate to them that the objective is to allow them to become more aware of their own lifestyle before learning about a new lifestyle.
- ⇒ Remind students to keep the questionnaire since they will refer to it again later.

#### B Reading the Focus Article

1. Photocopy and distribute to students the article. Have students read the article independently. You might suggest that they highlight the main points in each paragraph.
- ⇒ Preview with students the headings in graphic organizer (Activity C) to provide focus for their reading.

#### 2. Terms and Terminology

- ⇒ Students complete Exercise B on page 1 and pair and share their responses with a partner.
- ⇒ Take up the answers with the class.

Answer key:

- 1) domestic worker
- 2) life expectancy
- 3) scourge
- 4) exploitation
- 5) Basuto

#### C Guided Reading Organizer: Facts and Figures

1. Photocopy worksheet C 1 of the Student worksheets and distribute it to the students.
- ⇒ Have students reread the article and independently enter in point form and in their own words information that they find in the article to complete the organizer. You may choose to collect and evaluate their comprehension.

### Suggestions for Accommodations and Ideas for Differentiated Learning

#### Unit Opener

See instructions in the Introduction to the **Educator's Guide**.

#### A Orientation Activity: Personal Lifestyle Assessment

- ⇒ Once students have the worksheet, read the questions aloud one by one to ensure comprehension.
- ⇒ Explain what is meant by "free access to education".

#### B Reading the Focus Article

1. Present the article as "Shared Reading". Read aloud, paraphrasing, asking questions and modelling reflection during the reading of the text to promote better comprehension of the reading by more students.
- ⇒ Consider using Exercise B to preteach key vocabulary BEFORE reading the article.

#### 2. Terms and Terminology

- ⇒ Consider using Exercise B to preteach key vocabulary BEFORE reading the article.
- ⇒ Provide students with the following response bank to help them complete the activity:  
scourge / Basuto / domestic worker  
life expectancy / exploitation

#### C Guided Reading Organizer: Facts and Figures

- ⇒ Complete the task together with students: reread the story and help students identify key phrases and main ideas to highlight; work on helping students put into their own words target information.

Suggested responses follow:

### **Family Life**

*92,000 or 10% of the children have been orphaned by AIDS*

*When children lose parents elderly relatives may care for them*

*They may move from household to household during the year to have a place to stay.*

*Some children have no one to take care of them and become street children.*

*Some become heads of households at a young age and care for younger siblings.*

### **Emotional Well Being**

*Children live without the security of having parents; sometimes they have no one to care for them*

*Children who lose parents are emotionally disturbed and may do poorly in school because of this.*

### **Physical Well Being**

*Children begging or living on the street may be taken advantage of.*

*Children who suffer from AIDS would be subject to the same physical challenges as the whole population where widespread poverty makes it hard to buy nutritious food or medicines to prevent AIDS related illnesses.*

### **Economic Situation**

*They may have to work to support themselves (e.g., Mary cleans people's homes).*

*They may have to drop out of school to work and care for sick parents.*

*They may beg on the street.*

### **Personal Security**

*Children begging or living on the street may be taken advantage of.*

### **Expectations for the Future**

*Average life expectancy is 37!*

*All have dreams and don't want to be pitied.*

*The government of Lesotho has begun to offer free education to all Basuto children.*

*At school children learn about AIDS prevention, receive 2 meals a day and get life skills training as part of their education.*

*Unfortunately not all children can afford to stay in school since they may need to drop out to care for sick parents or work to support them.*

## **2. Inferring Meaning**

⇒ Instruct students to explain in their own words what each of the following quotations on Student Worksheet C 2) means to them. Remind students to consider what was learned from the opening activity. Ask them to also consider what the phrases reveal about the author's "point of view". You may wish to collect their responses and evaluate their compre-

## **2. Inferring Meaning**

⇒ Guide students using prompt questions to understand the implied meaning in the passages.

- hension. Suggested responses follow:
1. The situation [problems due to AIDS] is made even worse *because of widespread poverty*. (par. 2) **Many people are poor. This suggests widespread unemployment, underemployment (i.e. not working enough hours to be earn enough money to support themselves) or working for extremely low wages. People can't afford medicines. They can't afford to buy nutritious food to stay relatively health. They become sick and won't be able to fight off diseases because their immune systems are weakened by HIV/AIDS and die earlier. The author highlights that AIDS victims are at greater risk in a country like Lesotho where poverty intensifies their suffering.**
  2. King Letseii III has declared HIV/AIDS a national disaster and government ministers speak out on the issue *and advocate for prevention*. (par. 2) **The problem is so great that the King has publicly stated that it is a disaster that deeply affects the whole country. The king and the ministers of the government make public statements about the crisis and talk about how to prevent the spread of the disease. The author reveals a huge step has been taken by a traditional society in which public discussion of sex or sexually transmitted diseases is normally a taboo.**
  3. Many turn to begging in the streets *where they are vulnerable to exploitation*. (par. 3) **Children who live on the streets are at risk and may be taken advantage of by criminals who force them to commit crimes, hook them on drugs and oblige them to work as prostitutes. By saying children are "vulnerable", the author highlights the fact that children are the victims.**
  4. At school, children are taught about AIDS prevention *and life skills* and are given two meals a day ... (par. 7) **The curriculum in Lesotho includes learning about how to prevent AIDS and also how to deal with everyday challenges. They would receive information on what causes HIV/AIDS and ways to prevent the spread of AIDS including contraception, as well as lessons on nutrition, hygiene, vegetable gardening, raising livestock, and effective shopping and budgeting. The author highlights the fact that children in Lesotho have specialized needs that must be addressed through education.**
1. The situation [problems due to AIDS] is made even worse *because of widespread poverty*. (par. 2) **ASK: What does the word "widespread" mean? Why do you think people are so poor? What is the connection between not being able to buy nutritious food and becoming sick with AIDS related diseases? Do AIDS victims in Canada have the same level of challenge to fight their disease as in Lesotho? Who does the author sympathize with, and how do you know?**
  2. King Letseii III has declared HIV/AIDS a national disaster and government ministers speak out on the issue *and advocate for prevention*. (par. 2) **ASK: What does the word "advocate" mean? What might be the reaction to publicly speaking about AIDS in a traditional society? Why? What does the author reveal to us when he talks about the public AIDS campaign by the King and the government ministers in Lesotho?**
  3. Many turn to begging in the streets *where they are vulnerable to exploitation*. (par. 3) **ASK: What does the word "vulnerable" mean? What does "exploitation" mean? Why do children in Lesotho live on the street? What might they have to do in order to earn enough to eat? Does the author portray the children as criminals or victims?**
  4. At school, children are taught about AIDS prevention *and life skills* and are given two meals a day ... (par. 7) **ASK: What does the term "life skills" mean? What life skills do you think children in Lesotho might need to have? What lessons would be taught in school to help them acquire those skills? What does the author show us about going to school in Lesotho?**

### 3. Searching for Solutions

- ⇒ Read the challenge with students that follows question C2 on the same worksheet.
- ⇒ Direct students to find information independently in the passage that informs the reader about steps that are being taken to identify and implement and solutions. You may choose to collect their responses to evaluate their comprehension. Suggested responses follow about solutions that are discussed:

#### a) helping those who are suffering from AIDS

United Nations agencies are involved. Unicef programs working with street children provide medical care. The UN World Food programme supports school feeding programs to improve nutrition to those who have AIDS and help them stay healthy longer and resist falling ill.

#### b) reduce the incidence of AIDS in Lesotho

King Letseii III and government ministers are campaigning to prevent AIDS. UN agencies have programs in Lesotho.

#### c) assist orphans of AIDS

Elderly relatives take care of orphans. Unicef works with street children on preventing AIDS and providing medical care. The UN's World Food Programme includes a school-feeding program that funds providing 2 meals a day in schools in Lesotho. There are programs to promote the rights of street children. The government of Lesotho has begun to offer free education to all Basuto children.

### D Personal Response

The personal response section is designed to provide a variety of opportunities for students to get to expand and express their understanding of some of the key issues that underpin the reading as well as an appreciation of the work that is done by Africans. For each of the choices, the key issue is identified below with some guidelines on how to present the assignment to students.

#### 1. Compare and Contrast

- ⇒ Provide students with Student worksheet D 1a
- ⇒ Read the challenge for this activity with the students.
- ⇒ Remind students to refer back the Focus Article for ideas. Have students work independently to create a T-Chart to compare the information that they collate. (You may choose to provide students with the T-chart on Student

### 3. Searching for Solutions

- ⇒ Read the challenge to the students on Student Worksheet 5.
- ⇒ Help students identify the target information by using some of the prompt questions that follow.

#### Suggested Prompt Questions:

#### a) helping those who are suffering from AIDS

How does Unicef help street children? What program does the UN World Food Program run?

#### b) reduce the incidence of AIDS in Lesotho

Who is speaking out and campaigning to prevent AIDS in Lesotho? Which international organizations have programs in Lesotho?

#### c) assist orphans of AIDS

Who takes care of the orphans? What does Unicef do in Lesotho? Which program provides nutritional assistance to children? How are street children being helped? How has access to education changed in Lesotho?

### C Personal Response

#### 1. Compare and Contrast

- ⇒ Provide students with an adapted version of the original questionnaire (Student Worksheet page D 1b , "*Lifestyle Assessment: Possible Responses for a Child Living in Lesotho*".) Reread the Focus Article with students and collaboratively complete the questionnaire with information that appears in the Focus Article.
- ⇒ Provide students with the comparison T-chart

Worksheet 3.)

2. Have students write a brief paragraph in the space provided below Challenge D1 about how lifestyle is a factor in the struggle against HIV/AIDS and what they can conclude from the level of challenge that children in Canada and Lesotho face in their daily lives.

### 3. **Headline News**

- ⇒ Read challenge **D3** on the corresponding Student Worksheet with students.
- ⇒ Guide students to visit the photo essay by photographer **Steve Simon** entitled “**A Hopeful Vision**” at <http://www.stevesimonphoto.com/>.
- ⇒ Clarify with students how you would like them to submit their final product (printed hard copy or digitally).
- ⇒ Allow students to work independently to complete the challenge.
- ⇒ You may choose to evaluate their responses.

### **E Viewing *Tsepong - A Clinic Called Hope***

- ⇒ Provide to students the corresponding worksheet (**Activity E**).
- 1. **Preparation to view the film:** Before viewing the film, discuss with students the attributes which define excellent character. Refer to documents such as your Board of Education’s definition of Character, or other materials which you may have that highlight the attributes of fine character. Consider using the **Six Pillars of Character** which are illustrated and defined at <http://www.charactercounts.org/defsix.htm>.
- ⇒ Ask students to define what they think is meant by the phrase “an Everyday Hero” and note their definition on worksheet E1.
- ⇒ View the film, ***Tsepong—A Clinic Called Hope***.
- 2. **Four Corner Chat:** Provide students with the *Four Corner Chat* graphic organizer and read the challenge 2 on Student Worksheet E. Students work in groups to complete the task. Evaluate student comprehension of the film and responses to the various activities in section E with the corresponding rubric.
- 3. **Hall of Hope and Everyday Hero Poster:** Read the instructions for challenge 3 on Student worksheet E. Provide students with the appropriate rubric to further define objectives for this task.
- ⇒ Remind students to be prepared to explain why they have chosen to honour the person.
- ⇒ Create a display of the posters somewhere in

(Student Worksheet D1) to transfer the data from both copies of the questionnaire.

2. Instruct students to respond to the questions at the bottom of the chart to draw conclusions about their comparison.

### 3. **Headline News**

- ⇒ Read the challenge on Student Worksheet D3 with students.
- ⇒ Model for students how to write a catchy headline using Paragraph 1.
- ⇒ Help students identify one main idea for each paragraph.

### **D Viewing *Tsepong - A Clinic Called Hope***

- ⇒ After viewing the film, provide students with Graphic organizer entitled **Four Corners Chat: Everyday Heroes**). Read the challenge on Student Worksheet E. Then students work with teacher direction to complete the task.
- ⇒ Provide time for students to rehearse an oral presentation of their poster.

the school.

## F Extensions

The Extension activities are provided as enrichment which you may choose to use or omit. You may wish to assign certain activities, allow student choice(s), have students work individually or provide opportunities to work in groups. Rubrics are provided to help define objectives and provide a tool for evaluation.

1. **The Politics of AIDS:** Tracing the career of Stephen Lewis: Use the Reporting Back worksheet and rubric.
  2. **Viewing the films of Judy Jackson:** Use the Reporting Back worksheet and rubric.
  3. **Exploring the “OhAfrica Website” of the Ontario Hospital Association:** Use the Reporting Back worksheet and rubric.
  4. **International AIDS Conferences** - a research challenge: Use the Reporting Back worksheet and rubric.
  5. **Comparison of statistics that describe health care in Canada and Lesotho:** Use the Reporting Back worksheet and rubric.
  6. **UNICEF resources:** Asmina’s story is presented as a cartoon story. It is suitable for junior as well as intermediate readers since there are no specific sexual references. The photo journal at the same website has one specific reference to prostitution and one photo that demonstrates use of a condom. A comprehension worksheet and answers for teachers are available online.
  7. **Novel study: The Heaven Shop** by Deborah Ellis: The novel targets junior/intermediate readers (grades 6 to 9 reading level). It’s an easy read. Use the Reporting Back worksheet and rubric.
- \* See the list of **Additional Teacher Resources**. Many provide specific lessons and tasks.

## G Making A Difference For Others

- ⇒ Check with your administration if there are any guidelines you need to be aware of governing fundraising in the school, and gain approval in principle for working on a fundraising initiative.
- ⇒ Read the challenge with the students.
- ⇒ Have students discuss in a group of 3 to 5 students how they can help make a difference for others in the developing world.
- ⇒ Ask students to do a survey of non governmental organizations that are working in sustainable agriculture in Ethiopia. (They may

## G Making A Difference For Others

- ⇒ Model for students how to do an Internet Search.
- ⇒ Help students ask the necessary questions when they are deciding on a project to support.

already have collected some data if they completed the challenge entitled “Lyric Legacy”.) Have students present their findings to the class with their recommendation for a charity to support.

- ⇒ Through class discussion, select a charity they would like to support. To help them with their decision, have students look for evidence of collaborative decision making that includes the voices of Ethiopians, portraying a positive image of the people involved in the project, the stability of the project, how long the project has existed, how many people are helped through the project and any other criteria that might make doing the project an attractive venture.
- ⇒ Brainstorm fundraising activities that could be done by the class. Select an activity and make sure you have administrative approval.
- ⇒ Strike a subcommittee to work on organizational details.
- ⇒ Set a date, run the activity.
- ⇒ If possible, invite a representative of the organization to your school to receive a cheque.

## H Additional Teacher Resources:

### National Geographic Xpeditions Lesson Plans:

- **Africa's Struggle with AIDS** at <http://www.nationalgeographic.com/xpeditions/lessons/01/g68/africaaids68.html>
- **A Geographic Perspective on Africa** (mapping AIDS): <http://www.nationalgeographic.com/xpeditions/lessons/18/g912/gpafrika4.html>
- **Xpeditions Atlas**: <http://www.nationalgeographic.com/xpeditions/atlas/index>.
- **Asmina's Story** is a resource developed by UNICEF and available on their website at: <http://www.unicef.ca/portal/SmartDefault.aspx?at=1881>. Students can read the book online. There is also a Worksheet and directions for Teachers online. The following is the UNICEF synopsis of the resource:  
*"HIV/AIDS has affected every country in the world and in Malawi, many children and adults have died from HIV/AIDS. With so many adults gone, huge numbers of children have been left without parents to care for them and many children have to look after their younger siblings alone. Asmina's Story is about a 14 year old girl in Africa who is looking after her younger brother and sister because both of her parents have died.  
HIV/AIDS is threatening children as never before. A child under 15 dies of an AIDS-related illness every minute of every day, and a young person aged 15–24 contracts HIV every 15 seconds. But children are often the missing face of AIDS and we don't always hear about how they are being impacted. To learn more about the impact of HIV/AIDS on children, watch this photo essay. (Teachers - use this worksheet with solutions as a guide). There is no cure for AIDS. But young people can help to stop the spread of the disease. You need to know the facts first. Try the game: What Would You Do?"*
- Website: **African Voices** from the **Smithsonian Institute**: an extremely rich site with many visuals, interactive displays and voice explanations at <http://www.mnh.si.edu/africanvoices/>. While it would be a mistake to assume that all African markets are the same, the **Visit to Makola Market** would enhance students' understanding of the difference in Lifestyles between Canada and Lesotho. The Smithsonian also has an educational website with model lesson plans, a quicktime 60 minute tour of the museum, a photo gallery, and suggested activities at: <http://www.mnh.si.edu/africanvoices/>.

