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HIV/AIDS Readers Teacher's Guide

By Sally Howes and Glynis Clacherty

Introduction

"I worry about teaching about HIV and AIDS. I don't understand all the facts myself."

"There are many learners who are orphans now and some have to look after younger siblings alone. I feel so sorry for them but they are not my responsibility. I am a teacher not a social worker."

"I worry about children in my class being HIV-positive. Could they infect me?"

"People say that if someone in the family has AIDS, the others have it too! I don't like to have children in my class whose parents are sick."

"There are many children whose parents have died. They are sad and some are even naughty but I just don't know how to help them."

"Nowadays they say we need to teach children about sex if they are to stay safe from HIV and AIDS. But talking about sex with young children will make them curious and they may try it!"

Read the quotes above. Have you ever heard any teachers say these things? Have you ever said any of these things yourself? Although you may have many concerns about HIV and AIDS, as a teacher it is important that you deal with them in your classroom.

The need to deal with HIV and AIDS at school

A department of education in Africa has stated...

"The Education Sector has a key role to play in the response to the epidemic. A significant proportion of the population, especially those at the most vulnerable ages, attend schools and tertiary institutions, and if we add their communities and families we can understand that there is no other institution in our society which touches so many of our citizens, and future citizens. While the demands on schools and teachers resulting from the effects of HIV and AIDS on learners, teachers, families and communities are increasing daily, education itself, in its teaching role, is challenged

to limit the spread of HIV, to provide care, social and psychological support to those infected and affected by the epidemic, and to sustain the provision of quality education for all."

Dept of Education, South Africa

According to the Prime Minister of a Caribbean territory...

"Confronted with the HIV/AIDS situation in the Caribbean and the world at large, we must harness the potential of the education sector to prevent further HIV/AIDS infection. There exists but little choice other than for us to mobilize the widest educational constituency to offer all the knowledge, information, support and direction needed by this country, the region and a wider world traumatised by HIV/AIDS, in order to relieve ourselves of this viral yoke HIV/AIDS and do away with the burden of its unrelenting death sentence on humanity."

Patrick Manning, Prime Minister of Trinidad and Tobago

Behaviour change and supportive environments

It is easy to understand how you have a unique opportunity to impart information, but how can you create a supportive environment and what does this mean?

We know from research that giving young people information is not enough to change their behaviour. We also need to teach broad life-skills such as communication and problem-solving. We also know that the family and the community play an important role in creating an environment where good values are learned. Good values will help young people make moral decisions that will protect them. This JAWS Teachers Guide offers an opportunity to develop those values through thought-provoking exercises such as role-play, class discussions etc. These exercises will help young people think through their values and develop personal boundaries. It is vital that this is done in a supportive environment in which young people are accepted and valued.

What should schools be doing?

There are many things that schools can do to support children who have been affected by HIV and AIDS, such as orphans and other vulnerable children. This includes making sure that they have help with school fees, establishing a school garden to help to provide food, and helping with accessing social welfare grants.

All schools should have a comprehensive HIV and AIDS education programmes that teach learners how the HI virus is transmitted and how they can protect themselves.

Schools should also have broad life-skills programmes that teach communication and problem-solving skills.

How can a set of readers help me?

The JAWS HIV/AIDS Series is there to supplement these different HIV and AIDS education programmes. If these programmes are not set up in your school, you can use the JAWS HIV/AIDS readers on their own to cover the main themes in HIV and AIDS education.

The series has stories that you can use in the classroom to help children who have lost loved ones talk about their grief. It has stories that deal with a child having to be the head of a household. It has non-fiction books that will help you explain what AIDS is and how the HI virus is transmitted. It also has stories that deal with the life-skills learners need to make wise choices.

The role of stories

Many of the stories in the series are based on real life. By placing key messages about AIDS into a real-life context, they help learners think about how decisions are made within a context of family, peers and community. Through reading an engaging story about someone like them, learners find out about HIV and AIDS in an informal way without even realizing that they are learning. We know this is a more effective approach than lecturing children and young people. Stories are also a good medium for dealing with difficult issues like grief and fear as they allow some

emotional distance and also model coping strategies for learners.

Note that even stories written for young children can be used with older learners. *Simon's Story* has been used with older children and even adults to help them talk about grief. *Lerato's Story* was written for very young children but it has been used to help older learners talk about children they know who are HIV-positive.

Teacher notes and activities in the books

All of the readers have teacher's notes that highlight important issues in the books. There are also activities in each book that the teacher can do in the classroom. Often these are discussion activities. It is important to allow learners time to talk about a book once they have read it as this is when they relate what they have learned to their own lives.

How to use this Teacher's Guide

This Teacher's guide is designed to give you extra information on topics related to HIV and AIDS so you can speak with confidence in your classroom.

Section 1 outlines the ten themes on which the series is built.

Section 2 gives you ideas for additional activities for each title. It follows the four age levels of the readers title by title.

The ideas are supplied, but it is up to you to adapt them to your classroom circumstances and to the different ages of learners.

Sexuality

Before we look at the ten themes we should look at sex and sexuality as it is central to HIV and AIDS education.

Many people think that if we discuss sex with children and young people that we will encourage their natural curiosity and they will "try it out". In fact, research shows the opposite. If young people are given appropriate information about sexuality that empowers them and encourages them to make the right

decisions, they are less likely to engage in unsafe sex. Appropriate information can also help young people, especially young women, avoid coercive (forced) sex.

It can be awkward to discuss sexual issues with young people. One way to begin the discussion with school-aged children is to ask them what they have heard about HIV and AIDS. If any of their information is wrong, use the opportunity to provide them with the correct information.

Talking with and listening to young people is very important. If you feel very uncomfortable discussing sex, ask a local clinic sister to come and talk about it. But make sure they deal with the young people in an understanding and open way.

Why do we need to talk about sex when we discuss HIV and AIDS?

The most common way that the virus is transmitted is through sex. This is why we need to discuss sex. Young people need to understand sex if they are to

be empowered to refuse it or to make decisions about condoms as they get older.

Activities

- **Class discussion**
- **Fact-finding**

Sample activities

Sex and love: After reading *Love in a Time of Mourning* have a class discussion about sex and love. Divide into small groups. Discuss these two questions: "Is sex the same as love?" and, "Do you have to give sex to give love?" (This activity is appropriate for middle and senior school learners.)

Facts from friends: Read one of the JAWS non-fiction books, such as *10 Things no one told you*, that give information on sexuality. Then have a discussion about how friends often give us incorrect facts. The learners should list all the incorrect facts friends give us about sex. They can find the correct answers in *10 Things no one told you*, or in another reference book. (This activity is appropriate for all levels.)

Key messages about sexuality for young people

- Sex is a natural activity between two people who are committed to each other. You should not have sex until you are older and in a long-term relationship. Many people believe that you should wait until you are married before having sex. Sex comes with many physical and emotional responsibilities, and a person needs to be mature enough to deal with them.
- As you grow up, your body changes. It goes from being a child's body to being an adult's body. These changes are normal and happen to different people at different times.
- Your body belongs to you and decisions about sex are for you to make. Do not let anyone else make decisions for you.
- Find an adult you trust to talk about sex.
- Girls are physically more vulnerable to HIV infection and need support to protect themselves. They also need to be protected against unwanted and unsafe sex as they are more vulnerable to abuse.
- Older learners need to know what a sexually transmitted disease is, and that people with STDs are more vulnerable to the HI virus.
- Older learners need to know that abstinence is the best way to prevent infection. Using condoms will help protect them. They need to know how to get condoms and how to use them.

THEMES

TITLES

		1 LIFE SKILLS	2 GENDER, POWER AND HUMAN RIGHTS	3 STIGMA AND DISCRIMINATION	4 NORMALISATION AND DISCLOSURE	5 CARE AND SUPPORT	6 ORPHANS AND VULNERABLE CHILDREN	7 DEATH, LOSS AND GRIEF	8 FEELINGS	9 INFORMATION ABOUT HIV/AIDS	10 PREVENTION
Level A (5-9 year olds)	Go Away Dog!			○	○	○	○	○	○		
	Nelson and Ali	○		○	○	○					
	Tido's Bag	○					○	○	○		
	Respect and Care	●	●			●		●	●		
	Lerato's Story	●	●	●	●	●	●	●	●		
	Hospital Scares Me	●	●			●	●	●	●		
Level B (8-12 year olds)	Buchi Must Choose	○	○	○	○	○				○	
	Just Me and My Brother	○				○	○	○	○		
	Simon's Story	○				○	○	○	○		
	Dr Dummi	○	○							○	
	I am HIV-Positive	○	○	○	○			○		○	
	Myths and Mysteries	●		●					●	●	●
Level C (11-15 year olds)	Friends for Life	○	○	○	○	○	○				
	Two Donkeys for Joe	○				○	○	○	○		
	Secrets, Secrets	○		○	○	○					
	A Better World	●	●							●	
	Watch Out!									●	
	Help!	●								●	●
	Take Care!									●	●
Level D (14-18 year olds)	Dancing Queen	○	○	○	○	○	○	○	○		
	Love in a Time of Mourning	○	○				○	○	○		○
	10 things no one told you	●	●	●	●		●			●	●
	The Race is On									●	
	I'm Positive	●	●	●	●				●	●	●

● Black dots denote the information books ○ White dots denote storybooks.

1. Life Skills

Earlier we looked at the fact that broad life-skills are an important part of creating a supportive environment in which young people will make wise choices about their health and lives.

Life-skills are embedded in the JAWS HIV/AIDS story and information books. In these stories, children are presented who model many relevant life-skills.

Activities

- **Art exercises:** e.g. Who am I? What do I feel?
- **Role-play:** modelling appropriate and inappropriate behaviour. This is to be followed up by individual, group or class-work reflecting on the role-play.
- **Story exercises:** identifying life-skills in the stories, or looking at how life-skills could have led to different sorts of behaviour.

Sample activities

Story work and class discussion: Choose an HIV/AIDS reader (*Simon's Story* and *Just Me and My*

Brother are good ones for this activity). After reading the book, ask the learners to find a character who expresses their feelings in the story. Ask the learners to describe how the character was feeling and if that response was good or bad, and why. (This activity is appropriate for upper primary school learners.)

Story work and writing: Read *Buchi Must Choose*. Identify all the decisions Buchi has to make and whether they are good or bad decisions. Older readers can look at the decisions the main characters make in *Love in a Time of Mourning* or *Dancing Queen*. They should list three decisions and write a few sentences saying why they are good or bad decisions. (This activity is appropriate for upper primary and secondary school learners.)

Group work: Read *Lerato's Story*. Break into groups and talk about how Lerato sees herself. Read *I'm Positive*. How does Kgalalelo see herself? Does being HIV-positive make any difference to her sense of self-worth? Most of the JAWS HIV/AIDS books have activities that help learners think about their own self-worth. Do these activities after discussing these books. (These activities are appropriate for Year 3 and above.)

Important life-skills to teach

- A sense of self-worth
- Assertiveness (especially for girls)
- Communication and negotiation
- Values analysis
- Decision-making
- Problem-solving
- How to seek help

A *Nelson and Ali; Tido's Bag; Respect and Care; Lerato's Story; Hospital Scares Me*

B *Buchi Must Choose; Just Me and My Brother; Simon's Story; Dr Dumi; I am HIV-Positive; Myths and Mysteries*

C *Friends for Life; Two Donkeys for Joe; Secrets, Secrets; A Better World; Help!*

D *Dancing Queen; Love in a Time of Mourning; 10 things no one told you; I'm Positive*



2. Gender, Power and Human Rights

One of the issues that influences the choices that young people make about sex and relationships is gender. Boys' sense of masculinity and what they think makes a man will influence how they behave towards girls. For example, research shows that many boys think that it is manly to force a girl to have sex and that girls believe they are not being "womanly" if they refuse. It is important to spend time discussing how gender is culturally created.

All of our gender teaching and learning and all of our HIV and AIDS teaching and learning must be human-rights based. Find a copy of the Convention on the Rights of the Child (your local UNICEF office will have one). This Convention is an international instrument that has been signed by nearly all the countries of the world. It lays down the rights that governments should make sure all children have.

Activities

- **Making posters**
- **Role-play**
- **Exploring media** such as newspaper or magazines
- **Debate** (especially for secondary schools)

Sample activities

Media work: Find examples of gender stereotypes in adverts, magazines and newspapers. Choose a character from one of the JAWS readers and compare them with the girl or boy in the advert. How are they different? How are they similar? (This activity is appropriate for upper primary and secondary school learners.)

Art: Read *Dr Dumi*. Can girls be doctors? Get learners to draw a picture of what they would like to be when they are grown up.

Essay: Read *Love in the Time of Mourning* and think about Palesa. She is forced into making a decision that is bad for her because of poverty. Ask the learners to write an essay on how young people are often forced into decisions because of poverty. (This activity is appropriate for upper secondary school learners.)

Debate: Read *A Better World – Rights and responsibilities and HIV and AIDS*. Organize a class debate on the topic: Should rapists with HIV and AIDS be charged with culpable homicide?

Key messages about gender and rights

- Girls and boys are individuals and each person has intrinsic human value in their own right.
- Gender varies from one culture to another, and understanding of it changes over time.
- The rights of women and girls are often denied when they are treated unequally in terms of opportunity and treatment.
- Boys and girls often grow up with a culturally imposed view of masculinity and femininity that limits the choices they are able to make in their lives.
- All children have rights. These rights include the right to have their basic needs met, the right to education, and the right to be protected from abuse.

A *Respect and Care; Lerato's Story; Hospital Scares Me*

B *Buchi Must Choose; Dr Dumi; I am HIV-Positive*

C *Friends for Life; A Better World*

D *Dancing Queen; Love in a Time of Mourning; 10 things no one told you; I'm Positive*



3. Stigma and Discrimination

Children living with HIV and AIDS or with families affected by HIV and AIDS are often stigmatized or isolated from their community and denied access to health services and school. The stigma is often worse for a person living with AIDS than the symptoms of the sickness itself. Stigmatizing AIDS can lead to higher infection rates because it stops people getting tested and protecting themselves and their partners.

In the classroom children might gang up against a child who is either infected or has a person living with AIDS in their family. The teacher's role is to increase understanding and compassion and so lessen discrimination. You need to inform yourself and your learners.

Sample activities

Pair work: Read *Lerato's Story* with the class. In pairs get learners to discuss the following situations. What do you think your friends at school would say if you told them your little sister was HIV-positive? What would you do if they were horrible to you? Talk about how we can begin to change those attitudes. (This activity is appropriate for upper primary school learners).

Writing work: Ask the class to read *Friends for Life*. The learners can then write a short essay on how Sam experienced discrimination and what he did about it. What lessons can we learn from this book? What was Maria's role in this?

Activities

- **Quiz on transmission facts**
- **Games with systematic disqualification**
e.g. **musical chairs.** Encourage pupils to discuss how it feels to be left out.
- **Role-play/drama**

Key messages about discrimination

- Ignorance is the basis of discrimination, so teach the facts about HIV and AIDS! It is important to teach the facts about transmission because many children discriminate against others because of their fear of being infected.
- Children and adults living with or affected by HIV and AIDS need care and compassion; they should not be discriminated against.
- HIV and AIDS is a disease like many other diseases. Just because someone has HIV or AIDS it does not mean they are a bad person or that they have done wrong.
- Bullying is out!

A *Go Away Dog!; Nelson and Ali; Tido's Bag; Respect and Care; Lerato's Story*

B *Buchi Must Choose; I am HIV-Positive; Myths and Mysteries*

C *Friends for Life; Secrets, Secrets*

D *Dancing Queen; 10 things no one told you; I'm Positive*



4. Normalisation and Disclosure

It is important that we begin to see HIV and AIDS as a disease like any other disease and not discriminate against people who are HIV-positive. We know that one of the most powerful forms of education about HIV and AIDS is openness. When people disclose their status to family and community it creates a climate of open discussion and this reduces stigma. Obviously there are all sorts of things to be kept in mind when a person discloses their status but we also know that disclosure to at least trusted family members reduces stress for people who are HIV-positive and it gives them the support they need to cope with the disease. You can normalise HIV and AIDS by talking openly about it in your classroom.

Activities

- Story telling
- Role-play

- Class discussion
- Writing

Sample activities

Story-telling: Tell or read a traditional story where a person or an animal is discriminated against unfairly. Get learners to discuss in groups how that person felt and how they would have reacted.

Role-play: Role-play disclosure and discrimination and acceptance interactions.

Pairwork: Read *I am HIV-positive*. Write a list of all of the ways that we can be normal if we are HIV-positive. List the things that we must be particularly careful about.

Writing work: Have learners read *I'm Positive* and write a short script of the conversation Kgalalelo might have had when she disclosed her HIV-positive status to a friend of hers.

Key messages about normalisation and disclosure

- People with HIV can live normal lives. Transmission is unlikely in a playground or at school.
- Treat those with HIV as normal friends: respect them as adults or children; they have the same feelings as you.
- When HIV becomes AIDS, then people are likely to get sick, so will not be as strong.
- In secondary school, discuss the advantages of voluntary counselling and testing, and what diagnosis means.
- Discuss how life changes for those infected and affected when a test comes back positive.
- It is difficult to talk about HIV and AIDS, but the more people talk about it, the more it will be accepted in the community and in society.
- When someone tells you that they are HIV-positive, behave normally and give them all the support you can.
- If you find out you are HIV-positive, decide carefully who you are going to tell.
- Try and find another adult to confide in, if you do not want to tell your family.

A *Go Away Dog!; Nelson and Ali; Lerato's Story*

B *Buchi Must Choose; I am HIV-Positive*

C *Friends for Life; Secrets, Secrets*

D *Dancing Queen; 10 things no one told you; I'm Positive*

5. Care and support

In your classroom you will have children who have been affected by HIV and AIDS. In research done with children who are affected by HIV and AIDS, children often talk about kind teachers who help them by bringing food to school, providing uniforms and talking to them about their feelings. Many other children talk about teachers who did not allow them to write tests because they did not have the correct books and stationery. You can do a great deal to help children who find themselves in difficult circumstances. Accepting their poverty, accepting them and finding simple ways to help them at school will make a big difference to their lives.

It is also important to stress that children should care for each other in class and in the playground, especially those who are suffering in any way.

Activities

- Role-play
- Health and care quiz
- Test your students on home-care basics

Sample activities

Blind-man's bluff: Blindfold half the class. Pair them up with a friend and get each pair to accomplish a task. Discuss the function of support.

Story work: Read *Two Donkeys for Joe*. Learners must list ways they might make the life of a very ill person more comfortable and more cheerful.

Test: Ask learners to fill in the missing words in sentences such as:

Make sure the sick person has plenty of [water] to drink, and is given nutritious food – especially fruit and [vegetables]. Make sure that the sick person washes their hands after [going to the toilet].

Important aspects of care and support

- Children should not be looking after ill parents alone. They need help from a knowledgeable adult.
- Children looking after ill parents need to talk to an adult about how they are feeling.
- While children are looking after an adult who is sick, they should also take care of themselves.
- Children need to support other children who are orphaned or living alone, or experiencing grief and trauma.
- Children should be taught the basics of home-based care, include making sure a patient is comfortable, clean, well nourished, rested etc.
- Children should also be encouraged to discuss the psychological and spiritual needs of sick people, and work out how they can fulfil those needs.
- Friendship and support should be emphasized throughout these lessons.

A *Go Away Dog!; Nelson and Ali; Respect and Care; Lerato's Story; Hospital Scares Me*

B *Buchi Must Choose; Just Me and My Brother; Simon's Story*

C *Friends for Life; Two Donkeys for Joe; Secrets, Secrets*

D *Dancing Queen*



6. Orphans and vulnerable children

As a result of AIDS, you may have orphans in your classes. You might also have learners from child-headed households. As a teacher you are one of the most important adults, and sometimes the only adult, in children's everyday lives. We know that teachers can be an important source of support for children living without parents. Your school may already have an orphan support programme that links orphans to social services in your area. If not, it may wish to develop such a programme. You can also play an important role by talking to children about their problems and offering support with school work.

You should know if children in your class are looking after siblings alone. You need to assist these children in finding help in the local community. You also need to help other learners develop empathy and practical help skills for their classmates.

Activities

- Song
- Group and pairwork
- Telling or writing or acting out their own stories

- Pen friends
- House-meeting role-play.

Sample activities

Writing work: Read *Two Donkeys for Joe* with the class. In pairs, let children talk about any children they know who are in a similar situation. Let them make a list of all the things they could do to help someone like Joe. They should especially think about ways they could help Joe to stay in school.

Pen friends: Read *Love in a Time of Mourning*. In the same way as Kudzwayi and Thabang support each other through writing letters, ask learners to write to Palesa to help her as she struggles with the poverty in her family. If the learners enjoy writing letters, you could link up with a school in another town or district so that they can write letters regularly.

House-meeting role-play: Children practise discussing issues which siblings need to make decisions on. For example, what they will spend their money on, who they will get to help them, and who will be responsible for different tasks.

Important aspects of care for orphans and vulnerable children

- Children in difficult circumstances should try and find adults who can help them.
- Encourage peer support and help children to find a group of friends who can consistently support them.
- Find ways to help children in these circumstances carry on going to school.
- Help children in this situation to get at least one meal every day. You may need help from the social worker or clinic sister if there is no food in the house.
- Integrate them in school and playground activities as much as possible, and ensure that they are not stigmatized by other learners.

A *Go Away Dog!; Tido's Bag; Lerato's Story; Hospital Scares Me*

B *Just Me and My Brother; Simon's Story*

C *Friends for Life; Two Donkeys for Joe*

D *Dancing Queen; Love in a Time of Mourning; 10 things no one told you*



7. Death, Loss and Grief

Children in your classes may have lost parents or people they love. These children will be experiencing grief. Often we do not acknowledge that even very young children feel grief.

In some communities people never discuss death with children, even when it is their own parents who have died.

You should know if someone close to one of your learners dies. Let the learner know that they can talk to you about it. Also let them know that strong feelings are natural and understandable.

Activities

- **Praise poem or song** about someone who has died
- **Art activity**
- **Finding someone to talk with**

Sample Activities

Memory box: In the book *Tido's Bag*, Tido worries about losing the memories of her mother. In *Friends for Life*, Maria has a memory box. In *Just Me and My Brother*, Maki and Mdu talk about their memories. Keeping memories alive is important. Help children make simple memory books or boxes or bags to record memories of family members. These should be private.

Key messages about death, loss and grief

- Change is part of life. One of the biggest changes that can happen in our lives is that someone we love dies. This can make us feel very sad.
- If someone you love has died you will be feeling very, very sad. It may be hard to believe that things will get better. They will. But it will take time.
- You may have feelings of guilt if someone has died of AIDS, and think it was your fault for some reason. But it is AIDS that has caused the death, not you, and you should try to replace these destructive guilty thoughts with positive thoughts.
- It takes time but eventually we do feel better. Remembering the person who has died and talking about them can help us. They may not be here with you now but they will always be part of your memories.

A *Go Away Dog!; Tido's Bag; Respect and Care; Lerato's Story; Hospital Scares Me*

B *Just Me and My Brother; Simon's Story; I am HIV-Positive*

C *Two Donkeys for Joe*

D *Dancing Queen; Love in a Time of Mourning*

8. Feelings

Grief can be very frightening for children. They experience strong feelings such as anger, a sense of betrayal and fear, and they are not allowed to express them. Grief can often lead to bad or strange behaviour in class. You need to be aware of this. Make sure you know what is happening in the lives of the children you teach. Make time to talk to these children.

Activities

- Poetry/singing
- Art activities
- Role-play
- Physical games and activity

Sample activities

Role-play: Read *Tido's Bag*. In pairs get the learners to act out an adult talking to a child who has just lost a person close to them.

Story work: Read *Secrets, Secrets*. Learners should identify feelings in the main characters in different parts of the story and explain why the characters are feeling that way.

Key messages about feelings

- Grief is what we feel when someone we love has died. Grief has many feelings. These feelings can be very strong.
- While you are grieving you may have times when you feel happy. Don't feel guilty about this – the person you love would want you to feel happy.
- It is important to express our feelings of grief. If we keep them in they can make us sick. Crying is a good way of expressing grief.
- Find someone who you can talk to about how you feel. It could be a friend or a trusted adult.

A *Go Away Dog!; Tido's Bag; Respect and Care; Lerato's Story; Hospital Scares Me*

B *Just Me and My Brother; Simon's Story; Myths and Mysteries*

C *Two Donkeys for Joe*

D *Dancing Queen; Love in a Time of Mourning; I'm Positive*



9. Information about HIV and AIDS

It is critical that all learners have an understanding of what HIV and AIDS is, how it is transmitted and how it is not transmitted. Even young children need to know the basic facts. Their knowledge can be extended as they progress through the school.

Because both adults and learners are not as informed as they should be, and because HIV and AIDS is not spoken about openly, many learners have incorrect and often dangerous ideas about HIV and AIDS. As a teacher it is your responsibility to make sure learners have a clear grasp of the basic facts.

Activities

- Quizzes
- Art activities

Sample activities

Quiz: Read *10 Things no-one told you*. Use it to make up questions for a quiz for the class.

Word games: Do a crossword puzzle or write sentences for the learners to complete.

Make a poster or pamphlet: Write a poster or pamphlet giving correct information about how the HI virus is transmitted and another poster warning people about particular myths or incorrect information about transmission.

The most important facts learners need to learn about HIV and AIDS

- AIDS is caused by the human immunodeficiency virus (HIV), which damages the body's defence system. People infected with HIV usually live for years without any signs of the disease. They may look and feel healthy, but they can still pass on the virus to others.
- AIDS is the late stage of HIV infection. People who have AIDS grow weaker because their bodies lose the ability to fight off illnesses. In adults AIDS develops seven to ten years after infection on average. In young children it usually develops much faster.
- AIDS is not curable but new medicines can help people with AIDS live healthier lives for longer periods.
- In most cases, HIV is passed from one person to another through unprotected sex, during which the semen, vaginal fluid or blood of an infected person passes into the body of another person.
- HIV can also pass from one person to another through the use of unsterilized needles and syringes (most often those used for injecting drugs), razor blades, knives or other instruments for injecting, cutting or piercing the body, and through transfusions of infected blood. All blood for transfusions should be screened for HIV.
- It is not possible to get HIV and AIDS from touching those who are infected. Hugging, shaking hands, coughing and sneezing will not spread the disease. HIV and AIDS cannot be transmitted through toilet seats, telephones, plates, glasses, eating utensils, towels, bed linen, swimming pools or public baths. HIV and AIDS is not spread by mosquitoes or other insects.

(Taken from *Facts for Life*, UNICEF)

B *Buchi Must Choose; Dr Dumi; I am HIV-Positive; Myths and Mysteries*

C *A Better World; Watch Out!; Help!; Take Care!*

D *10 things no one told you; The Race is On; I'm Positive*

10. Prevention

This theme should only be introduced when the learners are mature enough to deal with the content. It is important that learners come to a real understanding of the ABC options, which is ABSTAIN, BE FAITHFUL and use a CONDOM.

Learners should be encouraged to delay sex until they are much older. This has been shown to be a popular preventative behaviour in many communities. Many believe that people should wait until they are married before they have sex.

Learners should also understand the option of secondary abstinence, which means that although people might have had sex in the past, they have the option of choosing not to have it in the foreseeable future to protect themselves from infections.

Where it is appropriate you might discuss with the class the options of non-penetrative sex. It is also important that they understand that masturbation is normal and cannot damage a person in any way.

Activities

- Quiz

Sample activities

Quiz: Read *Myths and Mysteries, 10 things no one told you about HIV and AIDS* and *I'm Positive*. Use them to make up questions for a quiz for the class.

Key messages about prevention

- In most cases, HIV is passed from one person to another through unprotected sex (sex without a condom).
- Sex is a natural activity between two people who love each other and are committed to each other. You should not have sex until you are older and in a long-term relationship. Many people say you should even wait until you are married.
- Your body belongs to you, and decisions about sex are for you to make. Do not let anyone else make decisions for you.
- Girls are especially vulnerable to HIV infection and need support to protect themselves and be protected against unwanted and unsafe sex.
- Older learners need to know what a sexually transmitted disease is and that a person with an STD is more vulnerable to the HI virus.
- Older learners need to know that abstinence, firstly, and then condoms are the best ways of preventing infection. They need to know how to get condoms and how to use them.

B *Myths and Mysteries*

C *Help!; Take Care!*

D *Love in a Time of Mourning; 10 things no one told you; I'm Positive*

As learners are unlikely to be examined on this work, it is not necessary to do the sorts of formal assessment you are accustomed to in other classes. However, it is important that you ensure that learners grasp the basic facts about HIV and AIDS. It is also important that at the end of your HIV and AIDS programme, learners have a strong grasp of the key messages that have been listed under each theme in this document (in the tables).

Other sources of information

Many of the facts about HIV and AIDS in this guide are adapted from the UNICEF Facts for Life publication. This is a very useful book that you can order from your nearest UNICEF office.

Your local clinic or government offices should have pamphlets about HIV and AIDS. You might want to ask a local health worker or clinic sister to give your class a talk. Your local inspector or education official will be able to put you in touch with the department of education's HIV and AIDS unit. Alternatively, contact an NGO you know working in your area and ask them where to obtain information about HIV and AIDS.

If you have access to the internet you can find additional information on AIDS on many sites. Some of the sites we have found most helpful for bio-medical facts and a general overview of many aspects of HIV and AIDS include:

www.avert.org

www.AIDSteaching.com

www.aegis.com

www.unAIDS.org

www.unesco.org

On the next page is Section 2 of the Teacher's guide. Ideas and exercises for how each of the JAWS HIV/AIDS readers can be used are given.

Go Away Dog!

By David Donald

Illustrated by Alzette Prins

ISBN: 0435 89130 8

Level A

For readers aged 5 to 9

Themes

- friendship
- stigmatization and discrimination

Activities

1. Before you read the story

Discuss the importance of friendship with the class.

Ask pupils why friendship might be especially important for sick children.

Show the cover of the book to the class and ask if they think it is possible to be friends with an animal, and how that might help if you are lonely.

2. Read the story

Answer the questions on page 16 as a class, in groups or individually as written work.

3. Class discussion: discrimination

Ask the class why they think Ann did not play with the other children. When did that change?

4. Class poster: transmission

Make a poster with the class making the following points:

- It is safe to play with children who are HIV-positive or children who have AIDS.
- In a playground situation the virus can only be passed on if blood from a wound on an infected child gets into a wound on another child.
- Always call a teacher if someone is bleeding.
- It is not safe to touch blood without rubber gloves or plastic bags on your hands.

5. Class game

“Snaky snaky” will help children understand the importance of friendship and taking responsibility for each other.

The children form a long line one behind each other. Each child puts her hands on the shoulders of the child in front of her. Everyone closes their eyes, except the child at the “head” of the “snake”. The head of the snake must move carefully forward making sure everyone follows, without breaking the chain or tripping over anything. The “head” of the “snake” must decide where to go and take responsibility for the others.

Pupils take it in turns to be the “head”. Discuss with the children what it felt like to trust the others in the group, and what it felt like as the head to hold responsibility for the other children.

Key messages

- Children who are very sick are often lonely, and friendship is very important to them.
- Just because someone is sick doesn't mean you can't be their friend. More specifically, it is ok to be friends with someone who has HIV or AIDS.
- Don't gang up against, tease or bully children because they are affected in some way by HIV or AIDS.

By Marianna Brandt

Illustrated by Joseph Mugishu

ISBN: 0435 91327 1

Level A

For readers aged 5 to 9

Themes

- stigmatization and discrimination
- true and false information about transmission
- normalisation and acceptance of HIV-positive classmates
- the importance of friendship

Activities

1. Before you read the story

Look at the cover of the book with the class. Ask the class which of these boys is HIV positive. Discuss that you cannot see who is HIV positive, and that many

children can lead quite ordinary lives although they are infected by the virus.

2. Read the story together

Read the story and answer the questions on page 16 of *Nelson and Ali*. This can be done individually or in groups. Give learners some time to discuss the final question as it requires careful thought. You might want to extend question 5 into a listing activity or a poster activity.

3. Role-play

Break into groups and discuss how adults' discriminatory behaviour can be based on ignorance. Each group should role-play a different interaction between an adult and a child in the story.

4. Group work: transmission

Ask the children to come up with three ways that the HI virus **cannot** be transmitted. Write these down to make up a comprehensive list for the classroom wall.

5. Writing work: friendship

Each child should think of a friend, draw their friend, and list three good qualities their friend possesses.

Key messages

- It is not acceptable to stigmatize, exclude or bully children who are living with HIV or AIDS or have a family member living with HIV or AIDS.
- Bullying can often be traced back to fear, and fear is often because of false ideas about how the HI virus is transmitted.
- Children who are sick need to live as normal a life as possible, and friendships are important to them.
- Friendship involves acceptance, honesty, giving, forgiving and sharing.

Other points to explore in this story

- Adults often have misconceptions about HIV and AIDS. Children, from what they learn at school, can respectfully help adults to understand the real facts about transmission.
- Learners should be encouraged to seek out information from nurses, doctors and other health workers.

By Bridget Krone

Illustrated by Paddy Bouma

ISBN: 0435 89130 8

Level A

For readers aged 5 to 9

Themes

- death, loss and grief
- expressing emotions
- seeking help
- the value of memory and memory boxes

Activities

1. Before you read the story

Get the class to look at the cover of the book with you. Discuss what emotion Tido is experiencing. Ask the class to suggest reasons why Tido might be feeling this way.

2. Read the story together

Read the story to the class as a whole first. This story might bring up a number of questions that would best be dealt with through you as the teacher. If the subject of death comes up, discuss it openly. Discuss different cultural and religious beliefs about death. Afterwards pupils should re-read the story either individually, or in pairs or groups. Answer the questions on page 16

in the same way. These questions might need some intervention from the teacher, especially for children who have lost a parent.

3. Group discussion: memory box

Divide the children into groups and ask them to draw up a list of the items they would like as part of a family memory box. Ask a group representative to share their ideas with the class.

4. Creative homework project

Encourage pupils to find an appropriate box, bag or small suitcase that can be used as a memory box. They should name or decorate the memory box and find a safe place to store it. Either individually, or with their families, pupils can begin to collect things that are meaningful. Remind pupils to consult with the adults in the family if they want to store anything precious in the memory box.

5. Writing work: dealing with grief

Pupils should write a short story of a time when they were sad, and what helped them to be less sad. Once they have finished writing, encourage the children to share with the class any ideas for working through sadness.

If there are pupils in your class who are coming to terms with the loss of a family member, recommend that they keep a personal journal in which they can record their feelings. This will help both with working through emotions and giving the children a sense of progress.

Key messages

- Death is a natural process and is part of the changes that happen in life.
- It is healthy to express our grief, and to remember the person we have lost.
- Seek council from an adult who can help through a process of mourning.
- Your beliefs about life after death and God can give you comfort.

Respect and Care

By Glynis Clacherty

Photographs by Suzie Bernstein

ISBN: 0435 89132 4

Level A

For readers aged 5 to 9

Themes

- foundation life skills
 - personal development
 - social development
- feelings

Activities

1. Before you read the story

Ask the class to discuss “respect”. Is it something only old people talk about? Who do we have to respect? What is self-respect?

Discuss “care”. Ask the class about all the different types of care they can think of.

2. Read the story

Read the story and encourage interaction with the pictures. Talk about the school in the book. Ask the children how the school and the children in it are the same or different from their own experience.

Are their behaviours the same or different? Answer the questions at the end of each page. The questions on page 16 are useful, both to continue the class discussion or for pupils to discuss in pairs or small groups.

3. Group poster work

Make four posters with the following headings: Coming to school; Classroom behaviour; When someone is sad; and When someone is hurt. Divide each poster into two columns, headed Do and Don't. Divide the class into four groups and give each a poster. Ask each group to fill in a list of “Dos” and “Don'ts” for each situation.

4. Role play: politeness and care

Ask the pupils to get into pairs and act out a situation where a child is considerate, respectful or polite to a peer or older person. Choose some of the pairs to present to the class, with no words, and the class must guess what situation it represents. Ask for two volunteers from the class to act out the same situations again but this time with words.

5. Workbook activity

Pupils should write a short paragraph on either “respect” or “care” in their workbooks. If there is time, they should do a drawing to illustrate their thoughts.

Key messages

- It is important to respect others and be considerate at home, in class and on the playground.
- Our classrooms will be better places for learning if we behave in an orderly way.
- If someone is hurt on the playground, create calm and call a teacher.
- Support someone who is sad in whatever way you can.
- Express your feelings when you are happy, and when you are sad or angry.

Lerato's Story

By Glynis Clacherty

Photographs by Suzy Bernstein

ISBN: 0435 89133 2

Level A

For readers aged 5 to 9

Themes

- normalisation of HIV positive children
- care and support
- HIV transmission information
- value of disclosure

Activities

1. Before you read the story

Ask the class to think about what it feels like when one is sick (any sort of sickness). Show them the cover of this book. Does it look like Lerato is sick?

Explain that HIV is a different sort of sickness because sometimes you are well and quite normal and at other times you feel sick.

2. Read the story

Read the story to the class. The photos allow opportunities for interaction with the pupils, for example, discussing relationships with siblings, whether one can play ball when one is sick, having

injections and healthy meals. The children can either do the exercises on page 16 in their workbooks, or the teacher can do it on the board.

3. Class discussion: book review

Ask the class to help write a "review" of this book. Ask them to tell you the main lessons that they learnt from the book. Ask the class to think critically about the photos and the story and to describe whether it was interesting and useful, and how difficult it was to read. It might be interesting to the class to know that this is a true story, based on the life of a real child.

4. Pair work: care and support

In pairs ask pupils to imagine that one is sick and the other is not. Ask the "sick" child to list three ways they would like the "healthy" child to help or support them in their sickness. Pupils should then change roles. At the end of the lesson, read out a list of some of the good ideas for supporting sick friends or family members.

5. Group art activity: healthy diet

Draw a large circle, representing a plate, onto a sheet of paper for each group. Label each sheet either Healthy Breakfast, Healthy Lunch, Healthy Supper or Healthy Snacks. Divide the children into groups. Get them to cut out pictures of healthy options for these meals from old magazines or newspapers and stick them onto the plate. Alternatively, they can draw the foods on the plate.

Key messages

- Most of the time HIV positive children are happy and relatively healthy. Sometimes they are sick.
- There is no basis for discriminating against HIV positive children.
- As a friend or family member you should look for opportunities to care for and support, and maintain friendships with children living with HIV or AIDS.
- It is important to accept that someone might die, and to value them while they are still alive.
- Exercise and diet are important for children who are living with HIV or AIDS.

Hospital Scares Me

By Glynis Clacherty

Photographs by Suzie Bernstein

ISBN: 0435 89130 8

Level A

For readers aged 5 to 9

Themes

- the importance of family relationships
- overcoming fear of hospitals
- naming and expressing feelings of fear
- care and support for sick family members

Activities

1. Before you read the story

Ask the class if anyone has been to a hospital and what happened. Ask what they felt like before, during and after their visit. Ask the class to suggest what this story might be about by looking at the cover.

2. Read the story

Read the story and encourage interaction with the pictures. Think of a song that Phumi might have sung while waiting for the taxi. Sing it together as a class.

Pupils should break into small groups and discuss the questions at the end of the book.

3. Class discussion: feelings

Retell the story to the children, breaking it into sections. Ask them to identify the feelings of the little girl in each section of the story. Show the pupils the pictures again, explaining how the expressions on the character's faces are a reflection of their feelings. Draw a "time-line" of those feelings on the board, following the developments in the story.

Ask the pupils to suggest the feelings of the mother and the twin brother in different parts of the story.

4. Act out a story

Divide the class into groups of about five or six. Ask each group to act out a story about someone visiting someone else in hospital. Suggest that, before they act out their story, they discuss the characters, what they might be thinking and feeling, and their relationship to each other.

5. Workbook activity

Pupils could draw a picture in their workbook of something they would like to receive as a gift if they were in hospital.

6. Art: card

Pupils should make a card for someone sick in hospital.

Key messages

- If we build strong relationships inside our family, it will be easier to build good relationships outside of our family.
- It is important to name your feelings and seek help in coming to terms with them.

Buchi Must Choose

By Lisa Greenstein

Illustrations by Sally MacLarty

ISBN: 0435 89963 5

Level B

For readers aged 8 to 12

Themes

- basic information about transmission and HIV
- making choices
- values
- saying “no” to peer pressure
- self esteem and assertiveness

Activities

1. Before you read the story

Ask the class if they know what a “decision” is. Let them tell you about decisions they have made today, from small domestic decisions to more serious decisions about friends or schoolwork.

2. Read the story

Read the story in groups with different children taking the part of the different characters and reading their speech bubbles. One person should be the narrator and read the general text on each page. In pairs get pupils to discuss the first three questions on page 16.

3. Art activity: self esteem

This is a self esteem exercise, and can be varied according to your classroom circumstances. Get each pupil to draw an outline of themselves on a large piece of paper. Fill the shape either with images cut from magazines or with words that describe positive aspects of themselves, their personalities, their bodies and their achievements.

4. Spider map: making decisions

Get each pupil to select a lifestyle, value or behaviour choice to explore similar to those suggested by Buchi on page 15 (such as smoking, drinking, friendships or boyfriends). Write that word, for example smoking, in the middle of a page and then brainstorm decisions and issues associated with it, noting each down with connecting lines. Once pupils have finished, discuss the complexities of making decisions, peer pressure and how to seek appropriate advice.

5. Role Play: developing assertive behaviour

Discuss passive, assertive and aggressive behaviour. Ask pupils to suggest circumstances when assertive behaviour might be necessary. Give pupils examples of assertive language and behaviours. Break into groups of two or three. Get each group to choose a situation in which somebody is trying to persuade someone else to do something against their will. That person responds assertively by refusing to get involved in something against their will. As the groups act out these situations for the class, ask the pupils to consider the arguments each person uses and their body language and to be conscious of different strategies employed by the players.

Key messages

- Being assertive means being honest, clear and insistent. It is easier to be assertive if you have a healthy self-esteem.
- We must make informed choices, independently, rather than choices based on false information or misconceptions, or because of undue peer influence.

Just Me and My Brother

By Glynis Clacherty

Illustrations by Phillipa Lugg

ISBN: 0435 91212 7

Level B

For readers aged 8 to 12

Themes

- child-headed households
- emotional impact of the loss of a parent
- care and support

Activities

1. Before you read the story

Ask the class what they think the story is about by looking at the cover. After listening to their suggestions, tell them it is about a family who live without any parents. Ask them if they know what a “child-headed household” is.

2. Read the story

Read the story to the class, stopping to look closely at the emotions expressed in the pictures. Ask the class to discuss the first question on page 16.

3. Group work: family meeting

Get the class into groups of uneven numbers. Each group will pretend to be a family of children who are living without an adult to look after them. Each group must work out where they live, how old each

child is, and how they get money. Let them make up the circumstances in which they came to be living without adults. Each group should then draw up a roster of house-hold tasks for the day, beginning in the morning. Each child must be allocated a set of tasks. Once they have finished, discuss with the class what it would be like trying to fit in those tasks as well as their school work and playing. Talk about the sorts of stresses children in child-headed households experience.

4. Group work #2: discussion

In the same groups, each “family” should draw up a list of all the challenges of living without adults. Supervise this group work carefully and get pupils to focus for the latter part of the exercise on things like developing life-skills and independence, and becoming responsible for yourself and your siblings.

5. Role play: family

Ask each family to act out a “family meeting”, discussing some aspect of life or issue, for example, if one of the children is misbehaving at school, or if they need to get more money. Each pupil should take on a character and contribute to the meeting accordingly.

6. Written work: seeking help

Ask pupils to select an adult they would turn to if they were to lose a parent. In their workbooks they should list five qualities that make them choose that person. If they cannot think of an actual person, ask them to imagine someone they might turn to, and to list five qualities in that imaginary adult.

Key messages

- The heads of child-headed households themselves need care and support.
- Children can support each other.
- It is important to remember people who have died. It is a part of the healing process.

By Bridget Krone

Illustrations by Paddy Bouma

ISBN: 0435 91213 5

Level B

For readers aged 8 to 12

Themes

- death, loss and grief
- emotional impact of the loss of a parent
- memory
- care and support of an orphan

Activities

1. Before you read the story

Show the class the cover of the book. Give the class two minutes of quiet to think about what it would be like to lose a parent or close care-giver. Be particularly sensitive to any child who might have lost a parent, and adapt the exercises below accordingly.

2. Read the story

Read the story to the class making sure pupils have enough time to look at the pictures. After you have read the story, ask the pupils to get into pairs and quietly discuss the first three questions on page 16.

3. Class discussion: loss of a parent

Discuss with the class what it must be like to lose a parent. Start the discussion with questions 3 and 4 from page 16:

- What did Simon learn from Ma Sara?
- How can crying help us when we are very sad?

Discuss death clearly and honestly with the pupils, especially those in upper primary school. At this age pupils can understand the cause and consequences of death and that it is irreversible. Talk about feelings related to death, and ways to cope with death and loss. Allow children to share their different experiences.

If you have a child that is dealing with the death of a parent in your class, suggest to them that they write down their feelings in a journal. They should write down how they are feeling each day. Make sure that children can keep these books private.

4. Written work: seeking support

Ask pupils to think of an adult they would turn to if they were to lose a parent. Ask them to list five qualities that makes them choose that person. If they can't think of an actual person, ask them to imagine someone they might turn to and to list five qualities in that imaginary adult.

Key messages

- Emotional responses of sadness and helplessness are part of the mourning process. Pupils should be encouraged to express their grief with a supportive adult or peer.
- Grief is normal. It is a process, and intense sadness does fade with time.
- It is important to remember and talk about a parent who has died.
- Seeking the support of an adult in times of confusion or sadness is an important life skill.

By Lisa Greenstein

Illustrations by Rassie Erasmus

ISBN: 0435 89876 0

Level B

For readers aged 8 to 12

Themes

- normalising hospitals and sickness
- gender
- empathy
- HIV transmission
- career guidance

Activities

1. Before you read the story

Discuss the job of a doctor with the class. Ask the class if they think that both women and men can be doctors. Discuss how both men and women can be doctors and nurses.

2. Read the story

Read the story with the class, taking time to explain details in the pictures. Ask pupils for their stories about hospital, pointing out the variety of functions fulfilled by a hospital. This is a good opportunity to discuss various aspects of HIV and AIDS, including the testing

that might take place at a clinic linked to a hospital, and the hospital's role in looking after people in the advanced stages of AIDS. Pupils can also discuss the provision of antiretrovirals (ARVs). This is mentioned on page 9 of Dr Dumi.

3. Class discussion: countering stereotypes

Discuss which jobs are most commonly done by women and which are most commonly done by men. List these on the board. Look again at the lists and ask the class if there are good reasons why these differences exist. Draw a third column on the board, headed "women or men", and on the basis of the discussion, move a selection of the jobs to that column.

4. Quick comprehension test

Ask pupils to close their copies of the book and ask them to write answers to a series of quick and simple memory and comprehension questions. For example:

- How long does it take to study to be a doctor?
- What is a cadaver?
- Why does a doctor wear gloves?
- What is the function of a drip?
- What do you most admire about health workers?
- List three different sections in a hospital?

5. Writing exercise: career options

In their workbooks pupils should write a paragraph about all the positive things about being a doctor or any other type of health worker, and another paragraph about all the negative things.

Key messages

- Both girls and boys can become doctors.
- HIV is a sickness like other sicknesses.
- Don't be afraid, be informed! (about sickness and hospitals)
- There are many different types of jobs in a hospital.

I am HIV-Positive

By Wendy Flanagan

Illustrated by Marjorie van Heerden

ISBN: 0435 89962 7

Level B

For readers aged 8 to 12

Themes

- information about children with HIV or AIDS
- infection, blood, immunity and drugs
- symptoms of HIV and AIDS
- transmission – do's and don'ts
- prevention and care

Activities

1. Before you read the story

Read the text on pages 8–11 to be sure that you as the teacher are happy to deal with this subject matter with your class.

Read the title of the book to the class. Ask them to shout out the words that first come to mind when they hear this title. List them on the board. As you work through the issues in this book try and refer back to these words, and explore them in more depth.

Especially consider those that suggest misconceptions or prejudice.

2. Read the book

This is an information book and does not have to be read as a continuous narrative. You might want to tackle each section in a different lesson. As this book raises many issues that the children might not be familiar with, it is better that the teacher is there to mediate the information for them. It is therefore recommended that most of these activities are done as a class.

3. Pair work: charades

Pupils should produce a short play of ways in which one cannot catch HIV from a HIV-positive person. An example is sharing an apple or hugging someone. Pairs can present the skits to the class and let the class guess what they represent. This exercise should be followed by a discussion of how HIV-positive children, often classmates, are stigmatized because other children don't understand how the virus is transmitted. Explain that most stigma and discrimination is based on fear and ignorance. Encourage children to become familiar with the facts.

4. Group work: poster

In groups make posters of how you can and cannot transmit HIV. Select the best posters and put them up in the school corridor.

Key messages

- Children who are HIV positive are normal children, but sometimes they feel sick or weak.
- Understand the function of condoms in preventing HIV infections.
- It is not always possible to protect yourself, but it is vital to do all you can to stay safe.
- It is possible to live normally alongside an HIV-positive person and be their friend.
- A healthy diet, exercise, avoiding germs, expressing feelings and seeking support are important, especially when you are HIV-positive.
- Remain well informed and talk about HIV and AIDS whenever you can.



Myths and Mysteries ...about HIV and AIDS

By Michael Smith and Karen Morrison

ISBN: 0435 89879 5

Level B

For readers aged 8 to 12

Themes

- What is a myth?
- Why are there myths about HIV and AIDS?
- Why are myths dangerous?
- What are the myths, and what are the facts?
- The importance of being informed

Activities

1. Before you read the story

Look at the contents page and ask the class a few of the questions that appear as headings. Do not correct their answers. Tell them that you will discuss the questions at the end of the lesson when you have worked through the book.

2. Before you read the story

To give the class a sense of how easily myths and rumours develop, play the broken telephone game. Get the class to sit in three lines. The pupil at the beginning of each line should whisper a story to the child sitting next to them. The story should be quite

detailed with names and places and a few twists and turns. This should be whispered down the line. The pupil at the other end of the line must tell the story out loud. Discuss with pupils how easily information can get distorted. Point out that, in the same way, rumours and myths can develop around ways of catching sicknesses, and ways of curing sicknesses (from the common cold to HIV). Ask the pupils for examples of general rumours they know of in their community, and how they came to know that they were just rumours or myths.

3. Read the book

Read the book together or, if you have multiple copies of the book, work in groups. Allocate each group a section/chapter (see contents list). Let them read and summarise it, and prepare a presentation for the rest of the class. Make sure you've read the book before in advance so that you can ensure the pupils are not misrepresenting the text. After each presentation, ask the group to field questions from the rest of the class.

4. Class project: debunking myths

The book suggests many topics for a class discussion. Let pupils air the myths or misconceptions they have heard or questions they might have. If there are some issues raised in the discussion that you are not sure about, admit that you don't know the answers and discuss how you might go about finding information. Agree a list of questions that you don't have answers for and discuss strategies for gathering the information. This should be a class project.

Key messages

- Pupils must learn to critically evaluate all they hear about HIV and AIDS, particularly in regard to transmission and cures.
- Knowing the facts is an important part of keeping safe.
- Look at where myths and rumours come from to better judge whether they are true or not.

By Deborah Ewing

Illustrated by Paddy Bouma

ISBN: 0435 89964 3

Level C

For readers aged 11 to 15

Themes

- bullying
- peer pressure
- death and loss
- managing conflict situations
- friendship
- memory boxes

Activities

1. Before you read the story

Look at the children, Maria and Samuel, on the front cover of the book. They are about 12 and 14 respectively. Discuss with the children the possibility of having friends of the opposite gender who are not boyfriends or girlfriends. Does it happen often? If not, why not? What are some of the obstacles? What are the advantages of having a friend of the opposite gender?

2. Read the story

Read the story with the class. Use the questions on page 16 as a basis for a class discussion. Emphasise the life-skills that the characters in this story need. These include dealing with conflict, seeking help or advice, problem-solving, communication and negotiation. Ask pupils to pick out episodes in the story where these life-skills would be useful.

3. Class discussion: story time-line

The plot of this story is quite complicated. Ask pupils to work with you plotting out the most significant moments in the story along a time-line on the board. Ask the class to identify the key messages and lessons from the story at different points on the time-line.

4. Group work: loss

Read page 7 to the class. In groups, children should discuss changes in our lives, in particular loss, and how it affects life. Groups should list different types of loss that children can experience, and work out which loss would have the most negative impact on their lives. They should suggest losses that might have a positive result. Ask groups to discuss which losses are most difficult to talk about.

5. Written work: letter writing

Each pupil should write a condolence card that Maria might have written to Samuel. Pupils could make an actual card, decorating the front cover.

Key messages

- It is important to support friends who are grieving.
- If a parent dies of AIDS it does not necessarily mean their child is infected with HIV.
- Talking openly about HIV and AIDS is brave and helps reduce stigma.
- Keeping objects associated with a parent who has died helps a child through the period of grieving and beyond.



Two Donkeys for Joe

By Glynis Clacherty

Illustrated by Robert Hitchens

ISBN: 0435 91214 3

Level C

For readers aged 11 to 15

Themes

- skills for caring for a sick adult at home
- tasks, responsibilities and stresses of home-based care
- the importance of support for children looking after sick adults
- solving problems and making a plan

Activities

1. Before you read the story

Read the text on the back cover to the class. Ask them why they think Joe's father wants to buy another donkey. What plan might he have in mind?

2. Read the story

Ask learners to take turns to read sections of the story to the class. Ask the class if any of them looks after an ill adult at home and ask them to tell the class what it is like for them. If not, someone might know of a child looking after a sick adult, or a child who runs a household with no adults.

3. Pair work: role-play

Pupils must get into pairs. Each pair must choose an interaction between two people in the book. It might be between Joe and his father, or Joe and his friend from the soccer ground, or Joe and Mrs Raphadu. The pupils should read the dialogue in the book, and then dramatise the interaction, concentrating on how each character might be feeling about Joe's father's impending death, what they might say and what they might hold back.

4. Written work: diary entry

After the pupils have done the role play, ask them to stay in character and write an entry into their diary about the interaction. They should record their character's thoughts and feelings about the interaction, and about the situation more generally. Most of the class will probably choose to be Joe, but pupils could be any of the other characters from the book.

5. Group discussion: problem-solving

Let the class break into four groups. Allocate each group one of the following topics: Living in a child-headed household; Looking after an adult dying of AIDS at home; Living alone; and Living with relatives. Groups should read the second two questions on page 16 of *Two Donkeys for Joe*. Each group should develop and then present a list of the problems experienced in their household, and a list of possible solutions.

Key messages

- Children who look after sick adults at home need support, and time off.
- Adults who are sick should talk to their children about death and help make plans for their future.
- Life is very stressful for children who are looking after sick adults, not least because of anxiety about the future. Children and parents should plan the future together, wherever possible, in these situations.

Secrets, Secrets

By Nola Turkington

Illustrated by Robin McBride

ISBN: 0435 89129 4

Level C

For readers aged 11 to 15

Themes

- stigma and discrimination
- ignorance and secrecy
- the value of disclosure and sharing information
- communication skills
- transmission
- friendship and compassion
- memory box

Activities

1. Before you read the story

Show the class the cover of the book *Secrets, secrets*. Ask them to suggest what might be happening. Ask them to write in their workbooks five words that come to mind when they think about secrets.

2. Read the story

Read the story together and give pupils an opportunity to look carefully at the expression on the faces of the

different characters. Explain how illustrations can give a story an added dimension, often providing clues to the emotional storyline. When you have finished reading, ask the class to summarise the story. This is a complicated story, and you should take suggestions both about the plot and about key messages from a number of pupils.

3. Written work: book review

Give the pupils an opportunity to read through the story again, either alone or in groups. Ask each pupil to write a book review of this title for the school magazine. They should concentrate on the story line, the development of the characters and main messages derived from the story.

4. Class discussion: fear = ignorance

Ask the class who was most afraid in this story, was it the family that had a sick child or the neighbours? Ask the class to discuss why the neighbours were afraid. Contrast the mood in Rose and Pini's house with that in Zolika's house. On the board write, "Education is prevention" and "Knowledge is power". Let the class discuss these sayings in relation to HIV and AIDS.

5. Pair work: lists

Ask the pupils to get into pairs. One in each pair pretends to be a sick child. Ask the "sick" child to suggest to their partner ways that they would like to be helped if they were bed-ridden. Swap roles and add to the list of suggestions.

Key messages

- Secrecy around HIV and AIDS can be a great burden, and can be an obstacle to proper care and support.
- Knowledge is power.
- Open dialogue between siblings, and between children and adults is important within a family.
- Respect the wishes of people living with HIV or AIDS regarding disclosure.
- Compassion and support are vital.



A Better World – Rights and Responsibilities and HIV/AIDS

By Deborah Ewing

ISBN: 0435 89881 7

Level C

For readers aged 11 to 15

Themes

- Human rights
- The Convention on the Rights of the Child
- The African Charter
- HIV and AIDS and rights
- responsibilities

Activities

1. Before you read the story

Turn to page 12 of the book. Read the heading of the page to the class. Then pass the book around from pupil to pupil, with each child reading an article of the convention until page 18 is reached. This will give the class a context in which to understand the information in the rest of the book.

2. Read the book

Once you have read the book with the class, ask them to break into eight groups. Each group should take one section/chapter of the book (note that there are eight sections, each a double page spread or

more, in the contents list). Each group must prepare a presentation of their subject to the class. They can do this as a drama or role-play, poster, mock debate or any other form of presentation they choose.

3. Group work: case studies

Ask the groups to select one of the articles on pages 12–18. They should make up a case study in which an individual, a family or a community have had that particular right violated. Then the group should work out how the affected person, or people, could go about reclaiming that right. Groups should discuss the case study in some detail, so that the case studies are plausible and the solutions feasible. They could write up their work in the form of a news report.

4. Homework project

Discuss human rights and the media. Ask pupils if they have seen or heard anything in newspapers or on television, the internet or on the radio about human rights that relates to their everyday lives. Give them a week to collect any human rights, public interest or campaign posters or articles. Look at the posters together as a class. Consider the following questions:

Who is likely to have created or written each one?

Where were they made?

Who is their intended audience?

What is the main message?

Have they made the key messages clear?

What do you think of the pictures and the type?

Key messages

- Everyone has rights, but many children end up with no rights and many responsibilities. Relate rights to pupils everyday lives, and make sure they are not merely abstract.
- People who are vulnerable in any way, for example orphans and people who have AIDS, often have their rights ignored.
- It is the responsibility of governments, leaders, teachers, parents and others to secure the rights of children and young people. But children themselves can help to ensure that their rights and the rights of others are not violated.



Watch Out!

Diseases in the world around us

By Alfred Ojwang

ISBN: 0435 89882 5

Level C

For readers aged 11 to 15

Themes

- disease – origins, causes, spread and prevention
- HIV and AIDS
- malaria, bilharzia and river blindness
- tuberculosis
- role of the environment

Activities

1. Before you read the story

Explain that this book is known as an information, reference or non-fiction book. Ask the class to find the features that identify it as such. Ask them how it differs from a story or novel. Show them how the information is structured, and how the layout and design of the book makes that clearer.

2. Read the book

Let the class discuss diseases they know of, how they affect the community and possibly the economy.

What have the responses been at a domestic, community and public level? Have these responses been effective? Is there a role for children and young adults to play in responding to these diseases? By examining HIV and AIDS in the context of other diseases, it is hoped that pupils will be less inclined to negative associations, avoidance, stigmatising and other attitudes and behaviours often associated with learning about and engaging with HIV & AIDS.

3. Group work: posters

Let the class divide into groups. Each group should choose one of the five diseases discussed in the book, or another disease that might be common in the local community. Each group should research that disease on the internet, in a library or by visiting a local clinic or hospital. Once they have collected and organised the information they should make a poster for the classroom wall. The poster should describe the sickness, its symptoms, how it spreads and ways that it can be prevented.

4. Written work: diary entry

Pupils must create a diary entry for someone suffering from the disease they have researched. Consider the symptoms of that disease and how these symptoms might affect the daily life of someone living with that disease.

Key messages

- There are a range of ways disease can be spread, many of which we can act against.
- Disease is spread in different ways. HIV is a virus that can only be spread in a few specific ways.
- Know the facts about transmission of HIV so as to keep yourself safe.
- There are things you can do to protect yourself from catching malaria, TB etc.
- Governments are making progress in fighting diseases like river blindness and bilharzia.
- Keep your environment and your habits healthy and you have a better chance of preventing disease.



HELP!

HIV and AIDS – your questions answered

By Steve Murray

ISBN: 0435 89883 3

Level C

For readers aged 11 to 15

Themes

- general basic information on all aspects of HIV and AIDS
- where AIDS originates
- attempts to find a cure
- what you can do to stop AIDS spreading

Activities

1. Before you read the story

Ask the pupils to consider what they already know about HIV and AIDS. Is it enough? Why is it important to know as much as possible? Explain that knowing about HIV and AIDS is part of keeping safe. Just as the virus itself changes all the time, so does the way we respond to it, and what we know about it. Discuss strategies for finding information about HIV and AIDS, and keeping up with the latest developments.

2. Read the book

As you read the book with the class let them interact with the text. They might want to add local information, debate some of the material, or relate

anecdotes. Do all that you can to liven up this lesson, as this is material that they are likely to be somewhat familiar with.

3. Action game: True or False

Crumple up a large sheet of newspaper to use as a ball. Ask the class to stand in a circle (this could be 2 or 3 circles if the class is large). Ask pupils to throw the “ball” across the circle to another pupil and, while doing so, call out a statement about HIV and AIDS. The pupil who catches the ball should shout out “true” or “false”. You should correct misconceptions, or agree to check facts afterwards if you are unsure. If you cannot be with all the groups you should appoint a “truth monitor” for the other groups who will check with you if they are not sure if a statement has been wrongly called.

4. Written work: write a pamphlet

Ask the class to write text for pamphlets on HIV and AIDS. Ask them to select their target audience, for example, primary school children, mothers at ante-natal clinics, people in buses, or business people. Pupils should consider the information and language level that would be most useful to the target audience. They should also consider possible illustrations. They should write between 250 and 500 words, with headings, fact boxes and illustration briefs.

As an extension to this exercise they could type and print out their pamphlets. Alternatively, they could write up, layout and illustrate them.

Key messages

- Know the differences between HIV and AIDS.
- Know how the one develops into the other.
- Know how HIV spreads from one person to another.
- Know that everyone can do something about stopping the spread of AIDS.



Take Care! – healthcare workers today

By Margaret Atter

ISBN: 0435 89884 1

Level C

For readers aged 11 to 15

Themes

- different types of healthcare work
- role of healthcare workers in our lives
- responses to different sicknesses
- healthcare work as a career option

Activities

1. Before you read the story

Let the class suggest as many types of healthcare workers as they can think of (clinic sister, nurse, counsellors etc).

2. Read the book

It would be better to work with this book in groups than to read it to the class as a continuous narrative. Groups might take responsibility for reading and presenting different sections of the book.

3. Group work: differentiating healthcare work

Divide the class into groups. Ask each group to select one type of healthcare work and discuss the kind of person who would be suited to this work. If it is not clear what this job entails, the pupils should do further research in the library, in the community or on the internet. Once they are sure of what the job entails, the groups should write an advertisement for this job as if it were to be published in the local newspaper. List the qualifications, personal qualities and prior experience needed to do the job.

4. Pair work: role play

Read the first aid healthcare advice on pages 22–23. Ask the class to pair off and select one of the first aid situations to dramatise. For example, a child gets burnt, and an older sibling treats the burn as per instructions. Select a pair for each first aid situation to present their role play to the class.

5. Written work: health care workers and AIDS

Pupils must write a few paragraphs on how different healthcare workers play a role in prevention, care and support in the HIV and AIDS pandemic.

Key messages

- Health-care workers fulfil varied roles in the community.
- More preventative health-care would reduce the need for more expensive curative health-care.
- Different types of health-care play an important role in the fight against the AIDS pandemic.

Dancing Queen

By Margie Orford

Illustrations by Phillipa Lugg

ISBN: 0435 89907 4

Level D

For readers aged 14 to 18

Themes

- gender and power
- normalisation and disclosure
- care and support
- death, loss and grief
- prevention
- coping with feelings

Activities

1. Before you read the story

Ask the class to list ways in which gender and power, the first in the list of themes, relates to HIV and AIDS. Write a list of their ideas on the board. Ask them to take special notice of issues of power and gender as they read this novel.

2. Read the novel

Dancing Queen is a powerful novel and might evoke some strong reactions in your class. Take time to work through the issues they raise. Also adapt the exercises below so that the class is able to spend more time discussing the themes that obviously resonate with them.

3. Class discussion: Was Princess like you or I?

Draw a spider diagram with Princess's name in the centre. Note down different aspects of her life. Look at those aspects of her life which contributed to Princess dying of AIDS. Look at areas of vulnerability, her lack of money, her gender, her life skills, her lack of experience in the city and her distance from home. Look at the strong aspects of her life like her ambition, her talent, her friends and her personality. Ask the class to relate these factors to their own lives. They can discuss ways in which Princess's life is the same or different from their own or their friends' lives.

4. Pair work: frozen statues

Divide the class into pairs. Each pair will work out a tableau. That is when they pose still, like a statue. One person must pose in a way that represents someone in a position of power, and the other person poses as one who is less powerful. Once they have worked out their first "frozen statue" they should swap roles. Select a few pairs to present to the whole class. As each frozen statue presents, the class should call out words and feelings that they associate with the powerful and powerless positions.

5. Song: remembering

Let the class divide into groups. Ask each group to compose a song, in a style of their choice, that they would perform at the "Dancing Queen" dance extravaganza in honour of Princess (see page 52). The groups can choose any message for the lyrics, but it should relate to one of the themes of the story.

Key messages

- Follow your dreams, but not at the expense of everything else in your life.
- Even if you are in a situation in which you do not have many choices, think clearly and act responsibly.
- Always, always use a condom if you are going to have sex.
- Friendship is not only for the good times. It is also for tough times.



Love in a Time of Mourning

By Glynis Clacherty

ISBN: 0435 89368 8

Level D

For readers aged 14 to 18

Themes

- life skills
- gender and relationships
- choices
- courage

Activities

1. Before you read the story

Read the back cover blurb of *Love in a Time of Mourning* to the class. Ask them what they think the story is about. Ask what sort of decisions Thabang might have to make.

2. Read the novel

Ask the class what choices they made today. Discuss simple choices, like which cup to use for tea or which route to take to school, and more difficult choices like reporting someone for bad behaviour or going for an HIV test. All choices have consequences, some more far-reaching than others. Divide the class into groups of 3 or 4 pupils and ask them to share one choice they

have made in the last year that has had meaningful consequences.

3. Class discussion: making choices

Ask the class to identify scenes in the book where people had to make significant choices. State clearly the choices or decisions the character was confronting. Discuss the options they had. Look at the positive and negative consequences of the different options. Discuss the influence of other people on their decisions. Evaluate whether the character made the best choice possible, or not.

4. Writing a character profile

In groups let the class discuss the characteristics of a good friend and a bad friend. Then, separately, in their workbooks, they should write a character profile of an ideal friend. They should include basics like age and gender. It should also include where they live, who they are friends with, if they have a boyfriend or girlfriend and what they do with their leisure time etc. Once they have this character profile, tell the class to imagine that their "ideal friend" is infected with HIV. They should list ten ways in which this would affect their friend's life. Then they should list five ways in which they could help or support that person.

5. Letter writing

In chapter 13, Kudzwayi writes to Thabang to say that he has written her a story. Think about Kudzwayi's life, and about what sort of person he is. Now write the story that he might have written for Thabang.

Key messages

- All the choices we make have consequences, but some consequences are more far-reaching than others.
- It is important that we make informed choices, independent of peer pressure.
- Your responsibilities to your family come before your relationships with others.
- A loving relationship often involves waiting.



10 Things No One Told You About HIV and AIDS

By Lisa Greenstein

ISBN: 0435 89877 9

Level D

For readers aged 14 to 18

Themes

- voluntary counselling and testing
- prevention
- living with HIV and AIDS
- preparing for death and dying
- clinical trials

Activities

1. Round-robin team quiz

Divide the class into four teams of around eight each. Give two of the teams the first part of the quiz, which should be about 11 questions, and its answers. Give the other two teams the next set of questions and their answers. The questions below have been provided as examples, but should be added to so that there are about 11 questions in each section. The two sets of two teams should test each other. The winning teams should play against each other using a third set of questions.

Sample questions

- What is the most common way that the HI virus is transmitted? (sexual intercourse)
- Which continent has the most people living with HIV and AIDS? (Africa)
- What is your immune system's function? (to fight off sickness)
- In which part of your body does the HI virus live? (blood)
- What are the three body fluids in which HIV can be passed from one person to another? (blood, semen and vaginal fluid)
- What does "voluntary counselling and testing" mean? (choosing to be tested for HIV without being forced to do it)
- Can you get AIDS from using the same toilet as an infected person? (no)
- What is the difference between HIV and AIDS? (HIV is the virus that leads to the sickness, while AIDS is the accumulation of sicknesses you can get if you are HIV positive).
- What does ARV stand for? (antiretroviral)
- Approximately how many people in the world are infected with HIV?
2.3 million \ 25 million \ 50 million (25 million)
- Will a vaccine cure AIDS? (no, but it may prevent people from being infected with HIV)
- What three things do condoms help prevent? (sexually transmitted infections, HIV and pregnancy)
- How long do you have to carry on taking antiretrovirals? (for your whole life)
- In which group are most new HIV infections likely to occur?
10–15 yr olds \ 16–24 year olds \ 25–35 year olds (16–24 year olds)
- Which group is most vulnerable to HIV?
women \ men \ young children (women)

Key messages

- It is important to know whether you are HIV positive or not. Encourage pupils to be tested.
- Just because you feel healthy doesn't mean you don't have HIV in your body.
- If you are raped it is vital to consult a doctor immediately and ask for tests.
- If you are HIV positive, you still have a responsibility to your partner. Respect and care, for ourselves and others, should be the basis of all our decisions.
- Eat well and exercise to build a healthy immune system.



The Race Is On... to prevent the spread of HIV and AIDS

By Karen Morrison and Michael Smith

ISBN: 0435 89878 7

Level D

For readers aged 14 to 18

Themes

- the international scientific project to stop the spread of AIDS
- time frames
- ARVs and vaccines
- the players
- research into vaccines etc

Activities

1. Reading the book

It would be better if pupils worked through this title in their own time. You may want to read through selected passages with the class to give them an overall idea of the subject. The introductory paragraph under each section heading outlines the scope of that section.

2. Class project: “publish” a newspaper supplement

Using this book and others in the JAWS HIV/AIDS series to select subject matter, produce a newspaper

supplement entitled “HIV and AIDS in our World” with the class. In terms of target readership, imagine that it is to be a supplement for the local newspaper. The teacher will act as the editor, overseeing the process and helping with the content. Explain the process of producing a newspaper, such as planning articles, assigning journalists to stories, collecting facts and doing interviews, checking sources, writing articles, submitting them, and editing articles. Also consider choosing pictures and artworks.

Break into groups so that some pupils are responsible for feature articles and others for news articles. Get other pupils to be responsible for sourcing illustrations and photographs, and developing graphics, cartoons, time-lines and advertisements etc.

With the groups, decide on topics for articles and stories, and plan where to get information. Good sources include the internet, the JAWS HIV/AIDS series and local organisations. Newspapers might also have material. For the news stories, writers should focus on researching current developments, and would rely primarily on newspapers and the internet.

Because you are not going to literally publish the supplement, the pupils can lift and adapt articles quite liberally from other places.

Decide together where the articles and illustrative material is going to be placed on the pages. Depending on classroom circumstances you might lay it out on the paper and display it on the classroom walls.

Key messages

- At present there is not cure for AIDS, but a vaccine is our best hope for stopping the spread of the pandemic.
- HIV is a complicated virus. Developing a vaccine is difficult and will take time.
- Vaccines would prevent people who don't have HIV from getting it, but won't help people who already have HIV in their bodies.
- The research projects trying to develop and test a vaccine are located all over the world. They are led by government and pharmaceutical companies, and cost millions.



I'm Positive – Botswana's Beauty Queen

By Kgalalelo Ntsepe and Glynis Clacherty

ISBN: 0435 89880 9

Level D

For readers aged 14 to 18

Themes

- living with HIV
- gender, power and human rights
- stigma and discrimination
- normalisation and disclosure
- prevention

Activities

1. Before you read the story

Look at the cover and ask the class to discuss beauty. Is beauty only good looks? What else makes a person beautiful? What is this story likely to be about?

2. Read the book

This book has a narrative written by Kgalalelo herself, interspersed with information pages. Let one pupil read the narrative and different pupils read the information pages to the class.

3. Quiz: transmission

Mark one corner of the classroom AGREE, one corner DISAGREE and another part NOT SURE.

Call out the statement, "It is better to disclose your status and risk being stigmatized than to keep it a secret." Tell pupils to move to the section of the classroom that represents what they think the answer is. Once they are all in their chosen sections discuss the answers with them.

Consider other statements such as:

- Men are more likely to be infected by HIV during sex. (false)
- ARVs don't work on children. (false)
- Africa has a bigger population of people living with HIV than China. (true)
- You can get HIV from kissing. (false)
- Condoms help prevent the spread of HIV. (true)
- Abstinence is a sure way to prevent the spread of HIV. (true)

4. Group work: poem or song

Divide the class into groups and ask them to develop either a song or a poem in praise of people like Kgalalelo who have the courage to talk out about their HIV status and who are great role models for people around them.

Key messages

- Alcohol can compromise your ability to make choices.
- It is often only when someone we love dies that we become responsible for our own lives.
- Being tested for HIV is terrifying, but it is always better to know.
- Disclosing your HIV status to others can allow you to live more openly and freely, but it takes great courage to disclose your status.
- Looking after yourself when you are sick means a healthy diet and exercise, but also a healthy attitude.
- There are people in your community who can support you, such as members of your church, or people at your school.
- You can gain strength and joy from your spiritual beliefs and your faith.