



<b>Time</b>	45–60 minutes
<b>Level</b>	intermediate
<b>Skills</b>	speaking, reading
<b>Knowledge goal</b>	to make students aware of how HIV/AIDS affects poor countries and their people
<b>Materials</b>	Ss' worksheets: p. S1 – Ex. 1 (one per student) p. S2–S3 – Main activity – Information on HIV/AIDS p. S4 – Follow-up – Suggestions

## 1 Lead-in

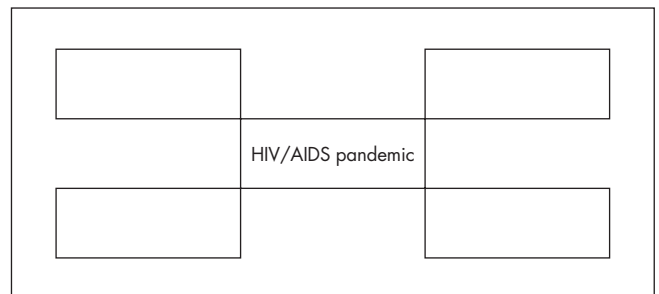
- Write "5+3" on the board. Tell the students that this is the topic of today's lesson. Ask them to come up with suggestions what the lesson will be about. Clues:
  - 1st clue: *How much is 5+3? Say it aloud!*
  - 2nd clue: *We will talk about a global health issue.*
  - 3rd clue: *We will talk about a disease that is a major challenge for the 21st century.*
- If the Ss still have not come up with the word "AIDS", write it on the board. Explain that "Five and three" is one of the numerous slang expressions used to refer to HIV/AIDS because  $5 + 3$  is 8 which sounds like "AIDS". This expression comes from Nigeria, from the Igbo language, spoken mainly in the east of that country. (originally "Ato nai ise").
- Ask Ss:
  - What words and ideas come to mind when you hear "AIDS"? Write them on the board.*
  - What does the abbreviation stand for?*  
(Correct answer: Acquired Immunodeficiency Syndrome).

## 2 Main activity

- Hand out a copy of the worksheet S1 to each student or display it via a data projector. Ask them to read the statements and to decide whether they are true or false. If possible, provide Ss with a map of the world.
- After Ss have finished, they make pairs and compare their answers. Then discuss it as a class:
  - Do your answers differ? What statement do you disagree about? Can you explain and support your opinions?*
- Put the information from p. S2 and S3 on the walls and ask Ss to walk around reading the info and report their findings to their group. Ss check their answers from Ex.1 and correct the false statements.
- Check it as a class.
- Dictate to Ss the following text. Then ask them if the number surprised them or not.

*HIV/AIDS in Africa is not just a health issue or high statistics. It is a barrier to development, halting and reversing decades of progress. Over 6,000 people in Africa died today, and every day, of AIDS and related complications.*

- Divide Ss into small groups and distribute a flipchart paper to each. Draw the following diagram on the board and ask Ss to copy it on their flipchart papers:



Ask Ss how they would define a "pandemic".

**Pandemic** is a disease that affects almost everyone in a very large area. The word "pandemic" is used to describe situations which are even more serious than an epidemic. Check it as a class.

- Choose 4 areas of life which Ss will work on and will put in the four squares of the diagram. Below in the key, we suggest the answers for the following areas:
  - Food production
  - Gender inequality
  - Education
  - Health sector
- Then ask Ss to think about:
  - how these four areas may compound the high HIV/AIDS prevalence in Africa
  - how these areas of life are affected by HIV/AIDS.

The task of each group is to find at least as many connections between the HIV/AIDS pandemic and the given areas as the number of Ss in the group. Ss indicate these connections by drawing arrows in the particular direction. Give them enough time to do this task – e.g. 10–15 min.

Help them with an example:

*HIV/AIDS pandemic* → *Food production*

*If farmers or their families become ill, they cannot work on their fields. As a result, there is not enough food for them or for others.*

- After Ss have finished their posters, invite them to present their charts to the other Ss. Each member of the group should present at least one connection. To avoid repetition, ask each group to comment just on one area and then the other groups add new connections. Then another group presents another area of life. Where no connection was found, the teacher can use the information in the key to explain it.
- Ask Ss:  
*Are there any other areas where HIV/AIDS can be a barrier to development and everyday life in Africa?*

**Possible answers:** economy, workforce, public expenditures, tourism.

### 3 Follow-up

- Ask Ss:  
*What do you think can relieve the current situation with HIV/AIDS in poor countries?*
- Distribute to each group a set of suggestions for relieving the current situation with HIV/AIDS in poor countries (p. S4). Ask groups to decide which suggestions they find the most efficient ones. Ss can also add their own ideas.
- Compare Ss' suggestions and discuss their pros and cons.

### 4 Ideas for homework

- A. Ss find out who Gugu Dlamini was. Then they can write an editorial or create a wiki on her, e.g. at Zoho.com.

**Gugu Dlamini** (1962–1998) – South African AIDS activist stoned to death by her neighbours after revealing that she was HIV positive.

- B. Ss search for stories of people who have been HIV positive and have publicly revealed their status. What were the reactions of their friends, relatives, family, and colleagues?

**Possible sources:**

[http://en.wikipedia.org/wiki/List\\_of\\_HIV-positive\\_people](http://en.wikipedia.org/wiki/List_of_HIV-positive_people)  
<http://www.avert.org/stories.htm>

## KEY

### Ex. 1

- A. **True**  
B. **False** – 96 % of people with HIV live in the developing world.  
C. **True**  
D. **False** – the current prevalence of HIV/AIDS among pregnant women in most countries of Southern Africa is 20 %.  
E. **False** – the five countries with most HIV-infected children are in Sub-Saharan Africa.  
F. **False** – not all children born to HIV positive mothers become infected. The percentage is between 25 and 40 % and can be lowered through prevention.  
G. **True**

**Sources: The UN, CIDA, WHO, AVERT**

<http://www.un.org/esa/population/publications/wpp2006/wpp2006.htm>  
<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/NIC-55134013-NQU#Top>  
<http://www.who.int/hiv/facts/hiv2003/en/index.html>  
<http://www.avert.org/aids-epidemic.htm>

### HIV/AIDS pandemic – connections:

#### 1. Food Production

HIV/AIDS pandemic → Food production

*Possible explanation: HIV/AIDS is devastating rural economies and food supply, as farmers become too sick to work or must put aside farming to care for ill and dying family members.*

Food production → HIV/AIDS pandemic

*Possible explanation: Malnourished and undernourished children and adults are less able to fight off disease, recover from illness and contribute to productivity. Unstable food supply can cause families to move to other regions. These migration movements have also been a contributing factor to the HIV/AIDS pandemic.*

#### 2. Education

HIV/AIDS → Education

*Possible explanation: HIV/AIDS keeps children out of school. Orphans can seldom afford school fees, books and uniforms. Children sometimes have to stay at home or earn money to care for sick parents, or younger siblings. Furthermore, teachers as a professional group have been hard hit by the disease. Schools cannot run without teachers.*

Education → HIV/AIDS

*Possible explanation: Education has been called the best social vaccine against HIV/AIDS. Education provides people with information about how to prevent the infection and how to take care of patients.*

#### 3. Gender Inequality

HIV/AIDS pandemic → Gender inequality

*Possible explanation: In areas with few health care facilities, when a person becomes ill from AIDS the care is usually a woman's responsibility. This care giving is usually in addition to many other tasks that women perform within the household, such as cooking, cleaning, and caring for the children and the elderly. The HIV/AIDS epidemic also affects young girls and elderly women. In households where both the husband and the wife are ill from AIDS, girls are usually the main carers, even if it means that they have to miss school.*

Gender inequality → HIV/AIDS pandemic

*Possible explanation: In some societies, women have few rights within sexual relationships and the family. Lack of power and resources make it difficult or impossible for women to insist on condom use by their partners. Violence against women has also helped spread the disease.*

#### 4. Health Sector

HIV/AIDS pandemic → Health sector

*Possible explanation: Nurses and doctors as a professional group have been hit by the disease. Health facilities cannot run without staff.*

Health sector → HIV/AIDS pandemic

*Possible explanation: Expensive medical treatment and bad access to the much needed medicines mean that the period between HIV infection and the actual outbreak of the disease is much shorter in African countries than in rich countries. Fragile or inadequate health systems in many African countries mean that other family members' time and energy are redirected towards caring for the ill at home.*

**Source:**

<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/NIC-55134013-NQU#Top>  
<http://www.avert.org/women.htm>



**Are the following statements true or false? Write T or F next to each statement.**

- A. The HIV/AIDS epidemic is spreading most rapidly in Eastern Europe and Central Asia.
- B. 65 % of people with HIV live in the developing world.
- C. The number of HIV-infected women is much higher in some African countries than the number of HIV-infected men.
- D. The current HIV/AIDS prevalence among pregnant women in many countries of Southern Africa is 10%.
- E. The five countries with most HIV-infected children are in North Africa.
- F. Children born to HIV positive mothers become infected too.
- G. It is expected that by 2010 there will be almost 50 million children living in Sub-Saharan Africa who have lost one or both their parents to HIV/AIDS.

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## **The Scale of the Epidemic**

Statistics for the end of 2007 indicate that around 33.2 million people are living with HIV, the virus that causes AIDS. Each year around 2.5 million more people become infected with HIV and 2.1 million die of AIDS.

Although HIV and AIDS are found in all parts of the world, some areas are more afflicted than others. The epidemic is currently spreading most rapidly in Eastern Europe and Central Asia, where the number of people living with HIV increased 150% between 2001 and 2007.

**Sources: The UN, CIDA, WHO, AVERT**



## **HIV/AIDS in Sub-Saharan Africa**

Ninety-six percent of people with HIV live in the developing world. The worst affected region is Sub-Saharan Africa, where in a few countries especially in Southern Africa, more than one in five adults is infected with HIV. The epidemic continues to grow in this region, with nearly a million new infections between 2003 and 2005. Life expectancy in Southern Africa, where HIV/AIDS prevalence is highest, has fallen from 61 to 49 years over the last 20 years as a direct result of HIV/AIDS.

**Sources: The UN, CIDA, WHO, AVERT**



## **Women & HIV/AIDS**

In some African countries, three quarters of those infected are women – many of whom have not had more than one sexual partner. In six African countries (Botswana, Lesotho, Namibia, South Africa, Swaziland and Zimbabwe) more than one in five of all pregnant women have HIV/AIDS. In Swaziland, nearly 40 % of pregnant women are HIV-positive.

**Sources: The UN, CIDA, WHO, AVERT**



## **Children & HIV/AIDS**

The top 10 countries worldwide with the greatest number of infected children are in Sub-Saharan Africa. Without prevention efforts, 25 %–40 % of children born to an HIV positive mother will be born HIV-positive.

In Sub-Saharan Africa alone, an estimated 11 million children have been orphaned by HIV/AIDS; another 13 million children worldwide have lost at least one parent to HIV/AIDS. This number is expected to double by 2010. When children are orphaned, many of them have to leave school to work or take care of younger brothers and sisters. Most will not return to school. Much of this generation's potential will be lost.

**Sources: The UN, CIDA, WHO, AVERT**





### **Prevention campaigns in schools**

People, and especially children and youngsters, must know how to prevent infection, how to find out if they are HIV-positive, and how to take care of infected people.

### **Condoms for free**

Handing out condoms for free so that even very poor people can use them. It is natural that people have sex, but they must have the opportunity to protect themselves from the infection.

### **Obligatory HIV tests**

People should know their HIV status, so that they do not infect others. Everybody will have to take an HIV test at least once a year.

### **Better access to medicines relieving the disease**

The situation of the infected must be improved. Medicines for people suffering from AIDS related diseases will be handed out for free.



### **More support for women's rights in the legislation of poor countries**

Women must have a say in their sexual relationships. If they don't, they will never be able to protect themselves against infection.



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