

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 4: HIV and AIDS Around the World

Objectives:

- Students will be able to identify the scale of the HIV and AIDS epidemic on a global scale.
- Students will be able to describe the impact of HIV and AIDS, particularly as it relates to children and youth.
- Students will be able to analyze how income and community support affects one's ability to cope with HIV.
- Students will be able to identify local, national, and international resources available to help those with HIV.

Materials needed: Student Activity #6, Student Activity #7

Time: 50 minutes

Introduction: (15 minutes)

1. Group students together and give each group a copy of the regional HIV map and statistics handouts <see **Student Activity #6**>. Instruct groups to make educated guesses as to which region highlighted on the map fits with each regional statistic. If students need prompting, ask them to look at how many people are living with HIV versus the AIDS related deaths. Have them consider if the death toll is high, whether the region has good or poor health care. Once the task is complete, go over the answers <see Teacher's Key>.
2. As a class, discuss the following questions:
 - a. Did any of the statistics surprise you?
 - b. How do you think HIV affects each region's health care system?
 - c. What impact does HIV have on a nation's work force?
 - d. How do you think each region handles the thousands of orphans?

Lesson: (30 minutes)

3. Instruct students that they will now look at a few case studies to analyze the impact of HIV on people around the world. Break students up into five groups and give each student a case study and a set of questions to consider <see **Student Activity #7**>. Students should read and discuss the case study, then record responses to the questions on their individual handout (approximately **15 minutes**).
4. Jig-Saw: Split students up into 5 groups again, but with a student from each case study represented in each group. Each student will briefly share their case study summaries and responses to the group (approximately **15 minutes**). Encourage students to highlight similarities and differences between case studies as students are sharing.

Exit ticket/Homework: (5 minutes)

Instruct students to discuss with a partner or write down whether they agree or disagree to one of the following statements based on what they learned from the case studies:

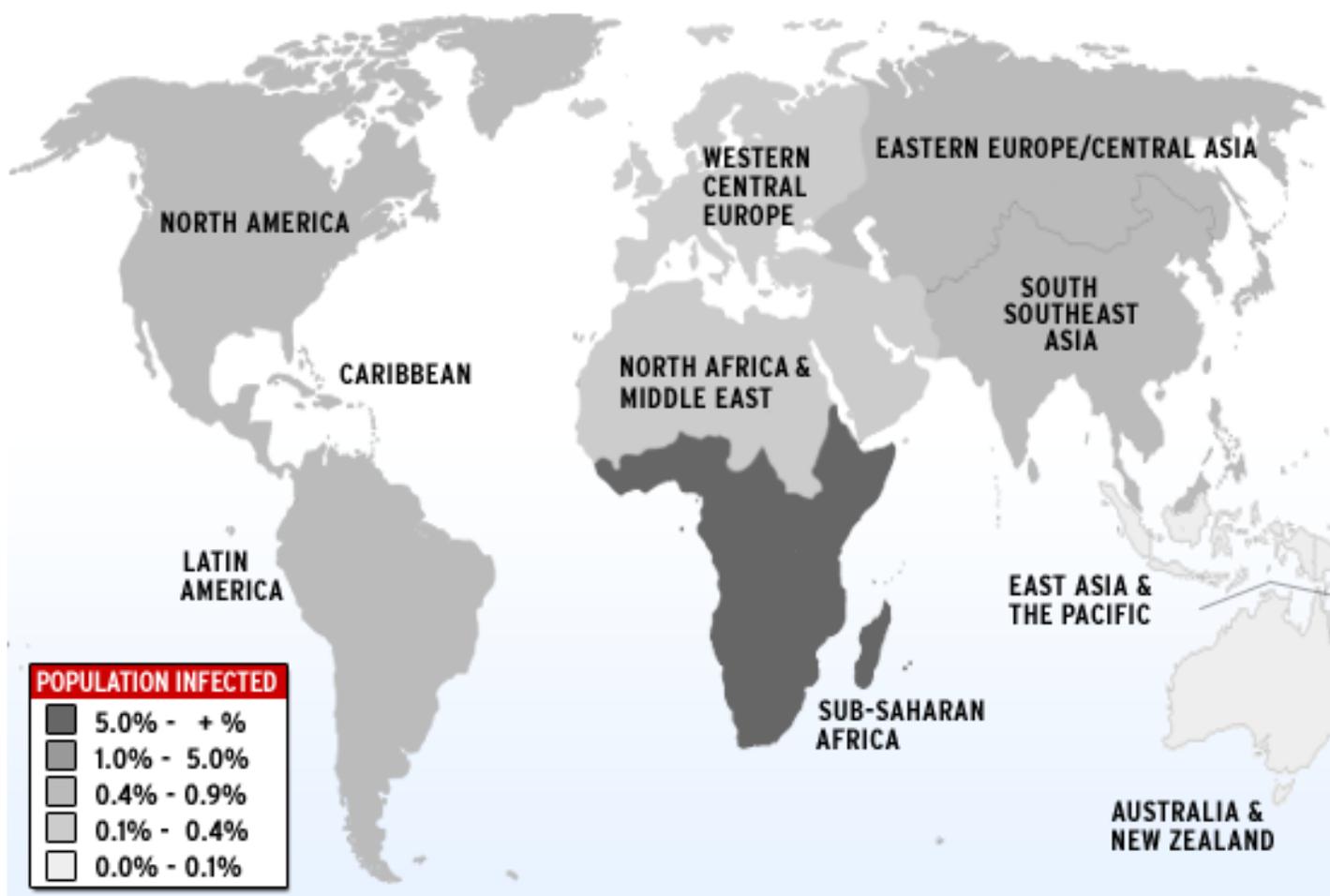
- The stigma and discrimination associated with HIV and AIDS are as devastating as the illness.
- There is little chance for survival if you have HIV and live in the developing world.
- HIV and AIDS does not discriminate – the impact is the same no matter where you live.

Activity #6: REGIONAL HIV STATISTICS

DIRECTIONS

Make educated guesses as to which region highlighted on the map fits with each regional statistic (data from UNAIDS, 2012). Write the region on the blank above the corresponding statistics.

A Global View of HIV Infection



Source: UNAIDS, 2012

Activity #6: REGIONAL HIV STATISTICS

1. REGION: _____

People living with HIV: 23,500,000
AIDS related deaths: 1,200,000
AIDS orphans: 14,800,000

2. REGION: _____

People living with HIV: 830,000
AIDS related deaths: 60,000
AIDS orphans: 52,000

3. REGION: _____

People living with HIV: 53,000
AIDS related deaths: 1,300
AIDS orphans: 6,300

4. REGION: _____

People living with HIV: 4,200,000
AIDS related deaths: 270,000
AIDS orphans: 1,000,000

5. REGION: _____

People living with HIV: 1,500,000
AIDS related deaths: 90,000
AIDS orphans: 73,000

6. REGION: _____

People living with HIV: 860,000
AIDS related deaths: 9,300
AIDS orphans: 26,000

7. REGION: _____

People living with HIV: 330,000
AIDS related deaths: 25,000
AIDS orphans: 96,000

8. REGION: _____

People living with HIV: 1,400,000
AIDS related deaths: 20,000
AIDS orphans: 140,000

9. REGION: _____

People living with HIV: 230,000
AIDS related deaths: 10,000
AIDS orphans: 140,000

10. REGION: _____

People living with HIV: 1,400,000
AIDS related deaths: 57,000
AIDS orphans: 240,000

Activity #6: REGIONAL HIV STATISTICS Teacher's Key

1. REGION: SUB-SAHARAN AFRICA

People living with HIV: 23,500,000
AIDS related deaths: 1,200,000
AIDS orphans: 14,800,000

2. REGION: EAST ASIA & THE PACIFIC

People living with HIV: 830,000
AIDS related deaths: 60,000
AIDS orphans: 52,000

3. REGION: AUSTRALIA & NEW ZEALAND

People living with HIV: 53,000
AIDS related deaths: 1,300
AIDS orphans: 6,300

4. REGION: SOUTH & SOUTHEAST ASIA

People living with HIV: 4,200,000
AIDS related deaths: 270,000
AIDS orphans: 1,000,000

5. REGION: EASTERN EUROPE & CENTRAL ASIA

People living with HIV: 1,500,000
AIDS related deaths: 90,000
AIDS orphans: 73,000

6. REGION: WESTERN CENTRAL EUROPE

People living with HIV: 860,000
AIDS related deaths: 9,300
AIDS orphans: 26,000

7. REGION: NORTH AFRICA & MIDDLE EAST

People living with HIV: 330,000
AIDS related deaths: 25,000
AIDS orphans: 96,000

8. REGION: NORTH AMERICA

People living with HIV: 1,400,000
AIDS related deaths: 20,000
AIDS orphans: 140,000

9. REGION: CARIBBEAN

People living with HIV: 230,000
AIDS related deaths: 10,000
AIDS orphans: 140,000

10. REGION: LATIN AMERICA

People living with HIV: 1,400,000
AIDS related deaths: 57,000
AIDS orphans: 240,000

Activity #7: CASE STUDY Lobha's Story - India

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Lobha and her husband were living in Delhi, India, where he was working as a laborer. When he became unwell, they could not afford to take him to the doctor so they returned to Orissa to get help from his family. He was diagnosed with TB and both Lobha and her husband had their blood tested. Lobha had to find out that she and her husband were HIV+ from gossip in the village. Her result had been given to the eldest brother of the family. She was just told what not to do: don't sleep with your husband, don't cut vegetables with a knife. The family separated everything in the house: sheets, utensils, food, everything. The family started to force them out saying that they brought the disease on themselves and could not infect the rest of the family. Four months before her husband died, they were moved to the cowshed on the property. It was winter and there were no walls. "We were cold, but my mother-in-law would not let us into the house. After he died, I begged them to help me but they shut the door claiming I would also die within the year and my son was cursed."

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Yiga's Story - Uganda

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Yiga is an AIDS orphan. He is 16 years old and lives in Buzimba Village, Uganda. Yiga's father had AIDS and died 10 years ago when Yiga was only six. Yiga's mother died when he was a baby. He lives with his 85-year-old grandfather and two other AIDS orphans who are five and six years old. Yiga's days are very busy. In addition to going to high school, he works on his grandfather's farm growing coffee and food for the family. He worries about his education. Recent problems with the coffee harvest have made it difficult for him to make enough money to support his family and pay for his schooling. Yiga wishes he could continue going to school but is afraid he will have to drop out in order to care for his family.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Anne's Story - Kenya

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Anne is a 42-year-old grandmother of six children living in Korogocho, one of the worst slums in Nairobi, Kenya. Anne is a widow and the sole source of income for her family. Her husband died during her last pregnancy. Anne discovered he died of AIDS. Her worst fears were confirmed when her newly born daughter and herself both tested positive for HIV. Full of despair and wanting to drown her sorrows, Anne took to drinking cheap alcohol and her older children followed. It was not long before her eldest daughter, Esther, herself still a child, became pregnant. She left her baby with Anne to continue her work at an illicit alcohol den. Yet again, Esther got pregnant, and once more left the baby for Anne to support. The prospect of raising six young children made Anne choose to quit drinking alcohol and forage the city garbage dumps for food because there was not enough money to support the family. The situation worsened when Anne's eldest son, John, also died, leaving her with his two children to care for. Despite these challenges, Anne has a plan to start a small business selling soap bars that have been rejected from a nearby soap factory.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Millicent's Story - Kenya

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Millicent is only 15 years old, yet she is already fending for herself. Both her mother and father became infected with HIV. Her father died of AIDS. Her mother, critically ill and suffering frequent bouts of illness, moved back to her rural village from Nairobi and left Millicent to live with her sister in Kariobangi, one of Nairobi's most dangerous slums. Millicent, and many other children like her, lives in a slum characterized by makeshift shacks for housing with no running water, pay per use communal pit latrines for toilets, and where the cost of attending schools and clinics are often beyond her meager means. Millicent is forced to do all the domestic chores in her sister's house, where she also faces sexual abuse from her sister's husband. She tries to spend as little time as possible at home. Millicent has been unable to cope with the demands of school. The grief of losing her father, the unthinkable prospect of losing her mother, and the demands and pain of her home life make it impossible for Millicent to regularly attend school or to fully concentrate when she is in class. Although she is a talented soccer player, no public secondary school was willing to accept her because of her poor grades.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)

Activity #7: CASE STUDY Michael's Story - United States

DIRECTIONS

Read the following case study and discuss the prompts and questions below with your group. Record your responses in the space below.

Michael is a 35-year-old Korean-American male living in New York City. He grew up in the suburbs of Chicago as a pastor's son. Having studied English in college and taught high school for several years, Michael decided to move to New York City to pursue his real passion in acting. He took a variety of acting, singing, and dancing classes and auditioned for roles in TV and theater. For many years, he worked as an aspiring actor and took various part-time jobs in between roles working in restaurants and bars. Michael recently found out he was HIV+. He suspects he may have contacted it from his former partner, but he cannot be sure. His father is ill and Michael was considering moving back to Chicago to be closer to family. He has not told his parents that he has been in relationships with men for the past 10 years. His mom has high hopes of him marrying a Korean girl and having children soon. Without a steady income or health insurance, Michael has to decide what his next steps are for accessing treatment and gaining some social support to help cope with his new diagnosis.

SUMMARY OF CASE STUDY: (In 1-2 sentences, describe the situation)

CHALLENGES FACED:

IMPACT ON PERSON LIVING WITH HIV: (What emotions were felt? How does income level and community support affect one's ability to respond?)

SEEKING HELP: (What resources do you think are available within this person's community? i.e. from family, social networks, local leaders, community-based groups, government services, international aid)