	L1	L2	L3	L4	L5
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 5: Culminating Project – Exploring Solutions

Objectives:
- Students will be able to identify the social, cultural, and economic impact of HIV in a country.
- Students will be able to analyze the importance and effectiveness of awareness and prevention campaigns.
- Students will be able to explore solutions to address HIV and identify specific strategies to lower its impact.
- Students will be able to develop research, problem-solving, and presentation skills.

Materials needed: Student Activity #8, GCC **HIV and AIDS guide**, computers for research

Time: 50 minutes (for 4-5 periods), *can also be modified to accommodate less periods

Culminating Project:
1. Divide students into groups and allocate each group a different country where HIV has had a significant impact. Suggestions for countries with interesting HIV campaigns are: South Africa, Brazil, Russia, Nigeria, Zimbabwe, Uganda, Kenya, and India. You may choose to include United States as well. Instruct students they will be working on a culminating project that will focus on: <see **Student Activity #8**>
   a. Identifying the social, cultural, and economic impacts of HIV in their country. (**1 period**)
   b. Exploring types of awareness and prevention campaigns that have been used and evaluating its success in lowering HIV transmission. (**1 period**)
   c. Examining what challenges still exist for those affected by HIV and suggesting three specific strategies that can help the government decide how to use limited funding to lower the impact of HIV in its population. (**1 period**)

   *If time is limited, you can choose two out of the three areas of focus for the project.

2. Ask students to keep a log of their web searches and sources to include as references. Once the research is completed, students can present their findings and strategies in a number of ways: (**1-2 periods**)
   - Group presentations to the rest of the class
   - Run a lesson for peers
   - Lead a grade or school assembly
   - Prepare a poster display and presentation fair for the school, local library, or community center

   You can also invite school administrators, teachers, or representatives from local HIV and AIDS organizations to be guest "judges" for the student presentations and offer feedback.

3. Evaluate students on their planning stages and final presentations (see suggested **Student Activity #8 Evaluation Rubric**). Prepare a copy of the evaluation rubric for each group in the beginning of the project so students understand expected outcomes.

Exit ticket/Homework:

At the end of each period, have each group share with the rest of the class a summary of their work in 1-2 sentences to check for progress. Assign any remaining work as homework and make sure it is divided evenly among students. Remind students what the task is for the next class.

**Themed Unit Plan:
HIV and AIDS**

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Activity #8: CULMINATING PROJECT
Exploring Solutions to Address the Impact of HIV

DIRECTIONS

As a group, you will focus on a country where HIV has a significant impact and address the following:
- Identifying the **social, cultural, and economic impacts** of HIV in your country.
- Exploring types of **awareness and prevention campaigns** that have been used and evaluating its success in lowering HIV transmission.
- Examining **challenges** that still exist and suggesting **three specific strategies** that can help the government decide how to use limited funding to lower the impact of HIV in its population.

You will be asked to prepare a visual and present your research and strategies to a larger audience.

Consider the following questions in your research and use the suggested websites as a starting point for your research. You can also use the GCC **HIV and AIDS global issue guide** for more information and references.

GUIDING QUESTIONS:

Social, Cultural, and Economic Impact of HIV

1. How many adults and children are infected? How has this changed over time?
2. What is the impact of HIV on people of your age in that country? Look at the numbers affected (e.g. with a family member infected) as well as infected youth. Think about how that will affect the country's economy.
3. What is the impact on education? Think about drop-out rates due to HIV-related illness from children and youth themselves, their family members, and teachers.
4. What is the impact of HIV in urban versus rural areas? Where is HIV most prevalent?
5. What sort of myths and misinformation about HIV are common? What problems do these cause? Are the other cultural or religious factors to consider?

Prevention and Treatment

6. What kind of awareness and prevention campaigns has the country run? Think about whom the campaigns target, what they are recommending (e.g. abstinence, condom use, stopping needle-sharing). Is there enough funding for prevention?
7. Is HIV and AIDS taught in schools?
8. Has the country's prevention efforts changed over time, what effect has this had?
9. How much of the population has access to HIV treatment? Has it improved over time?
10. How much funding goes into prevention and testing versus access to treatment?

Activity #8: CULMINATING PROJECT

Exploring Solutions

1. What barriers still exist in the country for those affected by HIV?
2. How should the government allocate limited funding to reduce the impact of HIV in the country? Think about needs in prevention and testing, reducing stigma and discrimination, and accessing treatment.
3. What innovative solutions can you propose that may address your country's current HIV crisis?

WEBSITES FOR RESEARCH:

Use the following websites to get started. Make sure to keep a record of your sources to include as references.

- **unaids.org**
- **aidsinfoonline.org**
- **aidsalliance.org**
- **avert.org**
- **globalhealth.org**
- **aidsresearch.org**
- **amfar.org**
- **who.int**
- **unesco.org**

PRESENTATION TIPS:

- Decide what kind of visual(s) you want to use (i.e. power point, poster) to support your presentation.
- Use a variety of ways to present information such as graphs, infographics, photographs, maps, etc. Do not overwhelm the audience with too much content in your visuals; you can share details in the presentation.
- Break down your presentation into brief sections:
    - Introduce how HIV has had a significant impact in your country – share relevant statistics.
    - Give an example of a widespread awareness and prevention campaign and its effectiveness.
    - Highlight existing challenges facing the country and present your 3 specific strategies to help.
- Make sure work is divided evenly and that every student presents a piece of the project.
- Think of including a creative element in your presentation that will engage your audience and make it memorable. It could be reenacting part of an awareness and prevention campaign or presenting your strategies to the government through a press conference format. Be creative!

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Exploring Solutions to Address the Impact of HIV
EVALUATION RUBRIC

COUNTRY: _____

GROUP MEMBERS: _____

	100 Exemplary	88 Good	75 Proficient	65 Needs Improvement	Score
DIRECTIONS	Consistently stays focused on the assigned task.	Stays focused on the assigned task most of the time.	Stays focused on the task only part of the time.	Rarely focused on the task.	
COLLABORATION	All group members contribute equally and always respect each other's efforts.	Most team members contribute and often respect each other's efforts.	Less than half of members contribute work and some do not respect other's work.	Work is only done by one or two members and the group rarely respects each other's efforts.	
CONTENT	Group covers accurate and thorough research on the topic, solutions are creative and plausible to context.	Group covers accurate and good research on the topic, solution offered are plausible to context.	Group covers somewhat accurate and thorough research on the topic, solutions are somewhat plausible to context.	Groups covers inaccurate and/or lacks details in research on the topic, solutions offered are not suitable for context.	
RESEARCH	Independently locates many reliable sources of information.	With some help, locates a few reliable sources of info.	With extensive help, locates reliable sources of info.	Lacking reliable sources of information.	
VISUALS	Visuals provide strong support and reinforce presentation.	Visuals clearly support reinforce presentation.	Visuals minimally relate to presentation.	No visuals presented.	
PRESENTATION	Tone and voice convey emotion and enthusiasm; Presentation is extremely engaging.	Tone and voice frequently convey emotion & enthusiasm; Presentation is engaging.	Tone and voice sometimes convey emotion & enthusiasm; Presentation is somewhat engaging.	Tone and voice rarely convey emotions or enthusiasm; Presentation is not engaging.	
				SUB TOTAL	/6
	SCORING: Possible grand total score of *100 points*			**TOTAL**	

Notes: