



Keep the Promise



A teaching resource on
advocacy and HIV and AIDS



Ecumenical Advocacy
Alliance

Keep the Promise



A teaching resource on advocacy and HIV and AIDS

Produced by:

The Ecumenical Advocacy Alliance

The Ecumenical Advocacy Alliance is a broad ecumenical network for international cooperation in advocacy on global trade and HIV and AIDS. At present, more than 95 churches and church-related organizations have joined the Alliance and bring to this common work of advocacy a constituency of more than 100 million people of faith worldwide. This campaign is part of the wider civil society efforts to press governments to "Keep the Promise".

Supported by:

UNAIDS

The Joint United Nations Program on HIV/AIDS, UNAIDS, brings together the efforts and resources of ten UN system organizations to the global AIDS response. Cosponsors include UNHCR, UNICEF, WFP, UNDP, UNFPA, UNODC, ILO, UNESCO, WHO and the World Bank. Based in Geneva, the UNAIDS secretariat works on the ground in more than 75 countries world wide.

World AIDS Campaign

The World AIDS Campaign strengthens and connects advocacy and campaign activities targeting governments and other stakeholders to deliver on their promises and commitments. Under the theme, "Stop AIDS: Keep the Promise" (2005-2010), WAC's aim is to create a unified voice on the need to take the action necessary to scale up the response to HIV.

Acknowledgements

Written by Lucy Carman and Philippa Durn

Designed by Ishka Michocka, www.lumpylemon.co.uk

Cover photo: Peter Williams/WCC - Nsambya Babies Home, an orphanage on the outskirts of Kampala, Uganda, April 2004

p. 1: Paul Jeffrey/EAA

p. 2: (from left) Jedrzej Chelminski/EAA; Peter Williams/WCC

p. 4: UNAIDS/W. Phillips

p. 6: (Top and bottom left) Christian Aid/Jodi Bieber; (bottom right) Little Folks

p. 7: (top) both by Paul Jeffrey/EAA

(bottom left) Aleksander Wasyluk/WCC

p. 14: (from left) Jedrzej Chelminski/EAA;

Paul Jeffrey/EAA

p. 15: (top and bottom right) Paul Jeffrey/EAA;

(bottom left) Jedrzej Chelminski/EAA

p. 16: Peter Williams/WCC

Back cover photos (left) Paul Jeffrey/EAA;

(middle and right) Jedrzej Chelminski/EAA

Second Printing.

Published in 2006 by the Ecumenical Advocacy Alliance.

We encourage you to photocopy or quote from the publication as long as credit is given to the source.

The Ecumenical Advocacy Alliance wishes to thank all those who reviewed the curriculum, including:

Emma Bell, International Community of Women Living with HIV/AIDS; Marie-Claude Julsaint, World YWCA; Rick Olson, UNICEF; Jon Orna-Ornstein, World Vision UK on behalf of the Global Movement for Children; Calle Almedal, UNAIDS; Derek Bodell, World AIDS Campaign; Birgitta Rubenson, Church of Sweden; as well as other friends of the Ecumenical Advocacy Alliance.

The Ecumenical Advocacy Alliance thanks all partners and participants whose financial support has made this resource possible, including:

Church of Scotland, Church of Sweden, whose support helped to launch the project; Christian Aid; FinnChurchAid; HEKS/EPER (Swiss Interchurch Aid); Presbyterian World Service and Development (Canada), UNAIDS, United Church of Christ, World Health Organization, World Vision International.



Printed on recycled paper

Keep the Promise

Contents



- 2 Why? How to use this resource
- 3 Explaining the terms
- 4 All about HIV and AIDS
- 6 Real lives
- 7 So what's the point? Campaigning and advocacy
- 8 What happened when? A timeline of events and promises
- 10 Classroom activities
- 13 Sample letter
- 14 Taking it further
- 16 Faith and HIV
- 17 Further resources

Why?



a At the end of 2005 it was estimated that there were 40.3 million people living in the world with HIV and AIDS. Over half of the 6,000 people that become infected every day are between the ages of 15 and 24 years old. Of the 6.5 million people in developing and middle-income countries who need life-saving AIDS drugs, only 1 million are receiving them¹. There is no doubt the AIDS pandemic is continuing to grow and is a serious threat to the world's young people.

This Keep the Promise teaching resource contains everything you need to explore the global HIV and AIDS crisis with young people, to understand the effect this is having on the world, to examine what the governments of the world have pledged to do about it, and to encourage youth to become effective global citizens by writing to national and world leaders regarding the issue.

The HIV and AIDS statistics can paint a bleak picture, but there are real signs of hope - education, medical treatment, people living with HIV positively in many parts of the world. Keeping up the pressure through advocacy will continue to make a difference.

In early June 2006, government leaders from around the world will be meeting at the United Nations in New York to review the promises that they have made to battle the problem of HIV and

AIDS. We want them to know that the people of the world - especially the young people - are watching them to make sure they keep their promises. We need to keep this pressure up before and after the 2006 United Nations General Assembly Special Session on HIV/AIDS (UNGASS) review.

How to use this resource

This resource is aimed at young people aged 11 to 16, but it could be adapted for use with younger children (such as by asking the children to draw pictures rather than write letters) or with adults. The aim of this resource is to encourage letters to be written and sent before the 2006 review. However, it can be used afterwards and for advocacy in general.

It is crucial that young people are educated about HIV. This way they can develop life skills that will help them reduce their vulnerability and avoid behaviour that puts them at risk. This resource focuses on the global context and a letter-writing campaign but further time should be devoted to HIV and AIDS prevention and the related issues that are particularly relevant to your area. Our further resources section on page 17 will help you with this. Pages 4 - 9 and 13 have been written so that you can photocopy them and give them directly to young people.

Much of the information in this booklet ties in with the proposed activities on pages 10 to 12, so please read through all of the activities and identify the information and resources you need before leading a session. We advise running two one-hour lessons. Activities are marked either for lesson one or lesson two and should be supplemented with information from this booklet. However, activities can be mixed and matched according to how much time you have available. The first lesson should provide a background on HIV and AIDS and campaigning and the second lesson should focus on students writing letters to world leaders.

When looking at how people are tested for HIV (page 4), it would be good if you can research and give students details of confidential HIV-testing centers in your area that also offer counseling.

Finally, if at all possible, it would greatly enhance the students' experience of learning about

HIV and AIDS if an HIV positive person was involved in both the planning and presentation of the classroom sessions. Seeing and speaking to an HIV positive person, perhaps for the first time, would help break down barriers and stigma as well as showing students that people with HIV 'look just like you and me' and lead full, healthy, useful and fulfilling lives.

Dealing with HIV and AIDS in the classroom

HIV and AIDS can be a very sensitive issue, not least if it's a subject that directly affects you. Please be aware that there may be young people in your class who know of someone with HIV or AIDS, or they may even be infected themselves. Try to build in time to your teaching for discussion and feedback and ensure that the class knows where they can find advice, support and further information locally.

¹ www.avert.org

Why we don't use "HIV/AIDS"

In this publication we have used the term 'HIV and AIDS' instead of the more compact and traditional form of 'HIV/AIDS'. Separating the two terms acknowledges that advances in treatment have made HIV and AIDS two very different (but related) conditions. With proper access to treatment and support, people can live with HIV for decades, have children who are HIV negative, follow practices which prevent the spread of the virus, and live life fully in their communities. When the disease progresses to AIDS, people die.

Separating the terms helps us to consider more deliberately different needs and approaches and tries to overcome, at least in a small way, the perception that HIV will always and inevitably become AIDS and lead to death.

This is why, unless 'HIV/AIDS' is in a published title or quote, we think 'and' makes things clearer.

Explaining the terms

Advocacy support from members of the public to help achieve a goal or aim, speaking out on behalf of others.

AIDS Acquired Immune Deficiency Syndrome, occurs when a person's immune system becomes so damaged that they are susceptible to illness. People don't die of AIDS; they die of diseases, such as TB (tuberculosis) or pneumonia, which develop because AIDS has destroyed the immune system.

ARVs antiretroviral drugs [ART = antiretroviral therapy]

Campaign organized course of action designed to achieve a goal.

Developing country a generally poor country that is trying to grow economically

DoC "Declaration of Commitment on HIV/AIDS" signed at UNGASS by 189 governments in 2001.

G8 Group of 8. The G8 is made up of the leaders of Canada, France, Germany, Italy, Japan, Russia, the United Kingdom and the United States.

HIV Human Immunodeficiency Virus, attacks the body's immune system making it harder to fight infections.

Keep the Promise international campaign calling on national and world leaders to keep the promises they have made on tackling HIV and AIDS.

MDGs Millennium Development Goals

Pandemic widespread disease outbreak that affects the population of a large area of the world.

Positive term used to describe someone who has contracted HIV. (The test for the virus comes back "positive".)

Stigma a negative attitude shown in different ways towards people with HIV and/or AIDS.

TB tuberculosis

UNGASS United Nations General Assembly Special Session on HIV/AIDS (2001)

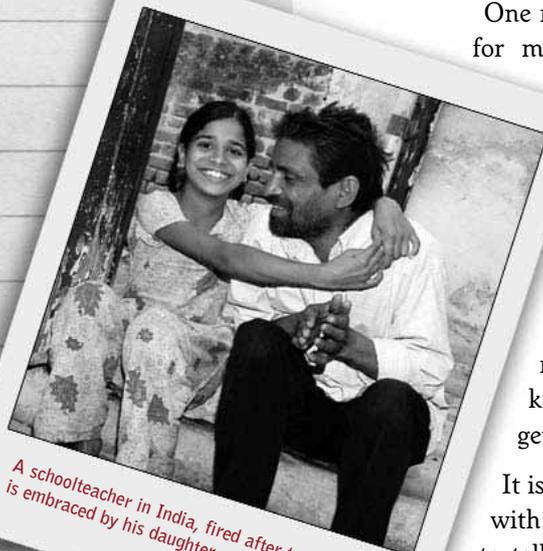
Universal Access making sure the whole world has access to important treatments, prevention measures, care and education on HIV and AIDS.

WHO World Health Organization

WTO World Trade Organization - deals with the rules of trade between nations.

"The global HIV/AIDS epidemic, through its devastating scale and impact, constitutes a global emergency and one of the most formidable challenges to human life and dignity..."
UNGASS Declaration of Commitment

All about HIV and AIDS



A schoolteacher in India, fired after testing positive, is embraced by his daughter.

wounds from an HIV positive person coming into contact with a wound on an uninfected person.

How does someone know if they've got HIV?

One reason HIV spreads so quickly is because, for months, even years, someone may seem healthy and not know he or she has HIV. During this time they may, without knowing, pass the virus on to others, especially as early signs of the virus (skin complaints, chest infections and diarrhea) are the same as lots of other minor illnesses. Of course, having these symptoms doesn't mean you have HIV. The only way to know for sure whether you have HIV is to get tested.

It is very important that stigma against people with HIV and AIDS stops. If people are scared to talk about, be tested for or admit they have HIV, the infection will keep spreading.

What happens when you get tested?

An HIV test involves some blood being taken from your arm and being tested for HIV antibodies. Most tests take anywhere between a few days and a week or more to get results, although there are some quicker tests now available. HIV tests should be confidential. It is important for testing centers to also offer counseling and support for the person being tested before, during and after the test, particularly if the result comes back positive.

Is there a cure?

There is no cure for HIV and AIDS, but antiretroviral drugs (ARVs) slow down the development of AIDS. People usually take three or four different ARVs (or a combined therapy pill) each day for the rest of their lives to stay well. Most HIV positive people, with the help of drugs, good nutrition and a positive attitude, can live full and healthy lives.

However, ARVs are very expensive and most people in poorer parts of the world do not receive proper treatment either because of the cost of the drugs, or through problems in distributing and regulating the drugs people need.

4 'HIV is transmitted by mosquitoes', 'having sex with a virgin will cure AIDS', 'HIV can be passed on through eating food prepared by an infected person' - these are just a few of the myths and misunderstandings about HIV and AIDS. Not only do a lot of the myths about HIV and AIDS increase discrimination and stigma, they are also very dangerous. If people do not know the facts about how HIV is transmitted then they cannot protect themselves. Also, if people think that they can be cured of HIV they may, unknowingly, pass the virus on to others, thinking that they no longer carry it. Separate the fact from the fiction with this rough guide to HIV and AIDS. For more information, www.avert.org has a great question and answer section, and lists some more common myths in its 'What is AIDS' section. More websites and resources for further information are also listed on the inside back cover of this booklet.

How is HIV transmitted?

HIV is transmitted through infected blood passing from one bloodstream into another. Unprotected sex and injecting drugs are the most common ways of transmitting HIV. But HIV can also be transmitted through pregnancy, childbirth and breastfeeding (although not as easily), through blood transfusions and through bleeding

Since there is no cure for AIDS, prevention is really important. Everyone needs to be taught about the disease. Even in developed countries, up to a third of people with HIV don't know they have it so it's everyone's personal responsibility to protect themselves from possible infection.

Isn't AIDS just a disease that poor people get?

Although it's not caused by poverty, AIDS and poverty are closely linked. Without education, resources for prevention, good health care systems and treatment, HIV spreads easily in poor countries. Most people in developing countries do not have access to antiretroviral drugs. Even simple medicines like painkillers and antibiotics are hard to get in these countries. HIV and AIDS also make poverty worse because it is mainly the working population (15 to 49 year olds) that become infected with HIV and develop AIDS. In some areas, even HIV positive people who are well and able to work are not given jobs because of stigma against them. Also, many parents are dying of AIDS, leaving their children to be cared for by elderly relatives who often do not work and do not have the money to support their grandchildren. For HIV and AIDS to be tackled, poverty also needs to be addressed. Poverty isn't natural; it is caused by government policies and human behavior that need to change.

Although two-thirds of all people with HIV live in Sub-Saharan Africa, HIV infection is increasing in almost every country in the world. This is partly due to the fact that fewer people are dying now from AIDS-related illness so there are more people living longer with HIV.

Did you know...

- AIDS-related illness has killed more than 25 million people since 1981.
- Every day more than 6,000 children are orphaned by AIDS. A third of these children are under five years old.
- There are 40.3 million people in the world today with HIV - that's more than double the number in 1995.
- 3.1 million people died because of AIDS-related illness in 2005, and 4.9 million people became infected.
- More than 500,000 children (aged under 15) were among the AIDS-related deaths in 2005, and 700,000 children were newly infected with the virus.

Why don't people just stay safe?

For young people, the best prevention methods are, of course, not to take drugs and not to have sex until they are older and in a committed relationship. Yet sometimes answers to how people can protect themselves are not so simple. HIV and AIDS are linked with deep and complex issues in society. For instance, due to inequality and economic pressures, many women and girls do not have the choice to say no to sex. Women may suspect that their spouse or partner is putting them at risk of infection with HIV or another sexually-transmitted disease. Extreme poverty may force women and girls to engage in sexual activity to get money or other goods to help their families survive.

Thus people need to know all the ways to prevent the transmission of HIV. Scientists and public health experts tell us that that avoiding sex outside marriage, mutual faithfulness between two uninfected people, and using a condom are important ways to significantly reduce the risk of transmitting HIV through sexual activity. Drug addicts who are not yet able to stop injecting drugs need to have access to clean needles and avoid sharing needles and syringes so that they too can reduce the risk of HIV infection.

Many of these issues can't be resolved easily. It is important to help people receive information and support on all the prevention methods available, and to work to address some of the root causes, such as poverty and inequality, that make some people more vulnerable.

"Educating the young is fighting HIV because, first, they will protect themselves. Second, they will educate others. Third, they will challenge stigma. And, finally, they will show people how to live positively with HIV and AIDS."

Selamawit, 14-years-old, Ethiopia

- More than 95% of all people living with HIV are in the developing world and 95% of all deaths from AIDS-related illnesses have happened in the developing world.
- Only 1 out of every 10 HIV positive people in Africa and 1 out of 7 in Asia have access to antiretroviral treatment. In rich, northern countries, most people with HIV receive treatment.
- Only 1 out of every 10 people living with HIV has been tested and actually knows that he or she is positive.

Real Lives

Nomfundo

Nomfundo is 18 years old and lives in Dambuzi, South Africa.

She looks after her five younger brothers and sisters since both her parents and her baby sister died of AIDS-related illnesses.

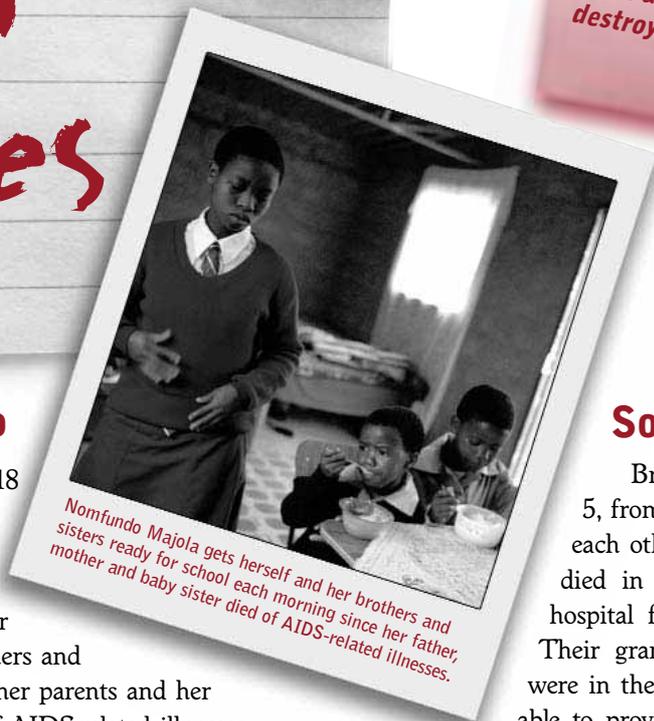
Now that she has a household to look after, Nomfundo gets up at 6 am every day. She irons six school uniforms for herself and her brothers and sisters before making breakfast. After school, Nomfundo does the family's washing and makes supper for everyone. She finishes the day off by doing homework!

Nomfundo worries about not having enough money and about sickness in her family. 'I feel sad when someone in my family is sick, especially my little sister because she's got a problem with her teeth. But the hardest time was when I had to take care of my mum and my little sister who were both sick at the same time. There was no cure and they died.'

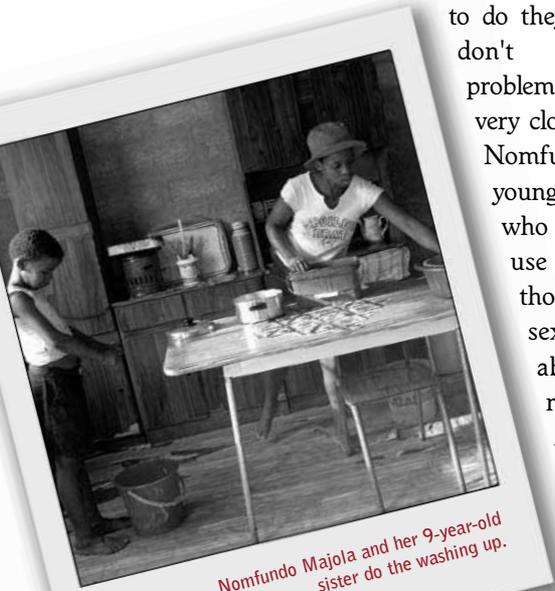
But life isn't all bad. An organization called Thandanani helps the family by providing groceries and clothes. They also provide emotional support to Nomfundo. Nomfundo's brothers and sisters also help her. 'I'm proud of them all because if I tell them what

to do they listen and they don't give me any problems,' she says. 'We're very close to each other.'

Nomfundo's advice for young people is for those who are having sex to use condoms '...and those who haven't had sex yet should abstain until the right time because AIDS is there and it's a killer.'



Nomfundo Majola gets herself and her brothers and sisters ready for school each morning since her father, mother and baby sister died of AIDS-related illnesses.



Nomfundo Majola and her 9-year-old sister do the washing up.

"At the beginning it was very difficult to accept the diagnosis - like most, I imagined it was the end of the world. But once I began to see life again...I knew I had to go on and to fight and to say that HIV is not going to destroy me."

HIV positive woman from El Salvador

Sophat, Chiva and Chivy

Brothers, Sophat, 11, Chiva, 7 and Chivy, 5, from Cambodia, are the only natural family each other have. Their mother Khien Sopheap died in 2003. Their father died last year in hospital from TB as a result of having AIDS. Their grandmother visited the boys when they were in the hospital with their father but was not able to provide for them. When the children were discovered by a worker from the organization Seedlings of Hope they had very few clothes, were uncared for, and extremely hungry. With their father's permission and grandmother's blessing, Seedlings of Hope found a couple, whose own children were grown up, who agreed to care for Sophat, Chiva and Chivy. Being part of a family again is a far happier and healthier option for children than living in an orphanage. Sophat, Chiva and Chivy are now going to school and are very settled with their foster parents.

It's hard to believe but Sophat, Chiva, Chivy, Nomfundo and her brothers and sisters are actually some of the lucky ones. For every happy ending, there are many more hungry and scared children orphaned because of AIDS with no one to care for them.



Sophat, Chiva and Chivy with their foster parents

Stories from Christian Aid - see the website addresses on page 17 for more real-life stories of people living with HIV and its effects.

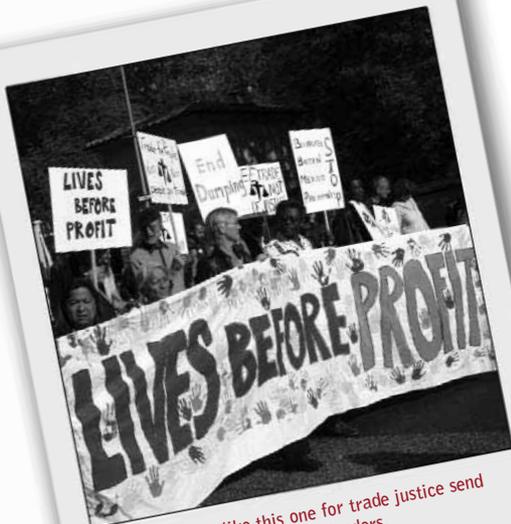
"Sometimes it falls upon a generation to be great. You can be that great generation"
Nelson Mandela

Speak out!

Independence movements, human rights, votes for women, abolition of slavery in the west - our world's history is full of examples of achievements in society brought about by people standing up and speaking out when they think something is wrong. When people see an injustice in the world, they sometimes organize people to get together and speak out against what's wrong and try to get it changed. This is called campaigning. Can you think of a campaign you've heard about either where you live or in another country?

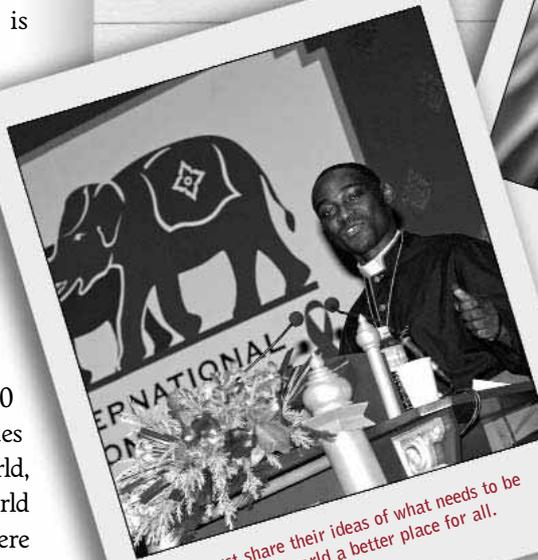
Why bother campaigning?

- Because it works! Look at the Jubilee 2000 debt campaign or the campaigns against landmines - they reached loads of countries around the world, things were changed because of them, and world leaders couldn't fail to hear what people were saying. Think of a campaign that you've heard of that has made a difference. Why did it work?
- Because if you were being treated unfairly in some way you'd want someone to stand up for you, wouldn't you?
- Because your voice and your opinions are important and you can make them heard.



Demonstrations like this one for trade justice send important messages to world leaders.

So what's the point?



People must share their ideas of what needs to be done to make the world a better place for all.



Young people can make their voices heard!

What kind of things might be part of a campaign?

There are many different ways to campaign. The key is that, whatever the action, it needs to be organized and have a goal. The most common sorts of campaigns are things like:

- A vigil, demonstration or march
- Writing letters to influential people. Research shows that personal letters are by far the best way to influence politicians. One survey of members of parliament in Britain said that letters were over 26 times more effective than media coverage in raising their awareness of campaigns.
- Petitions delivered to prominent people.
- Lobbying - asking influential people (often members of government) to support a cause.
- Wearing a colored armband, a button or a wristband.

What happened when?

2000 Millennium Development Goals (MDGs) are agreed by all UN member countries and development organizations.

2002 Launch of The Global Fund to Fight AIDS, Tuberculosis and Malaria.

HIV AND AIDS TIMELINE

8

1985 HIV and AIDS are reported in every region of the world.

1981 First clinical identification of HIV and AIDS, Los Angeles, USA.

2001 189 Heads of State and government representatives sign the Declaration of Commitment on HIV/AIDS at the United Nations General Assembly Special Session on HIV/AIDS (UNGASS).

2001 Destruction of the World Trade Center.

2001 G8 leaders address HIV and AIDS and lack of development in Africa.

1981 - Although this was the first official identification of HIV and AIDS, there is evidence to suggest earlier cases.

2000 - In September 2000, at the United Nations Millennium Summit, 191 world leaders and development organizations agreed to 8 time-bound and measurable goals - which range from halving extreme poverty to halting the spread of HIV and AIDS and providing universal primary education - all by the target date of 2015. These are called MDGs.

2001 - The UN Declaration of Commitment (DoC) on HIV/AIDS is an important list of firm commitments that the leaders pledged to fulfill in response to the AIDS crisis. In the DoC there were 103 statements of commitment and targets with the aim of halting and reversing the HIV and AIDS epidemic. It included milestones to be met by 2003, 2005 and 2010. Progress on the promises will be reviewed in June 2006.

The destruction of the World Trade Center on 11 September 2001 meant that, from this point on, national security became the central issue in many development-related meetings and reports instead of issues such as HIV and AIDS.

2003 The first major review of the promises made in the 2001 Declaration of Commitment on HIV/AIDS at the UN General Assembly meeting. WHO launches '3 by 5' Campaign.

2006 UNGASS review scheduled at the UN in New York on 31 May - 2 June 2006.

2005 Nelson Mandela reveals that his eldest son died of an AIDS-related condition.

2005 G8 summit in Gleneagles, Scotland. Make Poverty History year. WTO meeting in Hong Kong. Government pledges to the Global Fund to Fight AIDS, TB and Malaria fall short of agreed upon need by more than 50%.

2005 All governments are to report on their progress in fulfilling the 2001 Declaration of Commitment on HIV/AIDS by 31 December 2005.

9

2002 - The Global Fund to Fight AIDS, Tuberculosis and Malaria was created following a commitment made at the 2001 UN Special Session on AIDS. It combines money from governments, private donors and other organizations and uses them to fund projects fighting the three diseases. At the beginning of 2006 the Fund had given \$4.4 billion to projects in 128 countries.

2003 - The first major review of the 2001 UNGASS Declaration by the UN General Assembly confirmed the increasing problem of HIV and AIDS.

The '3 by 5' Campaign was launched by the WHO aiming to provide 3 million people living with HIV in poor countries with ARVs by the end of 2005.

2005 - At their summit, G8 leaders pledged to develop and implement a package for HIV prevention, treatment and care with the aim of coming as close as possible to the goal of universal access by 2010 for all those who need it.

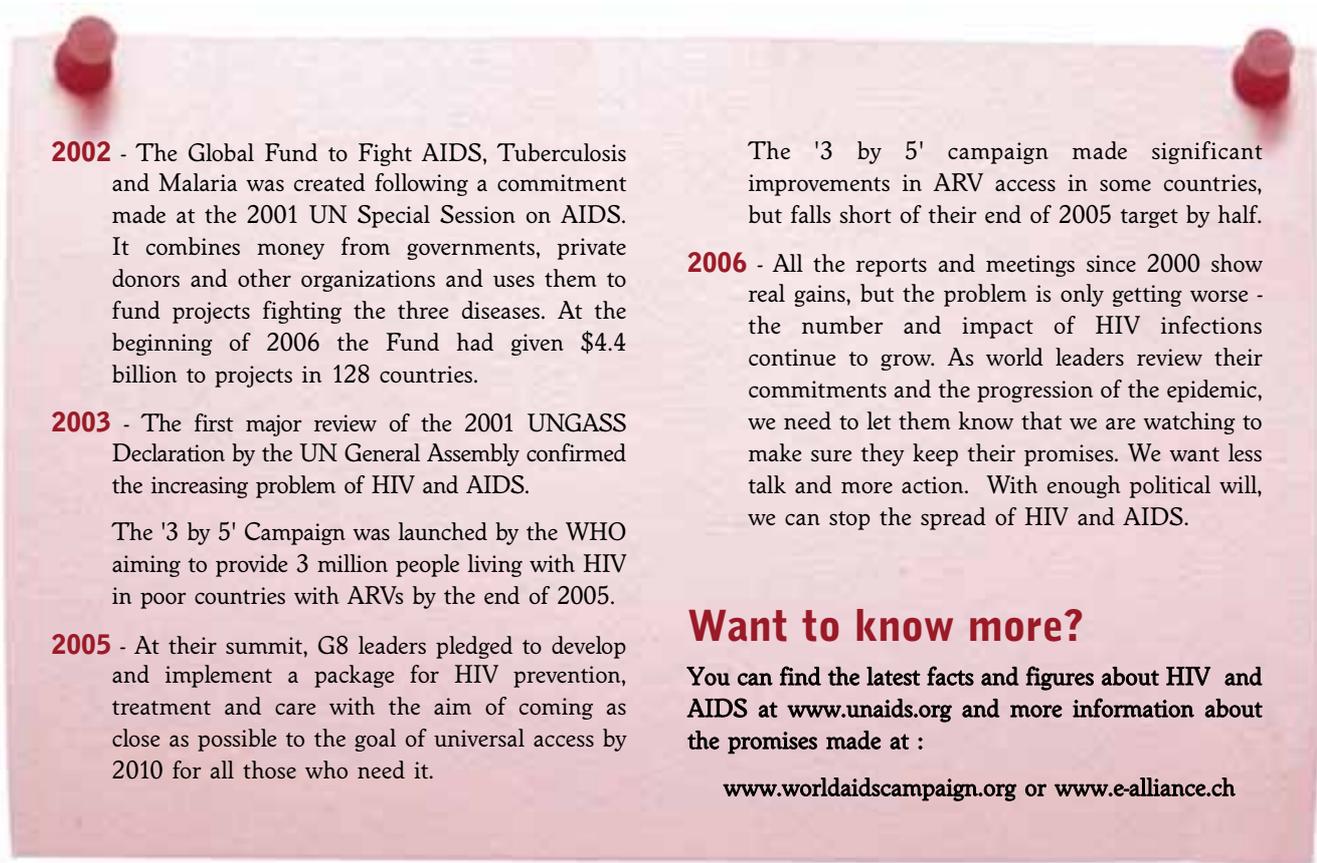
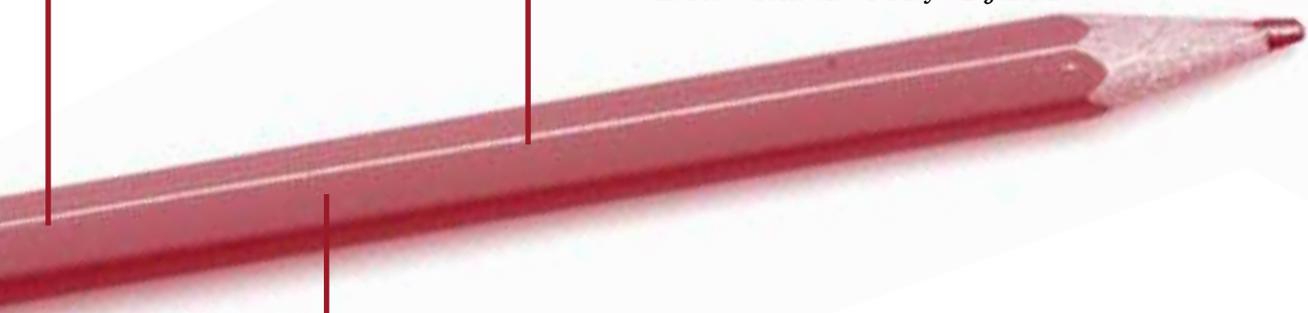
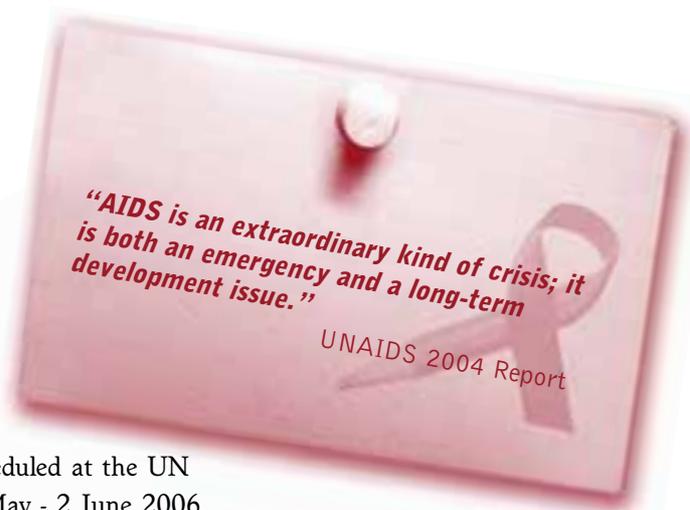
The '3 by 5' campaign made significant improvements in ARV access in some countries, but falls short of their end of 2005 target by half.

2006 - All the reports and meetings since 2000 show real gains, but the problem is only getting worse - the number and impact of HIV infections continue to grow. As world leaders review their commitments and the progression of the epidemic, we need to let them know that we are watching to make sure they keep their promises. We want less talk and more action. With enough political will, we can stop the spread of HIV and AIDS.

Want to know more?

You can find the latest facts and figures about HIV and AIDS at www.unaids.org and more information about the promises made at :

www.worldaidscampaign.org or www.e-alliance.ch



Classroom Activities

Shout it out!

Aim: To find out what knowledge and perceptions pupils have about HIV and AIDS and to separate the fact from the fiction.

Duration: 20 minutes

You will need: board and marker or paper and pens

Write AIDS on the board or paper and ask the class to all stand up. Each pupil in turn must say a word associated with AIDS, then they may sit down. Write the words up on the board, regardless of whether they are correctly associated or not.

When you have written everybody's words down or the class has run out of ideas, go through the words and discuss what they mean, whether it's a correct association, etc. If the list of words creates some questions that you don't know the answer to, write these as a list and tell the class that you will find the answers and get back to them in the next lesson.

In their place

Aim: To help pupils put themselves in the place of children affected by AIDS.

Duration: 10 minutes

You will need: the real-life stories from page 6 of this booklet

Read or photocopy the real-life stories. Then, use the prompts below for individual thought or small group discussion.

Imagine if you had to be the head of your household and look after younger brothers and sisters or cousins.

What would you find most difficult?

What help would you want others to give?

www.e-alliance.ch/keepthepromise.jsp

Getting the message across

Aim: To show pupils why it's important to speak out about things that we think are wrong and to show what a difference it makes when we all 'speak with one voice'.

Duration: 10 minutes

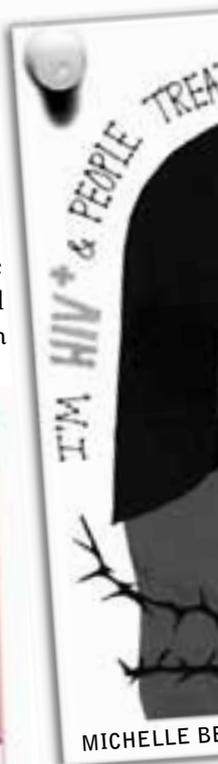
You will need: pieces of paper containing a fact about HIV and AIDS

Split the class into pairs and send one of each pair to the far end of the classroom or playground. Give the other half of the pair a piece of paper with a fact about HIV and/or AIDS written on it (see pages 4-5 for possible facts). Each piece of paper needs to contain different information. When you give the go-ahead, the people with the paper should shout their fact over to their partner.

There will be much noise but, if you can, draw the shouting to a close after a few minutes and ask the pupils what they thought about the exercise.

Did they get the message that was being shouted at them? Why or why not? Now repeat the exercise giving out pieces of paper with the same fact on them (let the students know they are the same).

Allow the students some time to decide what would be the best way of getting their message across. At the end, discuss with the class what the benefit was when they all had the same message. What can they learn from this?



Lesson Two

Country collages

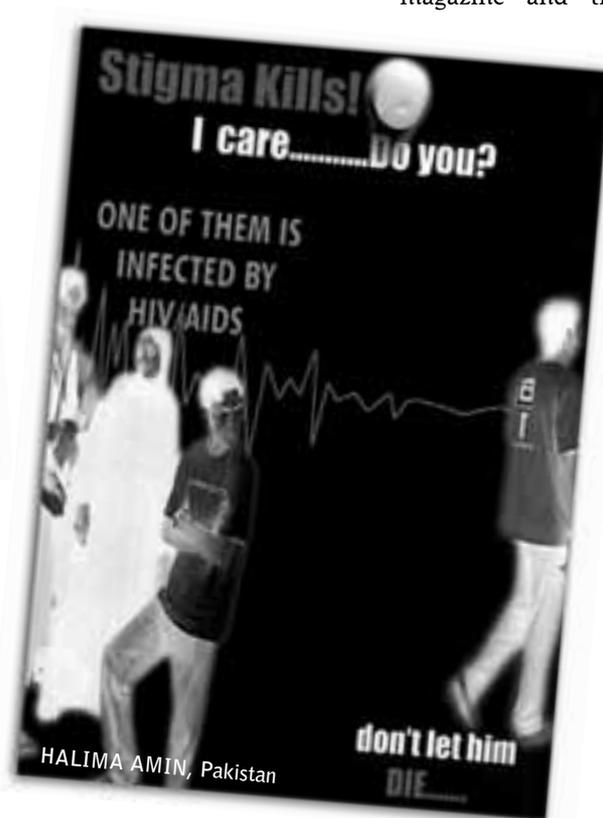
Aim: To help pupils find out about the current situation on HIV and AIDS in their own country and to allow time for personal reflection.

Duration: 30 minutes

You will need: big sheets of paper, glue, scissors and felt tips or markers

Material reflecting the state of HIV and AIDS in your country for students to use on their collages. This could include newspaper reports/headlines, excerpts from regional fact sheets.

In small groups, students have 20 minutes to make a collage representing HIV and AIDS in their country. They should use a combination of the material you have provided and any thoughts, concerns, drawings or personal stories about HIV and AIDS in their country. Give each group the opportunity to 'present' their collage to the rest of the class, explaining what it shows and why they included the items they did.



Tell it to them straight

Aim: To help pupils focus on what they want to include in their letters.

Duration: 10 minutes

Use this role-play exercise to help the pupils focus on what they will say in their letters to their government leader.

Ask them to imagine that they are a journalist working on their favorite radio station or magazine and they have the opportunity to interview their government leader about their views on HIV and AIDS, but they've only got 5 minutes to talk to them.

They should spend some time working out what questions they would ask. They could then split into twos and act out the interview taking it in turns to be the government leader.

Alternatively you could be the government leader and allow the pupils to interview you.

For more posters and other resources on the **Signs of Hope - Steps for Change CD-Rom**, see: www.e-alliance.ch/ns_cdrom.jsp.

Posters from the Global Poster Competition Against HIV and AIDS - Related Stigma and Discrimination, © Ecumenical Advocacy Alliance, 2004



Putting pen to paper

Aim: For pupils to make a difference through writing letters to their Heads of State asking them to keep the promises they've made to tackle HIV and AIDS.

Duration: 20 minutes (and extra time as homework if needed)

You will need: information in this booklet, pens, paper, and money for postage (either stamps for individual letters or postage for a package containing all the letters)

Before pupils write their letters make sure they understand the issues of HIV and AIDS and the promises world leaders have made, through the activities, information and stories in this booklet.

Talk about why it's worth campaigning using the information on page 7. Also, empower students by telling them that the letters they write really can change things. Their letters will join thousands of others from young people around the world all asking their leaders to help make a real difference to HIV and AIDS.

Using the sample letter on page 13 as a guide, let each student write their own letter in their own words to their government minister (who will be attending the UNGASS review in June). Not all the letters should be the same. Point out the parts of the sample letter that are essential but encourage students to think about what exactly they want to say to their leader. There might be a specific promise that they want to mention, or they may have been affected by a personal story

and want to mention that. Students could also mention specific concerns about HIV and AIDS in their country.

A few points to bear in mind when writing your letters:

- Say why you're writing the letter - what has made you feel strongly enough to write?
- Say what you want your Head of State to do; be as specific as possible and ask them to tell you ways that you can help.
- Ask for a reply. Include your name and address clearly.
- Don't make it too long.
- Be polite and say thank you!

Mail the letters to arrive with your government minister ideally in May as this is when leaders are most likely to be thinking about UNGASS. Discuss as a class whether you think it would be more effective to post the letters individually or to package and send them together. Pages 14-15 has ideas for getting your letters into the media.

Please also send at least one copy of a student's letter (preferably hand written) to join others from around the world at the UN in New York. The letters will be used to lobby the UN on HIV and AIDS. Perhaps the class could pick the letter they think is best? Or put a selection of strong letters in a bag and let a student draw out the 'winning letter'. It would be great if you could include a photo of your class and a note saying how many letters they have sent.

Letters should be sent to:

Keep the Promise
- Letters to the World
211 East 43rd Street, Room 1100
New York, NY 10017-4707
USA

Sample letter to Head of State or Government Representative

[title and name of person you are writing to]
[address you are writing to]

[your name]
[your address]

[date]

Dear [title and name],

I am very concerned about the ongoing spread of HIV and AIDS, despite commitments from UN Member States to reverse its spread. Today, around 40 million people around the world are living with HIV or AIDS, that's around 3 million more people than in 2002. Last year 3.1 million people died because of AIDS, including over half a million children. [You may want to add information about the epidemic in your own country or community; or use your own personal reason(s) for writing.]

In a Special Session of the UN General Assembly in June 2001, all UN Member States including [name of your country] agreed to meet specific targets by 2003, 2005, 2010 and 2015 to help stop and reverse the spread of HIV and AIDS.

But, although some of these promises have been kept, many have not and HIV infections are still rising. At the UNGASS review this June, I ask you, as many others around the world are asking their leaders, keep the promises that have already been made, and consider ways our government could strengthen our commitment even more. In particular, in [your country's name] I am concerned about...

Thank you for all that you are doing to halt and reverse the spread of HIV. Please let me know of any ways that I can help you in your fight against the virus. I look forward to hearing how, together, we can ensure your promises to stop the spread of HIV are being kept.

Yours sincerely,

[your signature]
[your name]

Taking it further



Attracting media attention

Getting media coverage of whatever you're doing means the world, or at least your bit of the world, hears about it. That way, people also hear about HIV and AIDS and what world leaders are - or aren't - doing about it. To get the media interested, you need to feed their appetite for things that are creative or eye-catching. Here are a few ideas...

- Invite a political figure to your school. Make an event of it with a question and answer session or a presentation from your class or school to the politician. Invite parents and key figures from the community - as well as local media.
- Put on an event in your school, local church or community hall to raise awareness of issues surrounding HIV and AIDS and maybe also to raise money for charities working to fight the pandemic. You might want to run a talent contest, a car wash, a sponsored walk/silence/concert, put on a presentation, write stories on issues surrounding HIV and AIDS and perform public readings ... anything goes, as long as it raises awareness of issues surrounding HIV and AIDS or raises money to help fight it or best of all - both.
- If possible, why not take your letters yourself to your Head of State or their representative and present them to him or her? You'll need to contact their secretary well in advance to arrange this. And don't forget to give the media plenty of notice. See below for advice on contacting the media.

14

While your student's letters are on their way through the postal system, there's plenty more you can be doing:

- In class, follow what is going on at the 2006 UNGASS review. Check out the websites listed on page 17, particularly www.ungasshiv.org
- If students haven't received a reply to their letter, follow up and ask for an answer.
- Organize a petition in the local area calling for politicians to start acting on promises made to halt and reverse the spread of HIV and AIDS in your country. And remember to send it!
- Meet with people living with HIV from local or national networks. Learn about one another and discuss ways you can work together. Look on the internet or visit your local hospital or citizen's advice center to find out about groups near you.
- Learn more about HIV and AIDS and the measures needed to reverse its spread.

The inside back cover has details of lots of websites and resources that give further information.





Contacting the media

The most effective way to let newspapers, radio and TV stations know about what you're doing is to send them a short press release - and to follow this up with a phone call. Include in your press release:

- what you are doing;
- why;
- where and when you are doing it;
- details of photo and interview opportunities;
- contact details for more information.

They may just use the information in the press release to write a short report on what you're up to. But you might get lucky and get a phone call or a visit. The roving reporter who gets in touch is sure to want to interview you so make sure, in advance, that you've rehearsed what you want to say about what you're doing and why. And, be prepared, they might snap your photo too!

15

- How about writing a giant letter as a publicity stunt? You could make it into a petition by getting people to sign the bottom of it - including perhaps a local celebrity or two.
- Or, what about making a paper maché sculpture of the red ribbon (the international symbol for HIV and AIDS) from copies of the students' letters? Display it in shopping centers and other key areas in the community, along with information sheets on what you're calling for and why.
- Send one of the student's letters to the local newspaper and ask them to print it as an "open letter" to your Head of State, explaining what your class is doing and why.

For more tips on getting your event or action noticed, and to see a sample press release, visit www.e-alliance.ch/keepthepromise.jsp

Whatever you do

- have fun!



Faith and HIV



everyone - including people in church. Also the overwhelming message of the Bible is of love in action. Think of Ruth staying with Naomi when her husband died, or the many times Jesus had compassion and healed people, or the Good Samaritan helping someone that his culture rejected. Churches should lead the way in standing alongside and working with HIV positive people to bring about a change in society and to fight the pandemic.

Service outline

How about your class putting on a service in your school hall or local church? Use the stories, background information, statistics and even the activities in this pack in prayers, symbolic actions, or interactive talk. Or set statistics and real-life stories to music as a meditation - adding relevant Bible verses and quotes. How about getting students to write a drama or poems on the theme of HIV and AIDS and advocacy? Finish the service with a concrete action people can take - maybe signing a petition or taking a photocopied sample letter home and writing to their Head of State.

Prayer

Visit www.e-alliance.ch for links to prayers, liturgies and worship resources on HIV and AIDS.

"I feel that the church is often condemnatory about sex, but that there are worse things in the world that they do not condemn - poverty, unemployment, racism, discrimination against gay men and discrimination against people living with HIV."

Novlet Reid from Jamaica AIDS Support

for themselves, for the rights of all who are destitute.' (Proverbs 31:8)

Clue: a way of communicating **Answer:** Speak

5. 'Let justice flow down like rivers and _____ like a never failing stream.' (Amos 5:24)

Clue: an old-fashioned word for doing what's right. **Answer:** Righteousness

Based on these verses, either as a class or in small groups, let students write a statement of belief about the responsibility of Christians to be welcoming communities in prayers, symbolic actions, or people living with HIV and to demand that government leaders keep their promises to overcome HIV and AIDS.

So where does our faith tie into all of this? Isn't HIV and AIDS something Christians don't talk about because of...you know, how it's passed on?

Morality issues mean some church and faith-based groups have, in the past, avoided talking about HIV and AIDS. Churches have sometimes opposed open discussion and even discriminated against people living with HIV. But HIV affects

What the Bible says

Explain to students that the Bible has a lot to say about standing up for what's right and helping those in need. Write out or shout out the following verses (with words missing). Ask students to use the clues to fill in the missing words.

1. '_____ the rights of the poor and the needy.' (Proverbs 31:9)

Clue: protect, a football position. **Answer:** Defend

2. '...the righteous care about _____ for the poor.' (Proverbs 29:7)

Clue: another word for fairness. **Answer:** Justice

3. 'Let us not love with words or tongue but with _____ and in truth.' (1 John 3:18)

Clue: a film director might shout this command **Answer:** Action

4. '_____ up for those who cannot _____

More activities, resources, and links related to this curriculum can be found on the website of the Ecumenical Advocacy Alliance:

www.e-alliance.ch/keepthepromise.jsp.

Sites for and about young people

www.youthandhiv.org - information on young people and HIV around the world

www.unicef.org/uniteforchildren/index.html - Unite for Children, UNICEF Campaign

www.unicef.org/uniteforchildren/youth/index.html - youth resources for the Unite for Children campaign

www.unfpa.org/publications/detail.cfm?ID=230 - Our Voice, Our Future - Young People Report on progress made on the UNGASS Declaration of Commitment on HIV/AIDS

www.gmfc.org - Global Movement for Children

www.wcrp.org/RforP/CHILDREN_MAIN.html - details of Religions for Peace's HIV and AIDS work

www.africaalive.org - aims to educate and give youth the skills they need in the fight against HIV and AIDS

www.staying-alive.org - wide range of programs, concerts, public service announcements and documentaries on HIV and AIDS

www.whatudo.org - HIV and AIDS facts, options, and action

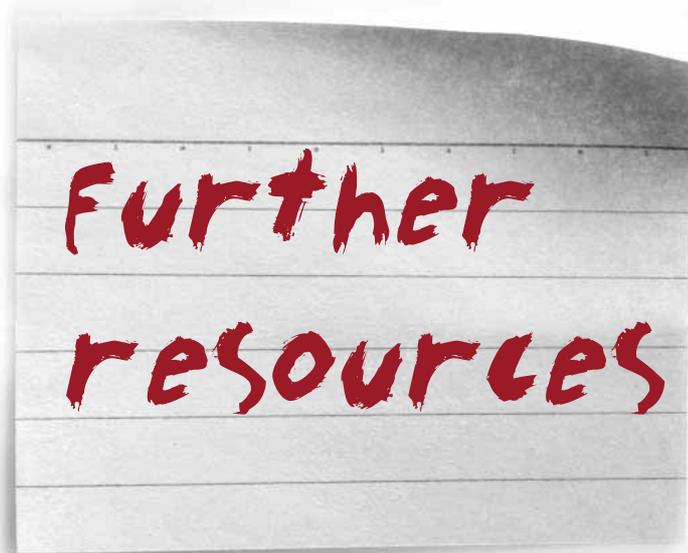
www.advocatesforyouth.org - for youth, parents, and education, health, and other professionals who work with youth

Resources on Advocacy and Campaigning

www.leaderstoday.com/aboutus/curriculum_corner.htm - resources for exploring activism with young people

www.pressureworks.org.uk - campaigning website for young people

www.e-alliance.ch/keepthepromise.jsp



Key Information on HIV and AIDS

www.aidsmap.com/en/orgs/ux/default.asp - how to find AIDS organisations and help in your area

www.unaids.org - The AIDS epidemic update December 2005 gives lots of latest statistics.

www.worldaidscampaign.info - World AIDS Campaign

www.ungasshiv.org - gives details of the UNGASS Special Sessions and Declaration of Commitment

www.avert.org - an international AIDS charity

www.theglobalfund.org - The Global Fund to Fight AIDS, Tuberculosis and Malaria

www.un.org/millenniumgoals - details of the Millennium Development Goals

Sign up for the free Keep the Promise: HIV and AIDS campaign bulletins and action alerts of the Ecumenical Advocacy Alliance at www.e-alliance.ch/signup1.jsp

Signs of Hope - Steps for Change - a free CD-Rom that includes award-winning posters and multi-lingual HIV and AIDS-related resources. Download from the Ecumenical Advocacy Alliance website or order a free copy: www.e-alliance.ch/ns_cdrom.jsp

17





This easy-to-use resource contains all you need to run classes on HIV and AIDS and to get your students motivated to take action to fight the pandemic. Background information, latest statistics and real-life stories help paint a picture of the effects that HIV and AIDS are having in our world. There is a section linking HIV and AIDS to faith and a range of fun activities to help young people engage and interact with the issues.

Once armed with this knowledge and fired up to take action, the booklet leads your students through the process of writing letters to their world leaders asking them to keep the promises they've made to fight HIV and AIDS.

And, if your students have still got energy to keep going after all of that, there are plenty of ideas for taking things further....



Ecumenical Advocacy Alliance

Ecumenical Advocacy Alliance
 150 route de Ferney
 P.O. Box 2100
 CH-1211 Geneva 2
 Switzerland
 Tel: + 41 22 791 6723
 Fax: + 41 22 710 2387
 Email: info@e-alliance.ch
 Web: www.e-alliance.ch

