



## Unit 12 HIV/AIDS—Lesson 3 Ainembabazi Children’s Project (Local NGO)

### 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 3 Ainembabazi Children’s Project (Local NGO)

**Lesson Objective** Through research and other activities, students will become more familiar with one of our local non governmental organizations (NGO), the Ainembabazi Project, whose focus it is to improve the quality of life, enhance, and promote educational opportunities for orphans and vulnerable children in Africa. Students may choose to take action individually or as a whole group (or not at all).

### Time

This lesson will take approximately three to five hours depending on the Extension Activities chosen.

**✂ Materials** (list materials, handout titles and overhead titles) Texts and websites are listed under Supplementary Resources.

- Chart paper
- Felt pens
- Computer with Internet access
- Ainembabazi Children’s Project website (see Supplementary Resources for URL)

### Getting Started

#### Knowledge Now

- Students review the widespread effects of AIDS by returning to the graph prepared in Lesson 1. In small groups (three per group), students brainstorm the possible effects of AIDS on orphaned children through AIDS casualties in subSaharan Africa
  - On chart paper, the teacher records ideas under three headings: personal, family, and community (social and emotional factors).

## Engaging Interest

AIDS Education Global Information System (AEGIS)—see Supplementary Resources

- Students will view brief animations on the Lifecycle of HIV (requires Windows Media Player)
- Click on Key Topics [www.aegis.com](http://www.aegis.com)
  - Click on Science of HIV and scroll down
  - Under Surviving AIDS there is a list: HIV Life Cycle, Fusion and Cell Entry; Attachment Inhibition, Co-receptor Inhibition; Fusion Inhibition

## Learning Activities

Activity—Getting to know Ainembabazi Children’s Project ACP (Student Handout 1)

- With a partner, students will surf the ACP website and record the answers to the questions in the handout (attached).
- Discuss the answers together as a whole class.

Activity—Cooperative HIV/AIDS Carousel

Directions

Post flip chart papers onto each wall in the classroom. In the middle of each sheet (similar to a mind map), write the following:

Chart Paper 1—Benefits of collaborating with a local NGO

Chart Paper 2—Cons of collaborating with a local NGO

Chart Paper 3—Possible actions for individual students

Chart Paper 4—Possible actions for school communities

- Divide the whole group into four smaller groups of four or five (if the whole group is large, consider setting up two different sets of independent stations). Station one group at each poster and provide them with several felt pens.
- The task is for each of the four groups (each stationed at a different chart) to brainstorm ideas that focus on each word stimulus. Begin by writing the group members' ideas on the first chart. Allow one minute at each station.
- Ask each group to rotate to the next station (clockwise) and continue to add their group members' ideas to the list previously started. Students only add new ideas to the list begun by the previous group.
- Debrief this activity by rotating all the groups around the room again. This allows them to see the ideas added since their group was at that station. On the second rotation, ask each group to put a star beside a good idea that was added to the list by another group.

## Assessment/Analysis

- Essay *Canadian Youth and the Fight Against AIDS: We Can Make a Difference!*

Note: Teachers can use the Grade 9 Provincial Achievement Test rubric—Narrative/Essay component for essay evaluation. If you do not have a copy of this document, it is accessible on the Alberta Education website (see Supplementary Resources).

## Application

- Students can set up a special committee for contacting, meeting and planning with Ainembabazi President, Renee Vaugeois. Contact information can be found on the site by clicking on Contact Us.

- Students collect news stories highlighting the war on HIV/AIDS in developing countries. Keeping up to date with this issue will also introduce students to other NGOs who are actively engaged in the fight against AIDS and helping the children.

## **Activities for Extension and/or Integration**

- Depending on the class (level and interest in this topic), students may wish to delve deeper into the biological complexities of the AIDS virus creating a visual (using various materials) and orchestrating an oral delivery to peers.
- Students can research other NGOs that focus on HIV/AIDS, such as Africa We Care, The Child is Innocent, or Change for Children.
- Students can find out what projects are being carried out by other NGOs and report this to the class or the larger school community.

## **Subject and Level Learner Outcomes for Subject and Level**

### **English Language Arts**

#### 1.1 Discover and Explore

- extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts
- develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts

#### 1.2 Clarify and Extend

- integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

#### 2.2 Respond to Texts

- analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others
- relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance

#### 3.1 Plan and Focus

- synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions

#### 3.3 Organize, Record and Evaluate

- reflect on new understanding and its value to self and others

#### 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

### **Social Studies**

#### 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.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

Go to <a href="http://www.sacsc.ca">www.sacsc.ca</a> Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> <li>• Cooperative carousel</li> </ul>	<ul style="list-style-type: none"> <li>• Research ACP</li> </ul>	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Literature</li> <li>• On line AIDS virus animation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>		<ul style="list-style-type: none"> <li>• Mind-mapping and brainstorming</li> <li>• Essay writing</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.stopshiv.com/facts\\_myths/myths.html](http://www.stopshiv.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.unaids.org](http://www.unaids.org) Uniting the World Against AIDS
- [www.aegis.com](http://www.aegis.com) AIDS Education Global Information System
- [www.africawecare.org](http://www.africawecare.org) Africa We Care
- [www.thechildisinnocent.ca](http://www.thechildisinnocent.ca) The Child is Innocent

- [www.changeforchildren.org](http://www.changeforchildren.org) Change for Children
- [www.education.gov.ab.ca/k\\_12/testing/achievement/bulletins/Gr9\\_ELA/gr9\\_ela\\_scoring.asp](http://www.education.gov.ab.ca/k_12/testing/achievement/bulletins/Gr9_ELA/gr9_ela_scoring.asp)

## Getting to Know Ainembabazi Children’s Project (ACP)

Directions: With a partner log on to the Ainembabazi website ([www.ainembabazi.org](http://www.ainembabazi.org)) and answer the following:

1. What does the word *Ainembabazi* mean?

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2. What is the purpose or aim of this non governmental organization (NGO)? Be succinct in your answer.

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Read *Understanding the Impact of AIDS on Children*

3. There are three categories of children affected by the HIV/AIDS epidemic. List them.

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and \_\_\_\_\_

4. Discuss the social, emotional and physical effects of HIV/AIDS on African children.

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Read *The Situation in Mbarara District*

5. What country is the focus of the Ainembabazi Children’s Project?

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6. What does this article state is one of the major factors for increasing AIDS in this country?

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7. According to UNAIDS what are some of the most effective and urgent measures that must be taken to address this issue of orphans and *vulnerable* African children?

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Read *Project Activities*

8. List the *five outcomes* the project aims to meet in order to address the challenges that both children and the community faces in confronting AIDS

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9. What are some of the activities the project will focus on to work toward achieving their outcomes?

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10. Record the Canadian contact information for the Ainembabazi Children's Project.

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