

KS4 - HIV/AIDS TODAY

Subject(s):

Curriculum Links	
Citizenship: 1.1 b, 1.3 c, 2.1 a, 2.1 d, 2.2 b, 3h, 3n	English: 1.1 a, 1.1 b, 1.4 b, 1.4 c, 2.1 j, 2.2 a, 2.3 k, 3.1 d, 3.2 j
PSHE : 1.2 a, 1.3 b, 1.5 b, 2.2 a, 2.2 c, 2.3 c, 2.3 d	ICT: 2.1 d, 2.1 e

Time: Three 60 minute sessions

Lesson objectives:

- Learn about the current AIDS epidemic.
- Identify factors that contribute to new cases of HIV infection.
- Define public and personal roles and responsibilities in HIV prevention.

Session One

PART 1: Introduction

Time: 15 minutes

Preparation:

- ICT access
- Class set of Handout 1

Instructions

1. Begin with a group discussion. Ask students when they first heard about the AIDS epidemic. What did they learn? What emotions do they associate with learning about HIV and AIDS? Can they imagine a time before AIDS? Do they think about HIV and AIDS now? If so, what do they think about?
2. Explain that the AIDS epidemic in the United States began in the early 1980s and triggered the UK's awareness of the subject. At first, no one knew what AIDS was or that a virus (HIV) caused AIDS. People were very frightened about this mysterious and seemingly lethal illness. Since it is very hard to direct fear at an illness itself, many people focused their fears on people with HIV and AIDS.
3. Ask students to define the term discrimination. What fuels discrimination? Expect responses such as fear, prejudice, misinformation. What can reduce discrimination? Expect responses such as education, compassion, laws.

*For more on discrimination related to HIV/AIDS, its causes, effects and ways forward see:

www.avert.org/hiv-aids-stigma.htm

PART 2: Web Quest

Time: 45 minutes

1. Distribute **Handout 1: Current state of the AIDS epidemic.**

Ask students to complete the questions in their own words, using the weblinks to help them.

Session Two

PART 3: Web Quest Analysis

Time: 25 minutes

1. Ask students what they learned online. Discuss students' research. Focus particularly on: Where is the epidemic the worst? Why? What groups are disproportionately represented among new HIV infections in the world? Is action to limit the spread of HIV working? Why/Why not?
2. As a class compare and contrast the HIV/AIDS situation in Western Europe (UK) and Africa (Ethiopia) (eg. number of people infected, availability of medications, level of education about prevention etc.)

PART 4: Group Discussion

Time: 35 minutes

1. Divide students into small groups. Ask each group to discuss the following questions, in relation to UK and Ethiopia. Be sure to have one person from each group recording the responses.
 - a. What do you think people should do about the AIDS epidemic both at home and overseas?
 - b. Who is really responsible for HIV prevention?
 - c. To what degree is HIV prevention a personal matter pertaining to individual behavior?
 - d. How is prevention a public health issue as well?
 - e. What can make prevention programs effective?
 - f. Would one prevention program work for all young people? Why or why not?
2. Reconvene as a class to discuss the answers.

Session Three

Part 5: HIV/AIDS Jigsaw

Time: 60 minutes

Preparation:

- Class set of Handout 2
- One copy of each reading from HIV articles

1. Ask students to work in seven small groups. Give each group one article on HIV/AIDS to read and discuss as a group.
2. Distribute Handout 2. Each student will be responsible for completing a copy of the handout as they read their assigned article with their group.
3. When all groups are finished with Handout 2, create new groups. Each new group should be made up students who have read one (different) article each (jigsaw method). The students will then take turns to present the information they have learned from their article to the group. Encourage the students to pose questions and discuss the different aspects they found in their articles.
4. Reconvene as a class to discuss what was learned about how different areas in the world combat HIV/AIDS.

Adapted from

<http://www.pbs.org/newshour/extra/teachers/lessonplans/health/aids/>

By Deborah R. Schoeberlein, RAD Educational Programs