

**Lesson 12**  
**Exploring AIDS in South Africa**



**Shannon Carey, Bainbridge Island High School**



**Objectives:** At the completion of this lesson, the students will be able to:

1. Identify the major societal, cultural, political, and economic factors contributing to the spread of AIDS in South Africa.
2. Create a PowerPoint presentation depicting the impact of HIV/AIDS. (This can also be accomplished on paper/notes instead.)

**Suggested Grade Levels:** 9-12 (deals with mature subject matter)

**Time:** Two 50-minute class periods

**Suggested Subjects:** World History, World or Human Geography, Contemporary World Issues, Health (or other HIV/AIDS related curriculum), Sociology, Anthropology, Politics, Government, and International Relations

**Materials:**

- ◆ PowerPoint display access
- ◆ Photocopied reading materials:  
    McGeary, Johanna. "Death Stalks a Continent." *Time Magazine*, 12 February 2001.

**Instructional Procedures:**

1. Begin by showing the PowerPoint/mini-lecture overview, which is electronically attached to this lesson plan, or print out the power point presentation and make overhead transparencies of the slides. Instruct students to take notes. Specifically, discuss HIV/AIDS in South Africa in the context of what government officials, health clinics, community members, and activists are or are not doing about it. Also ask and discuss what still needs to be done to combat HIV/AIDS in South Africa.
2. Organize the students into five groups. Have each group be responsible for a section of the TIME article, "Death Stalks a Continent": "*The TB patient*", *The Outcast*", "*The Truck Driver*", "*The Prostitute*", or "*The Child in # 17*". Instruct each group to respond to the following questions from their "person's" perspective.
  - Describe the population group in South African society that this person represents.
  - Highlight two powerful quotes from the reading and prepare to share them.
  - Explain how this person contributes to the AIDS epidemic in Africa.
  - Come up with a solution or way to prevent the spread of this type of AIDS patient.
3. Ask each group to share their answers with the class. [Note to Teacher: This can be done as informal discussion or as a student PowerPoint production.]

4. Draw a chart on the board or overhead listing the following four categories: societal, cultural, political, and economic. If doing a PowerPoint, create a template that students can use for their power point presentations. Have students list factors of each category that their “person” represents that contribute to the spread of HIV/AIDS. Have students in each group work together to depict this information in an informational PowerPoint presentation.

**Extensions:**

1. Present projects one evening as a community awareness forum.
2. Have students create a bibliography of related articles and resources.

**BIBLIOGRAPHY:**

McGeary, Johanna. “Death Stalks a Continent.” *Time Magazine*, 12 February 2001.

McNeil Jr., Donald G. “South Africa’s Small Warrior Against AIDS Dies Quietly.” *The New York Times*, 2 June 2001 <[www.nytimes.com](http://www.nytimes.com)>.

United Nations. “In its first meeting of 2000, the Security Council focuses on ‘The impact of AIDS on peace and security in Africa’.” UN News Documents (10 January 2000). 30 May 2002 <[www.un.org/news/dh/latest/scafrica.htm](http://www.un.org/news/dh/latest/scafrica.htm)>.

Whiteside, Alan and Clem Sunter. AIDS: The Challenge for South Africa. Human & Rousseau: Cape Town, 2000.