

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 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.

Activity #4: ACCESS TO TREATMENT

DIRECTIONS

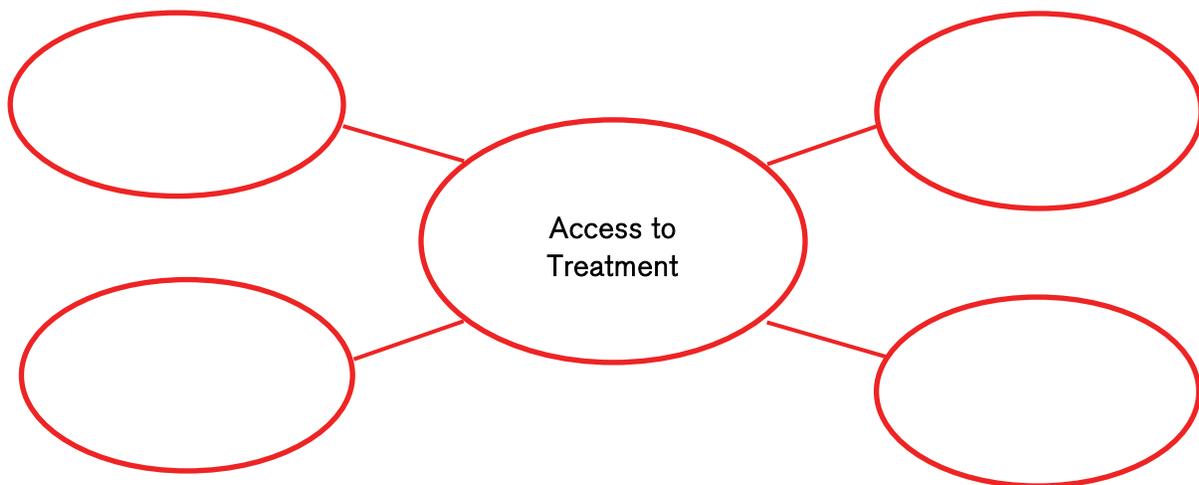
Read the following text on HIV and AIDS treatment and brainstorm reasons why a person may or may not be able to access treatment. Use the bubble map below and add additional bubbles to record your answers.

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.

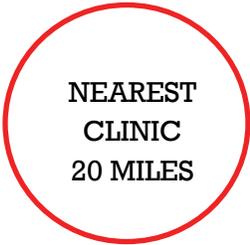
While ART is lifesaving, it is also expensive. Due to high costs and strict patent laws, most people living with HIV and AIDS around the world cannot afford these drugs. Most people living with HIV in the developing world still have very limited access to ART and often only receive treatment for the 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>