

# **WILDFIRE DANCE THEATRE**

## **LESSON PLAN: AIDS**

Course Developers: Nancy Campbell Collegiate Institute  
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## Wildfire Dance Theatre Workshop Development Learning Curriculum Introductory Remarks

The following lesson plans have been developed as an integral part of the Wildfire Dance Theatre (WDT) performances to be implemented in the classrooms of grade 10, 11 or 12 students in a variety of classes. Though the material has been developed for students of the intermediate and senior grades, it can be used for younger grades and modified by the teacher according to the capacity and skill level of the class.

The lesson plans follow the Ontario Ministry of Education curriculum in terms of format, learning expectations, and evaluation techniques. The lesson plans themselves, however, can be used within any provincial educational standards or requirements.

There are five thematic development priorities or issues that have been identified by WDT within which all the dances can be categorized. They are: Poverty, AIDS, Human Rights, Gender Equality, and Global Turmoil. Each lesson plan is associated with a particular WDT performance and has been developed as a stand-alone unit and can be incorporated into a variety of units of study.

There are four components to the overall design of each of the lesson plans. These components (Review, Reflect, Explore, Apply) allow teachers to present background information and statistics on each of the thematic issues, as well as engage students in an exploration of the emotional and human components inherent in each. The final project is a summative activity that provides students with the opportunity to apply what they have learned in researching more about one of Canada's 25 international Development Partners and how a particular thematic development issue presents itself in that country. It is a hands-on, interactive activity, utilizing the background information provided throughout the lesson, and building capacity for action.

The WDT curriculum supports the development aims, objectives and priorities of the international community. Improvement in any one of these five thematic areas will contribute to meeting both the [United Nations Millennium Development Goals](#) and Canada's key priorities outlined in the International Policy Statement. The [Youth Zone](#) of the [Canadian International Development Agency](#) (CIDA) is an excellent access point for students and teachers to learn more about international development issues, and some of the materials incorporated in these lesson plans have been drawn from this site. Ideas for contributing to CIDA's [Butterfly 208 Project](#) have also been included in the Follow-Up Activities section of the lesson plans.

The overall aim of the lessons is to provide students with knowledge, capacities and skills that will allow them to take action in any or all of these five important thematic areas, whether in Canada, or internationally. With the knowledge and understanding these lesson plans provide, students will have built capacity to act in a meaningful way towards solutions. It is hoped that teachers will accompany their students to organize "[Make Poverty History](#)" Campaigns in their schools and communities, prepare activities for the United Nations International Human Rights Day, International Women's Day, or any

other similar special days. Proactive engagement by students is an anticipated outcome of this collective learning and action initiative.

As educators we understand that this is the starting point, not the final product in terms of the curriculum. The effectiveness of content can only really be understood after its implementation in the classroom. We wish to acknowledge and thank CIDA's Global Classroom Initiative, the Nancy Campbell Collegiate Institute and the Canadian Baha'i International Development Agency for their ongoing support and contributions to develop and improve the curriculum. We also look forward to receiving the feedback of teachers as they implement these lesson plans and share with us their experience, and provide us with suggestions and contributions to help improve the curriculum.

Lastly, we hope that the performances of the Wildfire Dance Theatre and its development curriculum will animate, encourage and inspire youth to get involved, to make a change, to transform themselves and their communities, to think and act locally and globally, and to contribute to a more just, peaceful and harmonious global community.

The WDT team

## AIDS

**Activity:** HIVpositive: AIDS Through a New Lens

**Time:** 180 minutes (not including time for completing activities)

**Dance:** AIDS

### **Description:**

#### **Learning Expectations:**

##### Grade 10 Healthy and Active Living (Health Studies)

- HLV.01 – explain strategies to promote positive lifestyle choices and relationships with others;
- HLV.02 – demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others;
- HL1.02 – explain the effects (e.g. STDs, HIV/AIDS) of choices related to sexual intimacy (e.g. abstinence, birth control)
- LS3.01 – demonstrate behaviours that are respectful of others’ points of view (e.g. listening actively, showing appreciation, criticizing ideas, not people)

##### Grade 10 Individual and Family Living (Social Sciences and Humanities)

- PRV.03X – understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems
- PR2.02X – demonstrate individual and collaborative problem-solving skills for home, school, and peer situations

##### Grade 12 Challenge and Change in Society (Social Sciences and Humanities)

- CH2.03 – demonstrate an understanding of how social change is influenced by poverty and affluence (e.g. unequal access to personal computers or higher education)
- SC1.01 – analyse the social practices leading to health-impairing behaviours from the perspective of at least two of anthropology, sociology, or psychology

##### Grade 12 English (Language)

- LAV.01 – analyse the elements of style in a variety of texts and assess their effects
- LAV.02 – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

## **Planning Notes:**

Teachers should:

1. Pre-order the CARE Canada video about AIDS in Zambia if they wish. ([http://www.care.ca/images\\_of\\_care/photosensitive/photosensitive\\_e.shtm](http://www.care.ca/images_of_care/photosensitive/photosensitive_e.shtm) - Click on [media@care.ca](mailto:media@care.ca) email link and send an email to CBC to receive the full CBC version of the project).
2. Download and print off the images from the CARE Canada website if students do not have access to a computer lab to view the pictures individually.
3. Set up a computer with internet access and projector in the classroom to present the CARE Canada Flash presentation HIVpositive: AIDS Through a New Lens. If the technology to do this is not available, teachers should arrange for students to access a computer lab to view the presentation in full.
4. Prepare photocopies of Appendixes handouts.

## **Teaching/Learning Strategies:**

### **1) Review**

- Review with students the AIDS dance description (see Appendix 1). Check for understanding, answer any questions students may have about the dance and its message. Ask the class to identify the progression of the young woman's story to retell her story from their perspective. Connect the idea of her tragedy to the devastation of the AIDS pandemic around the world.
- Present information to the students comparing Canadian statistics to Zambian statistics on HIV/AIDS. Teachers can find this information on the CARE Canada website: <http://www.careconnects.ca/public/ZambiaCanada.asp>

### **2) Reflect**

- Have students access the PhotoSensitive gallery of photos about AIDS in Zambia and select one picture from the collection. Pictures can be found at the following website address: <http://www.photosensitive.com/ps/> If students cannot access a computer lab to review pictures on their own, the teacher should select one picture per student and hand out a hard copy to each student.
- Once pictures have been chosen or assigned, students should imagine the life of the individual or individuals in the picture and write a brief description of what their life looks like by answering questions such as: Are they still alive? Are they HIV positive or possibly an orphan? Who is taking care of them? What is their life expectancy? Do they have access to health care? Teachers should allow students to generate their own stories, but can prompt the students with these example questions to help them understand how to approach the exercise.
- Students should share their life stories with the class. This will enable the teacher to have an understanding of students' prior knowledge, understanding and beliefs about AIDS as a result of sharing the stories.

### **3) Explore**

- Present the Introduction section from the CARE Canada Flash Presentation. The musical Intro should also be played. Teachers can find it at [http://www.care.ca/images\\_of\\_care/photosensitive/photosensitive\\_e.shtm](http://www.care.ca/images_of_care/photosensitive/photosensitive_e.shtm). Click

on the link that states “Experience it Online”. Teachers will require a computer with internet access and a projector. If the technology to present this in the classroom to the entire group does not exist, teachers should have students view the Introduction online individually.

- Divide the class into four groups. Each group should be assigned one of the four topics covered in the rest of the presentation. (Crisis, Courage, Hope, Future).
- Within their group, students should view their section of the Flash presentation and then research specific questions and statistics about AIDS in Zambia within the context of their topic. (See Appendix 2). This activity should be completed at the discretion of the teacher in terms of length of time given for students to complete research, whether all the topics to be researched are addressed, and how long each presentation should be.
- Students should present their section of the Flash presentation and include information from their research. They should be encouraged to intersperse their findings with each of the pictures in their section of the Flash presentation. They may show the entire online CARE presentation first and then present their information, but it would be more effective if they followed the outline provided within the four sections and found information related to those topics.
- Now that students have been provided with some background information on AIDS in Zambia, teachers should explain that Canada has contributed a great deal to dealing with the problem of AIDS in Africa. Through the work of CIDA and its partners, a number of initiatives, projects, and individuals are working in the field to alleviate the suffering and provide developmental assistance to a number of countries. Teachers may wish to download, review, and possibly hand out information from CIDA’s Action Plan on HIV/AIDS. They can find it at [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Social\\_Development3/\\$file/aidsactionplan2.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Social_Development3/$file/aidsactionplan2.pdf)
- Divide up the stories from the CARE Canada website “This is Zambia” article ([http://www.care.ca/field/zambia/GailSteckley\\_e.shtm](http://www.care.ca/field/zambia/GailSteckley_e.shtm)). Hand out paragraphs 5, 7,8, and 11 to four students and have them read aloud from the article.
- Hand out material from the document *Canada’s International Policy Statement: Development* as developed by CIDA (Appendix 3). Explain that based on CIDA’s research and analysis, those 7 trends basically identify and define the problems behind development. The teacher may decide to read over the information with students, present on an overhead, or have students read the material on their own in groups.
- Hand out Summative Questions and Research Topics Sheet containing questions related to the above-mentioned CIDA document (Appendix 4). Have students complete the questions and activities.
- Explain that the United Nations and participating countries established 8 Millennium Development Goals (MDGs) in 2000, one of which is focused on AIDS. Hand out the MDG Fact Sheet (Appendix 5) and review with the students.
- Explain that Canada is providing aid and development assistance to 25 Development Partner Countries. Hand out a list of who those countries are (Appendix 6). Students will notice that Zambia is one of those countries.

- Students have researched and had information presented to them on AIDS in Africa. Explain that the main project for this lesson will be examining in more detail AIDS, its effects, and what the world is doing about it. Students will have a choice of topics to choose from to complete the project (see Apply section below).

#### 4) Apply

- Divide the class into 7 groups. Present the list of topics to students (Appendix 7). Assign one group to each of the topics.
- Students should present a summary of their information, per the Presentation Requirements (Appendix 8). The Presentation Requirements should be given as a guideline/handout for students to follow.
- Students should also be aware of issues of AIDS at the local level. If possible, have a local community representative come in to the class as a guest speaker to speak about AIDS in their community. They may be a healthcare or hospice worker who assists people living with AIDS, a person who has HIV/AIDS, or a family member of someone who has HIV/AIDS. The teacher may also arrange to have someone who works in international development come as a guest speaker to talk to the class about their experiences in the field. The Youth Speakers program developed by CIDA is an excellent resource for youth speakers who have had experience in developing countries. Teachers can contact the Coordinator of the program to make arrangements.

#### Follow-Up Activities:

The students may complete the following activities as follow-up to this lesson plan, depending on time and resources. The Criterion Checklist used for the oral presentation in the Analysis section may be used as an assessment tool for these follow-up activities. Background information for students to read to assist in the completion of these projects can be found on the CIDA website: <http://www.acdi-cida.gc.ca/index-e.htm>

- **Gender Issues** – Students should research the particular affects of AIDS on women and children in developing countries.
- **MDGs** – Review the specific goals and indicators associated with the sixth MDG on AIDS. Prepare a report for the year 2015 explaining how we met our goals and targets for this Millennium Goal, referring specifically to the indicators. This information can be found at <http://www.unmillenniumproject.org/goals/index.htm>
- **G20/L20** – The members of the G20 are the finance ministries and central banks of 19 countries. A proposal has been put forth to create an L20 based on the leaders of these G20 to assist in strengthening capacity to manage critical global challenges. The L20 is not intended as a replacement for the G20. The L20 are made up of the following countries: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom, The United States and the European Union. Students could be divided up into groups representing each of these countries and research strategies for dealing with AIDS in Africa. Have

students come together and present their findings and discuss possible solutions on a global scale in a Symposium style consultation.

- **Artistic Presentation** – Have student create an individual visual art piece, an individual writing piece, or a group visual art/multimedia project for theme of HIV/AIDS for the Butterfly 208 Project. Information on Contest Rules and themes can be found at [http://www.bp208.ca/contest\\_rules.php](http://www.bp208.ca/contest_rules.php)
- **The 0.7% Promise** – Have students research the 0.7% Promise. What has the Canadian government sent in the form of developmental assistance for HIV/AIDS in Africa and what are their future plans for continued assistance?
- **3 by 5** – Research this initiative by the World Health Organization and present information about the progress made so far.
- **Stephen Lewis** – Research and present biographical information on Stephen Lewis, focusing specifically on the work he has done in Africa and at the United Nations. A book report on “A Race Against Time” should be included as part of the project.
- **World AIDS Day** – Have students prepare a program and presentation to commemorate HIV/AIDS Awareness Day.

**Evaluation and Assessment:**

The following activities may be used by the teacher for evaluation and assessment of the concepts and skills taught in this lesson:

Task/Product	Tool	Achievement Chart Category
Oral Presentations	Criterion Checklist	Knowledge/Understanding Thinking/Inquiry Communication Application

## **APPENDIX 1**

### **WDT Piece – AIDS**

A young woman discovers she has contracted HIV/AIDS through one night spent with a young man she doesn't know very well. This careless decision made under the influence of alcohol leaves her alone and suffering the stigma of society when they discover her situation. Despite her cries for help she is ignored. She feels deep regret for the things she will never experience in her short life. She dies young and alone.

This dance reinforces the importance of self-responsibility and addresses society's stigma towards AIDS.

## **APPENDIX 2**

### **HIVpositive: AIDS THROUGH A NEW LENS** **RESEARCH QUESTIONS AND OUTLINE FOR PRESENTATION**

Each group has been asked to review one of the four sections within the CARE Canada Flash presentation. The following questions and topics should be researched by your group and presented in addition to the information you find in the Flash presentation. Your group is required to prepare a handout that includes the information you share with the class in your presentation. It is recommended that you intersperse your researched information sequentially with the Flash demo information for greater impact for your audience.

#### **CRISIS**

- Prepare a list of the statistics presented in your section. Some information should be presented visually.
- Research the culture and beliefs of the Zambian people about death and dying.
- Discuss the issue of antiretroviral drugs and their availability to the people of Africa in general and Zambia in particular.
- List what you believe are some of the possible consequences of the devastation of AIDS in Zambia in terms of no teachers, no employers for businesses, no parents, and an older generation raising the children of Zambia.
- Find an inspirational quotation that summarizes the information presented in the Crisis section.

#### **COURAGE**

- Research health care and the health care system in Zambia.
- Research the role of grandmothers in Zambian communities and present some of their stories.
- Family is the cornerstone of Zambian communities. Research the historical and cultural background to this statement.
- Research the school system in Zambia and the role of education in the lives of Zambian children.
- Research the statistics on the number of HIV positive children in Zambia.
- Present stories of hope and courage from Zambia.

## **HOPE**

- Research the Africa Directions Youth Centre and explain what it does in terms of its educational programs.
- Provide more background information on the PALS program mentioned in this section.
- Research other programs happening in Zambia to educate people about AIDS.
- Find out what is being done for women and girls in Zambia who are suffering from the effects of HIV/AIDS (orphans, single mothers, grandmothers)
- Research what other skill-building programs exist in Zambia for training the next generation.
- Find out more about “Moyo Wa Bana” and what it is doing for the women and children of Zambia.

## **FUTURE**

- Research the myths and stigma still associated with AIDS in Zambia.
- Create a visual representation (Venn Diagram, mind map) of how AIDS and poverty interact and affect one another.
- Find out what Kenneth Kaunda’s full story is and present it to the class.
- Discuss the role and practice of traditional healers in Zambia and why they are important in terms of the health of Zambians.
- Research and present information on the trade agreements between Western countries and Zambia and how they are affecting Zambia’s ability to cope with this crisis.
- At the end of this presentation there are examples of humanity’s capacity and ingenuity, of things we have conquered or overcome in the past and yet the AIDS pandemic is virtually ignored. Present some of your group’s ideas as to what humanity should and could do to alleviate the suffering of AIDS victims.

### APPENDIX 3

#### CANADA'S INTERNATIONAL POLICY STATEMENT: DEVELOPMENT

(From [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/AllDocIds/85250E8AE4ADD9EC85256FE7007460F7?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/85250E8AE4ADD9EC85256FE7007460F7?OpenDocument))

Canadians live in a world of dynamic challenges and opportunities. Recent years have seen global trends move in both negative and positive directions. These trends are not all new, and the world is always changing. What is new is an unprecedented international consensus on the key problems and what must be done about them.

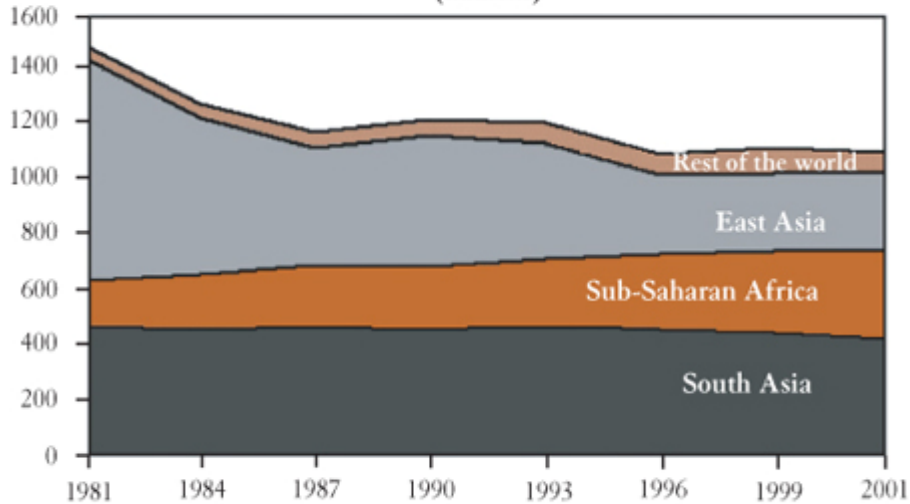
The story of the last few decades has been, in many ways, one of impressive progress in tackling poverty, inequality and injustice. Despite the progress, the challenges ahead are daunting. The following seven major, interwoven trends define the problems:

- **Uneven development.** While other parts of the world grew richer in the 1990s, the past two decades have seen the number of Africans living in extreme poverty almost double from 164 million to 314 million, most still in rural areas with minimal access to services.

There is little to suggest that this situation will improve quickly. In 2001-02, per capita GDP in sub-Saharan Africa increased a mere 0.9 percent and it is projected to grow over the next decade by only half of what is required for the region to meet the primary MDG of reducing poverty by half between 1990 and 2015. Indeed, only eight sub-Saharan countries have a reasonable chance of meeting the poverty goal based on current trends.

## Regional Poverty Trends

Population living under US\$1/day  
(millions)



Source: World Bank, 2004

- **Weak governance.** Many failed or fragile states are now putting millions of people at risk. There are huge demands for accountable and effective governance to provide services, security and prosperity. History has shown that democracies do this best, because they best reflect people's own local needs. However, in spite of democracy's gains, 73 countries with over 40 percent of the world's population still do not hold free elections, and over 100 governments still significantly restrict civil and political freedoms. Many of the world's states are dangerously weak or failing, providing fertile ground for conflict and extremism. More than 20 million people are either displaced within their countries or refugees in other countries. Without sound democratic governance, and the human rights that underpin it, most countries will find it extremely difficult to contend with the challenges of globalization, urbanization and demographic pressure, and so dangerous instability can result.
- **Health crises.** New global diseases are taking millions of lives, the vast majority in the developing world, especially Africa. Worldwide, some 42 million are infected with HIV/AIDS (two thirds of them in sub-Saharan Africa), and 28 million have died. In sub-Saharan Africa, the face of this epidemic is increasingly female: 76 percent of infected young people are women. Many fear a massive new wave of the disease in East and South Asia. Infectious diseases that emerge first in developing countries also pose a growing global threat, as demonstrated by the SARS outbreak in 2003.

- **Lack of access to education.** Education is key to a brighter future for millions of people in developing countries. While progress has been made—more than 84 percent of the world’s children now attend school—more needs to be done. More than 800 million people are illiterate and 115 million children, most of them girls, have never seen the inside of a school.
- **Demographic pressure—youth without work.** Although population growth is expected to level off by mid-century, two billion people—mostly in the developing world—will be added to the world’s six billion in the next 25 years. With this increase, a vast number of young people will be looking for employment and a share of the benefits of the globalization process in coming years.
- **Gender inequality.** Women and girls still face significant barriers in developing countries—for example, only 60 percent of young women are literate, versus 80 percent of young men. Too often, women have fewer economic assets than men, including land, capital, credit and marketable skills. They also have less access to education and health services. These disparities may result from law or practice or both. Empowering women can drive progress in many areas, particularly poverty reduction. Indeed, as women are empowered, population growth slows, child and maternal health improves, and more members of society are able to participate fully in their communities.
- **Environmental stresses and pressure on the global commons.** Environmental degradation and unsustainable use of natural resources disproportionately affect the world’s poorest populations, often because these groups are most directly dependent on their natural environment for daily survival. In turn, poverty contributes to environmental degradation, creating a vicious circle.

## APPENDIX 4

### SUMMATIVE QUESTIONS AND RESEARCH TOPICS

1. What does the term “uneven development” mean? Give an example.
2. Describe some of the challenges that arise in countries being governed without democracy.
3. Using statistics, describe the HIV/AIDS epidemic in Africa.
4. Why is education *key to a brighter future* for millions of people, especially girls, living in developing countries?
5. Describe how the projected population growth in the developing world will impact the youth over the next 25 years.
6. What specifically can be done to improve gender equality? How can empowering women reduce poverty?
7. Explain how poverty is affected by environmental challenges.

## **ANSWERS**

### Question One

- 1990s parts of the world have grown richer
- Number of Africans living in extreme poverty has almost doubled from 164 million to 314 million
- Projections predict only 8 sub-Saharan countries have a reasonable chance of meeting the MDG for poverty based on current trends
- Refer to chart

### Question Two

- Do not reflect local people's needs by providing services, security and prosperity
- 73 countries with over 40 percent of the world's population do not hold free elections
- over 100 governments restrict civil and political freedoms
- weak and failing states encourage conflict and extremism
- more than 20 million people are displaced within their own countries or refugees in other countries
- lack of democracy and respect for human rights create challenges for dealing with globalization, urbanization and demographic pressure thus causing instability

### Question Three

- Worldwide- 42 million are infected with HIV/AIDS, 2/3 are in sub-Saharan Africa
- in sub-Saharan Africa, 76% of infected young people are women

### Question Four

- While education is improving in developing countries still more than 800 million people are illiterate
- 115 million children, mostly girls have never been to school

### Question Five

- two billion people, mostly in the developing world are expected over the next 25 years
- increase to number of young people seeking employment and to share in the benefits of globalization

### Question Six

- increase access to education and health services
- provide training in marketable skills and opportunities for credit
- empowered women can; control their family size, improve child and maternal health, fully participate in their communities

### Question Seven

- unsustainable use of natural resources
- communities in developing countries are often directly dependent on their natural environment for daily survival
- the poor are least responsible for initiating the threat of human-induced climate change, yet are most likely to be directly and immediately affected by it. For example desertification and drought in Africa impacts health, nutrition, agriculture and can force human displacement and migration

## APPENDIX 5

### UNMDG FACT SHEET

#### **What are the MDGs?**

The United Nations created 8 Millennium Development Goals, also referred to as MDGs. They are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability. They are also basic human rights-the rights of each person on the planet to health, education, shelter, and security. There are certain goals that have been established by the UN to be met by the year 2015.

(<http://www.unmillenniumproject.org/goals/index.htm>)

In September 2000, 191 countries adopted the United Nations Millennium Declaration, which led to the Millennium Development Goals (MDGs). The MDGs are a set of specific targets for poverty reduction, health, education, gender equality, environmental sustainability, and global partnerships to be reached by 2015. In 2002, the international community struck a new development agreement to achieve these goals under the Monterrey Consensus. Developing countries assumed primary responsibility for them, while the industrialized countries, including Canada, committed to supporting their efforts through aid, trade, and debt relief.

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/2F996AA6A87776FC85256F81004D3D77?OpenDocument))

#### **What are the 8 Goals?**

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria, and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

#### **What do we know about MDG 6?**

##### **The challenge:**

AIDS has become the leading cause of premature death in sub-Saharan Africa and the fourth-largest killer worldwide. Though new drug treatments prolong life, there is no cure for AIDS, and prevention efforts must be intensified in every region of the world if the target is to be reached. Malaria and tuberculosis together kill nearly as many people each year as AIDS, and represent a severe drain on national economies. Of all malaria deaths, 90 percent occur in sub-Saharan Africa, where prevention and treatment efforts are being scaled up. Tuberculosis is on the rise, partly as a result of HIV/AIDS, though a new international protocol to detect and treat the disease is

showing promise.

**Canada's contribution:**

Fighting HIV/AIDS is one of Canada's top priorities and spending on HIV/AIDS totalled \$532 million between 2000 and 2005. Spending on MDG 6 quadrupled in that same period, for a total of some \$1.8 billion. Canada has also been a leading donor in several key initiatives. In 2005 alone, Canada committed \$592 million to combat preventable diseases in developing countries, including \$390 million to the Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria (GFATM), \$160 million to the Global Alliance for Vaccines and Immunization, \$42 million for polio eradication, plus \$100 million to the World Health Organization's "3 by 5" Initiative over two years, and ongoing support to the International AIDS Vaccine Initiative and UNAIDS.

**What have we done about HIV/AIDS?**

CIDA and its partners have contributed to:

- **Greater accessibility to lifesaving drugs.** Canada was one of the early donors to the Global Drug Facility, which has helped more than 1.68 million patients receive free drugs and is expected to treat an estimated 1.38 million people with HIV/AIDS and tuberculosis.
- **Greater reach for treatment programs.** Programs supported by the GFATM have enabled an additional 130,000 people to receive anti-retroviral treatments and more than one million more people to receive counselling and testing services.
- **Improving access to essential drugs.** Canada is currently the lead donor to the WHO's "3 by 5" Initiative, having committed \$100 million to facilitate access to anti-retroviral drugs for three million HIV/AIDS patients by the end of 2005. In addition, Canada passed the Jean Chrétien Pledge to Africa Act, which allows developing countries to access essential drugs at lower cost.
- **Stronger local response.** Community-based organizations in southern Africa can now provide services to patients and their families, share their knowledge and experience with other local groups and collaborate with national HIV/AIDS programs. Though once a Canadian aid program, this initiative is now run by an independent African organization.

- **CIDA's Partners** – CIDA and its extensive network of partners are working together to develop and implement programs to alleviate HIV/AIDS around the world. A complete list of those partners and their website can be found at [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a637b3ebb3f4e68525677e0071f3e1/d8ed636343cae86f85256d860063f75a?OpenDocument)

([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/B58E00418E9C89CA8525707A004DACFB?OpenDocument))

## APPENDIX 6

### 25 DEVELOPMENT PARTNERS

(From [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/vLookupNewsEn/1FA5B23102631F6585256FE8005299D2?OpenDocument))

"By 2010, at least two-thirds of CIDA's direct country-to-country assistance will be focused on 25 developing countries — of which more than half are in Africa — that are among the poorest but have the capacity to use aid effectively," (Minister Aileen Carroll, Former Minister of International Cooperation).

Canada's 25 Development Partners:

<b>Africa</b>	<b>Americas</b>	<b>Asia</b>	<b>EUROPE</b>
Benin Burkina Faso Cameroon Ethiopia Ghana Kenya Malawi Mali Mozambique Niger Rwanda Senegal Tanzania Zambia	Bolivia Guyana Honduras Nicaragua	Bangladesh Cambodia Indonesia Pakistan Sri Lanka Vietnam	Ukraine

The following criteria have been used to select Development Partners:

- **Level of poverty.** To ensure that aid resources focus where the need is greatest, CIDA's Development Partners were identified from among the poorest countries. The *UNDP Human Development Index*, which ranks countries based on life expectancy at birth, adult literacy, school enrolment, and standard of living measured by GDP per capita, is one of the tools used to identify Development Partners. Another is income; only countries below US\$1,000 in average per-capita annual income (measured at current exchange rates) would be considered for designation as Development Partners.

- **Ability to use aid effectively.** Criteria for assessment include economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions. The World Bank's *Country Policy and Institutional Assessment*, which assesses a country's policies and institutional framework to support poverty reduction, sustainable growth, and effective use of development assistance, offers one international tool, which is used to assist in making a Canadian judgment.
- **Sufficient Canadian presence to add value.** Canada's current rank relative to other donors and the scale of our current aid effort will be factors in assessing Canada's potential for impact in a developing country. It is recognized that Canada's presence is further enhanced through a strong contribution to our priority sectors, and where we have a particularly effective and privileged policy dialogue. Canada's value-added is further strengthened through its own historical and people-to-people ties with these countries.

CIDA will target its efforts in the following sectors: governance, health (with a focus on HIV/AIDS), basic education, private-sector development, and environmental sustainability, with gender equality as a crosscutting theme that is systematically and explicitly integrated across all programming. These sectors are all fundamental to human well being and crucial to the achievement of the Millennium Development Goals, internationally agreed, time-bound, and quantifiable targets for reducing global poverty.

The 2002 Peer Review of Canadian aid carried out by the Organization of Economic Cooperation and Development's Development Assistance Committee (DAC) noted that Canadian aid is among the most dispersed of DAC members in terms of countries supported and that this could be a disadvantage for Canada in having an impact. The World Bank's influential 1999 research report "Assessing Aid: What Works, What Doesn't, and Why", concluded that development assistance should more concentrated in 'high impact' countries and that strong economic institutions and policies result in aid being more effective in reducing poverty. The United Kingdom and the Netherlands are among several major donors, which have increased the focus of their aid programs to target a more limited number of the poorest developing countries.

## APPENDIX 7

The following topics are options for the research project and oral presentation. Each topic will be assigned to one group. The CIDA website provides information that can be used as the primary source for research for each topic.

1. Ongoing Development Projects in Zambia Related to HIV/AIDS. (Students should visit the CIDA website Project Browser and use the search fields to find the projects related to AIDS: <http://les.acdi-cida.gc.ca/project-browser>)
2. HIV/AIDS and Children ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a5f300880e7192852567450078b4cb/8b8adb0364db0398852568fc0054ca59?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a5f300880e7192852567450078b4cb/8b8adb0364db0398852568fc0054ca59?OpenDocument))
3. HIV/AIDS and Women ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a5f300880e7192852567450078b4cb/c5f1dc10bb131992852568fc0054df2c?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a5f300880e7192852567450078b4cb/c5f1dc10bb131992852568fc0054df2c?OpenDocument))
4. The Impact of HIV/AIDS on Development ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a5f300880e7192852567450078b4cb/83179058f8cd194e852568fc00552618?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a5f300880e7192852567450078b4cb/83179058f8cd194e852568fc00552618?OpenDocument))
5. Stories from the Field ([http://www.acdi-cida.gc.ca/cida\\_ind.nsf/b2a5f300880e7192852567450078b4cb/37cc75cb6e8124fa8525693600620fd8?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/b2a5f300880e7192852567450078b4cb/37cc75cb6e8124fa8525693600620fd8?OpenDocument))
6. AIDS in a Development Partner Country (Ethiopia) (<http://www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/vLUDocEn/8B7C45750A33B4BC852570A8004F027C?OpenDocument>)
7. 3 by 5 (<http://www.acdi-cida.gc.ca/aids.htm>) and (<http://www.who.int/3by5/en/>)

## APPENDIX 8

### PRESENTATION REQUIREMENTS

You have learned a lot about AIDS, about the Millennium Development Goals and MDG 6, about the approach to development that CIDA takes in developing countries, and about the situation in Zambia. In your oral presentation to the class about your topic you should include the following elements:

**Handout** – summarize the main points of information presented on the website related to your topic and provide as a handout for the rest of the class

**Visual Aid** – create a visual representation of the information presented on the website related to your topic. Be creative about what information you present and how you present it.

**Universal Participation** – all members of your group must present at least one component of your project.

**Personal Thoughts** – include some personal thoughts and ideas related to your topic. These may include ideas for how you or your school community can help make a difference, personal experiences you have in relation to HIV/AIDS, or how you felt in learning about AIDS in Zambia and Africa.

Your presentation should be 20-30 minutes in length.

## APPENDIX 9

### RUBRIC FOR ORAL PRESENTATION

#### Evaluation Rubric

<i>Task to be evaluated</i>				
<i>Categories</i>	<i>Level 1 (50-59%)</i>	<i>Level 2 (60-69%)</i>	<i>Level 3 (70-79%)</i>	<i>Level 4 (80-100%)</i>
<i>Knowledge/ Understanding</i>	<i>- demonstrates limited understanding of issue</i>	<i>- demonstrates some understanding of issue</i>	<i>- demonstrates considerable understanding of issue</i>	<i>-demonstrates thorough understanding of issue</i>
<i>Thinking/Inquiry</i>	<i>- develops and explains argument with limited effectiveness</i>	<i>- develops and explains argument with some effectiveness</i>	<i>- develops and explains argument with considerable effectiveness</i>	<i>- develops and explains argument with high degree of effectiveness and clarity</i>
<i>Thinking/Inquiry (add this row to the rubric if used in 4.4)</i>	<i>- uses problem solving skills with limited effectiveness</i>	<i>- uses problem solving skills with some effectiveness</i>	<i>-uses problem solving skills with considerable effectiveness</i>	<i>- uses problem solving skills with a high degree of effectiveness</i>
<i>Communication</i>	<i>- communicates with limited sense of audience and purpose</i>	<i>- communicates with some sense of audience and purpose</i>	<i>- communicates with clear sense audience and purpose</i>	<i>- communicates with strong sense of audience and purpose</i>
<i>Application</i>	<i>- uses limited gestures</i>	<i>- uses some appropriate gestures</i>	<i>- uses appropriate gestures effectively</i>	<i>- uses natural effective gestures</i>

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.