

BE THE CHANGE

<p>Grade: 9-12</p> <p>Topic: Survival and Development and Participation</p> <p>Curriculum Area: Language Arts, Health, Drama (9 / 10)</p> <p>Title: HIV / AIDS: Tales Worth Telling page 1 of 2</p>	
<p>U.N. Rights of the Child Article(s):</p> <ul style="list-style-type: none"> All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6) Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this. (Article 24) Children have the right to get and to share information. (Article 13) 	<p style="text-align: center;">Teaching Strategies</p> <p>Session 1 Do an introductory lesson on HIV / AIDS using whatever resources available in and deemed appropriate by your board. To illustrate the transmission rate of the illness, prepare enough index cards for each student to have one. On all but two of the cards, write "HIV –" on the other two, write "HIV +." Explain that we will be shaking hands, and that people with the HIV + cards will be discretely scratching their partner's hand. If you are scratched, you in turn will scratch the hands of people you shake hands with. Run through 3-4 handshakes and discuss the results.</p> <p>Session 2 - 5 Introduce <i>Our Stories, Our Songs</i>. Read some of the stories about the effect of AIDS on the children's lives in Africa (loss of their parents, loss of home, loss of ability to go to school etc.). Present the data on AIDS in Africa from the sidebars and conclusion in <i>Our Stories, Our Songs</i> and from other sources. With the information gathered at both of these sessions, each student is come up with a rich inquiry question they want answered about AIDS. Then they test their question with a peer: Is it rich? Is there opportunity to dig further? Can it be answered in more than one or two words or with a yes/no or with a fact? Peers must sign off on the question before pursuing it further. Have the students begin to gather information to answer their questions. Use books, online databases, journals, newspapers and websites (some provided in resource section). Share the answers gathered with the entire class. This is an attempt to bring complexity to the subject and have all of the students learn from each other about aspects of the illness, how it is transmitted, prevention, effect on overall health etc. The research information needs to be shared for the next portion of this unit.</p> <p>Session 6 From the book <i>A Pride of African Tales</i> read the following excerpts: The Boy Who Wanted the Moon, A Pourquoi Tale from the Congo; Shansa Mutongo Shima, A Cautionary Tale from the Democratic Republic of the Congo; The Wedding Basket, A Taboo Story from Nigeria. Discuss the differences in focus between a pourquoi , cautionary and taboo tale. What purpose do they serve? What do they provide the listener? The teller? Can the students find elements of truth and information in the tales? Why are these tales told? Build a list of criteria for each type of tale. You can use other resources as well (<i>The Pot of Wisdom</i> and <i>Ananse's Feast</i>) to illustrate types of folktales. <i>Continues on page 2</i></p>
<p>Information Studies: Overall Expectations</p> <ul style="list-style-type: none"> explore information using a variety of group activities select information appropriate to needs using a variety of strategies analyze and evaluate information using a variety of strategies revise product appropriate to purpose, audience and format analyze and evaluate the nature and importance of information in personal life and society <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	
<p>Resources:</p> <ul style="list-style-type: none"> <i>Ananse's Feast</i> <i>A Pride of African Tales</i> <i>The Pot of Wisdom</i> <i>Our Stories, Our Songs</i> <i>The Heaven Shop</i> <p>Websites</p> <ul style="list-style-type: none"> BBC – AIDS in Africa AIDSandafrica.com Debt AIDS Trade Africa (DATA) African Recovery Africa 2015: For an AIDS free generation The Stephen Lewis Foundation 	
<p>BE THE CHANGE... Suggestions for Action</p> <ul style="list-style-type: none"> Publish the folktales and share them with other classes, parents, interested groups Send copies of the best of the tales into magazines and newspapers Send copies of the tales to world leaders, the UN, the World Health Organization, The Stephen Lewis Foundation or other organizations along with letters voicing your opinion on need to address AIDS worldwide 	

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Teaching Strategies

Session 7 – conclusion of unit

With the information gathered about AIDS, its spread, rate of infection, effect on life (both the sufferers and those they leave behind) and prevention and the information learned about various types of folktales and the importance of storytelling in African cultures, have the students begin to write their own tales to instruct about AIDS. They should choose one form of writing (pourquoi tale, cautionary tale or taboo tale) as their means of conveying the information. Expectations of the tales should be dependent on the grade and developmental level of each student, and assessment should be adjusted accordingly. This will take some time, as the writing process must be respected. The overall criteria will be can a student transfer the factual information into a piece of fictional writing? The student can either illustrate his or her own tale or team up with another student as illustrator.