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AIDS EDUCATION FOR PRIMARY SCHOOLS

TEACHERS' GUIDE FOR STANDARDS FIVE TO EIGHT



MALAWI AIDS EDUCATION FOR SCHOOLS

FINAL

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**TEACHERS' GUIDE FOR
STANDARDS FIVE TO EIGHT**

**Produced in cooperation with the Malawi Ministry of Health,
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INTRODUCTION

RATIONALE

AIDS is a worldwide epidemic. It affects people of all ages and both sexes, including unborn children. It is a killer disease which has no known vaccine or cure. The spread of AIDS can be controlled, however, by giving people correct information. It is important that AIDS education be introduced in schools so that students can protect themselves and help teach others about the disease.

This guide is intended to help the teacher be more effective in the teaching of AIDS education. It supplies background information about AIDS and suggestions for how to present the material and involve students in the learning process.

OBJECTIVES

By the end of the course pupils will be able to:

1. State basic facts about AIDS.
2. Understand how AIDS is spread.
3. Take positive steps to prevent AIDS.
4. Develop positive attitudes towards people with AIDS and know how to help care for them.
5. Describe some of the effects of the AIDS epidemic on the society.
6. Share information about AIDS with others.

CULTURAL FOCUS

Words not normally used in the classroom must be mentioned sometimes when teaching about AIDS. We should use good judgement, however, in the choice of these words, based on the students' age. Some of your pupils may already be sexually active, so it is important that the issue of sexual transmission of HIV be stressed, since this is the main way that AIDS is spread in Malaŵi. Questions about condoms and how to use them properly will be asked, especially since a major campaign to promote condoms, including radio advertising, is underway. The teacher must decide whether to demonstrate how to use the condom (with a condom and a banana, for example) or to ask someone else in the community, such as a health worker or doctor, to do the demonstration. You may want to divide boys and girls into separate groups for the demonstration.

Some people in your community may not want you to talk about condoms in the classroom because they think it will lead to sexual promiscuity. Parents should be told that condoms are not being given to students through the schools. They also should be reminded that some pupils will have sex whether or not condoms are available. It is a better choice to give these young people the information they need to prevent AIDS and other sexually transmitted diseases, rather than to let them die of ignorance and perhaps spread AIDS to others. Condoms also can help prevent teenage pregnancies.

TEACHING METHODOLOGY

The teacher is advised to follow the approach laid down in the Teachers' Guide when preparing lessons. The curriculum has nine topics. Each topic has the following sections:

1. RATIONALE -- This is the reason for teaching the topic. Read the material and think of how the topic is most relevant to the lives of your pupils.
2. OBJECTIVES -- Study the objectives of each topic carefully. These will tell you what knowledge, skills and attitudes are important for your pupils to learn.
3. RECOMMENDED TIME -- A minimum number of lesson periods is recommended for each topic. However, this is a guide only and the teacher should decide how many periods are needed for his or her class.
4. BACKGROUND INFORMATION -- This section gives you the basic information you will need to teach the topic. It is an outline of the material in the Pupils' Handbooks.
5. TEACHING/LEARNING MATERIALS -- Study the list of materials and try to make them available for the lessons. Ask local health workers for posters and other visual aids. If you have art materials available, the illustrations in the Teachers' Guide will help you make your own charts and posters. A large number of illustrations are included in the Pupils' Handbooks as well. In some cases the pictures in the Pupils' Books and Teachers' Guide are different. Be sure to look at both books when planning your lessons. You or your pupils can make a simple question box where students can leave written questions about AIDS they are too shy to ask in class. Encourage participatory learning.
6. TEACHING/LEARNING ACTIVITIES -- This section lists activities which will help students learn and remember the material in each topic. The teacher is free to choose other activities, such as story telling and singing, based on what resources are available and the interests of the class.

7. **ASSESSMENT** -- This section is intended to help the teacher know how well the pupils have learned the material. The assessment may be in the form of questions or observations of student activities.

ORGANIZATION OF MATERIAL FOR EACH STANDARD

There is a pupils' handbook for Standards Five and Six, and another for Standards Seven and Eight. The content of both books is basically the same, but the level of English used in the first book is not as difficult as in the second. The book for Standards Five and Six uses many pictures to present the information and only a small amount of text. The Teachers' Guide is for use with all four standards.

Since each book will be used in two standards, the following approach is recommended:

STANDARD FIVE -- Cover all nine topics in a very simple way. Pick out a few of the most important points in each topic and spend most of the time on these. Make sure pupils understand these basics. Review words that may be new and encourage students to ask questions. Spend time talking about the pictures in the Pupils' Handbook and use role playing to help the pupils remember the main points.

STANDARD SIX -- Study the same nine topics, but have the pupils spend more time reading the material on their own, followed by discussion to be sure they understand what they read. Try to expand the discussion beyond the material in the book to take into account what is happening in your local area. Pupils of this age will have many questions. Be prepared to answer them as fully as you can. Some of the questions may have to do with sexual transmission of AIDS and condoms, so plan in advance how you will deal with these questions. It is important to be honest and precise in your answers, but be sensitive to what level of information your pupils are ready to hear and understand.

STANDARD SEVEN -- Students in Standard Seven can learn more of the material themselves through reading of the Pupils' Handbook. Take the time to explain any words that are new and difficult. Go through the Pupils' Handbook in advance and mark words you think will be hard for the students to understand. Explain and discuss the many pictures in the handbook. You can also show and discuss some of the different pictures in the Teachers' Guide. If you have materials available, you can enlarge some of them into simple posters or draw them on the chalkboard. Allow plenty of time for questions. Try to find people in the community, such as civil servants, clergymen and health workers, to come talk with the class about certain topics. For example, a preacher could talk about family relationships, a nurse could discuss how to care for AIDS patients at home, etc. Ask health workers to give you posters and

pamphlets about AIDS. Collect clippings from newspapers and magazines about AIDS throughout the year and make a file or bulletin board if materials are available. Encourage the pupils to create songs, poems and stories that deal with the various topics.

STANDARD EIGHT -- The same book will be used as with Standard Seven, but you can go into each topic in much greater detail. It is very important to talk about sexual transmission of HIV, since many of your pupils will have reached the age of highest risk of AIDS infection. Stress the content in Topic 6 and Topic 7 which deals with how AIDS is and is not spread and the dangers of high-risk behaviours. Because of the range in ages of pupils in the upper standards, the teacher sometimes may need to divide the class into groups of younger and older students to discuss some of these issues. In other cases you may want to ask the help of health workers or other professionals to deal with subjects relating to sexual matters. In this standard and all standards, stress that every person should help inform others about AIDS, since knowledge is now the only way to stop the spread of the disease.

STANDARDS FIVE TO EIGHT

TOPIC 1

THE FAMILY

RATIONALE

Children are members of families and communities. AIDS is a threat to both of these institutions. It is important that pupils understand family and community relationships in order to appreciate the full danger of AIDS.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State that the family is the basic social unit.
2. State some of the things done by each member of the family.
3. Understand what a "peer group" is, why it is important and how the group can influence its members.
4. Understand what a community is.
5. State some of the things done by members of the community.
6. Understand why families and communities are important.

RECOMMENDED TIME Two 35-minute periods.

BACKGROUND INFORMATION

THE FAMILY -- The family is the basic unit in a society. It usually is made up of a father, mother and children. A family also can include relatives, such as cousins, grandparents, aunts and uncles. This is called an extended family.

The father is usually the one who looks after the whole family. He earns money to buy the things they need, such as food and clothing. He sees that the family has a place to live.

The mother's work is very important, too. Some of her jobs are looking after the children, cooking the food, working in the fields, cleaning the house and caring for family members when they are sick. Sometimes the mother also earns money for the family.

The work of children changes as they grow older. At the beginning they help with simple chores and help look after their younger brothers and sisters. Later they may herd animals, work in the fields, carry water and do harder chores for the family.

PEER GROUPS -- The term "peer group" means children of about the same age who live near each other and like to be together. A peer group can be all boys, all girls, or a mixture of boys and girls. Sometimes children in peer groups do things together that they would not do alone. Occasionally boys and girls in the same peer group may have sex with each other. This can be dangerous if the boy and girl do not understand what can result from such a relationship. Some of these dangers are sickness, such as AIDS and other sexually transmitted diseases, and pregnancy. Children need to be warned about these dangers and to understand the importance of making their own decisions, rather than always doing what the group wants to do. **NOTE:** You may not want to mention the term "peer group" in Standard Five, but you can discuss what it means, since the pupils will understand that they naturally group together. The term is not used in the Pupils' Handbook for Standards Five and Six.

THE COMMUNITY -- Families who live near each other in one area make up a community. The community is important because groups of families need things like schools, churches and clinics that one family could not have by itself. It is by working together in a community that life can be better for all its members.

Each person in the community has a role to play in making the community successful. The community needs teachers, shop keepers, market people, health workers, farmers, labourers and many others to make things work smoothly. Some people volunteer to work on projects for the good of the community, such as building schools and digging wells. We live better lives because of our community.

The AIDS epidemic can break up families and cause great hardship to the family, the community and the nation. It is the job of everyone to do all they can to stop the spread of AIDS.

TEACHING/LEARNING MATERIALS

1. Make full use of the many pictures and diagrams in the Pupils' Handbooks and Teachers' Guide.
2. Questions, activities and exercises in the Pupils' Handbooks.
3. Traditional stories and songs which tell about brothers and sisters, mothers and fathers, aunts and uncles, etc., which you and your pupils know.

TEACHING/LEARNING ACTIVITIES

1. Discuss the questions in the Pupils' Handbooks and do the activities and exercises through discussion or in writing.
2. Discuss and role play how the members of a family work together.

3. Discuss and role play the jobs that are important to the community.
4. Sing songs and tell stories about families.
5. Discuss some dangers of going along with the group rather than making your own choices. Role play some of these dangers, for example, destroying property because some people in the group think it will be fun.
6. Have students in the upper standards write and perform simple plays about family life for pupils in other classes.

ASSESSMENT -- Can the pupils:

1. State that the family is the basic social unit?
2. State some of the things done by each member of the family?
3. State what a "peer group" is and why it is important, or in the lower standards, understand how the group can influence its members?
4. State what a community is?
5. State some of the things done by members of the community?
6. State why families and communities are important?

TOPIC 2 COMMON DISEASES

RATIONALE

A knowledge of common diseases, how they are passed on and how they are not, can help pupils better understand the special things about AIDS which make it so dangerous.

OBJECTIVES

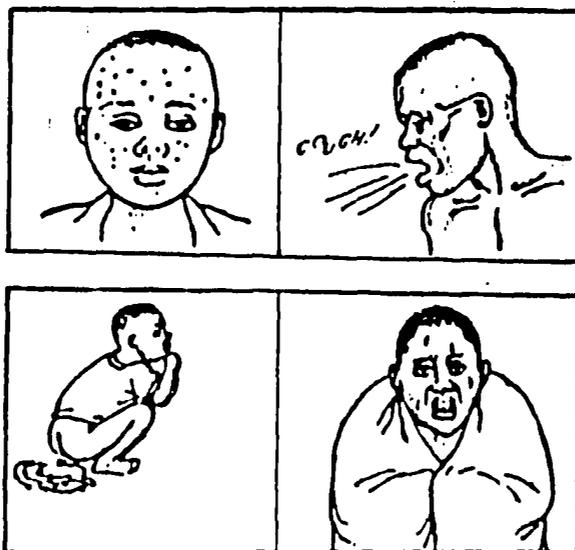
By the end of this topic the pupils will be able to:

1. Name some common diseases.
2. State what is meant by "communicable" and "non-communicable" diseases.
3. Name some communicable and non-communicable diseases.
4. State what is meant by "curable" and "incurable" diseases.
5. Name some curable and incurable diseases.

RECOMMENDED TIME Two 35-minute periods.

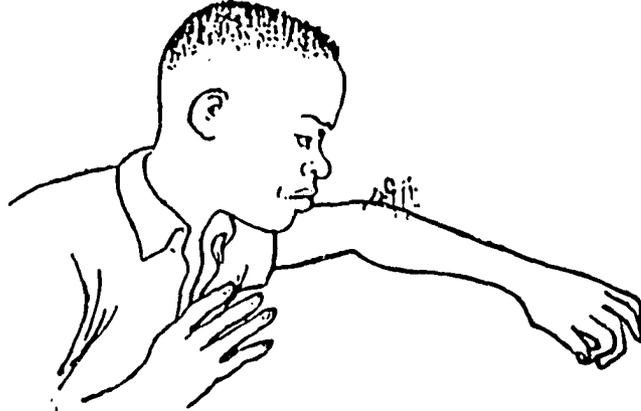
BACKGROUND INFORMATION

Common diseases include malaria, measles, diarrhoea, eye infections, tuberculosis (TB), the common cold, pneumonia, bilharzia, worm infections and sexually transmitted diseases such as gonorrhoea, syphilis, "mabomu" and AIDS.



A. Symptoms of some common diseases: rash, cough, diarrhoea and fever.

Communicable diseases are those which can be passed from one person to another. Some communicable diseases are malaria, measles, TB, diarrhoea, eye infections, bilharzia, cholera, meningitis, polio and sexually transmitted diseases, including AIDS.



B. Malaria is a communicable disease spread by mosquitoes.



C. Some diseases can be spread by contaminated food and water.



D. Bilharzia is spread by water snails.

Non-communicable diseases cannot be passed on from one person to another. Some examples are heart disease, high blood pressure and cancer.

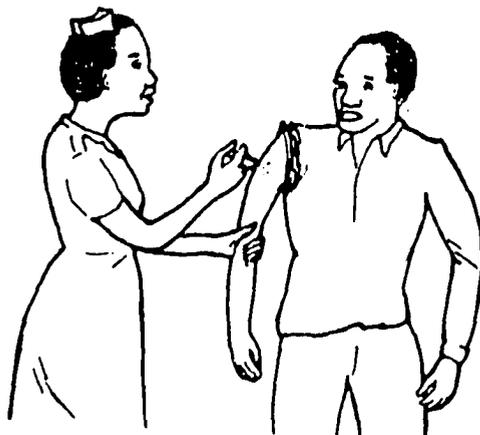
Curable diseases are those which can be completely eliminated from the body. Some examples of curable diseases are malaria, TB, diarrhoea and most sexually transmitted diseases, such as syphilis and gonorrhoea.



E. Doctors can cure some diseases but not others.

People cannot recover if they have incurable diseases. Sometimes there are medicines and treatments for incurable diseases which slow down the sickness and make the patient feel better, but the person will still have the disease. Two examples of incurable diseases are some kinds of cancer and AIDS.

AIDS is a common, communicable, incurable disease in Malaŵi and throughout the world. Scientists are looking for cures and vaccines for AIDS, but none have been discovered as yet. There are some drugs which can give AIDS patients longer life and make them feel better for awhile, but all people with AIDS will die, sooner or later.



F. There are vaccines for some diseases but not for AIDS.

TEACHING/LEARNING MATERIALS

1. Pictures and diagrams in the Pupils' Handbooks and Teachers' Guide.
2. Exercises in the Pupils' Handbooks.
3. Ask local health workers for posters and pamphlets that show the symptoms of common diseases and how they are spread, such as malaria and bilharzia.

TEACHING/LEARNING ACTIVITIES

1. Do the exercises in the Pupils' Handbook for Standards Seven and Eight, either by discussion or in writing.
2. Show the pupils the pictures in the Teachers' Guide and discuss them.
3. Role play a doctor explaining to a patient who has never heard the term what it means to have an incurable disease.
4. Role play how the common cold can spread from one person to another. Have the pupils stand in a line. The first person sneezes and coughs, then the second person in line, then the third, etc., to the end of the line. Have a contest between groups to see which group can cough and sneeze to the end of the line without laughing.
5. Ask a local health worker to visit the class and talk about diseases common in your area and how they are prevented and treated.

ASSESSMENT Can the pupils:

1. Name some common diseases?
2. State what is meant by "communicable" and "non-communicable" diseases?
3. Name some communicable and non-communicable diseases?
4. State what is meant by "curable" and "incurable" diseases?
5. Name some curable and incurable diseases?

TOPIC 3 WHAT IS AIDS?

RATIONALE

The first step in learning to control AIDS is to understand as much as possible about the disease and how it affects us. The more we know, the better able we will be to stop its spread.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State what "AIDS" stands for.
2. State the cause of AIDS.
3. State how AIDS makes us sick.
4. State that AIDS has no known cure nor vaccine at present.
5. State that anyone can suffer from AIDS.

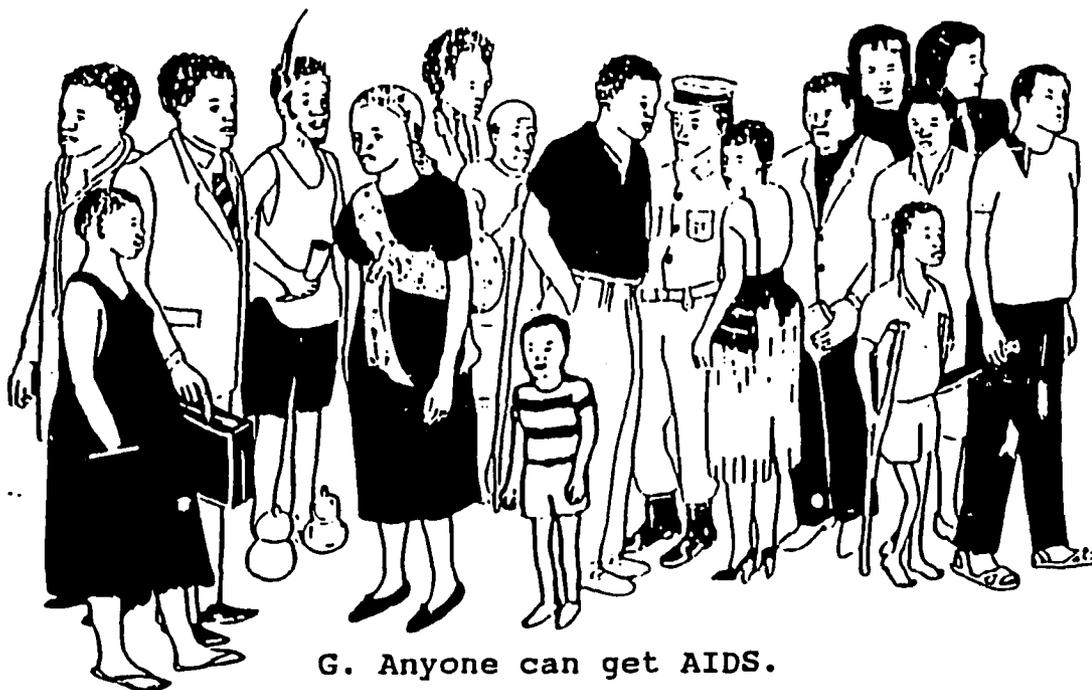
RECOMMENDED TIME Two 35-minute periods.

BACKGROUND INFORMATION

The term "AIDS" is an abbreviation for the full name of the disease: Acquired Immune Deficiency Sndrome **NOTE:** This may be too difficult for younger students in the lower standards, but some pupils may have heard of the full name for the disease. Answer questions about it if they are asked.

The word "acquired" means something you are not born with but get in some other way. The word "immune" means that your body protects you from a disease. An example would be a polio immunization that keeps you from getting the disease. The word "deficiency" means not to have something. The word "syndrome" means a group of symptoms you get with a certain disease. For example, some of the symptoms of a common cold are fever, sneezing and a sore throat. These symptoms could be called a syndrome of the common cold.

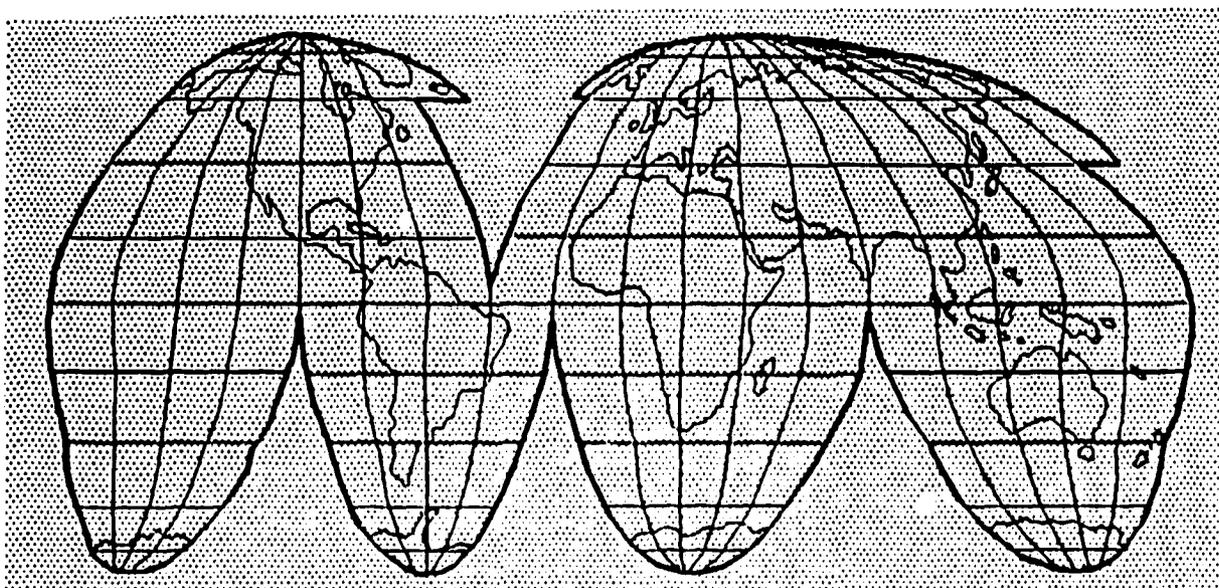
AIDS is caused by a virus called HIV. A virus is a kind of germ. **NOTE:** HIV will be discussed in Topic 4. Anyone can get AIDS: rich or poor, people living in towns or villages, old people and young people, and even babies. The AIDS virus is deadly because it destroys the body's immune system, that is, the power of the body to resist disease. **NOTE:** This will be discussed fully in Topic 4. When our immune system is damaged, we can no longer fight off disease. Our immune system grows weaker and weaker and we finally die from diseases that would not harm us if we did not have AIDS.



G. Anyone can get AIDS.

Many people are working to find a cure and vaccine for AIDS, but none have yet been found. There are some drugs which can slow down the disease, but they are expensive and difficult to get. The drugs can help you live longer with AIDS, but cannot cure it.

AIDS was first identified in the United States of America in 1981, and the first case in Malaŵi was found in 1985. Much has been written about where the disease came from, but the answer is still unknown. Although the number of cases varies from country to country, AIDS is a world-wide problem.



H. AIDS has become a world-wide problem.

TEACHING/LEARNING MATERIALS

1. Pictures in the Pupils' Handbooks and Teachers' Guide.
2. The exercise in the Pupils' Handbook for Standards Seven and Eight.
3. Make simple flash cards showing the words: acquired, immune, deficiency and syndrome. Underline or make darker the first letter of each word. If materials for flash cards are not available, write the words on a chalkboard or a large piece of paper.
4. A world map or globe, if available.

TEACHING/LEARNING ACTIVITIES

1. Do the exercise in the Pupils' Handbook for Standards Seven and Eight.
2. Discuss the pictures in the Pupils' Handbooks and the Teachers' Guide.
3. Use the flash cards or words on the chalkboard to help the pupils remember what AIDS stands for. NOTE: The lower standards may not understand the words the abbreviation stands for. The teacher can decide whether to do this activity in his or her class.
4. Use a world map or globe, if available, to stress that AIDS is a problem all over the world.

ASSESSMENT Can the pupils:

1. State what "AIDS" stands for?
2. State the cause of AIDS?
3. State how AIDS makes us sick?
4. State that AIDS has no known cure nor vaccine at present?
5. State that anyone can suffer from AIDS?

TOPIC 4 HOW AIDS AFFECTS THE BODY

RATIONALE

AIDS is caused by a virus which destroys the body's immune system. Pupils will better understand the disease and how it can be spread if they know how the immune system works and how AIDS affects it.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State that the body has a system for fighting off disease called the immune system.
2. State that white cells in the blood kill germs.
3. State the meaning of the word "immunity."
4. State what "HIV" stands for.
5. State how HIV affects the immune system.
6. State the difference between HIV infection and AIDS.

RECOMMENDED TIME Two 35-minute periods.

BACKGROUND INFORMATION

The body has a way of defending itself against disease. It is called the immune system. When germs enter the body the immune system quickly kills the germs.

The immune system is made up of white blood cells which flow through our body in the blood stream. When disease germs enter our body, the white cells move quickly to where the germs are and kill them. As pointed out in the Pupils' Handbooks, you can think of the white blood cells as tiny soldiers which are always on duty in the body to protect us.

Sometimes we get injections to help our immune system do a better job of killing certain germs. For example, people can be given a vaccination to prevent polio and animals can be given shots to keep them from getting rabies. People can also become immune to certain diseases after having it once. When we cannot get a disease we are said to be immune to that disease.



I. Vaccinations can help the body resist some diseases.



J. Some animal diseases can be prevented with vaccinations.

Unfortunately there is no vaccine to protect us from getting AIDS. Once we are infected with HIV the result will be death.

AIDS is caused by a special kind of germ called a virus. The name of the virus is HIV. This is an abbreviation which stands for: Human Immunodeficiency Virus. The word "human" means the disease affects people. The word "immunodeficiency" means that the immune system is not working as it should. A "virus" is one type of germ.

If you are infected with HIV, the virus gets into your blood stream and kills the white cells which make up the immune system. When enough white cells are killed, the body can no longer fight off disease. It takes time for HIV to destroy enough white cells to make the immune system fail. When this happens the person begins to suffer from diseases that would normally be prevented by the immune system. When someone is first infected they are said to be "HIV-Positive," meaning that the virus is in their body. They may not feel or look sick for a long time, sometimes five years or more, but they can infect other people with HIV during this period. Sooner or later they will become sick and eventually die. When the person becomes sick with the diseases their body can no longer fight off, they are said to have AIDS.

It is important to note how the terms HIV and AIDS relate to each other. HIV is the virus which causes AIDS, and AIDS is what we call the condition when the person begins to suffer from the diseases the immune system can no longer resist. A problem in controlling the spread of AIDS is the fact that people may become

HIV-positive without knowing it because they have no symptoms. Therefore, they may not realize that they can pass the infection on to others.

TEACHING/LEARNING MATERIALS

1. Diagrams in Topic 4 of the Pupils' Handbooks which show how the immune system works.
2. Illustrations I and J in the Teachers' Guide.
3. The exercise on page 15 of the Pupils' Handbook for Standards Seven and Eight.

TEACHING/LEARNING ACTIVITIES

1. Discuss how white cells protect the body from disease, based on the diagrams in Topic 4 of the Pupils' Handbooks.
2. Do the exercise on page 15 of the Pupils' Handbook for Standards Seven and Eight. You can discuss these questions with the lower standards, but the exercise is not in the Pupils' Handbook for Standards Five and Six.
3. Ask a local health worker to discuss immunization and immunity with the pupils.

ASSESSMENT Can the pupils:

1. State that the body has a system for fighting off disease called the immune system?
2. State that white cells in the blood kill germs?
3. State the meaning of the word "immunity"?
4. State what "HIV" stands for?
5. State how HIV affects the immune system?
6. State the difference between HIV infection and AIDS?

TOPIC 5
SIGNS AND SYMPTOMS OF AIDS

RATIONALE

Some of the signs and symptoms of AIDS are like those of other diseases. An understanding of these signs and symptoms can help the pupils know when someone might have the disease, but also to realize that you cannot tell if someone has AIDS by this means only.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State the difference between a sign and a symptom of a disease.
2. State some signs and symptoms of AIDS.
3. State that the only sure way to know if someone has AIDS is by having an AIDS blood test.

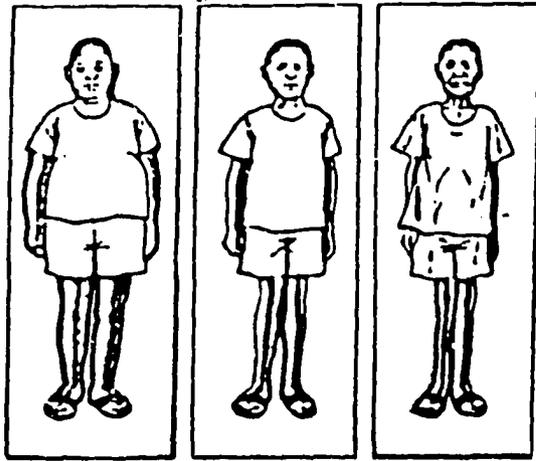
RECOMMENDED TIME One 35-minute period.

BACKGROUND INFORMATION

Signs of a disease are things we can see, like skin rashes. The symptoms of a disease are what the patient feels, such as a headache. Some signs and symptoms of AIDS are:

1. Diarrhoea that goes on for more than one month or keeps recurring.
2. Steady loss of weight over a period of several months.
3. Fevers that last more than one month or keep recurring.
4. Chest infections that keep coming back.
5. Skin rashes.
6. Swellings in the neck and arm pits.

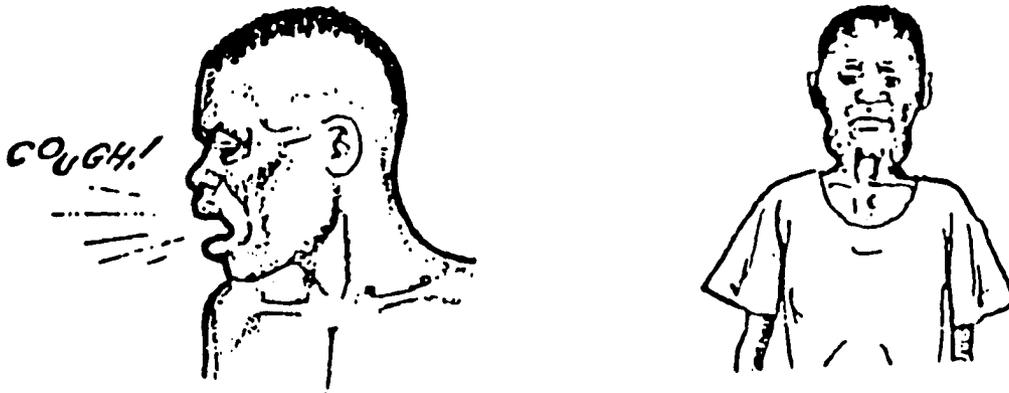
Remember that these signs and symptoms also can be found in people sick with such things as tuberculosis, malaria, measles, worm infections, bilharzia and cholera. We cannot say that someone has AIDS just because they have some of these signs and symptoms. This could lead to the person being treated badly by people who do not understand the facts about AIDS. The only way to be sure that someone has AIDS is by having an AIDS blood test.



K. Steady weight loss can be a sign of AIDS.



L. Some people with AIDS suffer from fevers and diarrhoea.



M. Chest infections that keep coming back and swelling in the neck can also be caused by AIDS.

TEACHING/LEARNING MATERIALS

1. Pictures in the Pupils' Handbooks and Teachers' Guide.
2. Exercises in the Pupils' Handbook for Standards Seven and Eight.

TEACHING/LEARNING ACTIVITIES

1. Discuss the signs and symptoms of AIDS shown in the Teachers' Guide and Pupils' Handbooks. Ask the pupils if they have ever had any of these signs and symptoms when they were sick.
2. Do the exercise on page 19 of the Pupils' Handbook for Standards Seven and Eight.
3. Have the lower standards role play how they feel when they have signs and symptoms of disease such as fever and chest infections.

ASSESSMENT Can the pupils:

1. State the difference between a sign and a symptom of a disease?
2. State some signs and symptoms of AIDS?
3. State that the only sure way to know if someone has AIDS is by having an AIDS blood test?

TOPIC 6 HOW AIDS IS SPREAD

RATIONALE

Pupils must know how HIV is and is not spread and how to protect themselves and others from the disease if the AIDS epidemic is to be stopped.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State the three main ways that AIDS is spread.
2. State ways that AIDS cannot be spread.

RECOMMENDED TIME Three 35-minute periods.

BACKGROUND INFORMATION

AIDS is a communicable disease which is spread, or transmitted, in three main ways: through sexual intercourse, through blood-to-blood contact and from a pregnant woman to her unborn child. The most common way that AIDS is spread in Africa, including Malaŵi, is through sexual intercourse. It can spread from man to woman or woman to man if either partner is infected with HIV, the virus which causes AIDS.

There are several ways AIDS can be spread through blood-to-blood contact. It can happen if someone is given a transfusion of blood taken from a person infected with HIV. Donated blood is now tested for HIV to prevent this. It can happen if you are given an injection with a needle that has not been properly sterilised. This is why you should get injections only from trained people. It is also possible for the virus to be spread from one person to another if they have sores in their mouths and share a toothbrush. If razor blades and needles are shared by people and one of them is infected with HIV, the infection can be spread. For this reason razor blades and needles should not be shared.

A pregnant woman who is infected with HIV can pass the disease to her unborn baby. This happens to about one in three babies born to an infected mother. Women who know they are HIV-positive should not become pregnant.

There are many wrong ideas about how AIDS is spread. There are two dangers to this. First, if you do not know the true facts about how AIDS is spread, you may do something that can give you the disease without realizing it. Second, you may treat people with AIDS badly because you wrongly think you can be infected by them

through casual contact such as being close to them, eating with them or touching them.

Here are some of the ways that AIDS cannot be spread. Others are listed in the Pupils' Handbooks:

1. By shaking hands.
2. By playing together.
3. By eating together.
4. By sharing clothes and towels.
5. By using the same toilet used by a person with AIDS.
6. By sitting in a chair sat in by an AIDS patient.
7. By riding on the bus with a person who has AIDS.
8. By living with an AIDS patient.
9. Through food and water.
10. Through bites from mosquitoes, bedbugs, cockroaches, flies and other insects.

These are just some of the wrong ideas people have about how AIDS is spread from person to person. It is important to remember that AIDS cannot be spread through casual contact. People who do not know this may shun people with AIDS and treat them badly because of fear of infection. Sometimes people with AIDS are rejected by their own families for this reason.



N. AIDS is not spread by shaking hands, sharing water, washing together or sharing food.

TEACHING/LEARNING MATERIALS

1. The pictures in the Pupils' Handbooks and Teachers' Guide.
2. The exercise on page 24 of the Pupils' Handbook for Standards Seven and Eight.
3. Ask health workers for posters about how AIDS is not spread.

TEACHING/LEARNING ACTIVITIES

1. Discuss the pictures in the Pupils' Handbooks and Teachers' Guide.
2. Do the exercise on page 24 of the Pupils' Handbook for Standards Seven and Eight.
3. Have the lower standards role play some of the wrong ideas about how AIDS is spread:
 - a. Let some pupils be mosquitoes and the other pupils try to keep from being bitten by them.
 - b. Divide the pupils into groups of two. One pupil tries to shake hands, but the second pupil thinks the first has AIDS and doesn't want to shake hands.
 - c. Role play many pupils riding on a bus. One pupil whispers that someone on the bus has AIDS and the pupils try to move as far away as possible from that person.
NOTE: In all cases stress that the pupils are role playing ways that you cannot get AIDS.
4. Have the upper standards role play a pupil using the same needle to pierce the ears of a group of girls. One girl knows the danger of blood-to-blood transmission. What does she say to the pupil using the needle? NOTE: This role play should not be done with a real needle.
5. Ask the pupils to state things they have heard in their own community about how AIDS is spread. Stress that there are only three ways: sexual transmission, blood-to-blood and from a pregnant woman to her baby. Remember that some of the wrong ideas about how AIDS is spread are strongly believed by many people. Explain that they cannot be true unless they fit into one of the three categories you have discussed with them.

ASSESSMENT Can the pupils:

1. State the three main ways that AIDS is spread?
2. State ways that AIDS cannot be spread?

TOPIC 7 HOW TO AVOID AIDS

RATIONALE

AIDS is a deadly disease with no known cure or vaccine. It can be prevented if one knows what steps to take. The purpose of this topic is to teach pupils how they can avoid getting AIDS and how to avoid passing HIV infection to others.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State what is meant by the term "risk behaviours."
2. State what some risk behaviours are.
3. State ways of avoiding HIV infection.

RECOMMENDED TIME Two 35-minute periods.

BACKGROUND INFORMATION

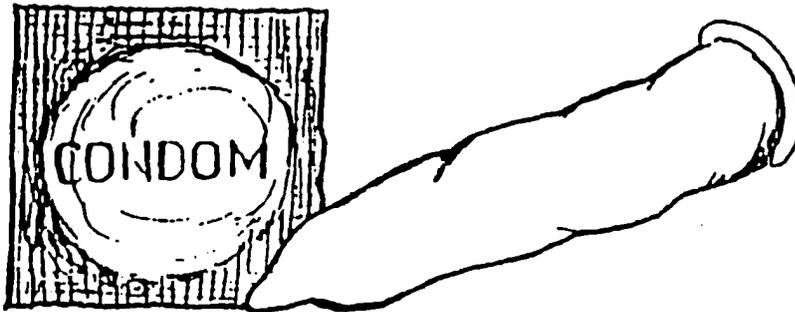
Risk behaviours are things people do which make it more likely that they will get AIDS. Examples of risk behaviours are:

1. Having sex with many people or with someone known to have many sexual partners.



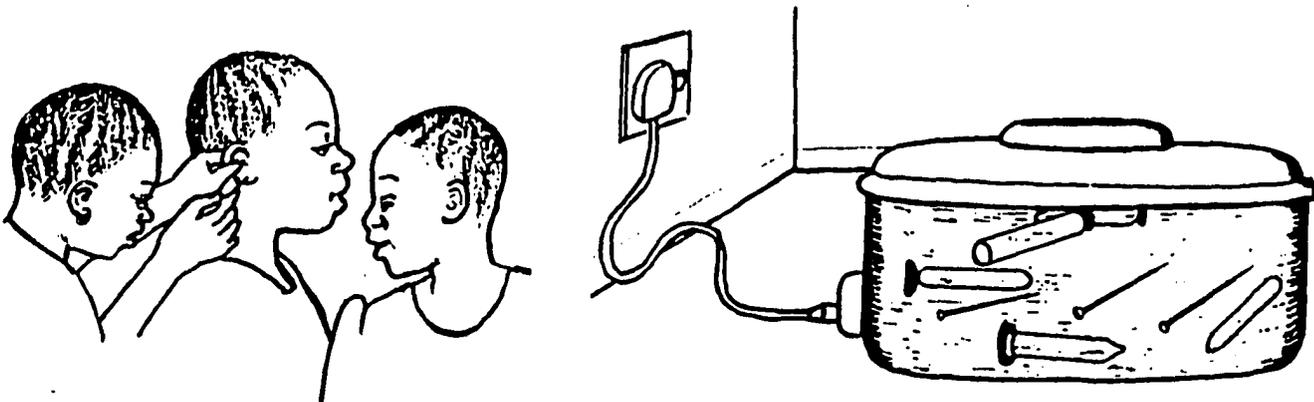
0. Having sex with many people or with someone who has many sexual partners makes it more likely you will get AIDS.

2. Having unprotected sex, that is, not using condoms.



P. If you use condoms properly each time you have sex it is unlikely you will get AIDS or other sexually transmitted diseases.

3. Using skin piercing objects like razor blades, needles, etc., on more than one person.



Q. Using one needle to pierce the ears of several people can spread AIDS.

R. Hospitals sterilise medical tools to make sure they do not spread HIV.

4. Continuing to have children when one or both parents are infected with HIV.
5. "Deep" or "wet" kissing when there are sores in the mouth.
6. Sharing toothbrushes.
7. Getting injections from untrained people.

All these examples fall under the three main ways that AIDS can be spread: by sexual intercourse, by blood-to-blood contact (as in the case of sharing toothbrushes when there are bleeding sores in the mouth) and from infected mother to her unborn baby.

Once we understand what behaviours make it more likely that we can get AIDS, we can take steps to avoid these things. Here are some examples:

1. Abstinence, which means not having sexual intercourse.
2. Delaying sexual intercourse until you are married.
3. Avoiding sex outside of marriage.
4. Having sex with one mutually faithful partner, which means you and your partner have intercourse only with each other.



- S. If a husband and wife are not infected and have sex only with each other, they will not get AIDS.
5. Using a condom every time you have sex with someone whose HIV status you do not know. Condoms are not 100 percent safe, but if used properly, the risk of HIV infection is very small.
 6. Not getting pregnant if you are infected with HIV.



T. Women infected with HIV should not become pregnant.

7. Avoiding contact with another person's blood, as when caring for someone who has had an accident if you have an open wound.
8. Not sharing skin piercing instruments, such as needles and razor blades. NOTE: The teacher can explain that items which cut or pierce the skin are sometimes reused if they are properly cleaned or sterilised by heat or with chemicals. Examples include surgical instruments and syringes used in hospitals.



U. Products like these can be used to sterilise items contaminated with HIV.

9. Getting no unnecessary injections and having only trained people give them.

TEACHING/LEARNING MATERIALS

1. The pictures in the Pupils' Handbooks and Teachers' Guide.
2. The exercise on page 26 of the Pupils' Handbook for Standards Seven and Eight.
3. Local health workers.
4. Set up a question box so pupils can ask questions they might not want to ask in person.

TEACHING/LEARNING ACTIVITIES

1. Discuss the pictures in the Pupils' Handbooks and Teachers' Guide.
2. Do the exercise on page 26 of the Pupils' Handbook for Standards Seven and Eight.

3. Invite a local health worker to visit the class and answer questions from the question box. Be sure the health worker discusses how to use condoms properly. NOTE: The teacher may want to divide classes into older and younger pupils or separate boys and girls into two groups for discussion of sexual topics and condom use. Each teacher must decide what is best for his or her class.
4. Organize a quiz on the topic of how to avoid risk behaviours which can lead to HIV infection. Choose two teams with four pupils on each team. Have two teams answer questions written by the teacher and other pupils. Pretend the quiz is a broadcast on MBC.

ASSESSMENT Can the pupils:

1. State what is meant by the term "risk behaviours"?
2. State what some risk behaviours are?
3. State ways of avoiding HIV infection?

TOPIC 8
TAKING CARE OF PEOPLE WITH AIDS

RATIONALE

When people learn they have AIDS, they suffer both physically and emotionally. It is important that people understand the needs of AIDS patients and how to care for them. This can help the person with AIDS live a longer, happier life.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State that AIDS patients need physical care and emotional support.
2. State that in general AIDS patients should be treated like other kinds of patients.
3. State some ways that AIDS patients can be cared for physically and emotionally.

RECOMMENDED TIME Two 35-minute periods.

BACKGROUND INFORMATION

When people learn they have AIDS they know they will die from the disease, sooner or later. Some AIDS patients become very sad and depressed. This is sometimes made worse because their families and friends are afraid to be near them for fear of getting infected. It is important to remember that you cannot get AIDS from casual contact. Family members, friends and the community should be willing to give all the support they can to people with AIDS. AIDS patients want to live as normal a life as possible. They want to have friends and family around them. They want to share in family activities. They need love, understanding and acceptance. When AIDS patients are treated in this way they often live longer, happier lives.

As the number of people with AIDS increases, more and more patients will be cared for at home. There is much we can do to look after them and make them more comfortable. First, they should not be shut away from other people. Second, they should be encouraged to take part in as many family activities as possible.

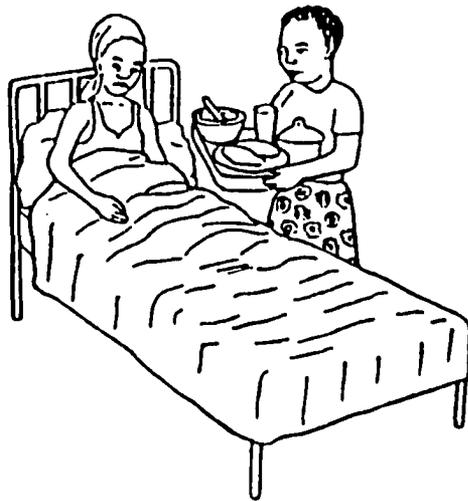
Here are some things we should do when caring for AIDS patients which are discussed in the Pupils' Handbooks:

1. Keep people with infections away from AIDS patients, since people with AIDS cannot fight off other diseases because their immune systems are not working properly.

2. Wash your hands with soap before and after caring for AIDS patients. This will protect the patient from disease germs you may carry on your hands and protect you as well.
3. Cover any cuts or open sores on your body before caring for an AIDS patient. This will help you avoid any blood-to-blood contact.
4. Handle any blood, body fluids and body wastes very carefully and dispose of them properly. Soiled articles not to be reused should be put in plastic bags for disposal. They can be burned, buried or dropped into a pit latrine. Soiled linen should be soaked in a disinfectant solution before washing (refer to Illustration U).

Other simple rules that apply to the care of any kind of patient include:

1. Seeing that the patient gets good food to eat and plenty of liquids to drink.



V. You will not get HIV by helping care for an AIDS patient.

2. Making sure the patient, his clothing and bedding are kept clean.
3. Making sure the patient gets enough rest.

AIDS patients should not be outcasts. They want to enjoy family and friends, take part in family activities and live the most active lives they can for as long as their physical condition allows. Perhaps one of the most important things we can do is keep a positive attitude and encourage AIDS patients to do the same.



W. AIDS patients need emotional support along with care for their physical needs.

TEACHING/LEARNING MATERIALS

1. Pictures in the Pupils' Handbooks and Teachers' Guide.
2. The exercise on page 29 of the Pupils' Handbook for Standards Seven and Eight.
3. Ask local health workers to visit the class.

TEACHING/LEARNING ACTIVITIES

1. Discuss the pictures in the Pupils' Handbooks and Teachers' Guide.
2. Do the exercise on page 29 of the Pupils' Handbook for Standards Seven and Eight.
3. Have a local health worker discuss how patients are cared for in hospitals and clinics and how they can be cared for at home.
4. Have the upper standards role play a discussion between classmates of someone with AIDS. The pupils are afraid to visit their friend, but one pupil tries to tell them it is safe.
5. Have the lower standards role play how they would help care for an AIDS patient at home. Examples: washing their hands before and after giving care, feeding the patient, making the patient's bed, talking with the patient and trying to make him or her more cheerful and positive.

ASSESSMENT Can the pupils:

1. State that AIDS patients need physical care and emotional support?
2. State that in general AIDS patients should be treated like other kinds of patients?
3. State some ways that AIDS patients can be cared for physically and emotionally?

TOPIC 9 THE IMPACT OF AIDS

RATIONALE

AIDS is spreading quickly and is always fatal. Many people will die in the years ahead. Their deaths will affect families, communities and the nation in many ways. It is important that pupils understand what these effects may be in order to prepare for them.

OBJECTIVES

By the end of this topic the pupils will be able to:

1. State some effects of the AIDS epidemic on family life.
2. State some effects of AIDS on the community?
3. State why each age group of the society is important.

RECOMMENDED TIME Two 35-minute periods.

BACKGROUND INFORMATION

The AIDS epidemic is already affecting the society. It is called an epidemic because it affects so many people in so many countries.

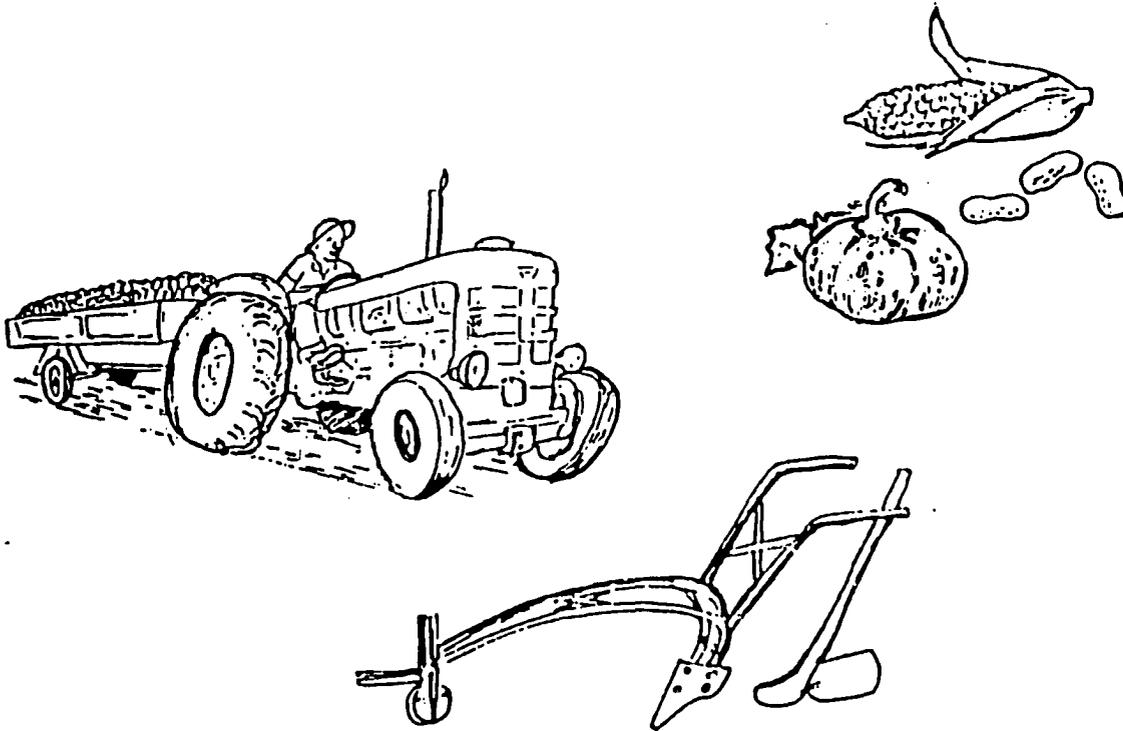
When parents die, the children are sometimes left with no one to care for them. Large numbers of orphans mean that individuals, private groups such as churches, and the government must take responsibility for these children. The costs can become very great.

The death of parents also means that children must sometimes take on adult roles, including leaving school and taking up jobs to earn money to keep the family together. When children must leave school, it affects their future and can mean there will be fewer educated people to help the nation develop.

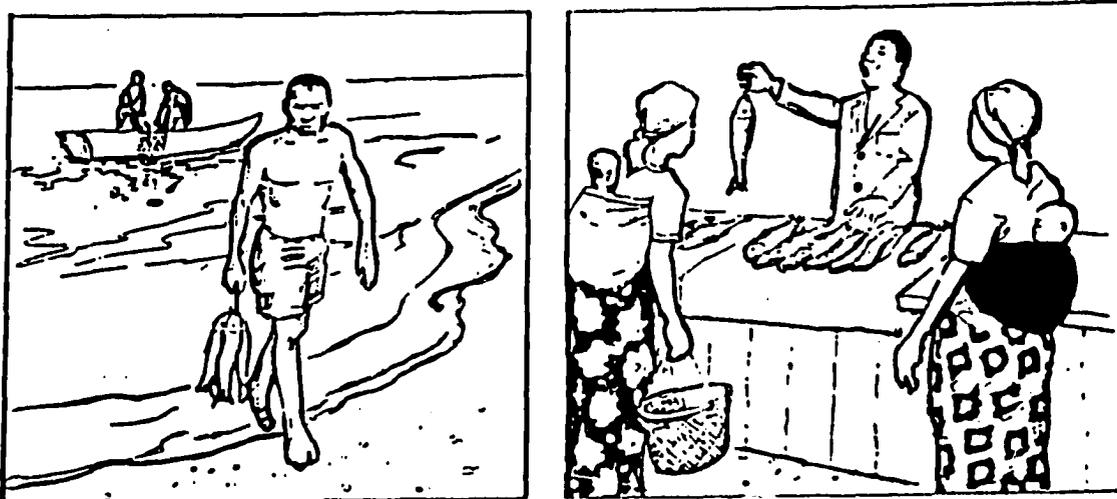
If the number of AIDS cases continues to grow, hospitals and clinics will have difficulty providing care for all the people needing it. There are only limited medical resources available, and as more and more of the resources are taken up by AIDS patients, there could be less for other sick people. In any case, increasing medical costs could be a hardship for families and the nation alike if the AIDS epidemic is not stopped.

Young adults and middle-aged people suffer most from AIDS. This is the group of people responsible for the economic development of the country. These are the people who make the economy work: farmers,

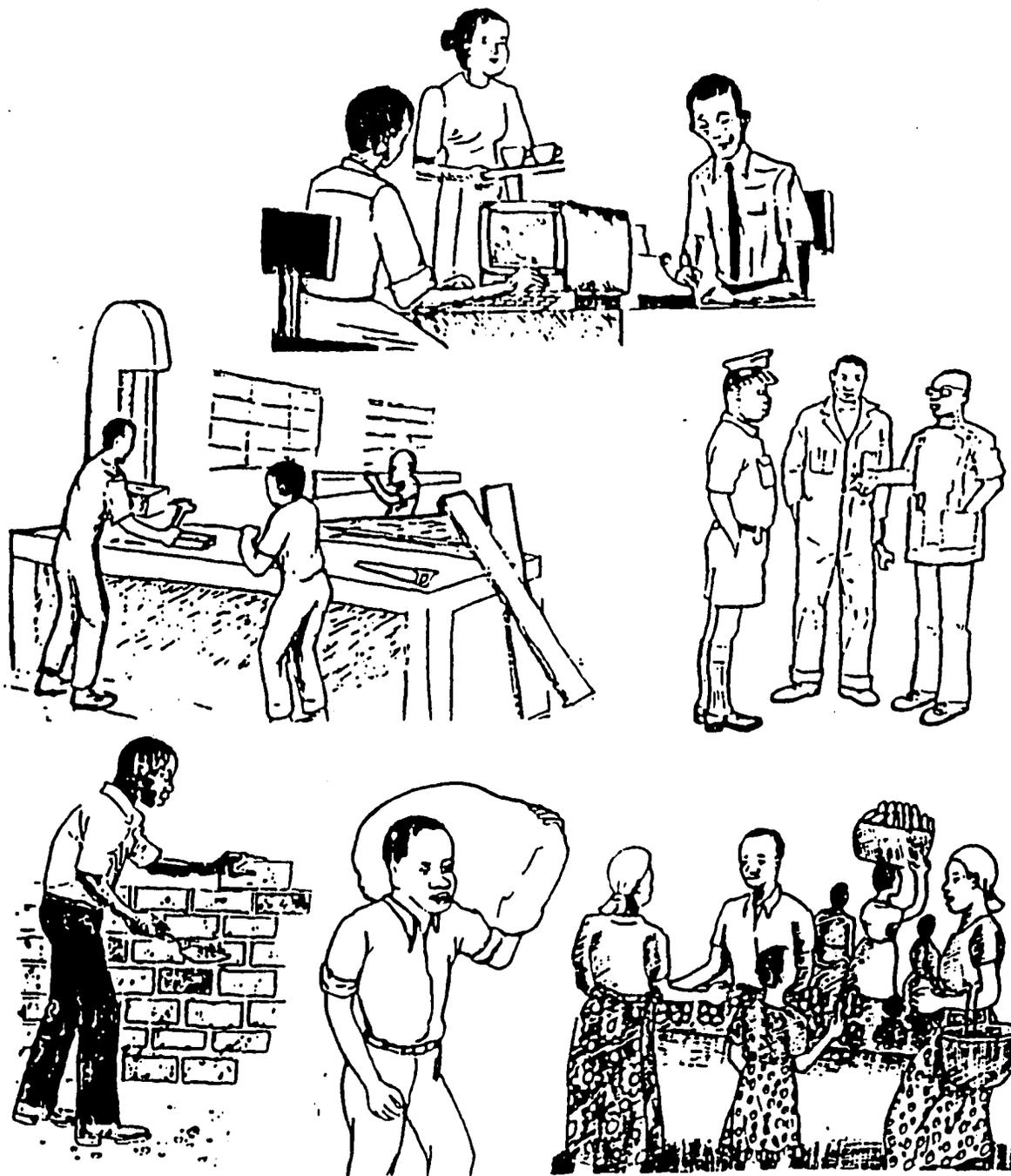
business people, teachers, fishermen, factory workers, government employees, engineers and health workers, for example. If large numbers of this group die, national development could suffer greatly and all our lives will be affected.



X. Farming is very important to the nation's economy.



Y. Fishing provides food for the nation and many jobs as well.



2. Many kinds of job are important to economic growth.

All people, young and old, are important and each group has a role to play. We depend upon each other in many ways and the death of anyone from AIDS is a tragedy for the society (refer to page 32 of the Pupils' Handbook for Standards Seven and Eight). It is important to realize we must all work together to see that the spread of AIDS is stopped. Our future and the future of the nation are at stake.

TEACHING/LEARNING MATERIALS

1. The pictures in the Pupils' Handbooks and Teachers' Guide.
2. The exercise on page 31 of the Pupils' Handbook for Standards Seven and Eight.
3. Ask business people in your area to talk to your class.
4. Collect newspaper and magazine clippings on the impact of AIDS on the society and steps being taken to overcome these problems.

TEACHING/LEARNING ACTIVITIES

1. Discuss the pictures in the Pupils' Handbooks and Teachers' Guide.
2. Do the exercise on page 31 of the Pupils' Handbook for Standards Seven and Eight.
3. Ask business people and government workers in your community to talk about how AIDS could affect your community and what is being done about it. For example, businesses are requesting training on AIDS prevention for workers and managers.
4. Organize a panel discussion to talk about the possible impact of AIDS on national development, based on newspaper and magazine clipping you have collected.
5. Discuss and role play what children could do if they had to become head of the family and earn money to hold it together.

ASSESSMENT Can the pupils:

1. State some effects of the AIDS epidemic on family life?
2. State some effects of AIDS on the community?
3. State why each age group of the society is important?