

Children and HIV & AIDS Grades 7–8

DVD Activities Circle of Friends

Photo Puzzler

Students will

- use prior knowledge and experiences to make inferences about children's lives in Malawi
- respond to images in ways that demonstrate understanding of the underlying social context
- contribute and work constructively in groups

Related International Dates

- World AIDS Day (December 1); UN International Day of Families (May 15)

Note to Teachers

The following activities introduce the topic of HIV and AIDS and its effects on five school friends in rural Malawi. The activities work best as a linked unit supported by the Circle of Friends video. The stories of these children put a human face on the issue and show one community's response to the challenges of the disease.

Preparation

- Photocopy two sets of *Circle of Friends* photos 1–8 (pages 76–83). Cut one set into puzzle pieces (one puzzle piece per student, or approximately four or five per photo).
- Provide markers, chart paper, masking tape and glue for eight groups.
- Review *Some Basic Facts on HIV and AIDS* and *HIV and AIDS in Malawi* (pages 84–85).
- Preview *Circle of Friends* on the GEAR DVD and provide DVD viewing equipment.

Instructions

1. Distribute one photo puzzle piece to each student. Explain that the puzzle pieces form eight different photos. The objective is for each student to find the others who have pieces that complete their puzzle. Allow students to move around the room and gather with their groups.

2. Once groups have formed, distribute chart paper, tape, glue and markers. Instruct students to assemble their puzzles and glue them in the centre of the chart paper. Distribute original uncut photos afterwards. *Note: If possible, provide the puzzle pieces in colour, although it will be more challenging with black and white photos.*
3. Instruct groups to study their photos carefully. Students brainstorm questions about what is happening in the photo. Tell them to write these questions on the chart paper and draw arrows to the detail(s) in the photo that relate to each question. For example: *What are the boys studying? Why does the school have no roof?*
4. Using details and clues from the photo, their own knowledge and experience, and ideas formed during their initial questioning, students form hypotheses about the people, places and activities in the photo. Draw their attention to the following questions on the board (or on an overhead transparency) to guide their discussion:
 - Who are the people in the photo? (e.g., teacher, students)
 - Where do you think this photo was taken?
 - Describe what is happening in the photo and why it is happening.
5. Students complete the group discussions and reach a consensus on a single hypothesis that answers all the above questions. This hypothesis is recorded on the chart paper. For example: *Two boys in an African country are cooking their meal over a fire because they do not own a stove.*
6. Once completed, post all the chart papers around the room. Students circulate and read them. Explain that the photos give a glimpse into the lives of a group of friends in Malawi (locate on world map). *Note: The chart paper projects can be saved for use in the Matching Captions DVD activity.*

Follow-up Activities

- Complete *Meet Children in Malawi* DVD activity (page 86) to learn more about the people in the photos. After watching the video, students can change their hypotheses to include any new information.
- Complete other activities from the *Circle of Friends* study guide at WorldVision.ca/resources

Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



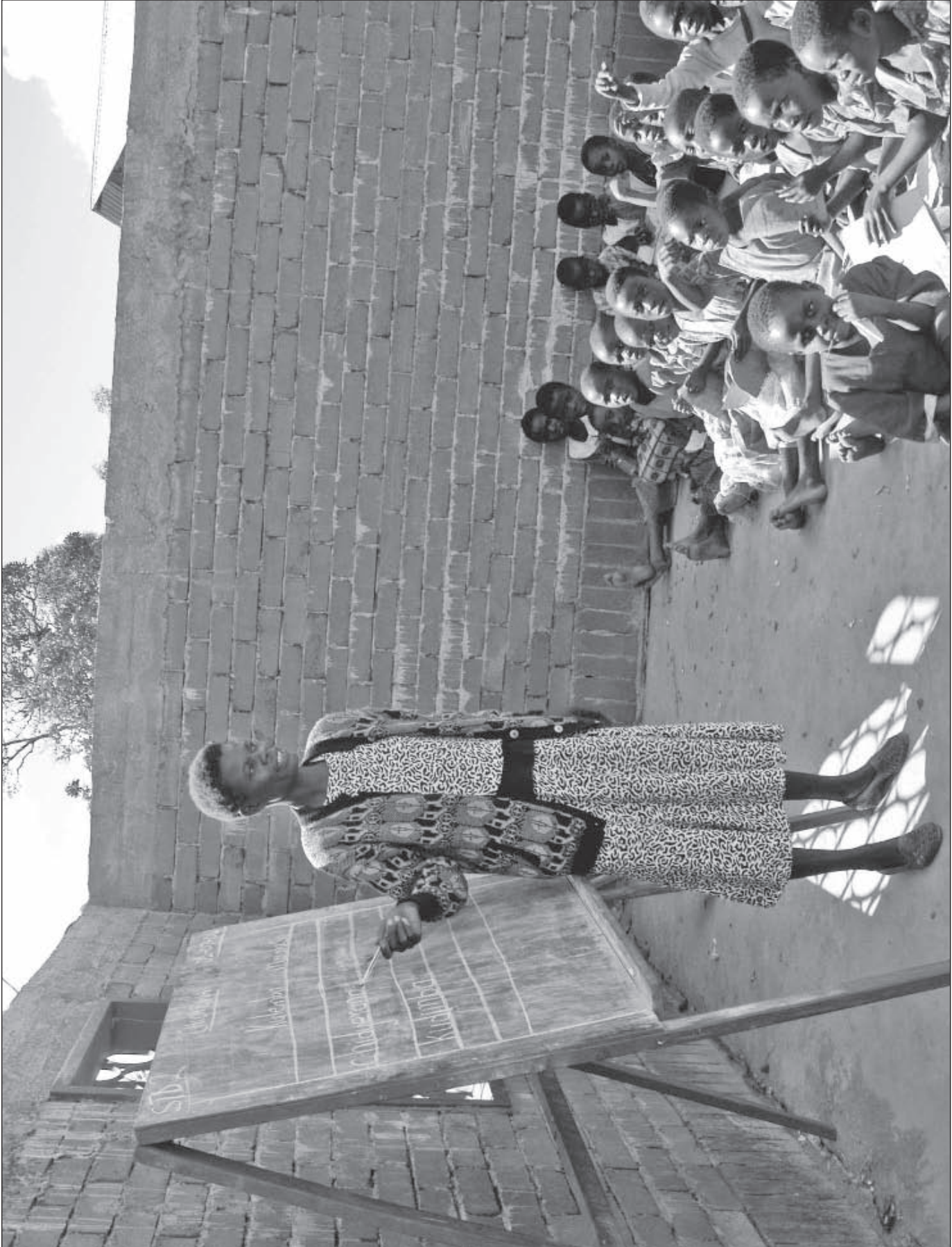
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Circle of Friends



Children and HIV & AIDS

Grades 7–8

Background Information

Some Basic Facts on HIV and AIDS

Human	Affects humans	Acquired	Not born with or inherited, but developed
Immunodeficiency	Weakness of the immune system	Immune Deficiency	Weakness of the immune system
Virus	A type of micro-organism	Syndrome	A set of signs or symptoms that are common for a certain condition or disease

1. AIDS is caused by HIV.

Acquired Immune Deficiency Syndrome (AIDS) is caused by the Human Immunodeficiency Virus (HIV), which damages the body's immune system. People who have AIDS become weaker because their bodies lose the ability to fight all illnesses. They eventually die.

2. People who have the virus are known as *HIV-positive*.

Once the immune system is damaged, HIV-positive people develop a group of diseases that are known as AIDS. Tuberculosis, pneumonia, skin cancer, fevers or other infections take hold and eventually cause death. There is no cure for HIV but it can be controlled through drugs called *anti-retrovirals* (ARVs).

3. The onset of AIDS can take up to 10 years.

The onset of AIDS can take up to 10 years from the time of infection with HIV. Therefore, a person infected with HIV may look and feel healthy for many years, but still be able to infect someone else. New medicines (ARVs) can help a person stay healthier for longer periods of time but the person will still have HIV and can transmit the virus.

4. HIV is transmitted through HIV-infected bodily fluids.

HIV is transmitted through the exchange of any HIV-infected bodily fluids. Transfer may occur during all stages of the infection/disease. HIV is found in the following fluids: blood, semen, vaginal secretions and breast milk. This means HIV can be transmitted through injected drug use, blood transfusions, sexual intercourse, childbirth and breastfeeding. HIV is most frequently transmitted sexually.

5. HIV is not transmitted by everyday contact.

HIV is *not* transmitted by: hugging; kissing; shaking hands; casual contact; swimming pools; toilet seats; sharing eating utensils, food or bed linen; mosquito or other insect bites; coughing or sneezing.

6. The risk of sexual transmission of HIV can be reduced.

Condoms and other “barrier” birth control methods can reduce the risk of sexual transmission of HIV. They do not guarantee protection. People who have sexually transmitted infections (STIs) are at greater risk of being infected with HIV and of transmitting their infection to others. Abstinence is the only 100% way of protecting yourself from sexually transmitted HIV.

7. People who inject themselves with drugs are at high risk of becoming infected with HIV.

HIV can also be transmitted when the skin is cut or pierced using an unsterilized needle, syringe, razor blade, knife or any other tool. People who inject themselves with drugs or have sex with drug users are at high risk of becoming infected with HIV. Moreover, drug use alters people's judgment and can lead to risky sexual behaviour, such as not using condoms.

8. Everyone deserves compassion and support.

HIV/AIDS does not care about the colour of your skin, your religious beliefs, your sexuality, your age or your socio-economic standing—it is an equal opportunity virus. Discriminating against people who are infected with or affected by HIV and AIDS violates individual human rights and endangers public health. Everyone infected with and affected by HIV and AIDS deserves compassion and support (Article 2 of the Convention on the Rights of the Child).

Source: Adapted from “The Voices of Youth” website at: www.unicef.org.voy

Children and HIV & AIDS Grades 7–8

Background Information

HIV and AIDS in Malawi¹

Malawi is one of the worst AIDS-affected countries in southern Africa, with the eighth-highest adult prevalence rate in the world (14.1 per cent in 2006)². The estimated number of people living with HIV and AIDS at the end of 2006 was 940,000.

HIV infection is increasing in younger age groups, particularly among women. Less than 3 per cent of people know their HIV status, despite high general awareness of HIV and AIDS.

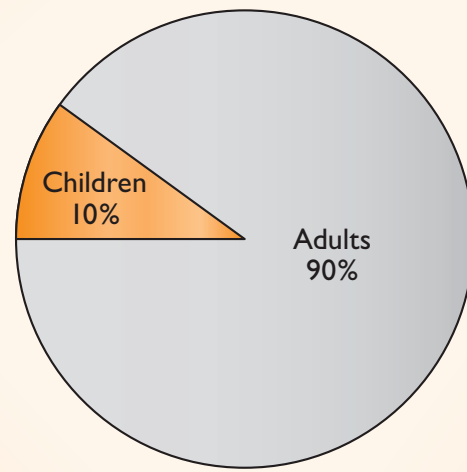
Life expectancy at birth is 41 years for men and 42 years for women, down from 47 years in 1991, but up from 38 years in 2002. Loss of large numbers of the country's workforce due to ill health is affecting productivity and damaging the economy.

There is much social distress as orphans, vulnerable children, widows and extended families struggle to cope with sickness and the cycle of poverty. There are 550,000 children under the age of 18 who have been orphaned by AIDS.

AIDS threatens Malawi's social networks, economic growth and political stability, and is causing an ongoing and deepening humanitarian crisis.

However, changes are starting to happen. Malawi has been successful in mobilizing resources for HIV and AIDS control. In 2003, Malawi signed an agreement with The Global Fund to receive US\$196 million over the next five years. The World Bank, through its Multi-Country AIDS Program (MAP), also approved US\$35 million over four years. Over time the aim

Proportion of adults and children living with HIV and AIDS in Malawi



is to reverse the rapidly increasing growth of HIV and AIDS in Malawi.

HIV and AIDS in Nthondo

Evidence of the effects of HIV and AIDS can be seen everywhere in Nthondo (n-ton-do). Churches sometimes hold six funerals a week and graveyards are expanding. When Malawi was hit by droughts in 2002 and 2003, harvests failed and people went hungry. People already weak with AIDS didn't survive and the number of orphans in Nthondo increased.

In Malawi, children are called orphans when they have one parent as well as when they have no parents. In 1999, one village in Nthondo had five orphans under five years old. Four years later in 2003 the same village had 100 orphans.

With 15 per cent of adults being HIV-positive, approximately 1,500 more parents will die. This might leave 4,500 more orphans needing care in Nthondo.

Nthondo Fact File

Population: 20,000
 Number of villages: 157
 Number of households: 4,500
 Children under 15 years: 7,334
 Number of orphans: 1,753
 Households looking after orphans: 1,262
 Home-based care patients: 337

¹ Source: UNAIDS Global Report 2006 Data. http://www.unaidsrtesa.org/countries/malawi/malawi.html#global_report

² Source: CIA World Factbook, June 2008. <https://www.cia.gov/library/publications/the-world-factbook/rankorder/215rank.html>

Children and HIV & AIDS Grades 7–8

Meet Children in Malawi

Students will

- respond to images in ways that demonstrate an understanding of their underlying social context
- apply critical thinking skills and prior knowledge to a significant issue
- ask questions to clarify thinking

Related International Dates

- World AIDS Day (December 1); UN World Health Day (April 7)

Preparation

- Preview the *Circle of Friends* video and cue on DVD viewing equipment.
- Photocopy a class set of the *Circle of Friends Anticipation Guide* (page 87).
- Review *Some Basic Facts on HIV and AIDS* and *HIV and AIDS in Malawi* (pages 84–85).
- Provide a world map.

Instructions

1. Before watching the video, explain that *Circle of Friends* is about a group of friends living in a rural community in Malawi, Africa. The video focuses on the effects of HIV and AIDS on the Nthondo community and the strategies its people use to cope with the disease. Locate Malawi on a world map. Share background information from *Some Basic Facts on HIV and AIDS* and *HIV and AIDS in Malawi*.
2. Distribute one copy of the *Anticipation Guide* to each student. Instruct students to complete the worksheet individually. Students read each statement, decide whether they “agree”, “disagree” or “don’t know” in response to the statement, and circle the appropriate answer in the “Before Viewing” column. Ask them to share their responses with a partner and discuss where their opinions differ.

3. View the *Circle of Friends* video.

4. After viewing, have students individually complete the “After Viewing” column of their *Anticipation Guide*. Once again, partners share their responses and discuss whether any of their opinions changed as a result of watching the video.

Discussion

Review and discuss students’ observations and opinions on the topics raised in the video.

- How did you feel watching the video? Were some parts harder to watch than others?
- What did you learn from watching the video? Did any of your opinions in the Anticipation Guide change? If so, about which statements and why?
- What surprised you about Nthondo?
- Review the *Children’s Rights Hoopla Cards: A Summary of the UNCRC* (page 36). Which rights in the community of Nthondo have been affected by HIV and AIDS?

Follow-up Activities

- Divide students into groups of five or six. Each group chooses one of the three stories and develops a series of dramatic tableaux or mime scenes that tell the stories of the protagonists, with students taking on various roles. Watch the video again to refresh students’ memories. Each group presents its dramatic scenes to the class with one student narrating the action for each scene. This activity helps reinforce understanding of the individual children’s stories.
- Complete *Matching Captions* DVD activity (page 88).
- Complete other activities from the *Circle of Friends* study guide at WorldVision.ca/resources

Student Worksheet

Children and HIV & AIDS
Grades 7–8**Circle of Friends Anticipation Guide**

Name: _____

Before viewing the video *Circle of Friends*, circle “Agree”, “Disagree” or “Don’t know” for each statement in the “Before Viewing” column. After you watch the video, circle the appropriate statement in the “After Viewing” column. Check to see if your opinion has changed.

Before Viewing	Statements	After Viewing
Agree / Disagree / Don't know	Children who live in Malawi, Africa, probably have different goals in life from children who live in Canada.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	Children should not have to go to school AND work.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	AIDS affects only the people who have it.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	Doctors and medicine are available for everyone.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	Providing an education is one of the most important ways to help people get jobs.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	One of the biggest challenges for a community is to care for children orphaned by AIDS.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	One of the most important roles for a parent is to teach children new skills.	Agree / Disagree / Don't know
Agree / Disagree / Don't know	Very little is being done about HIV and AIDS in Africa.	Agree / Disagree / Don't know

Children and HIV & AIDS Grades 7–8

Matching Captions

Students will

- respond to images in ways that demonstrate understanding of their underlying social context
- understand that HIV and AIDS impacts communities in various ways
- apply critical thinking skills (comparing and inferring) to a significant issue
- draw conclusions and communicate connected ideas

Related International Dates

- World AIDS Day (December 1); UN World Health Day (April 7); International Day of Families (May 15)

Preparation

- Make one copy per group of *Photo Captions* (page 89).
- Provide a pair of scissors and glue for each group.
- Provide group chart papers created in the *Photo Puzzler* activity (page 75).
- Optional: Copy *Safe Water Cause and Effect Web* graphic organizer, one for each group (page 66).

Instructions

1. Place students in the same groups they worked with for the Photo Puzzler activity. Distribute one set of the photo captions to each group. Display the *Photo Puzzler* group chart papers randomly on the board or on the walls and number each one.
2. Ask groups to match each caption with the number of the photo that best describes it. Once they have determined all the matches, cut out and glue the correct photo caption on their own “puzzle” photo.
3. Discuss the meaning of “impact” with the class. Use the example below to help with the discussion.

Impact: *The negative or positive effect of one thing on another.*

Example: *The impact of not getting enough sleep is that you don’t perform well in school (negative effect). The impact of being praised is that you feel proud of yourself and your abilities (positive effect).*

Ask groups to brainstorm more examples of “impact”, either positive or negative, from their own experience. Share these ideas with the class.

4. Many parents in Nthondo have died from AIDS and left orphaned children behind. *Note: Orphans may have lost one or both parents.* This one impact has even further impacts on the community. In their groups, ask students to identify and project further impacts of AIDS on the Nthondo community (e.g. children not attending school, children responsible for tending crops, loss of family income, etc.) Identify the impacts of AIDS that link specifically with their group “puzzle” photo. Transfer these ideas onto the chart papers. *Note: For this activity use the blank cause and effect web organizer from the Safe Water for All unit (page 66) to record impact ideas.*
5. Invite each group to share their photos, the matching captions and their “impact” ideas with the class.

Connecting to Rights

- In groups, review details of the stories of Jessie, Chimwemwe, Lute, Benson and Benwell. It may be necessary to watch the video again. Refer to the *Children’s Rights Hoopla Cards: A Summary of the UNCRC* (page 36). Using information from the *Circle of Friends* DVD and from the chart papers created in the *Photo Puzzler* activity, determine which rights are upheld or denied for the children. Fill in the *Circle of Friends: What Are Their Rights?* chart (page 90) to summarize ideas. Share with the class.

Follow-up Activities

- In groups, choose one of the three stories. Propose a three-to-five step Action Plan that the child/children might take to help realize their future dreams. What resources or help will they need? Share action plans with the class and vote on the most feasible action plans for each child.
- Complete other activities from the *Circle of Friends* study guide at WorldVision.ca/resources

Reproducible Master

Children and HIV & AIDS
Grades 7–8**Photo Captions**

For use with Matching Captions post-viewing activity

Photo #	Caption
	Chimwemwe visits her parent’s grave with her family for the first time. It is a sad occasion, reminding her of their loss and difficulties. There are many small cemeteries like this around villages in Nthondo because so many parents have died from AIDS.
	Benson and Benwell are studying plant nutrients and soil in their agriculture class and the life cycle of the housefly in science. They do their schoolwork in English. With no electricity or windows, it’s too dark inside to read. They miss their father who used to teach them lots of things and help them learn English.
	This grade 2 class learns to write in their language, Chichewa. Their parents are helping make concrete tiles needed to finish the classroom roof. There is a teacher shortage because of HIV and AIDS, so classes may have up to 90 students. Some schools have to teach outside because there are not enough classrooms with desks and chairs.
	Jessie and her classmates perform an anti-AIDS song that helps people learn how to prevent the virus from spreading. All community events include music and because AIDS is such a big issue, everyone remembers the words.
	Cooking takes a while when you first have to collect wood to build your fire. Benson and Benwell have put a pot of water on the fire to boil. They also sweep around the house, do the dishes, look after livestock, wash their clothes and work in the garden.
	Community volunteers run a childcare centre for orphans and vulnerable children. The pre-school children get a meal, play games and prepare for school. The volunteers check the children’s health too. If parents are sick or working, they send their younger children here two mornings a week, so older brothers and sisters can go to school instead of staying at home to care for their younger siblings.
	Chimwemwe and Lute earn some extra money for food to help their family survive. They work for other people after the maize harvest, removing husks off the cobs. Their grandmother can’t provide for all of their needs.
	On weekends and holidays, Chimwemwe and Lute pound maize kernels in a wooden bowl to make flour. It takes a long time and is hard work. If they do some of this pounding by hand then they might have enough money to finish the grinding at the flour mill.

Reproducible Master

Children and HIV & AIDS
Grades 7–8**Circle of Friends: What Are Their Rights?**

Category	Name of child	The right to...	Upheld or Denied
Survival right			
Development right			
Protection right			
Participation right			