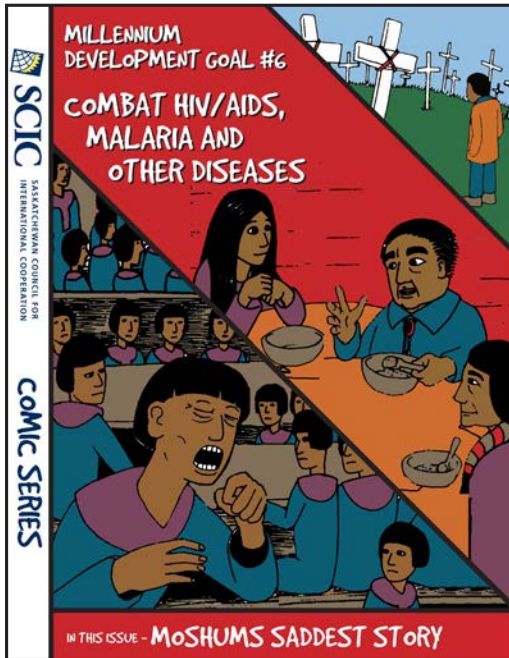


GOAL 6: Combat HIV/AIDS, Malaria, and Other Diseases

STOP TERRIBLE DISEASES LIKE HIV/AIDS, MALARIA AND TB FROM SPREADING, AND MAKE THEM LESS COMMON.



THIS COMIC TAKES PLACE IN SASKATCHEWAN, CANADA
CONTINENT: **NORTH AMERICA**
CAPITAL OF SASKATCHEWAN: **REGINA**
LANGUAGE: **ENGLISH, FRENCH**
SPORT: **FOOTBALL— ROUGH RIDERS!**
POPULATION (2011): **1,053,960**

Many aboriginal people have been living under constant oppression in Canada. In this comic, Moshum (grandfather) tells Jessica stories from his past. He explains the suffering he and his family faced when white settlers took over First Nations land. Such incredible suffering resulted from being considered savages, being forced into Residential Schools, and from not being treated for easily treatable and curable diseases (TB). Read this comic and witness the life of Moshum, and the challenges he faced growing up.

GOAL 6 – RELATED LEARNING IDEAS:

1. Have students research First Nation's history in Canada, and the challenges that are faced by First Nations people when European settlers took over the land. After some in-depth research, assign students different challenges that arose during this conflict (i.e. residential schools, tuberculosis, poverty, etc) and have students create a presentation outlining these issues to the class, and the effects that these issues have had on Canada's First Nations.
2. Let students imagine that they are all doctors, in their final year of studying medicine. As part of their final assignment, each student must create a disease pamphlet on either tuberculosis, malaria, or HIV/AIDS. Pamphlets must include all required information to understand the disease, its symptoms, what it effects, if it is curable, etc.
3. Invite a speaker to your class from the aboriginal culture who has been through the challenges, or whose parents or grandparents went through the challenges. Have students prepare questions to ask the speaker. This activity is an excellent way for students to explore a different perspective on this issue, so discussion is highly encouraged.

Source: Wikipedia

*“It is health that is real wealth
and not pieces of gold and silver.”
—Mahatma Gandhi*

DID YOU KNOW?

- Every day over 7,400 people are infected with HIV and 5,500 die from AIDS- related illnesses. HIV remains the leading cause of death among reproductive-aged women worldwide.
- An estimated 33.4 million people were living with HIV in 2008, two thirds of them in sub-Saharan Africa.
- Access to HIV treatment in low- and middle-income countries increased ten-fold over a span of just five years.
- Malaria kills a child in the world every 45 seconds. Close to 90 per cent of malaria deaths occur in Africa, where it accounts for a fifth of childhood mortality.
- 1.8 million people died from tuberculosis in 2008, about 500,000 of whom were HIV-positive.

Source: UN Summit (2010)

GLOSSARY

RESERVE: is specified by the Indian Act as a “tract of land, the legal title to which is vested in Her Majesty, which has been set apart by Her Majesty for the use and benefit of a band.”

CIVILIZED: people were called “civilized” to set them apart from barbarians or savages.

RESIDENTIAL SCHOOLS: school system was intended to assimilate the children of the Aboriginal peoples in Canada into European-Canadian society. The purpose of the schools, which separated children from their families, has also been described as cultural genocide or “killing the Indian in the child.”

TUBERCULOSIS (TB): a common, and in many cases lethal, infectious disease caused by various strains of mycobacteria. This bacteria typically attacks the lungs, but can also affect other parts of the body. It is spread through the air when people who have an active TB infection cough, sneeze, or otherwise transmit their saliva through the air.

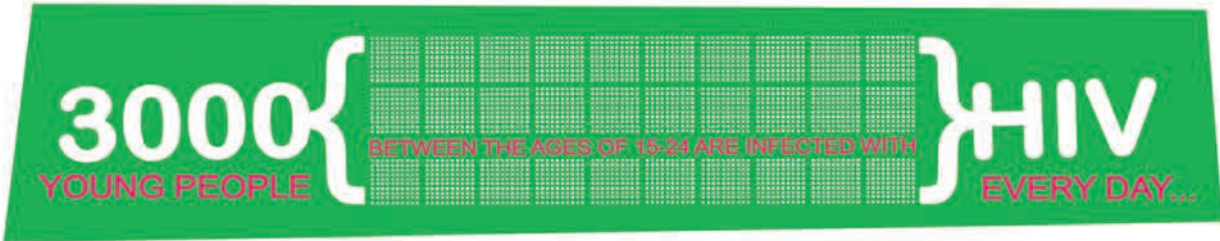
CONTAGIOUS: infectious/communicable diseases that are easily transmitted by physical contact.

SANITATION: the hygienic means of promoting health through prevention of human contact with the hazards of wastes.

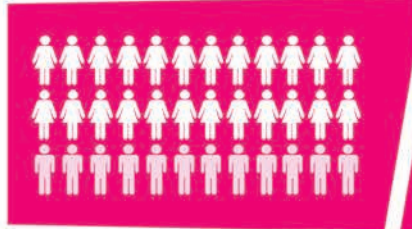
HIV/AIDS: a disease of the human immune system caused by the human immunodeficiency virus (HIV). HIV is transmitted primarily via unprotected sexual intercourse (including anal and even oral sex), contaminated blood transfusions and hypodermic needles, and from mother to child during pregnancy, delivery, or breastfeeding.

MALARIA: a mosquito-borne infectious disease of humans and other animals caused by protists (a type of microorganism).

HIV? WHAT ABOUT HIV?



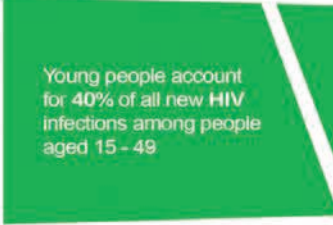
66%



Young women account for 66% of new infections among young people worldwide



40%



In sub-Saharan Africa young women aged 15 – 24 years are as much as eight times more likely than men to be living with HIV

34% OF YOUNG PEOPLE HAVE COMPREHENSIVE KNOWLEDGE OF HIV



67% OF ALL PEOPLE LIVING WITH HIV ARE IN SUB-SAHARAN AFRICA



Activity: A Talk Show on Health

PURPOSE:

This activity allows students to work in teams to create a talk show documentary skit about health issues in the developing world and how they tie in to other, poverty-related issues. A talk show format is a fun and engaging way for students to demonstrate their knowledge. If equipment is available, students may choose to videotape their skit or present it to a live audience during an assembly.

SUBJECT AND GRADE

Social Studies/Media Studies; Grades 6-12

TIMING:

3 hours

MATERIALS

Video camera
Computers
Internet

TEACHING POINTS:

The sixth Millennium Development Goal addresses the devastation caused by HIV/AIDS, malaria and other diseases, particularly in the developing world. AIDS, especially, is wiping out whole families, and an entire generation of parents, leaving grandmothers to care for their grandchildren. In many cases, AIDS orphans become heads of households, caring for younger siblings even though they are still children themselves. Although HIV/AIDS and other diseases are a global issue, they most seriously affect those living in poverty because they lack access to life-saving medicines. These diseases contribute to poverty and in some cases are actually reversing progress that has been made to alleviate extreme poverty.

PROCEDURE:

1. Divide students into three groups (HIV/AIDS, malaria, tuberculosis) and ask each group to conduct in-depth research into the disease and be prepared to act as experts in the area.
2. Give students the following guiding research questions:
 - A. What is the disease?
 - B. How is it transmitted?
 - C. Which countries are most affected by the disease?
 - D. Why has the situation become so serious?
 - E. What are the implications if improvements are not made (connect to other issues)?
 - F. What can/should be done?
3. Let each group know they will appoint specific tasks to group members: one person will introduce background information on the disease during the "taping" of the show, a second member can be the spokesperson on the implications of the disease and one person can make a chart or create a short PowerPoint to present the statistics.
4. Ask students to elect one host for the show who, with the help of the group not presenting on the show, will design a list of questions for all the "experts" on the panel. The "audience" or the students not presenting should generate suggestions on what the class/ audience can do to help either the host or the panel of speakers.

CLOSURE:

In an open forum on the show or as a group afterward, talk about implications of inaction on these health issues.

Source: Millennium Development Goals Activities, Elementary Level.
www.freethechildren.com/getinvolved/educator/docs/MDGactivities_Elem.pdf

Activity: South Africa's AIDS Epidemic

PURPOSE

To consider the following in relation to South Africa:

- Examine the effects of AIDS on children;
- Research the AIDS epidemic and its consequences;
- Describe long-term social, political, and economic consequences of widespread AIDS;
- Explain how the value system of a society exerts great influence on the attitudes and behaviour of people.

SUBJECT AND GRADE

Social Studies/Health; Grades 8-12

TIMING

3 hours

MATERIALS

Computers, Internet

Article "A Haven for AIDS homeless"

PROCEDURES

1. Survey the class to assess students' knowledge of HIV/AIDS. Discuss the AIDS epidemic in the United States (or Canada) and the world as well as prevention campaigns and social implications. Talk about the International AIDS Conference held in July in South Africa. Ask students if they are aware of the international attention on Africa since reports listed staggering numbers of AIDS cases there. Discuss what happens when parents die of the disease.
2. Have students read the article "A haven for AIDS homeless." Then ask the following:
 - Who is Nkosi Johnson?
 - How did he meet Gail Johnson?
 - Where is Nkosi's Haven?
 - Why was it established?
 - What happens to children of deceased parents in villages where there are no shelters?
 - How many women live there with children?
 - How would you describe Gail Johnson's vision for her project?
 - What do you think will happen to these orphans?
 - Why do you believe AIDS-stricken people are being rejected?
 - Do you agree or disagree that children with AIDS should not be allowed in schools? Explain.
 - Why do you think that Feroza Mohamed is an outcast in her home village?
 - "I need to know that I am offering comfort and ... a life of substance to people who've been rejected," Gail Johnson said. Based on that statement, what motive is there for Johnson to initiate such a project?
 - Explain why this type of humanitarian gesture and concern is necessary.
 - Do you believe that people should feel obligated to help others in need around the world?
 - If not, explain. If so, to what extent should people go to assist others?
3. Group students into three teams and have each team research either long-term social, political, or economic consequences of widespread AIDS in South Africa. Direct students to online and media resources for their research. Groups may want to consider any of the following questions/issues:
 - How will poor nations pay for vaccines or treatment?
 - Who will assist these nations with funding?
 - What government financial assistance is available, if any?
 - What are AIDS patients' legal rights? How are AIDS patients' social lives changed because of this disease?
 - What political implications are involved with AIDS?After researching consequences, direct each group to present its findings.
4. Have members of each group brainstorm for ways to educate their community and the world on their plan for action.

Source: International Institute for Capacity Building in Africa (IICBA), United Nations Educational, Scientific and Cultural Organization (UNESCO).
http://library.unesco-icba.org/English/HIV_AIDS/cdrom materials/CNNlessons/homeless.html

Worksheet: South Africa's AIDS Epidemic

ADVOCATE ESTABLISHES SOUTH AFRICAN HOME FOR MOTHERS AND CHILDREN WHO ARE HIV-POSITIVE AUGUST 17, 2000

A HAVEN FOR AIDS HOMELESS

JOHANNESBURG, South Africa (CNN)

From the moment of his birth, Nkosi Johnson has had to fight. As one of Africa's millions of AIDS-stricken children, he had to battle those who didn't want to let him go to school. And when he is sick, his own body turns against him.

But Nkosi has a real advocate in Gail Johnson, the woman who adopted him from a care center where she once worked. Johnson has begun a project she calls Nkosi's Haven, a home for women and children with AIDS who have nowhere else to go.

Nkosi's mother had to give him up because she was dying of AIDS. Those are the types of women – the abandoned and terminally ill -- that Johnson said she targets to help.

Women such as Feroza Mohamed are benefiting from Johnson's efforts. Mohamed is among 10 women living at Nkosi's Haven. They are able to keep their children with them during the little time they have left.

"The moment you ask her, she (Johnson) is there for you," Mohamed said. "I am dying of this disease, but I know she is making it better." Mohamed's son, also HIV-positive, stays with her at Nkosi's Haven. Another son who was born just the week she arrived did not survive.

Mohamed is an outcast in her village, but she said she can now die in peace, knowing that Johnson will not turn her son out to fend for himself. Johnson also has "adopted" other AIDS orphans by taking food to them in the townships and paying for their schooling.

"Yesterday, Nkosi was asking me what my dream was," Johnson said. "I'd love to see Nkosi's Haven Project caring for 15,000 women in two years' time." Forty-four women are on the waiting list for moving into the home, and the need is growing.

"It's beg, borrow and steal at the moment," Johnson said. "I need to raise a lot." Another dream Johnson has is to raise \$2 million in the United States. With the favourable exchange rate, she said she believes she could easily open and fund three more care centers.

"I need to know that I am offering comfort and ... a life of substance to people who've been rejected," Johnson said. "I'd like to think I've given them some hope—and a reason for just carrying on."

CNN Medical Correspondent Eileen O'Connor contributed to this report.

Activity: Global Decision Making

PURPOSE

A simulation activity where students represent different countries in the United Nations and debate issues.

SUBJECT AND GRADE

Social Studies; Grades 8-12

TIMING

TOTAL: 5 HOURS

1 hour: Teacher prep time to learn about the work of the UN, its purpose and current issues

20-30 minutes - introducing the UN to students

10-20 minutes - assigning groups and laying out ground rules for groups and debates

1-3 hours - Student preparation time, one to three hours.

1-2 hours – in class debate, vote and wrap-up

MATERIALS

Stopwatch

Time colour cards – red, green, yellow (to keep debaters on time)

PROCEDURE

1. Explain to students the history of the United Nations, how it works, what resolutions are and introduce the idea of holding a “mock UN” in class. www.un.org/Pubs/CyberSchoolBus/
2. Pair students off and assign different countries to each pair.
3. Share the following resolution with your students. Let them know this will be the basis of their debate and it will be the resolution on which they will vote as members of the General Assembly at the United Nations.
“Be it resolved that all UN member nations commit 0.25 per cent of their gross national income to the Global Fund to fight AIDS, Tuberculosis and Malaria. This amount will be separate from each country’s foreign aid contributions (or Official Development Assistance). Member nations that do not comply will forfeit their voting rights in the General Assembly for a period of six months.”
4. Have students do research based on the following criteria:
 - a. Information about the Global Fund
 - b. General information about the country they are representing (population, GDP/GNI, political situation, etc.)
 - c. Specific information about the HIV/AIDS situation (infection rates, access to anti-retroviral drugs, deaths, AIDS orphans, etc.) in the country and the national response to HIV/AIDS
 - d. Information about global support and barriers to address HIV/AIDS as a global pandemic
5. Students will have to prepare an official statement (two to three minutes) that they will present to the General Assembly (all the other student-represented countries) about their national stance on the resolution. The official statement should provide all the elements of their research on the four areas listed above. It should end with “[Name of country] supports/does not support this resolution.” These presentations will likely take up an entire period.
6. Set a date for the “UN Debate” and give students the deadline to prepare. Assign a timekeeper/protocol officer. Go over the ground rules of debate protocol.

Activity: Global Decision Making

PROCEDURE (DEBATE AND VOTE)

7. Set up the classroom in a circular configuration so groups face each other. Go over the ground rules of protocols you've established. Cue the timekeeper and encourage students to take notes on the official statements they will be hearing and questions they want to ask or remarks they want to make to other student pairs representing other countries.
8. Open up the floor to allow students to debate the resolution.
 - a. Begin by reading the resolution out loud.
 - b. Each country then reads their prepared official statements (two to three minutes).
 - c. Once each country has read their official statements, ten minutes can be given for the countries to discuss amongst themselves and prepare for the Q & A period.
 - d. Each country then has one minute to ask questions of other countries based on the official statements they have read.
9. As the time you've allotted for debate draws to a close, give students a few minutes to confer with their partner on what their final stance will be on the resolution. Then read the resolution one last time and ask countries to vote. Each country only gets one vote (each pair should vote the same way).
Ask them to stand if they: a. Agree b. Disagree c. Undecided
10. Have the timekeeper count and record the number of people standing for each of these three categories. The category with the highest number of votes wins. If the votes are highest in the "Disagree" or "Undecided" category, the resolution fails. This means that the resolution dies right there. If the highest number of votes is in the "Agree" category, the resolution passes. This means the United Nations General Assembly has decided to move the resolution to action.
11. Have the timekeeper make an official announcement on whether the resolution passes or fails.

DISCUSSION QUESTIONS

How easy or difficult is it to come to an international consensus? Why?
Do you think governments weigh out the human cost of their decisions?

Source: Educational Resources. Free the Children.
www.freethechildren.com/getinvolved/educator/programs.php?type=curriculum
Click on Millennium Development Goals: Secondary Activities