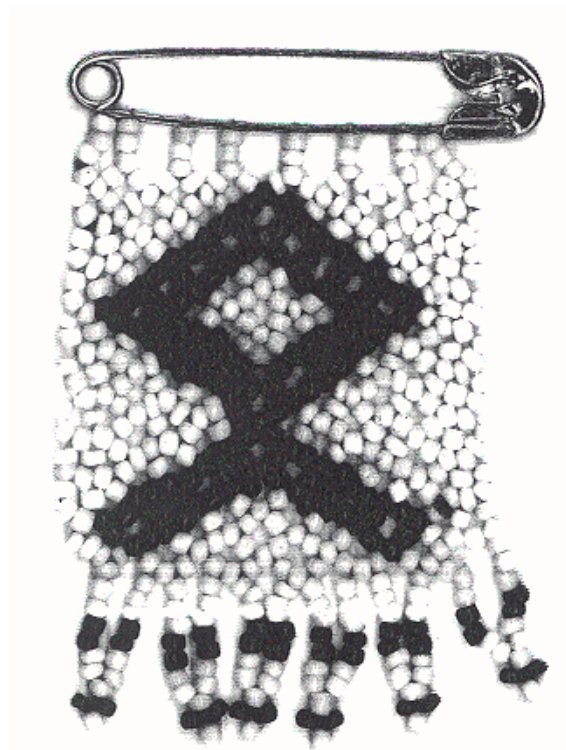


Illustrative Learning Programme
An integrated approach

Grade 7

HIV and AIDS



Teacher's Guide

Phase Organiser

Personal Development and Empowerment

Programme Organiser

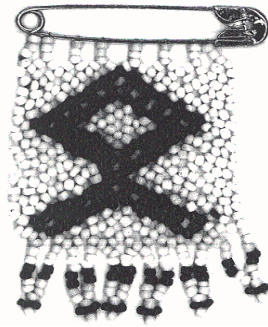
HIV and AIDS

Specific Outcomes

The Specific Outcomes covered in the module have been listed at the beginning of each unit

Duration

Approximately 12 weeks (24 hours)



Skills	Knowledge	Values and Attitudes
<p>This module contains opportunities for learners to:</p> <ul style="list-style-type: none"> Reflect on the feelings and behaviour of themselves and others Express thoughts and feelings Communicate in pairs, in small groups and in whole class discussions Negotiate and create a set of class rules Practise the reading and research skills of skimming and scanning Process information Create a flow-chart Follow instructions Infer meaning from a simulation game and from statistical information Convert facts contained in written text into statistical statements Work with large numbers Represent statistics as diagrams Conduct a family meeting Role-play Evaluate the school's HIV and AIDS policy Apply newly-gained knowledge to their personal lives and to the school situation Use their knowledge to respond to the problems of others Contribute to a group presentation Communicate a message through the creative arts 	<p>This module provides opportunities for learners to know:</p> <ul style="list-style-type: none"> What the letters A I D S stand for What HIV and AIDS is Facts about the origin of the disease, the lack of a cure and high-risk behaviour The effect of HIV and AIDS on individuals, families, communities and the economy The stages of the disease How the disease spreads Popular myths about HIV and AIDS Preventative measures, including the universal precautions What is contained in the national policy on HIV and AIDS for schools 	<p>This module provides opportunities for learners to:</p> <ul style="list-style-type: none"> Consider others, especially those who are sick and their care-givers Contribute to and value a safe and supportive environment Develop respect and empathy for people who are HIV+ or living with AIDS Take personal responsibility for their own safe behaviour Understand the power of exclusion and discrimination Develop confidence in their ability to evaluate and help shape school policy

Dear Grade Seven Teacher,

Overview of this module

This module is a response to the HIV and AIDS crisis in our country. The Gauteng Education Department is committed to the nationwide effort to reduce the spread of infection. One of the most effective ways of doing this is to arm people with factual information so that they make correct choices to protect their own health and that of others. Surveys show that young South Africans are at great risk of contracting the disease, and that Grade 7 learners are not too young to learn the facts and to consider their own life choices.

Life Skills and HIV and AIDS education must deal with issues of sex and sexuality. Recognising the sensitivities in this area, we hope we have dealt with the issues appropriately for you and your Grade 7 learners. We suggest that you use the Natural Sciences' Grade 7 Illustrative Learning Programme, Module 3, *Be fruitful and multiply*, before or alongside this module, as it will give your learners a clear understanding of the physiology and process of human reproduction.

While we suggest that this module is best located within the Life Orientation Learning Area, we have integrated skills and knowledge from other Learning Areas wherever feasible. For example: Unit Two incorporates reading skills which are particularly applicable to Language, Literacy and Communication, as well as research and presentation skills which integrate Human and Social Sciences, Natural Sciences and Technology; Unit Three deals extensively with understanding and representing large numbers, which is an outcome for Mathematics and Mathematical Literacy, and also touches on the economic repercussions of the HIV and AIDS crisis, thus integrating concepts from Economic and Management Sciences. The making of Paper Prayers in Unit Five integrates the Arts and Culture Learning Area.

The module has two components, to be used in conjunction with each other: the **Learner's Material** and the **Teacher's Guide**. The Learner's Material is not intended as a workbook. All written work can be done in the learners' exercise books which have been referred to as 'Writing Books'. The Teacher's Guide will help you facilitate the activities.

The module is divided into **Five Units**, each of which focuses on an essential aspect of HIV and AIDS education: creating a climate of trust (Unit One), discovering and knowing the facts (Unit Two), understanding the enormity of the problem (Unit Three), taking care of oneself and others, including those who are sick (Unit Four), and sending out positive and encouraging messages (Unit Five).

Each unit has several components, called **Activities**, which, in the Teacher's Guide, follow this pattern: suggestions are made concerning the **time frame**, **class organisation** and **resource requirements**; then **three questions** are asked which embody the OBE approach. The questions are:

- **What are the outcomes for this activity?**
- **What will be done to achieve this learning?**
- **How will the learner's achievement be assessed?**

We sincerely hope that the material contained in this module will provide you with a useful teaching framework, and your Grade 7 learners with the necessary information to set them thinking about their own lives, their choices and their responsibilities.

The Materials' Development Team

UNIT ONE: Tuning in

Duration: 4 x 60 minutes

SOs and ACs focussed on in Unit One:

LIFE ORIENTATION

SO2 Learners use skills and display attitudes and values that improve relationships in family, groups and community

AC 2 Qualities of relationship and communication are demonstrated

SO 4 Learners demonstrate value and respect for human rights as reflected in Ubuntu and other similar philosophies

AC 1 Evidence of human rights, values and practices is displayed

AC 3 An awareness of the relationship between human rights and responsibilities is demonstrated

LANGUAGE, LITERACY and COMMUNICATION

SO1 Learners make and negotiate meaning and understanding

AC 1 Original meaning is created through personal text

AC 6 Ways in which context affects meaning and understanding are identified and responded to

AC 8&9 Reasoned arguments about interpretation and meaning are developed. Discourse is sustained

SO6 Learners use language for learning

AC 1 Different styles and terminology suited to the demands of a particular learning area are used

AC 4 Language to talk about learning is used

An overview of Unit One

Teaching about HIV infection and AIDS-related issues requires open and explicit discussion of feelings, attitudes and issues related to sexuality. Many of the learners may become embarrassed or find it difficult to express themselves in front of their peers. Some learners may laugh or joke to cover up their embarrassment, and some may criticise their peers or reinforce stereotypes. The main aim of the activities in Unit One is to establish trust and confidentiality among learners before they are confronted with personal and sensitive issues which the module might raise. The learners also establish some class rules to help create an environment in which learners feel safe and supported to explore their thoughts, feelings and attitudes towards HIV infection and AIDS-related issues.

Activity 1.1 Tuning in to promises

Duration:	60 minutes
Class Organisation:	Individual work Pairs
Resources needed:	Learner's Material Sheets of paper for tracing hands

What are the outcomes for this activity?

Learners will be able to:

- reflect on feelings and behaviour associated with broken promises
- discuss reasons for not breaking a promise, taking into account the needs of the other person
- share their understanding of trust in pairs

What will be done to achieve this learning?

Introduce Unit One and Activity 1.1 by telling the class that during this module they will be discussing topics that are sensitive. They will be talking about relationships and issues related to HIV and AIDS. Emphasise that the opinions, thoughts and experiences of everyone need to be valued and respected. It is important that each learner feels safe and supported during discussions and activities. One way of creating such an environment is by encouraging confidentiality, which is the main aim of Activity 1.1

The activity is done in three steps:

1. Learners consider how they feel when someone breaks a promise made to them. In the Learner's Material they are given four responses to help them identify their own feelings. You can, however, point out to your learners that they need not be bound by these four feelings and can describe how they would feel in any way they choose. They should be given a short silent time to think about their feelings, to record their responses and then to talk about them. This sharing can be done as a whole-class activity, in small groups or in pairs.
2. This step is conducted in the same way as described above. This time they reflect on their behaviour if they were to break a promise made to someone else.
3. Pairs of learners now trace each other's hand onto a piece of paper. Individual learners use their partner's traced hand to write their reasons for not breaking a promise. (Exactly how this is to be done is scripted in the Learner's Material.) The completed hands are then given back to the partners for discussion and feedback which will need to be facilitated. Here are some ideas for doing this:
 - You could ask them what they have learnt about breaking a promise and what they have learnt about their partner. This is where the peers can assess whether their partner has considered them when giving reasons for not breaking a promise.
 - You may want to introduce some rules about giving feedback at this stage. Here are some guidelines to help you. You might even consider having them enlarged and displayed in your classroom:

Guidelines for giving feedback

- Show respect even if you do not agree with what the person has to say
- Listen to what others have to say before you add your own opinion
- Be prepared to talk about your own opinions
- You may disagree with what the person says but you have to give reasons for disagreeing.
- Take personal responsibility for the feedback you give by using phrases like *I feel...* and not *we feel...*

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Reflection on feelings and behaviour when a promise is broken	Could the learner identify their feelings and behaviour?	Self-assessment	Written responses completed during the activity
Developing consideration	Did the reasons for not breaking a promise take the other person into consideration?	Teacher and peers	Teacher observations of peer interaction Peer observation based on reasons for keeping promises

Activity 1.2 Setting the scene

Duration: 60 minutes

Class Organisation: Small groups
Whole class

Resources needed: Large sheet for class rules
Traced hands from Activity 1.1
Glue or Prestik to attach hands to the sheet of class rules
Wall space for displaying class rules

What are the outcomes for this activity?

Learners will be able to:

- identify rules for creating a safe and supportive classroom atmosphere
- commit themselves to developing trust within the classroom

What will be done to achieve this learning?

1. In small groups, learners discuss and draw up a list of rules which would help to create a safe and supportive atmosphere in the classroom.
2. These lists are shared in a plenary session to create a composite list for the class. As rules are agreed upon, they can be written up on the board. Groups should not repeat rules which have already been given.
3. The rules are written up on a sheet for classroom display and learners all stick their traced and named hands from Activity 1.1 to these rules as a symbol of their commitment towards making other's feel safe and supported. The displayed rules will enable you to come back to this activity and serve as a reminder to the learners of their commitment.

Here are examples of class rules:

Rules to help create a safe and supportive classroom
Listen, without commenting, when someone speaks Respect others' opinions Offer support when someone is feeling down Allow everyone to express their feelings No 'put downs', even if you do not agree

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Ability to contribute to a list of class rules	Were the suggested rules feasible and appropriate for developing a supportive classroom environment?	Peers	Oral contributions, discussion and recording of the rules.

Activity 1.3 Circle time is our time

Duration: 60 minutes

Class Organisation: Space for a large circle to be formed

Resources needed: Class rules in a visible position
Sentence stems written onto cards or slips of paper, one per learner.

What are the outcomes for this activity?

Learners will be able to:

- contribute to an atmosphere in which their peers can safely express their feelings and opinions
- discuss issues raised during the game

What will be done to achieve this learning?

The whole class forms a circle to play the game 'Circle time is our time'. In this game learners are encouraged to share their thoughts and feelings about relationships and other issues. After the game, the teacher facilitates a discussion about the different issues raised within the game and encourages all learners to participate in the discussion.

We may know what learners *need to know* about HIV and AIDS-related issues but we also have to consider the knowledge and experiences they already have. We need to consider what they already know about HIV infection/AIDS and other related issues such as sex and drugs. Some of the learners in your class may already be sexually active or may have experimented with drugs. We need to make sure that the information we provide does not exclude these learners. Therefore we need to talk about issues such as abstinence, safe sex and risk behaviour. We need to find out whether the information they have is accurate and whether they know how to prevent themselves from becoming HIV infected.

The game *Circle time is our time* helps learners explore some of these issues. The game encourages them to exchange some ideas and information about their feelings and experiences. It also sets the climate in which they will feel more comfortable with asking questions and talking about their fears and concerns.

How to play the game *Circle time is our time*

1. Each learner receives a slip of paper on which is written a sentence stem which they will complete during the game. An example of a sentence stem would be, *When I'm feeling down – I want, I want...* (Further examples are provided at the end of this section).
2. Learners are given a silent minute to decide how they want to complete the sentence stem they have received. They should be encouraged to be as honest as possible.
3. The class forms a large circle to play the game 'Circle time is our time'.
4. One person goes into the middle of the circle. The group chants *I want* (pause), *I want* (pause), *I want, I want, I want* (repeated three times) and on the fourth repeat the person in the centre reads out their sentence stem and completes it in whatever way they choose.

A note about chanting:

A chant is the repetition of a word or several words to a note or to a tune. It is used to introduce an element of fun to the game.

5. Each learner is given a turn to complete their sentence stem and as soon as they have done so they leave the centre and rejoin the large circle. The next person then runs into the centre while the group repeats the chant *I want, I want...* as scripted above.
6. Individual learners are allowed to miss a turn on the first round if they cannot think of something they want. The rhythm of the chant should be maintained.

Suggested sentence stems

You can add to the sentence stems provided here or develop a set more appropriate for your learners. In large classes you can give the same sentence stem to more than one learner:

When I'm feeling sick...
When I'm alone with you...
On our first date...
When I'm feeling down...
When I meet someone who is infected with HIV...
When I need to have some fun...
When I don't know what to do...
When I'm in love...
When I hear about people who are homosexual...
When my friends exclude me...
When I grow up...
When my parents just don't want to understand...
When I'm worried...
When we're out in a crowd
When I'm at a party...
When a friend offers me a cigarette...
When school's out...
When I read about what drugs can do for people...
When my homework is not done...
When I'm winked at...
When we just don't agree...

7. The teacher now initiates a discussion which encourages the learners to talk about how they experienced the game. Remind the class of the ground rules and their commitment. Here are some questions to guide the discussion:

What was it like for you to participate in this game?
How did it feel to express your wish to the group?
How did you feel when you were laughed at?
How did it feel when you heard J... say ...?
Did some responses sound like something you would say?
Were there some responses that you did not agree with or did not approve of?
Was there a difference in the way the girls and boys responded?
Are our wants always the same, even in the same situation?

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Ability to express thoughts and feelings	Was the learner able to participate in the game and the discussion? Were class rules taken into consideration during the discussion?	Teacher	Observation during game and discussion

Activity 1.4 Raising issues

Duration: 60 minutes

Class Organisation: Individual work
Space for learners to move around the classroom

Resources needed: Large sheets of paper with the heading AIDS on them
Koki pens or crayons

What are the outcomes for this activity?

Learners will be able to:

- explore what they know about AIDS
- discuss the statements and sort them into three categories: true, untrue, not sure
- challenge information and correct misinformation

What will be done to achieve this learning?

1. Put up around the classroom the sheets of paper each headed AIDS.
2. Invite the learners to draw on their existing knowledge and to write down on one of the displayed sheets of paper any statements they wish to make about AIDS. These statements could include things they know about AIDS, have heard about AIDS or believe about AIDS.
3. When the sheets all have some graffiti on them, divide the class into small groups and give each group a graffiti sheets
4. Groups discuss the statements on their sheet and mark each statement with either a tick (if they consider it to be true), or with a cross (if they consider the statement to be untrue), or with a question mark (If they are unsure whether it is true or false)
5. The class reassembles and groups report back to the whole class, with other groups confirming true statements, or challenging and correcting misinformation.

Note:

The graffiti sheets should be kept and used to encourage learners to find the correct answers. In the next Unit a link is made to this activity.

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Knowledge and attitudes with regard to HIV and AIDS	What do I know about HIV and AIDS? What do I believe about HIV and AIDS?	Self-assessment	Reflection on own knowledge and attitudes prior to the interaction and discussion with peers

UNIT TWO: Finding out

Duration: 4 (or 5) x 60 minutes

SOs and ACs focussed on in Unit Two:

LIFE ORIENTATION

- SO5** Learners practise acquired life and decision making skills
- AC 1** Acceptance and responsibility for own choices in terms of personal and community well-being is demonstrated
 - AC 2** **Acceptance** of responsibility for own choices in terms of personal and community well-being is demonstrated
- SO 7** Learners demonstrate the values and attitudes necessary for a healthy and balanced lifestyle
- AC 1** Various lifestyles in terms of a healthy and balanced approach are appraised
 - AC 2** Knowledge and prevention of sexually transmitted diseases and AIDS is demonstrated
 - AC 3** Goal-setting for a healthy and balanced lifestyle is demonstrated

LANGUAGE, LITERACY and COMMUNICATION

- SO1** Learners make and negotiate meaning and understanding
- AC2&3** A key message is identified and clarified. Meaning is created through reading and inferences are made from texts
 - AC 6** Ways in which context affects meaning and understanding are identified and responded to
 - AC 7** Writer's/speaker's/signer's point of view is critically reflected on
 - AC 8&9** Reasoned arguments about interpretation and meaning are developed. Discourse is sustained

NATURAL SCIENCE

- SO 3** Learners apply scientific knowledge and skills to problems in innovative ways
- AC1** Problems are identified
 - AC2** Relevant information is gathered
 - AC 3** Relevant scientific knowledge is selected

TECHNOLOGY

- SO 3** Learners access, process and use data for technological purposes
- AC 1** Various types of data are accessed
 - AC 2** Various types of data are processed
 - AC 3** Various types of data are used

An overview of Unit Two

Unit Two begins with a simulation game which has learners experiencing a process and then reflecting on it to raise their awareness of the spread of HIV and AIDS. The rest of the unit provides learners with some essential facts about HIV and AIDS. However, in line with OBE philosophy, the facts are not merely stated but, rather, the activities require learners to engage with the information in a variety of ways so as to internalise it. Learners practise the important cross-curricular skills of reading, researching and processing information.

Activity 2.1 Finding out that AIDS is no game

Duration:	60 minutes
Class Organisation:	Whole-class activity Space for learners to move around
Resources needed:	Writing books

What are the outcomes for this activity?

Learners will be able to:

- see how rapidly the HIV virus can be spread in a society where unprotected sex is common
- show that they have gained some insight into safe behaviour with regard to sexual activity and the spread of the HIV virus.

What will be done to achieve this learning?

Learners will play a simulation game that illustrates the rapid spread of the HIV virus. They will then take part in a class discussion which helps them unpack the lessons of the game, and will finally write a short summary of their own discoveries and understanding.

A note on simulation games

Simulation games are played because, in some ways, they mirror real life situations and thus provide opportunities for experiential learning. For a simulation game to work well, learners must understand how it is to be played but must not be told the hidden meanings of the game until after it has been played. However, it is very important that learners have a chance, after they have played such a game, to make the connections between the experience of the game and real life. We give some ideas for how you can facilitate this after the instructions.

Instructions to learners before playing the game

1. Ask learners to form a close circle.
2. Tell them that:
 - They are going to play a game where the object is to remain in the game for as long as possible (*do not explain the meaning of the game at this stage*)
 - Remaining in the circle, they will hold their right hand behind their back and close their eyes.
 - You will walk around the outside of the circle and touch the hands of only some learners. (*Touch one third of the class, who will represent the third of young people under the age of thirty who are infected with the HIV virus*)
 - Everyone will then break from the circle and mingle, shaking hands with as many people as possible and saying to each other, at every encounter, 'I really care about you'. Those people whose hands were touched by you while they were in the circle must inconspicuously and gently include a scratch with their thumb nail each time they give the handshake. (*It might be advisable to demonstrate how this can be done before the game begins*)
 - Anyone who receives a scratch must immediately sit down on the floor and cease to play.
 - If two players scratch each other in a handshake, both must sit down.
2. Play the game until almost all the learners are sitting on the floor.

3. Facilitate a discussion which unpacks the meaning of the game. Here are some guidelines:

- Tell the learners that in the game the whole class represented all the young people in Gauteng under the age of 30. Then ask the learners whose hands you touched at the start of the game, to identify themselves. Tell them that this group represented the fraction who are infected with the HIV virus (who are HIV positive).
- Let the learners work in pairs to calculate what fraction of young people under the age of 30 in Gauteng are infected with the HIV virus. *(Only allow a few minutes for this – let the fastest pair tell the answer to rest of the class and explain how they arrived at it).*
- Ask the learners who had not been touched by you to describe how it felt to be scratched and forced to drop out of the game. How did they feel about not being given a choice about who touched them? How did it feel not knowing who had been touched by the teacher? Ask learners to think about how the experiences of the game might be similar to and different from real life, in relation to sexual activity and people who are infected with the HIV virus. Try to draw out these conclusions: that one cannot tell from outward appearances who is infected, that sexual contact must be carefully negotiated, that they have a right to know in advance whether a sexual partner is infected, that they are free to make choices.
- Ask the learners who were touched by you, how they felt about having to scratch someone's hand and thus force them out of the game without giving them a choice. How did they feel if they were also forced out of the game?
- Let the learners talk about the words, 'I really care about you', which were used when shaking hands. How were these words in conflict with what happened to those who had to drop out of the game? What parallels can they draw from words which might be spoken in real life situations involving sexual contact?
- Ask each learner to write a few sentences about the lessons they have learnt from the game with regard to (a) the rapid spread of the HIV virus and (b) their own behaviour when they have to deal with a possible sexual encounter.

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
An understanding of how rapidly the HIV virus spreads and insights from the game into their own future behaviour	Learner's ability to: <ul style="list-style-type: none"> • engage in the game • make inferences from the game 	Teacher	Observation during the game and listening to learners' contributions during the discussion. Evaluation of learner's written responses.

Activity 2.2 Finding out some facts about HIV and AIDS: skimming and scanning

Duration:	60 minutes
Class organisation:	Pairs
Resources:	Printed articles in Learners' material Writing books

What are the outcomes for this activity?

Learners will be able to:

- skim and scan texts when conducting research
- discover, through reading, the basic facts about the HIV virus

What will be done to achieve this learning?

This activity allows learners to discover the value of skimming and scanning when searching for information from several sources. They use the two skills in order to do the activity. These are the steps they follow:

1. Learners read the information box which tells them what it means to SKIM. Here is the information they are given:

When we SKIM we read to get the general idea of the text so that we know what it is about without yet knowing any of the details. We do this by first looking for clues in those parts of the text which stand out. We concentrate on the headings, sub-headings, captions to pictures and words in bold print.

2. Working in pairs or alone, they skim each of the four articles and record the title and the general idea in a table, an example of which is provided in the Learner's Material. If you consider it necessary, the class could skim the first text and complete the first line of the table together. Remember that skimming is meant to provide a general sense of what the article is about, but not detailed information.
3. Learners follow the same procedure with scanning: they read the information box which is in their material (see below), and then practise the skill by looking for specific information to answer the three questions they have been given. Below are the information box, the three questions, the answers, and the place where the answers can be found.

When we SCAN we are reading because we need to find answers to particular questions. We can only scan when we know what we are looking for. We scan by allowing our eyes to search the text for the information we need. We do this by moving our eyes quite quickly over the text, as we would do with our hands if we had dropped something on the floor in a dark place.

The questions:

1. Where does the HIV virus live in the human body?
2. If we can be vaccinated against measles and polio, why is it difficult for scientists to find a vaccine that will stop people from becoming infected with the HIV virus?
3. What sort of sicknesses might someone with a weak immune system get?

The answers:

1. The HIV virus lives in the bloodstream and body fluids of the human body. (This information can be found in the article *How HIV attacks the immune system.*)
2. Scientists have not yet found a vaccine for the HIV virus because it changes quickly. (This information can be found in the article *Origin, cure and risk.*)
3. Someone with a weak immune system can get sicknesses such as Tuberculosis (TB), Pneumonia, Thrush and many kinds of cancers. (This information can be found in the article *How HIV attacks the immune system.*)

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Learner's ability to skim and scan.	Did the learner record the general idea of each article when skimming? Did the learner answer the questions correctly when scanning for specific information?	Self or peer assessment	Checking completed table against a correct version

Note

The assessment described above does not focus on the second outcome, namely, to discover, through reading, the basic facts about HIV and AIDS. This is because there will be several other assessments later in the module which assess the learner's knowledge.

Activity 2.3 Finding out about the impact of HIV and AIDS on an economy, on a family and on an individual: using a flow-chart

Duration: 60 minutes

Class Organisation: Individual work

Resources needed: Learner's Material
Writing Books
A correct version of the flow chart for Article 6, for the assessment process

What are the outcomes for this activity?

Learners will be able to:

- identify some of the effects of HIV and AIDS
- process a text into a flow chart

What will be done to achieve this learning?

1. Learners read Article 5 on page 11 of the Learner's Material.
2. They then complete in their Writing Books the partially worked list of events, in the sequence in which they occurred. To assist them, they have been given clues in the form of prompt words. This activity is in preparation for creating a flow chart and should help the learner realise that a flow chart is used to depict information which occurs in a sequence.
3. Learners now look at the example of a flow chart based on the sequence of events they have read about.
4. They then proceed to develop their own flow chart from the information in Article 6 on page 13 of the Learner's Material. The instructions given in the Learner's Material take them through three stages: *skimming* to get the main idea of the text, *scanning* to find the three stages of HIV and AIDS and *creating a flow chart*.

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Processing information into a flow chart	Was the learner able to identify the main events? Did the flow chart show these events in correct sequence?	Teacher or peers or self-assessment	Comparison of learner's flow chart against a correct version

Activity 2.4 Finding out about the risks and myths: making and playing two games

- Duration:** 60 – 90 minutes
- Class Organisation:** Small groups
- Resources needed:** Learner’s Material (which has the instructions for making the games)
Card or sheets of paper, Koki pens or crayons, scissors, Prestik

What are the outcomes for this activity?

Learners will be able to:

- follow written instructions to produce a game
- determine high, low and medium risk factors in contracting AIDS
- distinguish between myths and realities in relation to AIDS issues

What will be done to achieve this learning?

This activity has learners thinking about AIDS-related issues while actively engaged in making a game. The instructions for two games are provided in the Learners’ Material so that they also have the opportunity to practise following written instructions. Here are the steps to follow:

1. Organise learners into small working groups.
2. Allow time for groups to read Article 7, *How does HIV spread?* and to have a short time to share their ideas about who can get AIDS and how the virus is spread. Remind learners to allow everyone to have a chance to express their ideas without them being censored. At this stage, you might hear some strange ideas being expressed. Do not attempt to correct these now, as this is the purpose of the rest of the activity.
3. Let groups read the instructions for both games, or go through them both with the whole class.
4. Each group decides which game they will make.
5. Groups follow the instructions to make the game that they have chosen. A time limit should be set for this part of the activity. The game should be functional rather than a work of art!
6. The games are then swapped so that a group which has made the *Risk Game* plays the *Myths and Realities Game* and vice versa. The games should lead to discussion as learners negotiate their answers.

The games should end off with a presentation by the teacher of the correct classification of each factor. Here are the correct answers:

High risk	Some risk	No risk
HIV+ mother to baby	Deep, wet kissing	Playing sport
Sharing needles	Sex using a condom	Mosquito
Sharing razor blades	Handling spilled blood	Sharing toilet seats
Fluids from reproductive organs		Light kiss (peck)
Prostitution		Hugging
Sex without a condom		Sneezing
Rape		Holding hands

Myths	Realities
Only the rich get AIDS	AIDS is not curable
Only homosexuals get AIDS	AIDS can kill
I don't have AIDS and will never get it	There are not always immediate symptoms
Once you pass on the virus, you are safe	AIDS can lead to other diseases
An infected person looks sick	
People who are HIV+ cannot work	
HIV+ learners are too sick to go to school	
A virus can be seen with the naked eye	
AIDS is only transmitted sexually	
Sex with a virgin will cure AIDS	
In SA, HIV+ learners are not allowed to go to school	
Healthy people cannot get AIDS	

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Can the learners follow written instructions?	Group's ability to create the game	Teacher	Observation of the processes
Can the learner identify and classify risk factors and myths and realities?	Correct classification of factors when playing the games		

UNIT THREE: Counting up

Duration: 8 x 60 minutes

SOs and ACs focussed on in Unit Three:

MATHEMATICAL LITERACY, MATHEMATICS and MATHEMATICAL SCIENCES

- SO 1** Learners demonstrate understanding about ways of working with numbers
- AC 3** Evidence is shown of estimation approaches
 - AC 4** Operations are performed accurately
 - AC 5** There is evidence of knowledge of percent, rate and ratio
 - AC 7** The skills of investigative approaches within mathematics are demonstrated
- SO 2** Learners manipulate numbers and patterns in different ways
- AC 1** Learners identify the use of numbers for various purposes
 - AC 2** Number patterns and geometric patterns are recognised and identified using a variety of media
 - AC 4** Patterns in abstract and natural contexts are explored using mathematical processes
 - AC 5** Number patterns using mathematical symbols are represented
 - AC 6** Evidence is shown of the use of number patterns to address real and simulated problems
- SO 4** Learners critically analyse how numerical relationships are used in social, political and economic relations
- AC 1** Evidence is shown of knowledge of mathematical relationships in the workplace
 - AC 2** Evidence is shown of knowledge of mathematical relationships in the economy
- SO 6** Learners use data from various contexts to make informed judgements
- AC 1** Learners identify situations for investigation
 - AC 3** Data is organised
 - AC 4** Statistical tools are applied
 - AC 6** Findings are communicated
 - AC 7** Findings are critically evaluated
 - AC 8** Evidence of knowledge of different ways of counting is shown
- SO 7** Learners describe and represent experiences with shape, space, time and motion, using all available senses
- AC 4** An understanding of the interconnectedness between space, shape and time are demonstrated
- SO 9** Learners use mathematical language to communicate mathematical ideas, concepts, generalisations and thought
- AC 1** Language is used to express mathematical observations
 - AC 6** Real life and simulated situations are represented
- SO 10** Learners use various logical processes to formulate, test and justify conjectures
- AC 3** Evidence is shown of use of empirical or theoretical rationale in justifying conjectures.

HUMAN and SOCIAL SCIENCES

- SO 2** Learners demonstrate a critical understanding of patterns of social development
- AC 3** Similarities and differences between societies are explored by:
 - Recognition of patterns of similarity and difference
 - Defining characteristics
 - Explaining significances
- SO 6** Learners demonstrate an understanding of the interrelationship between society and

the natural environment

AC 4 The impact of natural events and human activities are analysed by

- Accessing information
- Ascertaining impact
- Identifying key causal factors and relationships

SO 7 Learners address social and environmental issues in order to promote development and social justice

AC 1 Social and environmental issues related to development and social justice are identified

AC 2 Identified issues are critically analysed

AC 3 Strategies to address issues are developed and evaluated

AC 4 Strategies are implemented to address particular issues

ECONOMIC and MANAGEMENT SCIENCES

SO 2 Learners demonstrate a personal role in the economic environment

AC 2 An understanding of the role of the individual in the South African economic environment is demonstrated

LANGUAGE, LITERACY and COMMUNICATION

SO1 Learners make and negotiate meaning and understanding

AC 2&3 A key message is identified and clarified. Meaning is created through reading and inferences are made from texts.

Overview of Unit Three

Unit Three has two main aims:

1. to impress upon learners the seriousness of the HIV and AIDS epidemic by getting them to work with HIV and AIDS-related statistics
2. to give learners practice at working with large numbers and using this skill to solve everyday problems. This latter aim fulfils key outcomes for the Learning Area of Mathematical Literacy and Mathematics.

Teachers should note that this unit contains a large variety of mathematical activities based on the theme of HIV and AIDS. Please select only those activities which you consider suitable for your learners. Learners do not have to work through every activity in the unit.

Activity 3.1 Counting up young people in Gauteng who are HIV positive: demonstrating a statistic

Duration: 60 minutes

Class Organisation: Small groups (if learners conduct the experiment)
Whole-class discussion

Resources needed: One empty 1 litre bottle per small group
For each group: 300 ml of cooking oil, water, a measuring jug

What are the outcomes for this activity?

Learners will be able to:

- deduce a statistic about HIV infection by conducting an experiment
- use previous knowledge to inform a discussion

What will be done to achieve this learning?

1. The Learner's Material provides instructions for conducting the experiment to discover how many young people under the age of 30 in Gauteng are HIV infected or have AIDS. If the resources are available, it would be preferable for the learners to do the experiment themselves. However, if there is a difficulty with regard to resources, the teacher can follow the instructions in the Learner's Material and demonstrate the experiment. The learners can then deduce the relevant statistic.
2. Conduct a class discussion about why we do not know exactly how many people in South Africa have HIV and AIDS. Encourage the learners to think back to information already covered in the module. Here are some pointers to help you guide the discussion:
 - Do people's attitudes to the disease encourage others to make it known that they are infected?
 - Can one tell, by looking at people, who is infected?
 - Do all people who are infected know that this is the case?

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
The deduction from an experiment.	Can the learners make the correct deduction that one third of all young people under the age of 30 in Gauteng are HIV infected?	Peers	Comparison of deductions
Drawing on previous knowledge to participate in a discussion.	A contribution to the discussion which demonstrates an understanding of some of the issues already dealt with.	Teacher	Observation

Activity 3.2 A case study: reading to find statistics

- Duration:** 60 minutes
- Class Organisation:** Individual work
Whole-class discussion
- Resources needed:** Learner's Material
Writing Books

What are the outcomes for this activity?

Learners will be able to:

- find numerical information as they read a written text (the case study)
- make statistical statements based on this information

What will be done to achieve this learning?

1. Learners re-read the case study to find examples of information which contains numbers. They make rough notes in their Writing Books.
2. A short time should be devoted to checking that all learners have noted only numerical information. Note that this is the first point in the assessment process and that it is done as part of the learning process to ensure that all learners can do the rest of the activity.
3. They use the information they have noted in rough to make statistical statements. Tell the learners that each statistic should then be written as a sentence and emphasise that they can use the numbers to make different statistics, but that a statistic must be a statement of fact based on the given numerical information and not an opinion or a deduction. For example, the information about the children provides several statistical statements (see the first four examples given below)

Here are some examples of statistical statements which can be made from the information in the case study:

- There are four male children and one female child in the family
- All the children in the family are under the age of 21
- One of the children is not yet at school
- One out of five children in the family is HIV+
- Both parents died before they were 50

4. Learners share examples in a whole-class session.

How will the learner's achievement be assessed?

What is the focus of the assessment?	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Identification of numerical information in a text	Has the learner selected numerical information?	Peers (with teacher guidance)	Rough notes are checked
Statistical statements	Full sentences containing numerical information	Teacher and peers	Learners share their examples with the class who decide whether they are statistical statements

Activity 3.3 Some AIDS statistics: exploring big numbers

- Duration:** 60 minutes
- Class Organisation:** Individual and pair work
- Resources needed:** Learner's Material
Writing Books
Calculators (if available)

What are the outcomes for this activity?

Learners will be able to:

- read and interpret information on HIV and AIDS which is expressed in big numbers
- use their knowledge of the Place Value System to write large numbers as numerals and words
- do calculations with large numbers based on the information provided
- use a calculator, as well as their own methods without a calculator, to do operations on larger numbers – up to tens of millions

What will be done to achieve this learning?

The following activities in the Learner's Material give learners practice in comparing smaller and larger sets of numbers, both by counting and by estimating. They will gain a sense of how big a million is and of how large the groups of statistics given in this unit are.

Activity Steps 1 and 2

In pairs learners read the information in the block and then write the numbers 30 million and ten million in figures, i.e. 30 000 000 and 10 000 000.

Some learners will be comfortable with working in large numbers of this size. Others may experiment, building on their knowledge of smaller units of ten in the Base Ten system, e.g.

- they may know how to write 300 000 and know that 3 000 000 is ten times bigger so in their thinking they simply “add a nought”, without knowing that they are multiplying by ten.

They may draw a place value chart and position the numbers in the right place, i.e. ten million as:

tm	m	hts	ths	h	t	u
1	0	0	0	0	0	0

or thirty million as:

3	0	0	0	0	0	0
---	---	---	---	---	---	---

Encourage learners to think about the meaning of each statement and to combine the sets of information to draw their own conclusions, for example:

- that of the 30 million people in the world infected with HIV and AIDS, 1998, 20 000 000 did not get the infection from their mothers; 10 000 000 did.
- that of the 590 000 children infected, only 60 000 do not live in Africa.

Activity Step 3

Learners follow the questions based on the capacity of Ellis Park Stadium. If they use a calculator, they divide 530 000 (the number of children who were HIV-positive in Africa in 1998), by 62 000, the capacity of the Ellis Park Stadium.

The answer is 8.548 times. Rounded to the nearest whole number this is 8 times. This represents the number of stadiums that all the HIV AND AIDS sufferers in 1998 would fill.

Without calculators, they could use a variety of strategies to work with this large number: They could write out the problem as a division problem like this like this:

$$\begin{array}{r} \underline{530\ 000} \\ 62\ 000 \end{array}$$

They then cancel out the noughts to make the number smaller and easier to work with, as follows:

$$\begin{array}{r} \underline{530\ 000} \\ 62\ 000 \end{array}$$

which, divided by 2 again, is:

$$\begin{array}{r} \underline{265} \\ 31 \end{array}$$

They are then left with a long division problem with a 2x digit divisor. They round off their remainder, 17, to the nearest whole number to give 484:

$$\begin{array}{r} \underline{8} \\ 31 \overline{) 265} \\ \underline{248} \\ 17 \end{array}$$

Activity Steps 4, 5 and 6

1. Before learners can proceed with the next set of questions they need to do some preliminary work. They must:

- first count the number of learners in their class
- then find out how many learners there are in the school
- lastly, estimate or research how many learners would fit in a nearby sports stadium or other venues that accommodate larger group of people. (If the latter is not possible, let learners work with the capacity of Ellis Park Stadium).

They now do the next three sets of calculations:

- Learners consider how many times the places they investigated earlier, i.e. their class; school, and the local stadium, could be filled by the 30 000 000 people in the world infected with HIV in 1998.

The answers will differ according to their findings earlier on. The principle will be the same, i.e. they must divide 30 000 000 by whatever numbers they came up with earlier. For example, if there were 30 learners in their class; 1 200 learners in the school; and the capacity of their local stadium was 2 000, they would divide 30 000 000 by these numbers each time to get an answer.

2. In the second part of the activity they must use the same method as above, but divide 10 000 000 by the numbers they are using for their class, their school and the local stadium.
3. In the third part of the activity they must divide 590 000 (the number of infected children in the world with HIV and AIDS) by the numbers in their class and their school.

How will the learner's achievement be assessed?

What is the focus of assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
An understanding of the relationship between larger and smaller numbers within the base ten system	Correct conversion of numbers given in words to figures (30 000 000 and 10 000 000). They should know that while in writing a number to the left of a number on the place value scale they may be " adding a nought ", what they are really doing is multiplying by ten , i.e. 300 000 is not just one more nought than 30 000 but ten times as big	Peers	Learners check each other's work
A realistic grasp of large numbers in relation to familiar spaces	Learners demonstrate that they know that their local school could not hold 10 000 people but that a sports' stadium might; or that a million people would not fit into a sports stadium but could populate a city.	Teacher	Observation and questioning of individual learners during the learning process
Calculations based on large numbers	These must be correct and an understanding demonstrated of whatever method is used	Teacher	Observing calculation methods and checking learner's work
Use of calculators (if applicable)	Whether the learners can use calculators effectively, understanding the steps applied	Teacher	Observation as learners are working

Activity 3.4 More AIDS statistics: representing statistics as a diagram

Duration: 60 minutes

Class Organisation: Individual work, but consultation with a partner is in order

Resources needed: Learner's Material
Writing Books

What are the outcomes for this activity?

Learners will be able to:

- interpret and re-draw a scaled pictogram to represent a large number of people who are infected with HIV or living with AIDS
- use their knowledge of fractions, ratio and proportion and possibly even algebra to solve problems based on given statistics about HIV and AIDS
- make reasoned judgements and predictions based on their calculations of HIV and AIDS statistics

What will be done to achieve this learning?

1. Learners read the statistic: *There are about 48 million people in South Africa, of whom one in eight is infected with HIV or has AIDS.* They then look at the pictograph which shows 48 symbolic people. Ask the learners to count the symbols and to decide from the statistic they have just read what each symbol represents. (Each symbol represents 1 million South Africans) They should then be able to deduce that they need to cross out every eighth symbol to illustrate that one person in eight is infected in South Africa.
2. Learners count the number of people in their class and work out how many would be infected if the same statistic of one out of eight applied. They could do this by marking off every eighth person or by dividing the total by eight. They might need to round off their answer to the nearest whole number.
3. Learners apply the one in eight statistic to the 48 million people in South Africa. They divide by eight to arrive at the answer that 6 million South Africans are likely to be infected with the HIV virus or to have AIDS.
4.
 - a. Learners have already seen and worked with an example of scale in step 1 of this activity, without the concept of scale having been named. They now look at similarly represented information in the box and learn that scale is a representation of large numbers, a more abstract idea of the symbol.
 - b. They use the example in the box to assist them as they create their own pictograms to show the next two statistics. Their reasoning and way of working should go something like this:

Learners read the first statement:

Of all the people in the world who have HIV or AIDS 9 out of 10 people do not know that they are infected.

They must then refer back to the information in Activity 3.3 where it states that 30 000 000 people are infected.

They have to use their knowledge of fractions, ratio and proportion, or algebra to solve the question:

If 9 out of 10 people do not know they are infected, how many out of 30 000 000 do not know?

If learners use the fraction approach:

9 out of 10 = 9/10

9/10 of 30 000 000:

$$\frac{9}{10} \times \frac{30\,000\,000}{1}$$

= 27 000 000 or twenty seven million

Or they could use an algebraic approach:

$$\frac{9}{10} = \frac{x}{30\,000\,000}$$

$$10x = 270\,000\,000$$

$$x = \frac{270\,000\,000}{10}$$

$$x = 27\,000\,000$$

They then create a pictogram to show this figure, using a suitable scale to represent these large numbers.

Similarly, for the next statistic:

43 out of every 100 people who are HIV+ or who have AIDS are women.

If 43/100 people in the world with HIV and AIDS in 1998 were women, how many infected women were there?

Learners may choose a variety of methods to solve this. For example:

$$43/100 \times 30\,000\,000 \quad \text{or} \quad \frac{30\,000\,000}{100} \times 43$$

The answer is 12 900 000; or twelve million nine hundred thousand.

5. By relating the above large number to other facts and figures given throughout the module, learners will appreciate the huge danger of spreading the HIV virus. They should be able to explain how these large numbers can affect the world's population and, particularly, their own age group. Remind them that infected women cannot safely have children without running the risk of infecting their babies. In Activity 3.3 they read that, by 1998, 10 million children in the world had been infected by their mothers. If the learners' discussion needs more structure, you could provide some guiding questions, such as these:

- (A revision question) How many people have the infection already?
- If all the people who are infected in the world now were in one place in the world, say in South Africa, what fraction of the South African population would have AIDS? (This

question is to help them see the seriousness of the problem: that the equivalent of a whole nation could die of AIDS.)

- If 10 million young children are infected and if half of them are female, what will happen when these girls grow up and produce the next generation of children?
- If many young people are already infected, what might happen in the workplace when they are adults?
- If 1700 young people between the ages of 15 and 35 are infected every day, how many young people become infected every year?
(1700 x 365 days in the year)
- Why are young people between the ages of 15 and 35 most at risk of spreading the disease? (As this a sexually active group, this age-group is at risk of spreading the disease, especially if they practise high-risk behaviour.)

How will the learner's achievement be assessed?

What is the focus of assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Ability to solve problems with large numbers through knowledge of fractions and ratio and proportion, and possibly algebra	Can the learner use a known method to solve the problems correctly?	Teacher, peers or self	Checking methods and answers against those of other learners or teacher's model answers and methods
Clear understanding of the significance of the large numbers involved in the spread of HIV and AIDS.	Can the learner see the relationship between the large numbers and the AIDS crisis?	Teacher	Observation during discussion (step 5)

Activity 3.5 Children with HIV and AIDS: representing statistics as a pie-graph

- Duration:** 60 minutes
- Class Organisation:** Pair and individual work
- Resources needed:** Learner's Material
Writing Books

What are the outcomes for this activity?

Learners will be able to:

- interpret statistics represented in a pie-graph
- see the whole pie or circle as representing the whole and the shaded sectors of the pie standing for different sub-sets of the whole.

What will be done to achieve this learning?

1. In steps (a) and (b), learners must work out that if the whole pie represents the 3 million young people who became infected in 1998, then the lighter section represents the young people aged 15 to 24 (who also became infected in that year), and that the smaller dark section represents the 590 000 under-15-year olds.
2. Learners now work alone to read the next set of statistics and to link the statistics to the parts of the graph. They record their answers to the questions which follow. They compare answers with a partner.
3. Working in pairs they make links between the statistics they have just dealt with and the family in the case study. These are some of the links which might be made:
 - Siphso was most likely infected by his mother at birth or while she was breast-feeding him. He is one of the 9 out of 10 children that are infected by their mothers.
 - If Siphso lives long enough to reach an age when he becomes sexually active, he could pass on the infection unless he is very careful.
 - Siphso is unlikely to live beyond early adulthood.
 - The older children, being much older, are not infected as their mother was more than likely not HIV+ when they were born or being breast fed. It might be possible that John aged 9 would test positive if the mother had contracted HIV/AIDS within the previous 9 years.

How will the learner's achievement be assessed?

What is the focus of assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Reading a pie-graph to obtain information	The answers to 1(a) and (b) and 2 (a) and (b) must be correct	Individual learners	Checking answers with partners or in a whole-class session where the teacher provides correct answers
Linking statistics to the case study	The learner must be able to make and talk about at least one link between the statistics and the case study	Teacher	Observation during the discussion in Step 3.

Activity 3.6 Counting the cost: a closer look at the case study

- Duration:** 60 minutes
- Class Organisation:** Groups of six
- Resources needed:** Learner's material

What are the outcomes for this activity?

Learners will be able to:

- apply their knowledge and insight to further discussion questions about the case study and related issues

What will be done to achieve this learning?

The Learner's Material has three sets of questions. Each group of six learners should be allocated one of these sets of questions (depending on the size of the class, several groups might be allocated the same set of questions). Each of the six learners should then be further divided into three sub-groups of two learners each. The group can decide which question(s) each pair of learners will explore. The final part of the activity allows time for the pairs to share their ideas in a presentation to the rest of their group. This will encourage all learners to be involved in the discussion. The questions touch on a range of HIV and AIDS-related issues, on a personal, social and economic level.

How will the learner's achievement be assessed?

What is the focus of assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Ability to draw on knowledge and use insight when answering the given questions	Can the learner use his/her acquired knowledge and does he/she show insight when answering the questions?	Teacher Peers	Observation during pair discussions. As peers listen to the presentations they can assess the quality of their presentations

Activity 3.7 HIV and AIDS: applying statistics to your own life

- Duration:** 60 minutes
- Class Organisation:** Pair and individual work
- Resources needed:** Learner's Material
Writing Books
Pocket-size cards, one per learner

What are the outcomes for this activity?

Learners will be able to:

- relate statistics about HIV and AIDS to their own lives
- create a personal plan of action for keeping themselves free of the infection

What will be done to achieve this learning?

In pairs, learners read and discuss the statistics and the two questions.

They then record their answers. They should refer to all the statistics about young people when answering question 1, and should use them to support the sentences they write. Their sentences could be something like these:

My friends and I are at high risk of becoming infected because we will soon fall into the 15 to 24 age group.

We will be most at risk of infection when we become sexually active.

Finally, they make a pocket-size card on which they record their action plans to keep themselves safe from HIV and AIDS infection. The point of the small card is that it can be kept on them as a constant reminder of their commitment to themselves to remain safe from HIV and AIDS infection. Encourage learners to look back through the module to get ideas about how best to avoid infection. Learners can also read each other's cards to enrich their own ideas.

How will the learner's achievement be assessed?

What is the focus of assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Plan of action for safe, no-risk behaviour	Is the plan realistic; can it be carried out in the learner's own life? Does it incorporate correct strategies for protection against HIV and AIDS?	Self-assessment	Personal reflection on the plan of action against given criteria.

Activity 3.8 Counting down: statistics change over time – a look at Uganda

- Duration:** 60 minutes
- Class Organisation:** Individual and pair work
- Resources needed:** Learner's material
Map of Africa or copies of an atlas

What are the outcomes for this activity?

Learners will be able to:

- locate Uganda on a map of Africa
- read a bar graph
- make deductions from information on two bar graphs

What will be done to achieve this learning?

1. Learners work in pairs to look at the map of Africa in order to locate the position of Uganda. They read the information provided in the Learner's Material. This includes the reading of two bar graphs which might need some teacher support. When they are sufficiently confident with reading the bar graphs, they proceed by discussing the first two questions. The main deduction they should make is that fewer young Ugandans were sexually active in 1995 than in 1989. They are encouraged by the second question to see the link between this fact and Uganda's AIDS education campaign. Each learner records their answers.
2. Step two asks the learners to think about things that their school could do to slow the spread of AIDS. Let learners focus their thinking around AIDS education. They should be prompted to think about the school in relation to the community it serves. Each learner writes their best idea on a slip of paper. This forces learners to express themselves concisely and to prioritise their thoughts. The teacher can then facilitate a session where learners take turns to present their idea by physically adding their slip to the class list and talking about it if the idea needs elaboration. Only new ideas can be presented in this session to avoid repetition. The class might have some ideas about what to do with their suggestions. It is always helpful in the learning process if there is real motivation in the form of a practical goal. For example, it might be agreed that the list of suggestions be presented to the school's governing body.

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Ability to read and extract information from a bar graph	Can the learner read the information in the two bar graphs? This will be clear if the questions are answered correctly	Teacher and Self-assessment	Observation Checking answers for correctness in a class discussion

UNIT FOUR: Taking Care

Duration: 6 x 60 minutes

SOs and ACs focussed on in Unit Four:

LIFE ORIENTATION

- SO 2** Learners use skills and display attitudes and values that improve relationships in family, groups and community
- AC 1** Knowledge of changes in relationships, family, friends and groups is demonstrated
 - AC 2** Qualities of relationship and communication are demonstrated
- SO 4** Learners demonstrate value and respect for human rights as reflected in Ubuntu and other similar philosophies
- AC 2** An understanding of children's rights and their knowledge of child protection agencies is demonstrated
 - AC 3** An awareness of the relationship between human rights and responsibilities is demonstrated
 - AC 4** An understanding of and the advancement of a human rights culture is demonstrated
- SO 5** Learners practise acquired life and decision making skills
- AC 1** The ability to make independent decisions for which the learners are accountable, is demonstrated
 - AC 2** The application of safety procedures as combined responsibility of individuals and the community
- SO 7** Learners demonstrate the values and attitudes necessary for a healthy and balanced lifestyle
- AC 3** An understanding of the influences of social dynamics on their attitudes and values regarding healthy living is demonstrated

ARTS AND CULTURE

- SO 1** learners apply the knowledge, techniques and skills to create and be critically involved in arts and culture processes and products
- AC 1** The application of appropriate knowledge and skills in the process and product
 - AC 2** Involvement, commitment, participation and enjoyment
- SO 2** Learners use the creative processes of arts and culture to develop and apply social and interactive skills
- AC 1** Social and affective skills such as acknowledgement, acceptance, appreciation and mutual responsibility
 - AC 2** Interactive skills such as facilitating, negotiating, communication and team building
 - AC 3** An understanding of the role and culture in social interaction

NATURAL SCIENCES

- SO 5** Learners use scientific knowledge and skills to support responsible decisions making
- AC 3** A plan of action is formulated

An overview of Unit Four

Several of the activities in Unit Four attempt to get learners to empathise with people who are sick and who face discrimination, especially those who are living with HIV and AIDS. It is hoped that the empathy aroused in this learning experience will better equip learners in their dealings with the people they encounter beyond the classroom. The unit also provides learners with practical skills such as how to conduct a family meeting and how to avoid the risk of infection in First Aid situations. The dimension of personal responsibility is emphasised because, if this is not present, no amount of AIDS education will keep the individual safe.

Activity 4.1 Discrimination against people with HIV and AIDS

Duration: 60 minutes

Class Organisation: Small groups

Resources needed: Case study (page 17 of the Learner's Material)

What are the outcomes for this activity?

Learners will be able to:

- identify some of the discriminatory practices against people with HIV and AIDS
- know correct facts which should guide their attitudes and behaviour

What will be done to achieve this learning?

In small groups, learners reread the case study and then base their discussion on the questions which are in the Learner's Material. Or, learners could be given time to read alone both the case study and the questions. When they have thought about the answers and made their own notes, they could form small groups and share their ideas.

For all the questions, let the learners express their own opinions but listen for any mistaken ideas about how people can become infected which might still be present in some learners minds. Tell all learners to listen to each other carefully for any views which indicate incorrect facts. If necessary, refer them back to the relevant information articles in their Learner's Material.

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Correct factual information	Is the learner expressing views substantiated by correct facts?	Teacher and peers	Careful listening during group discussion

Activity 4.2 Acting out

Duration: 60 minutes

Class Organisation: Groups of five learners

Resources needed: Learner's Material
Small slips of paper for the finger puppets
Space for small groups to hold their family meetings

What are the outcomes for this activity?

Learners will be able to:

- empathise with someone in a different situation from themselves
- explore realistic expectations of each other
- look at a problem from a different perspective
- develop understanding and empathy

What will be done to achieve this learning?

1. Introduce learners to the idea of a family meeting in which all the family members are given the opportunity to discuss matters and to help make decisions that affect them all. This experience will probably be unfamiliar to most learners. Spend some time letting them talk about the idea and share any experiences in a whole-class discussion and then take them through the guidelines which are also in the Learner's Material.

Guidelines for the family meeting

The meeting should last only 30 minutes
Everyone must have a turn to speak
When it is your turn, state your case or opinion calmly
Say honestly how you feel and see things
Listen when others speak
You may not interrupt another member while they are talking
You must respect others and listen to their point of view

2. Working in groups of five, learners each select the role of one of the children in the family. They might need to read the case study again to be familiar with their adopted role.
3. Allow only a few minutes for learners to make finger puppets which represent the person they are role-playing. The easiest way to make such a finger puppet is to let the learners wind a slip of paper around their index finger to get the correct width to allow the puppet to slip on and off the finger easily. Seal the tube of paper with a dab of glue and let them draw a simple face onto their puppet. The point of making the puppets is to allow learners to speak through them and thus eliminate inhibitions and give them the freedom to express what the person in the adopted role would be saying, rather than themselves.
4. The 'families' now hold their meetings. Remind learners that the purpose of the meeting is to talk about how they are feeling, how the family situation affects them in their role and to find some ways of dealing with the situation.

Note

Keep walking around the groups while the family meetings are in progress to make sure that the meeting guidelines are being adhered to. The time allocated for the meeting is 30 minutes.

It is essential that the learners be debriefed after the role-plays as it is not uncommon for people to identify so closely with the character they play that they cannot easily reassume their own persona. Here is a simple debriefing exercise:

Let the learners close their eyes while you tell them that you are going to count down from ten and that when you have finished counting, they will have left their assumed role behind and will have returned to being themselves. Tell them that on the count of six they should begin to count with you. After this or a similar debriefing, allow time for a discussion about how it felt being in the roles.

The following questions may be helpful in the discussion with your learners:

- What did it feel like being on the role of one of these children?
- What were some of the reactions of the other 'family members' during the meeting?
- Why do you think they reacted in this way?
- Were their reactions helpful within the situation?

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
The role-play in which the ability to empathise is demonstrated	Could the learner adopt the role and identify with the feelings and position of the child whose role they played?	Teacher Self and peers	Observation during family meetings. Reflection of own and others' roles in a discussion session after the meeting.
Ability to conduct a family meeting	Ability to adhere to the guidelines provided and to contribute meaningfully to the meeting.	Teacher, self and peers	Teacher observation and reflection on the experience in a class or group discussion. Some questions could be used to structure this assessment process e.g. <ul style="list-style-type: none"> • Was I able to take the role of one of the people in the article? • Was I able to participate during the family meeting? • Was I able to follow the rules of a family meeting? • Was I able to find some solutions to the problems suggested in the article?

Activity 4.3 Preventing infection

- Duration:** 60 minutes
- Class Organisation:** Individual work
Groups of six
- Resources needed:** Learner's Material

What are the outcomes for this activity?

Learners will be able to:

- know the Universal Precautions for preventing HIV infection in First Aid situations
- identify high risk situations at their school
- evaluate their school's policy for preventing infection and contribute to its improvement

What will be done to achieve this learning?

Note

There are at present no known cases of HIV having been transmitted at any school or other learning site. However, infected and affected learners will increasingly form part of the school population. An increasing number of children born with HIV are likely to reach school-going age and to attend primary schools. Also, sexually active youth are at risk of becoming infected, so it is likely that some of our learners might be infected with the HIV virus. Because we do not know who among our learners (or colleagues) is HIV+, we should treat all blood as HIV+ blood.

The national policy on HIV and AIDS for learners and educators in public schools and educators and students in FET institutions (Government Gazette No. 20372: 10 August 1999) states that all learners must learn about HIV and AIDS within the context of a Life Skills programme. This includes teaching our learners about appropriate ways of preventing HIV infection such as abstinence, responsible sexual behaviour and universal precautions.

1. Introduce the topic of universal precautions by facilitating a general discussion with the class about the ways of preventing HIV infection when there is injury.
2. In pairs, let learners read the Universal Precautions in their Learner's Material.

UNIVERSAL PRECAUTIONS WHEN DEALING WITH BLOOD

Universal precautions are the things we should do to prevent HIV infection when helping others in accident or injury situations. The precautions include ways of behaving when blood is spilt or when someone is wounded or cut. There is only a very small risk of becoming HIV infected when helping someone who has been injured as long as we are careful and follow the universal precautions.

- All cuts, wounds, blood and blood spills should be treated as if they could be infectious.
- Avoid skin, mouth and eye contact with blood.
- Always wear latex (rubber) gloves when cleaning wounds or blood spills. If there are no gloves available cover your hands with plastic bags and wash them with soap and water immediately after helping the injured person.
- Clean wounds with clean water and disinfectant. If possible, run the wound under a tap or pour water over it from a container.
- Always cover cuts, wounds, broken skin (lesions) or open sores with a bandage or a plaster.
- Clean blood spills immediately, preferably with household bleach.

- Place blood stained clothing and material in a plastic bag and throw it away or burn it later. If you have to wash clothing that is covered in blood, always wear gloves and use soapy water.
- A player who is injured on the sports field may not continue the game if there is bleeding unless the wound has been attended to, the bleeding has stopped and the wound is covered.

3. Learners divide into groups of six, and each group identifies ways in which injuries that produce bleeding could occur at school, e.g. while playing sport, during a playground fight.
4. Each group divides into three pairs, with each pair selecting one of the previously identified situations. The pairs discuss how they would use the universal precautions to help the bleeder and at the same time keep themselves safe. The pairs take turns to act this out for the others in their small group.
5. Based on their reading of the universal precautions, their discussions about the likelihood of bleeding at school, and their role-plays on how to help and keep safe, the groups now draw up a list of guidelines for their school. These guidelines should be of a practical nature, like where to go for gloves.
6. Groups can swap their lists for checking that they incorporate the universal precautions.
7. Groups present their list of guidelines to the class, with the class helping to decide on the common factors and the order of priority. The teacher writes up a composite list. If the school does have a written policy, it would be good for learners to see it and compare it to their guidelines. It might well be that the learners' contribution could help to improve the school's guidelines. If there is no policy, discuss with the learners the possibility of offering their guidelines to the Principal for implementation.
8. The final step in this activity is for individual learners to reflect on all they have learnt about how HIV and AIDS is contracted and how it can be prevented. Ask them to look again at the card they drew up in Activity 3.7 with their personal plans for keeping themselves safe and to add to it in the light of their work on the universal precautions.

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Knowledge of the universal precautions, with particular emphasis on their application in the school setting	Did the learners incorporate the universal precautions into the guidelines for their school?	Groups of peers	Groups check each others' guidelines against universal precautions.

Activity 4.4 What can I do to help?

Duration: 60 minutes

Class Organisation: Small groups

Resources needed: Case study in Learner's Material

What are the outcomes for this activity?

Learners will be able to:

- recall their own experiences of being sick and relate these to the needs of other sick people

What will be done to achieve this learning?

1. In small groups, learners think back to a time when they were ill. Their discussion is structured by the first four questions in the Learner's Material. Divide the learners into groups of five. Each group needs to discuss and prioritise five needs of someone who is ill.
2. The next six discussion questions help the learners to think about the needs of sick people and make reference again to Luisa and Sipho's family. Learners can consult the case study again if they need to.

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Learners' sensitivity to the needs of sick people and their families.	Did the learner demonstrate sensitivity towards others when answering questions 6 to 10	Teacher	Observation of learners during discussion in small groups

Activity 4.5 Being left out

Duration: 60 minutes

Class Organisation: Individual work
Whole-class discussion

Resources needed: Learner's Material
National policy on HIV and AIDS for learners and educators in public schools (if available, as a teacher's reference)

What are the outcomes for this activity?

Learners will be able to:

- recall a time when they were excluded
- record the feelings which exclusion evoked in them
- know that HIV infected persons have the right to confidentiality and non-discrimination

What will be done to achieve this learning?

1. Learners copy and complete the worksheet provided in the Learner's Material. This enables them to reflect on their own experience of exclusion and their behaviour towards others.
2. As learners finish the above task, ask them to read that part of the case study which describes Siphos exclusion from school and to think about how he must have felt.
3. Facilitate a class discussion about some of the learners' responses. Questions such as these might be helpful:
 - What is the dominant feeling when you are excluded?
 - Why do people exclude others?
 - Why is it important not to exclude others?
 - What could you do to make sure learners in your class and your school are not excluded?
 - What are the rights of HIV and AIDS infected people with regard to exclusion? (A copy of the National policy on HIV and AIDS for learners and educators in public schools would be a useful reference in this discussion.)

In the course of the discussion you could introduce the school AIDS policy. Talk to the learners about some of the most important issues raised in the policy.

You could also ask the learners to help you develop a Charter of Rights for learners within your school who may be ill or have different abilities. Here is an example of such a charter:

- All learners have an equal right to attend school
- No learner who is ill or has a disability may be excluded from my class
- If a learner in my school has any illness or disability, I will not treat them unfairly or exclude them from activities
- Learners who are ill have the right to privacy concerning their illness
- All learners in my school have the right to Life Skills and HIV and AIDS education
- HIV is not transmitted through social contact. I will not reject the friendship of someone who is HIV positive or who has another illness.

4. Let pairs of learners express what they have learnt about the rights of people living with HIV and AIDS to check that they have all learnt the correct information.

It would be a valuable extension activity to invite a person living with HIV or AIDS to talk to the learners. It is likely to be an intense experience for both you and your learners.

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
Sensitivity to the damaging power of exclusion	Does the learner demonstrate sensitivity during the activity?	Teacher	Observation
Knowledge of the National policy on AIDS with regard to the rights of people living with HIV and AIDS	Can the learner express in his/her own words what the rights of people living with HIV and AIDS are, especially with regard to confidentiality, privacy and non-discrimination	Peers	Pairs repeat what they have learnt to each other.

Activity 4.6 Responding to others

Duration: 60 minutes

Class Organisation: Small groups

Resources needed: *Dear Abby* letters (in Learner's Material)

What are the outcomes for this activity?

Learners will be able to:

- draw on the knowledge gained throughout this module to respond to the problems of others
- work as a group to assist a spokesperson in the preparation of a presentation

What will be done to achieve this learning?

Note

This is both a problem-solving and a revision activity. Learners' responses will be based on a body of knowledge and values acquired during the module.

1. Assign one of the *Dear Abby* letters to each group of learners. Tell them that they should take time to read the letter, to discuss it and to formulate a response. Remind learners to draw on what they have learned during the module as they think about how to answer the letter.
2. When once the groups have decided on what they want to say, they can either write their response in the form of a letter or in point form (the latter might make presentation easier).
3. Ask each group to select two people: one to read their *Dear Abby* letter to the class and the other to present the group's response.
4. Allow time for each group to make their presentation and for the class to discuss whether the response is appropriate and helpful.

How will the learner's achievement be assessed?

What is the focus of the assessment	What assessment criteria will be used?	Who will assess?	What assessment strategy will be used?
The responses to the writers of the <i>Dear Abby</i> letters	Were the responses appropriate? Were they based on correct factual knowledge? Did they reflect the attitudes and values promoted throughout this module?	Peers	Listening to presentations and applying criteria when giving feedback

UNIT FIVE: Making Paper Prayers

Duration: 2 x 60 minutes

SOs and ACs focussed on in Unit Five:

ARTS and CULTURE

- SO 1** Learners apply knowledge, techniques and skills to create and be critically involved in arts and culture processes and products
- AC 1** The application of appropriate knowledge and skills in the process and product is demonstrated
 - AC 2** Involvement, participation and enjoyment are demonstrated
 - AC 3** Exploration of art and cultural expression is demonstrated
- SO 3** Learners reflect on and engage critically with arts experience and works
- AC 1** Understanding of audience/viewer involvement and interpretation is demonstrated
 - AC 4** An understanding that choices are informed by personal and cultural values
- SO 7** Learners demonstrate an ability to access creative arts and cultural processes to develop self-esteem and to promote healing
- AC 1** Confidence and independence in arts and culture processes is promoted
 - AC 2** Growth, healing and rehabilitation through creative activities are promoted

LIFE ORIENTATION

- SO 1** Learners understand and accept themselves as unique and worthwhile beings
- AC 2** An appreciation of their own uniqueness and that of others is demonstrated
- SO 2** Learners use skills and display attitudes and values that improve the relationships in family, group and community
- AC 2** Qualities of relationships and communication are demonstrated

LANGUAGE, LITERACY AND COMMUNICATION

- SO 1** Learners make and negotiate meaning and understanding
- AC 1** Original meaning is created through personal text
 - AC 5** Ways in which construction of meaning varies according to cultural, social and personal differences are indicated.

An overview of Unit Five

The module culminates in a creative arts activity, with each learner making a Paper Prayer. According to an ancient Japanese tradition, Paper Prayers are made by painting onto strips of paper as a way of sending good thoughts and wishes, particularly to those who are sick. It is hoped that as the learners plan and make their Paper Prayers, they will find time for quiet reflection on the HIV and AIDS issues dealt with during the module.

You will notice that Unit Five has not been divided into separate activities but rather into steps, with several options for making a printed Paper Prayer. These steps have been scripted into the Learner's Material so that they can follow the instructions and work at their own pace. To assist you, the steps given to the learners are also provided below.

We have tried to keep the processes as simple and as cost-effective as possible. However, if the Paper Prayer idea does not seem feasible in your situation, or if you have another creative arts idea which you would prefer your learners to do, feel free to develop the unit in your own way.

1. Thinking about your message

You will need:

- a piece of paper
- a pen or pencil

Before you begin to make paper prayers, you need to think about your message or prayer. Start by gathering ideas and thinking about the following questions. Remember there are no right or wrong answers to these questions. Write down as many ideas as you can and try to discover your own, unique, special message of hope. You do not have to use words. Add drawings of your thoughts and feelings if you prefer. Later on you will use some of these ideas when you make your artwork.

Who is your message for?

Is your message for someone, or a number of people you know? Is it for all children who have HIV and AIDS? Is it for people who are caring for people who have HIV and AIDS? Is it for people who have yet to discover that they are infected with the disease? Is your message for sick people who feel alone and frightened? Is it for people who have not heard of HIV or AIDS?

- *Write down (or draw) a special person, or group of people to whom you would like to send your message.*

What is your message of hope?

What would you like to tell this person or group of people? What feelings would you like to share with them? Is there a way that you can help them? Can you think of an imaginary gift that you could give this person or people?

- *Write down (or draw) your special message of hope.*

How can you express this message?

What pictures come to your mind when you think of your message? Are there particular patterns and colours? If you use familiar symbols such as a heart, think of a way of making them very special and unique. Remember that your message is personal and will look different to everybody else's.

- *Let your message flow onto the paper by drawing as many ideas as you can.*



“Never doubt that a small group of committed people can change the world. In fact, that is about all that ever has. Just imagine the potential if we were all to join hands.”

Archbishop Desmond Tutu

2. Making a Paper Prayer

Like the Japanese, you will use a long, narrow shaped piece of paper for your prayer (approximately 14 x 30 cm). Later, all the prayers produced by your class will be displayed so that all your individual prayers become one combined message of hope. There are many ways of creating a message on paper but you are going to explore a particular technique called *printmaking*.

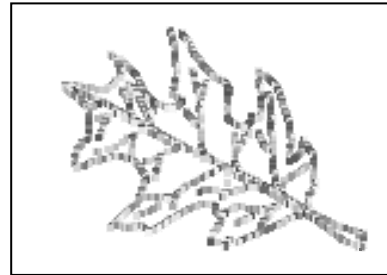
What is printmaking?

- Dip your finger into ink or paint and press it on paper. You have made a print! Anybody can make a print.
- There are many ways of making a print. Read through the ways suggested below and then choose one, or more, of these ways to make your own printed paper prayer.

A. Object printing

You will need:

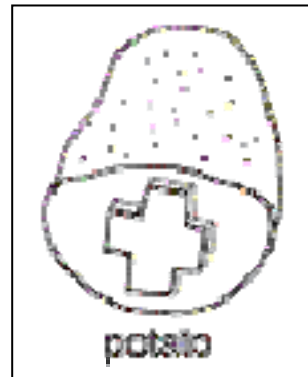
- paper for experimenting
 - paper for printing your prayers
 - printing ink (you can also use thick paint)
 - turpentine (if you are using oil-based ink)
 - roller or sponge
 - spoon
 - newspaper
 - smooth surface or slab for putting ink or paint
 - flat, textured objects, for example: leaves, feathers, flowers, coins, scraps of lace, fabric or woven mats
 - cloth for wiping off unwanted ink or paint
- a. Cover your table with newspaper so you do not damage the surface and have pieces of paper ready to experiment on.
 - b. Roll (or sponge) a layer of ink onto the surface of your object, taking care not to apply too much ink or paint. If you clog the surface of the object you will print a blob!
 - c. Place a piece of paper on top of your object and rub on the paper, over the object, with your spoon.
 - d. Carefully peel the paper off the object to find an imprint of the object on your page!
 - e. Explore the textures of different objects. Experiment with the amount of ink you need to roll on your object to make a detailed, clear print.
 - f. When you feel ready, print your paper prayer.
 - g. When you have finished, put your print somewhere safe to dry.



B. Stamp printing

You will need:

- paper for experiments
 - paper for printing prayers
 - printing ink (you can also use thick paint)
 - turpentine (if you are using oil-based ink)
 - roller or sponge
 - newspaper
 - sharp knife
 - scissors
 - smooth surface for ink or paint
 - objects to stamp, for example: potatoes, pieces of rubber, plastic, corks, styrofoam, cotton reels etc.
 - cloth for wiping off unwanted ink or paint
- a. Cover your table with newspaper so you do not damage the surface and have pieces of paper ready to experiment on.
 - b. Cut and shape the surface of your object. If you want, add details by carving or scratching onto this surface. If you scratch letters into a surface, remember that they will look back to front when you print them. Try doing them back to front to start off with!
 - c. Roll, or sponge, a layer of ink onto the smooth slab.

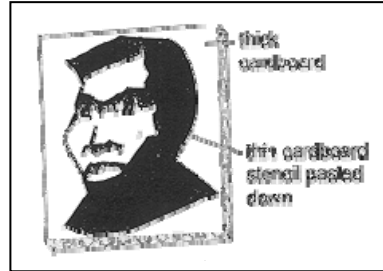


- d. Press the object into the ink on the slab and then stamp firmly onto paper.
- e. Experiment with different kinds of objects and different ways of repeating your designs.
- f. When you feel ready, print your paper prayer.
- g. When you have finished, put your print somewhere safe to dry.

C. Cardboard printing

You will need:

- paper for printing prayers
- printing ink (you can also use thick paint)
- turpentine (if you are using oil-based ink)
- roller
- newspaper
- smooth surface for ink or paint
- different kinds of cardboard: thin, thick, textured (e.g. corrugated box cardboard)
- wood glue
- cloth for wiping off unwanted ink or paint



- a. Cover your table with newspaper so you do not damage the surface.
- b. Cut out a piece of firm cardboard which is the same size as your paper prayer.
- c. Cut out cardboard shapes to form a picture and glue them down on this cardboard. You can glue one layer of cardboard on top of another. Different kinds of shapes and textures will make your print more interesting.
- d. Leave to dry.
- e. Paint, or seal, with watered-down wood glue.
- f. When dry, ink over with a roller. You will find that the ink will not be able to reach all parts of your design.
- g. Carefully peel the paper off the cardboard. You will find an imprint of your design on your page!
- h. Put your print somewhere to dry.
- i. Re-ink your design if you want to make another print.

D. Stencil printing

You will need:

- paper for printing prayers
- printing ink (you can also use thick paint)
- turpentine (if you are using oil-based ink)
- roller or sponge
- newspaper
- smooth surface for ink or paint
- thin cardboard to make stencils
- scissors or cutting knife
- masking tape or Prestik (if available)
- pencil
- cloth for wiping off unwanted ink or paint.



- a. Cover your table with newspaper so you do not damage the surface.
- b. Cut out a piece of thin cardboard which is a bit bigger than the size of your paper prayer.

- c. Draw a picture onto this cardboard (You can also write a word). Keep the space around the edges empty.
- d. Cut out the parts you would like to be printed. Keep these lines and shapes simple so that they can be printed easily.
- e. Place your cardboard, or stencil, over your paper prayer.
- f. Hold carefully or secure with tape or Prestik. If you find that parts of cardboard are not connected to your stencil, stick them to your paper prayer with a small piece of Prestik.
- g. Roll an inked roller across the surface. Alternatively, sponge paint across the surface.
- h. Make sure you do not use too much ink or watery paint as it will creep underneath your stencil and spoil your design.
- i. Remove the stencil carefully and put your print somewhere to dry.
- j. Repeat if you would like to make another print.

3. Displaying Paper Prayers

How will you display your paper prayers? Your artwork will become more meaningful if lots of people can share and enjoy it. Here are some ideas to get you thinking about an exciting, meaningful way of displaying your paper prayers.

- The most obvious way to display artwork is to pin it on a wall in your classroom.
- Alternatively, you could suspend string from one side of your classroom to the other, and attach your prayers with pegs.
- Also consider displaying your work somewhere else. A public place, like a library or hall, would enable more people to see the paper prayers. Perhaps you would like to take your prayers to a hospital or clinic visited by HIV and AIDS patients?
- If you want to commemorate World AIDS Day you could display them on the 1st of December. Consider putting them outside, perhaps attached to the branches of a shrub or tree.



4. Talking about Paper Prayers

Finally, you will look carefully at your paper prayers and discuss them. When we talk about artwork it helps us learn and appreciate what we have done. Try to answer the following questions as you look at your display.

- Can you tell who some of the prayers are intended for? How can you tell?
- Can you work out what some of the messages mean? What are these messages? How can you work this out?
- Do any of the prayers make you feel a particular emotion e.g. peaceful, sad or happy? How do they make you feel? Why does the prayer make you feel this way?
- Do you think any of the paper prayers are really unusual? Why?
- Can you find your three favourite paper prayers? Think why you like them.
- Think about what you have learnt in this activity.

When you have finished, share some of your answers and ideas with the rest of the class. Did anybody else share your favourite paper prayers?

Finding help

The following list of contacts has been given if more information or support is required about HIV infection, AIDS and sexual issues. It is very possible that you will be able to add to the list and make it more relevant to the locality of your school.

AIDS Helpline	0800 012 322
AIDSLINK	(011) 725-6202
Friends for Life	(011) 487-1918
Department of Health (for HIV and AIDS materials)	(012) 312-0121
NAPWA National office	(012) 420-4410/1
Your local clinic	
Your School District office	

If you or your learners need to talk to someone about your feelings or concerns, you could call one of these numbers.

Life Line	(011) 781-2337
Child Line	0800 055 555
AIDS Helpline	0800 012 322

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