



Grade 9  
English Language Arts, Social Studies, Health

Developing  
Self-Esteem

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## Unit 12 HIV/AIDS—Lesson 4 AIDS Awareness Campaign

### Contributor

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### Unit Objective

Through various activities and literary experiences, students begin to understand the breadth of the AIDS epidemic in sub Saharan Africa and other regions of the world. Knowledge and awareness of the issue will be the platform from which personal attitudes and perspectives can morph into action. This unit will culminate with a challenge where students will send a message to the larger youth audience. The Society's four A's—Achievement, Autonomy, Attachment and Altruism—become a lived experience.

### Lesson 4 AIDS Awareness Campaign

**Lesson Objective** Students will plan, organize and create an AIDS awareness campaign commercial that addresses a component of the global issue of HIV/AIDS and children.

### Time

This lesson will take 10 hours to prepare and deliver. This does not include Activities for Extension or other spinoffs.

### Materials

- Computer with Internet access
- Music and sound system
- Simple props and makeup
- PowerPoint
- Simple props/costumes
- Camcorder

## Getting Started

### Knowledge Now

- Review facts and myths activity from the first lesson. Go through it with original partner and see if any answers changed. Go through together as a whole class.

### Engaging Interest

#### Reader's Theatre

- Each student chooses one of the narratives from Deborah Ellis' *Our Stories, Our Songs: African Children Talk About AIDS*. Another possibility is to use poetry written by children specific to the issue (or a mixture of both).
- Students will take on the roles of African children living with the effects of HIV/AIDS whether it is as an orphan or as a child afflicted with the deadly virus. Simple props and/or background music may add to the presentations.

Note: Students may wish to make a presentation to the larger school community. Integrating Reader's Theatre with a tableau can be very effective.

#### Tableau

A tableau is a frozen picture. It represents a group's interpretation of a particular moment in time or an abstract feeling or idea. Students collectively freeze in character while depicting a conflict, problem or issue. The tableau or picture tells a story. The process of creating a tableau requires students to explore a conflict (HIV/AIDS). Students need to identify a crucial moment that shows all of the characters engaged in a problem or conflict. Presenting in a dark room using a spotlight greatly enhances the effect of the tableau.

#### Lesson for Life Videos

- As a precursor to the challenge of organizing a schoolwide AIDS Awareness Campaign, students can log on to the Global Movement for Children website (see Supplementary Resources) and listen to the messages of three youth concerning the AIDS issue: Don't Turn Your Back on AIDS, A personal letter from one child; and Keep the Promise.

## Learning Activities

### Activity—AIDS Awareness Commercial

- Students begin to plan an AIDS Awareness Campaign commercial. This activity will require much thought and commitment by the students. The teacher's role in this lesson is supportive and encouraging. Students can review information gathered from earlier lessons as well as do further research.
- Students are assigned groups (approximately three per group)
- Students begin to brainstorm possibilities for their commercials.
  - What will it look like? (script, visuals, music, props, costumes and so on.)
  - What are your objectives? HIV/AIDS is a huge issue. Students must focus on something specific concerning AIDS and children.
  - How will the final product be evaluated? Students may create a simple evaluation form where they collect audience input.
  - Who is the target audience?
  - How will this commercial make a difference?
  - What is the role of each group member?

## Assessment/Analysis

- Students will share their commercials with the larger school community and collect feedback through student created evaluation forms.

## Application

- The class may develop a sustainable relationship with Ainembabazi Children’s Project (ACP) or another local NGO, whose focus is to help children who suffer the effects of HIV/AIDS. Students will become active citizens in a democratic society where they take responsibility and ownership for making the world a better place to live.
- After presenting their commercials to the larger student body, students can invite the larger community and/or other schools for a second viewing of their AIDS Awareness commercials.

## Activities for Extension and/or Integration

- The entire school (or school division) becomes active participants in a project that helps the children of Africa. This can be in partnership with a local nongovernmental organizations (NGO).
- AIDS Awareness Day—the entire school can be involved in the planning and organizing of activities and events that will increase AIDS awareness throughout the community. This could be a partnership with NGOs and other schools within the same division.

## Subject and Level Learner Outcomes for Subject and Level

### English Language Arts

#### 2.4 Create Original Text

- create oral, print and other media texts on common literary themes

#### 3.3 Organize, Record and Evaluate

- develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text
- reflect on new understanding and its value to self and others

#### 3.4 Share and Review

- integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience

#### 4.1 Enhance and Improve

- work collaboratively to make appropriate revisions based on feedback provided by peers
- revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions

#### 4.2 Attend to Conventions

- identify and use variant spellings for particular effects, depending on audience, purpose, content and context

#### 4.3 Present and Share

- integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations

#### 5.2 Work Within a Group

- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
- discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals

## **Social Studies**

9.S.1 develop skills of critical thinking and creative thinking:

- generate creative ideas and strategies in individual and group activities
- re-evaluate personal opinions to broaden understanding of a topic or an issue

9.S.4. demonstrate skills of decision making and problem solving:

- propose and apply new ideas and strategies to contribute to problem solving and decision making, supported with facts and reasons

9.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate a positive attitude regarding the needs and perspectives of others

9.S.6 develop age-appropriate behaviour for social involvement as responsible citizens

contributing to their community, such as:

- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community

9.S.8 demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations, written and oral reports, taking particular audiences and purposes into consideration
- listen to others in order to understand their perspectives

## **Safe and Caring Topics and Concepts**

### **Living Respectfully**

- Identifying the impact of listening on communication
- Working cooperatively in groups
- Respecting and appreciating others' ideas, insights, solutions and contributions
- Understanding how violence affects individuals and communities
- Recognizing that violence is learned and can be unlearned
- Examining ways that injustice affects people

### **Developing Self-Esteem**

- Recognizing that each person's perspective in a conflict may be different but valid
- Communicating thoughts and feelings

### **Respecting Diversity and Preventing Prejudice**

- Stereotypes limit our perception and understanding of other people
- Examining how stereotypes and prejudice keep us from resolving conflicts
- Stereotyping leads to prejudice, discrimination and conflict

## Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p><b>Go to</b>  <a href="http://www.sacsc.ca">www.sacsc.ca</a>  <b>Click on</b>            Resources, Strategies for            strategy descriptions</p>	<ul style="list-style-type: none"> <li>Small group work: planning, organizing, presenting and evaluating a project</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Online research</li> </ul>	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>Fine arts</li> <li>Role play</li> <li>Tableau</li> </ul>	<ul style="list-style-type: none"> <li>School and community presentation</li> </ul>	<ul style="list-style-type: none"> <li>Reader's theatre</li> </ul>	

## Supplementary Resources

- Ellis, D. 2005. *Our Stories, Our Songs: African Children Talk About AIDS*. Markham, On: Fitzhenry & Whiteside. ISBN 1-55041-913-7
- [www.infoplease.com/ipa/A0800505.html](http://www.infoplease.com/ipa/A0800505.html) HIV/AIDS by World Region
- [www.ainembabazi.org/index.html](http://www.ainembabazi.org/index.html) Ainembabazi AIDS
- [www.acdi-cida.gc.ca/index-e.htm](http://www.acdi-cida.gc.ca/index-e.htm) CIDA site
- [www.stophiv.com/facts\\_myths/myths.html](http://www.stophiv.com/facts_myths/myths.html) Stop HIV.com
- [www.learnitliveit.org/english/hiv\\_aid\\_information4.asp](http://www.learnitliveit.org/english/hiv_aid_information4.asp) Learn It Live It—HIV/AIDS Information
- [www.worldaidscampaign.info/index.php/wac/wac/campaign\\_theme/keep\\_the\\_promise](http://www.worldaidscampaign.info/index.php/wac/wac/campaign_theme/keep_the_promise)
- [www.gmfc.org](http://www.gmfc.org) The Global Movement for Children
- [www.gmfc.org/index.php/gmfc6/content/view/full/666](http://www.gmfc.org/index.php/gmfc6/content/view/full/666) Lessons for Life Video Clips