

The Play

Pupils work in groups to devise a short play exploring issues surrounding HIV/AIDS. The play is performed and then swapped with your partner school to be performed again. You may like to do this as a follow-on to the World Vision activity no.3.

Activity 1 – Preparation

- Pupils divide into groups to prepare a short play about barriers facing people and communities in tackling HIV/AIDS, such as fears, prejudice, social exclusion or lack of awareness. The plays should present a problem and explore a solution. Students can explore different drama techniques to explore the issues.

The content and the form of these plays is entirely up to the students. Here are some ideas:

- A young person diagnosed with HIV is too embarrassed to discuss the issue with his or her parents.
- Embarrassment or taboos around sex prevent a young person from using contraception.
- An HIV positive individual suffers discrimination at work because of his status.
- A person contracts HIV because they are not aware of how it is transmitted.

Activity 2 – Performance & Discussion

- Pupils perform their plays for the class.
- Pupils discuss issues arising from the plays. How did the different plays explore the issues? Were the solutions realistic? What other issues exist?

Activity 3 – The Swap

- Plays are swapped with your partner school
- Pupils perform the plays devised by pupils in their partner school
- Pupils discuss the plays – did they bring up similar issues? Are there any cultural differences in the portrayal of HIV/AIDS in Ethiopia? What can we learn from these plays?

KEYSTAGE 3 & 4 CURRICULUM LINKS

English/Drama

- Creativity.
- Discussion.
- Individual and group improvisation and performance.
- Using different dramatic approaches to explore ideas, texts and issues.
- Evaluating drama performances.

Geography

- Appreciating the differences and similarities between people, places, environments and cultures .

Citizenship

- Identities and diversity: living together in the UK.
- Questioning and reflecting on different ideas, opinions, assumptions, beliefs and values.
- Taking informed and responsible action.

PSHE

- Benefits and risks of lifestyle choices, substance misuse.
- Where to seek medical advice.

HIV myths and taboos in the UK and Ethiopia

Students discuss attitudes towards HIV in the UK, focusing on myths and taboos surrounding it. Students capture their discussion in an appropriate way which is then swapped with your partner school. Materials from your partner school are then used as the basis for a discussion around differences and similarities exist in the UK and Ethiopia around attitudes to HIV.

Activity 1 – The Discussion

- Students discuss prevailing attitudes to HIV in the UK:
 - What are the prevailing attitudes?
 - What are the myths and taboos surrounding it?
 - Why is there currently an increase in HIV cases in the UK?
 - Which groups are most at risk?
- For each myth and taboo surrounding HIV, students come up with a truth or a change of attitude to counter this.

Activity 2 – Illustration and Swap

- Students capture their discussion in preparation for a swap with their partner school.

How students choose to capture their discussion is flexible and will depend on the resources available and the aims of the work scheme. Some ideas are:

- Students design a series of posters, each with an HIV myth or taboo and a corresponding truth or change of attitude
 - Students capture their discussion in song, poetry, a piece of fictional writing or essays
 - Students capture their discussion using media such as video or tape recorders
- N.B the facilities at Ethiopian schools vary widely. Please contact us if you wish to record and swap video or audio and we will advise you as to the feasibility of this*

Activity 3 – The Discussion

- Students explore and discuss materials received from their partner school.
- Are there differences in attitudes towards HIV in Ethiopia? Do similar myths and taboos exist? What might explain these differences and similarities? If new myths and taboos are brought up, what solutions can students find?

Follow-up work

- Students build on this work to devise a school-wide HIV awareness-raising campaign. This could even be done in partnership with the link school.

KEYSTAGE 3 & 4 CURRICULUM LINKS

English

- Discussion.
- Assessment of the validity and significance of information and ideas from different sources.

Geography

- Appreciating the differences and similarities between people, places, environments and cultures.
- Identify bias, opinion and abuse of evidence in sources when investigating issues.

Citizenship

- Identities and diversity: living together in the UK
- Questioning and reflection upon different ideas, opinions, assumptions, beliefs and values.
- Taking informed and responsible action.
- Explanation and critical evaluation of views that are not one's own.

HIV Health Campaign

Students design a campaign to spread health messages around HIV. Students create blank posters with slogans for their partner school. These posters are then swapped, illustrated and displayed. Photos are taken of the final displays.

Activity 1 – Poster Design

- Students research health messages around HIV
- These could focus on:
 - ways of transmission
 - encouraging good health practice such as the use of contraception and regular testing
 - the debunking of health myths surrounding transmission of HIV
- Students create blank posters with only a message (perhaps presented in an interesting way however) and a space for illustration.

Activity 2 – Swap and Illustration

- Posters from the partner school are swapped and illustrated.
- Students use a range of artistic techniques to illustrate these posters, including ICT.

KEYSTAGE 3 & 4 CURRICULUM LINKS

English

- Adapting style and language appropriately for a range of forms, purposes and readers.
- Using imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects.

Science

- Explaining how the virus HIV is transmitted.

Citizenship

- Identities and diversity: living together in the UK
- Questioning and reflecting upon different ideas, opinions, assumptions, beliefs and values.
- Taking informed and responsible action.
- Explaining and critically evaluating views that are not one's own.

Art and Design

- Producing imaginative images, artefacts and other outcomes that are both original and of value.
- Making informed choices about media, techniques and processes, works of art, craft and design
- Exploring and creating