

## HIV/AIDS

### Time required

About 70 minutes

### About the lesson

An introduction to HIV/AIDS and related issues in Malawi.

### Resources

- Malawi quiz (provided)
- HIV/AIDS statements sheet (provided)
- Diseases grid (provided)
- Diseases fact sheet (provided)
- Situations and solutions sheet (provided)

### Learning objectives

- To learn how HIV/AIDS is different to other diseases.
- To learn about Malawi.
- To learn about how SOS Children's Villages works in Malawi.

### Links to National Curriculum subjects

- Geography
- Biology
- Citizenship
- English

### Sources:

[www.soschildren.org](http://www.soschildren.org)  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
[www.wikipedia.org](http://www.wikipedia.org)  
[www.cia.gov/library/publications/the-world-factbook/](http://www.cia.gov/library/publications/the-world-factbook/)

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## Lesson plan - Key Stage 4 and above

### Malawi Quiz

Divide pupils into groups of four or five, and read out the **Malawi quiz** 20 mins questions. Alternatively, pupils could take turns in reading them out, or you could hand out copies of the quiz. Ask pupils in their groups to decide on the answers, and write them down on a piece of paper. When they have finished, encourage them to swap papers with another group, and then correct the answers together.

### Answers:

**1c; 2a** Windhoek is in Namibia, Quito is in Ecuador; **3c** This means that it is generally suited to growing many agricultural products; **4c** The rand is South African.; **5a; 6b; 7b; 8c** Tobacco accounts for approximately 53% of exports, but tea, sugar, cotton, coffee, peanuts, maize, rice, beans and wood products are also important; **9a** Comparisons with the UK are in brackets. The median age in Malawi is now 16.8 (40). Life expectancy is only 43 (79) and birth rate is 41.79/1,000 people (10.65). This leaves an age structure, of under 14: 46% (17%); 15–64: 51.4% (68%); over 65: 2.7% (16%); **10b** 14.2% is the 2003 estimate. There are 900,000 people living with HIV/AIDS and around 84,000 deaths a year; **11a** There are more than one million orphans in Malawi, 700,000 of whom became orphans when their parents died of AIDS; **12a; 13a** There are 3 villages, 4 Hermann Gmeiner schools and 17 facilities altogether, including youth homes and health centres.

### Introduction to HIV/AIDS

Make copies of the **HIV/AIDS statements** and put them on the walls of the 10 mins classroom. These statements are different theories on where HIV/AIDS comes from (i.e. not how it is spread, but its origin). Encourages pupils to walk around, read the statements, and stop at the one they think is true. When everyone has decided, encourage one pupil by each statement to read it out to the rest of the pupils, so that everyone is reminded of what the different statements say. Then remove one statement, and ask the pupils standing there to choose another option. Continue like this until only two options are left, and reveal the correct answer.

Answer: the HIV/AIDS virus originates from monkeys, and was transmitted to humans who ate the meat, considered a delicacy amongst the rich in Africa.

### Diseases grid

Ask pupils what they know about cholera and TB. If their knowledge is 20 mins limited, give them the information they will need, using the **Diseases fact sheet** supplied. Hand out copies of the **Diseases grid** or display it. Ask the pupils to fill out the columns.

### Answers:

Victims are...	old	young	20–50 years old	otherwise healthy	already sick
<b>Cholera</b>	x	x			x
<b>TB</b>	x	x			x
<b>HIV/AIDS</b>			x	x	

## HIV/AIDS (cont.)

When finished, draw pupils' attention to how different HIV/AIDS is, compared to other diseases. Use the following question: In a society with cholera or TB, who can still work and keep the economy going, care for children, or teach?

Answer: the healthy, 20–50 age group.

Then ask pupils the following question: In a society with HIV/AIDS, who can still: work and keep the economy going, care for children, or teach?

Answer: nobody! As the healthy 20–50 age group is sick/dying, all that remains are the old and already sick. They are unable to care for children, teach and work. This makes HIV/AIDS not only a personal disaster, but an economical and social one as well, as it affects communities much more than other diseases.

### Introduce SOS Children's Villages

Introduce the pupils to SOS Children's Villages, by saying that it is the world's largest orphan charity. SOS Children currently cares for 70,000 orphaned and abandoned children in 123 countries across the world. In each children's village, there are around 10 houses in which SOS Mothers cares for 7-10 children each. In addition to this, SOS Children also runs schools and a variety of outreach programmes appropriate to each country where they work. Malawi is one of them.

20 mins

Divide pupils in to groups of 4 or 5. Explain that pupils will now get a chance to see what it would be like to work as an outreach worker for SOS Children in Malawi. As an outreach worker, you daily meet people in challenging situations, and your role is to try to think of the best sustainable solutions for them. Hand out copies of the Situations and Solutions sheets (p.1 and 2) to each group. Pupils discuss each situation in their group, and agree on the best solution – more than one solution may be possible. Note that pupils need to work on p 1 and 2 at the same time, as solutions can be found across the two pages (it may be a good idea to tape the two pages together to avoid confusion). When pupils are finished, let them argue for 'their' solutions, and encourage them to think of other solutions not on the sheets. Also encourage pupils to consider aspects such as cost-effectiveness and sustainability.

### Extension ideas

- Pupils look at HIV/AIDS in other countries (suggestions: Uganda, Russia, UK)
- Pupils examine different strategies for slowing the spread of HIV/AIDS (for example promotion of condom use vs promotion of abstaining)