

Five smiling children sitting on a dirt mound.

# circle of friends

An educational resource about a circle of friends in Malawi and how their community faces the challenges of HIV and AIDS.

This resource supports curricula in grades 4–8 language arts and social studies.

## Introduction

HIV is not just another virus; it's one of the key issues facing our world today. How do we make sense of the HIV pandemic with students who will increasingly face its impacts in their own lives and lifetimes? The *Circle of Friends* resource explores the social and economic impacts of the HIV and AIDS crisis on children in Malawi. The stories of these families bring a human face to the issue and help students experience how people are responding to HIV and AIDS. *Circle of Friends* is suitable for elementary school audiences (grades 4–8)

Additional educational resources on HIV and AIDS available through World Vision Canada:

### **Strength to Strength** (20 minutes)

This video and study guide focus on two youths from Malawi affected by AIDS, and three young people living with HIV in Romania. *Strength to Strength* is appropriate for grades 9–12.

### **Breaking the Silence**

This toolkit, slide show and Flash presentation teach students about the silence and stigma that accompany HIV and AIDS as well as the need to break this silence. *Breaking the Silence* is appropriate for grades 7–12.

To order these or other educational resources, visit [worldvision.ca/resources](http://worldvision.ca/resources).

---

World Vision Canada is grateful to Development Education of World Vision New Zealand for allowing these resources to be adapted for Canadian use.

This educational resource was produced by World Vision New Zealand and adapted by World Vision Canada. The *Circle of Friends* video was produced by Exposure International.

© World Vision Canada, 2006.

Writers: Alison Squires, Sarah Hutchison  
Editor: Doug Blackburn  
Copy Editor: Deanna Dority  
Design: World Vision Creative Solutions

DVDs may be reproduced only with the written permission of World Vision Canada.

10204-3935

## Using this Guide

### Suggested audience

This study guide accompanies the *Circle of Friends* video. The *Circle of Friends* resource supports curriculum expectations in language arts and social studies curricula for grades 4–8. The language used in this guide reflects a classroom setting, but many activities are suitable for less formal settings. An optional Christian activity is included for use in appropriate settings.

### Learning outcomes

Through the *Circle of Friends* video and study guide, students will

- learn about the demographic, economic and social aspects of Malawi
- use reading comprehension strategies to draw meaning from various texts
- learn about and discuss the impacts of HIV and AIDS on communities and families
- work constructively in groups to produce a radio show

### Leader preparation

View the *Circle of Friends* video and review the lessons in this study guide.

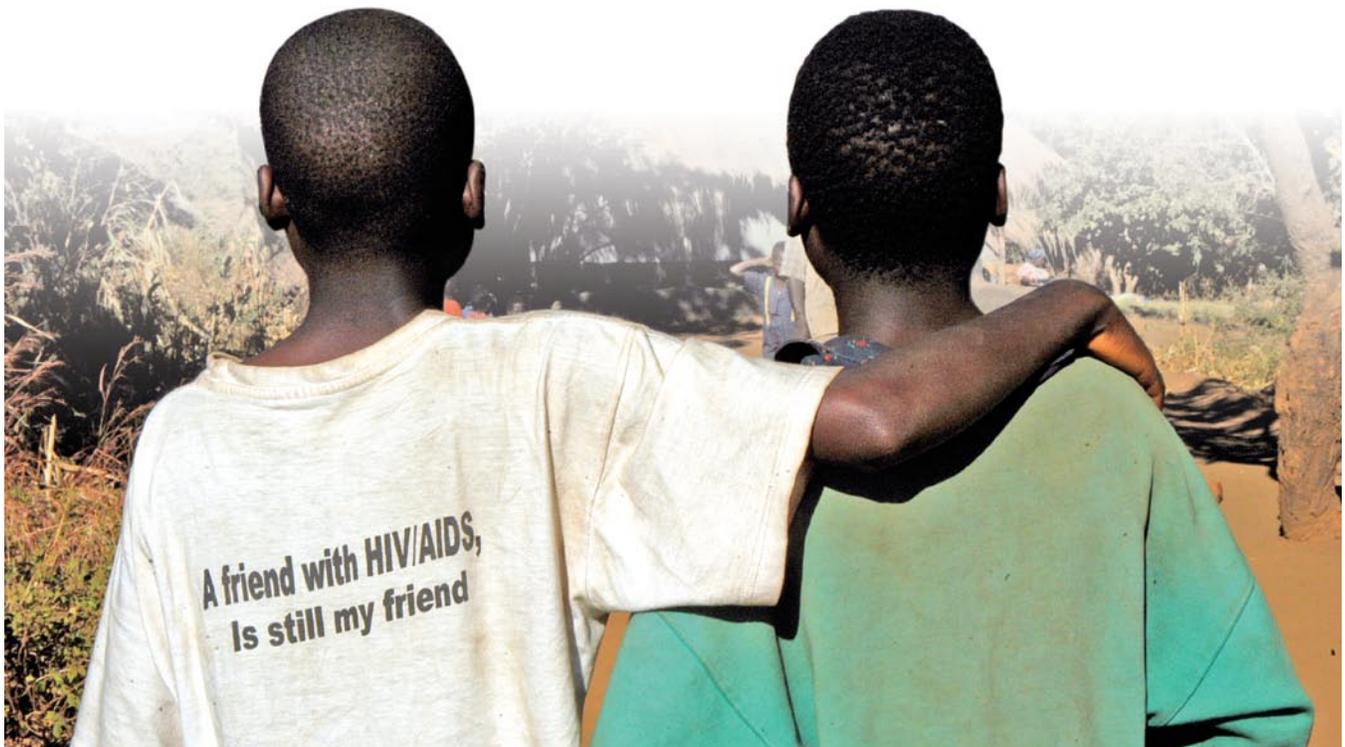
While the activities can be taught in sequence, it's possible to do fewer activities based on time availability and class objectives. For each activity, the Preparation section describes how the leader can prepare to facilitate the activity.

### Materials needed

Television and DVD player; photocopied handouts; paper and pens; pencil crayons; chart paper; scissors; masking tape; glue; Post-its and atlases/maps (optional)

### Time required

Approximately 40 to 50 minutes per activity.





## Overview of the Activities

### Previewing activities

Photo Puzzler .....	5
About Malawi .....	6

### Viewing activity

Showing the <i>Circle of Friends</i> Video.....	7
---	---

### Post-viewing activities

Impacts on Families.....	8
Taking Action in Nthondo .....	9

### Summative activity

Nthondo Radio .....	10
---------------------	----

### Optional Christian activity

A Loving Global Community.....	11
--------------------------------	----

### Student Worksheets and Reproducible Masters

Anticipation Guide .....	12
Meet Jessie.....	13
Meet Chimwemwe and Lute.....	14
Meet Benson and Benwell .....	15
Photo Captions.....	16
About Malawi .....	17
Family Scenario .....	18
Nthondo News.....	19
Radio Broadcast Rubric .....	21

### Appendices

Background Information on HIV and AIDS .....	22
HIV and AIDS Fact Sheet .....	24
Feedback Form .....	25

## Photo Puzzler

Use this activity as a group-forming exercise, or simply distribute photos to pre-arranged groups and begin from the Instructions section below.

### Students will

- draw meaning from photographs
- use prior knowledge and experiences to make inferences
- work constructively in groups

### Preparation

- Photocopy photos 1–8 (in the *Circle of Friends* Photo Pack at the back of this study guide)
- Cut photocopies into puzzle pieces (so there is one piece per student)
- Collect enough markers, chart paper, masking tape and glue for 8 groups

### TO BEGIN

Distribute one photo puzzle piece to each student. Explain that the puzzle pieces form eight different photos. The objective is for each student to find the others who have pieces that match up with theirs. Allow students to move around the room.

When groups have formed, distribute chart paper, tape, glue and markers. Instruct students to put their puzzles together and glue them to the centres of their chart paper.

Distribute intact versions of the photos to the respective groups for their reference.

### INSTRUCTIONS

Instruct each group to study their photo carefully. Students brainstorm questions that they have about what is happening in the photo. Tell them to write these questions on the chart paper and draw arrows to the detail(s) in the photo that relate to each question.

Using details and clues from the photo, their knowledge and experience, and ideas formed during their initial questioning of the photo, students are to form hypotheses about the people, places and activities in the photo. Draw their attention to the following questions on the board (or on an overhead transparency) to guide their discussion:

### Discuss in your group:

- Who do you think the person(s) in the photo is/are? (e.g., teacher, caregiver)
- Where do you think this photo was taken?
- What do you think is happening?

Students complete their group discussion and reach a consensus on one hypothesis that answers the above questions. This hypothesis is recorded on the chart paper.

Once completed, post the chart paper around the room and encourage students to circulate and view the other photos and group hypotheses.

Explain that these photos give a glimpse into the lives of a circle of friends in Malawi. As students complete the remaining activities and view the *Circle of Friends* video, they will learn more about the people they see in the photos.

Note: Keep completed projects for post-viewing activity, *Impacts on Families* (p. 8).

## About Malawi

Explore the country of Malawi, also called the “Warm Heart of Africa,” before viewing the *Circle of Friends* video.

### Students will

- explore the location and general demographic, economic and social aspects of Malawi
- use reading comprehension strategies to draw meaning from a text

### Preparation

- Photocopy the Reproducible Master “About Malawi” for half of the class
- Collect pencil crayons (one set for every two students)
- Collect four sheets of chart paper and markers
- Collect one world map or several world atlases (optional)

## INSTRUCTIONS

Organize students into pairs. Explain that the photos they previously explored and formed hypotheses about were taken of people living in a rural community in Malawi. Point out Malawi on a map or have students work with their partners to locate it in an atlas.

Distribute a copy of “About Malawi” and pencil cray-



ons to each pair. Working in pairs, have students read alternate paragraphs aloud to one another. When finished reading, have students

- circle information in the paragraphs that describe aspects of Malawi’s geography (e.g., climate) in red
- draw boxes around information that describes Malawian people and culture (e.g., demographics, education, health) in blue
- underline information that describes Malawi’s economic characteristics (e.g., industries) in green
- double-underline information that describes Malawi’s history in orange (e.g. political history)

When students are finished, regroup as one class to organize the information into four charts under the headings Geography, People and Culture, Economic Characteristics and History. Record the students’ ideas on the appropriate chart paper as they share aloud the information they selected for each subject. Display the charts in the classroom for the remainder of the unit, allowing students to continually refer and add to them.

## DISCUSSION

Explore what aspects of Malawi were of particular interest to students. Ask students what they wish to know more about and what they found particularly surprising about this African country. Remind them that they will learn more about Malawi through the stories of five children and that the video will focus on the ways the children’s community has been affected by HIV and AIDS. Facilitate a brief discussion that explores what students already know about HIV and AIDS. Use the Background Information on pages 22 and 24 to add to the discussion.

## EXTENSION

Optional mathematics activity: Students decide how to graphically represent the information they learned after reading “About Malawi”. For example, students could create a pie graph to demonstrate that 40 per cent of adults in Malawi cannot read or write. When complete, students share and display their graphs around the room.

## Showing the Circle of Friends Video

This activity can be used on its own or with the other activities in the study guide.

### Students will

- connect personal knowledge and experience with issues raised by the video
- inquire and form opinions about topics in the video that matter to them

### Preparation

- Preview the Circle of Friends video (15 minutes) and cue it for student viewing
- Photocopy a class set of the Student Worksheet “Anticipation Guide” (p. 12)

### BEFORE VIEWING

Explain to students that the video they are about to watch concerns a circle of friends living in a rural community in Malawi, Africa. The story shows how community members are affected by HIV and AIDS and the strategies they use to cope with this disease.

Organize the students into pairs. Distribute one copy of the Anticipation Guide to each student. Instruct

students to first complete this worksheet *individually*. Students will read each statement, decide whether they “agree,” “disagree” or “don’t know” in response to the statement and circle the appropriate answer in the “Before Viewing” column.

Then, with their partners, have them share their responses with one another to see where their answers are the same or different. Encourage discussion where their opinions differ.

View the video together.

### AFTER VIEWING

After viewing the video, have students complete the “After Viewing” column of their Anticipation Guide individually. Then encourage partners to share their responses and discuss whether any of their opinions changed as a result of the video.

### DISCUSSION

Review and discuss students’ observations and opinions on the topics raised by the video. Use the suggested discussion starters below.

- Did your opinions change as a result of watching the video? If so, on which topics? Why?
- What, if anything, surprised you about Nthondo?



## Impacts on Families

Students explore stories and photos to examine the impact of HIV and AIDS on families in Nthondo.

### Students will

- use reading comprehension strategies to draw meaning from a text
- work constructively in groups

### Preparation

- Make 8 copies (one per group) of the Student Worksheet “Photo Captions” (p. 16)
- Make 8 copies (one per group) of the Student Worksheets “Meet Jessie” (p. 13), “Meet Chimwemwe and Lute” (p. 14) and “Meet Benson and Benwell” (p. 15)
- Collect scissors
- Collect Post-its
- Prepare chart paper with the title “Impacts on Nthondo” and hang at the front of the room

### INSTRUCTIONS

Organize students into the same groups in which they worked for the Photo Puzzler activity. Instruct groups to collect their chart paper with the hypothesis they had formed about one of the photos from the *Circle of Friends* Photo Pack. Distribute one set of the photo captions to each group.

Explain to students that their first task will be to match their photo with the caption that best describes what is happening. Students cut out and glue the correct caption onto the bottom of their chart paper.

Invite each group to briefly share their photo and accompanying caption with the class. Encourage students to share their hypothesis and compare it with what they later determined was happening in the photo.

Discuss the meaning of “impact” with the class. Use

the example from the video below to help with your discussion.

**Impact:** the effect of one thing on another.

**Example:** As a result of AIDS, many parents in Nthondo have died and children have been left orphaned. This impact has had further impacts on the community.

Explain that the next task for each group will be to identify and record how AIDS has had an impact on Nthondo and the families that live there. Distribute one copy of “Meet Jessie”, “Meet Chimwemwe and Lute” or “Meet Benson and Benwell” to each group.

In their groups, students read through the story and underline the impacts of AIDS (or evidence of an impact). Suggest that students think about what has changed for the community because of AIDS. Students also identify the evidence of an impact of AIDS within their photo caption. Each time an impact is identified, the group records it in point form on a Post-it. Then groups place their Post-its on the “Impacts on Nthondo” chart at the front of the room.

### WRAP-UP

As a class, organize the impacts of AIDS on the chart so similar ideas are grouped together and emphasized. This will allow for the sharing of the key impacts identified by the groups.

## Taking Action in Nthondo

Students learn how Nthondo community members are tackling HIV and AIDS head-on.

### Students will

- learn about preventive and responsive community actions for dealing with HIV and AIDS
- work constructively in groups to reach a consensus

### Preparation

- Photocopy (one per group of 3 to 5 students) the Student Worksheet “Family Scenario” (p. 18)
- Collect chart paper and cut each sheet in half, lengthwise (one half for each group)
- Collect markers, scissors and glue
- Photocopy (one per group) the Reproducible Master “Nthondo News” (pp. 19–21)

### INSTRUCTIONS

Organize students into groups of 3 to 5 students. Distribute one copy of the “Family Scenario”, one half-piece of chart paper, markers, scissors and glue to each group.

Instruct students to reproduce the continuum at the top of the “Family Scenario” worksheet along the length of their piece of chart paper. Then have them cut out each card and decide together where it should be placed on the continuum.

Once a consensus is reached, have them glue the cards onto the continuum. Every group will likely organize the cards in a different order. It’s not important that they all follow the same order, rather that they understand that without interventions, HIV and AIDS will cause increasingly severe impacts for families and their community. Reinforce this point with the class after having them share their results.

As a class, discuss what interventions or actions can be taken to deal with the spread of HIV. Some of the actions will be **preventive** (to prevent the spread of HIV), while others will be **responsive** (care and sup-

port for people affected by AIDS). Discuss the difference between these two types of actions. Ask students to recall from the video examples of actions being taken in Nthondo. Explain that they are going to learn more about what is being done.

Distribute a copy of “Nthondo News” to each group. Instruct students to cut out each *Nthondo News* article and decide as a group where on their continuum it would be appropriate for the intervention to occur. For example, peer education groups that teach how HIV is spread are used as a preventive measure, so this item would fit before the parents become infected with HIV as a way to prevent the spread of the disease. When a consensus has been reached regarding the placement of all the news articles, have them glue them onto the continuum.

### WRAP-UP

Have the groups share their continua with their peers. Discuss how the programs in Nthondo are working to both prevent the spread of HIV and care for and respond to the needs of the community members who have already been affected by the disease.

### EXTENSION

Encourage students to think about ways they can help combat the spread of HIV. Brainstorm ways the class can take action (e.g., send e-mails to the Prime Minister in support of increased funding for HIV and AIDS programming in high-incidence countries, raise funds for community-based initiative such as World Vision’s prevention, care and advocacy programming). Then commit to one action as decided on by the class.

## Nthondo Radio

**Students have fun communicating what they have learned through a radio program.**

### Students will

- use instructions to plan and organize work
- communicate creatively what they have learned about Nthondo and HIV and AIDS
- work constructively in groups to produce a radio show

### Preparation

- Photocopy a class set of the Reproducible Master “Radio Broadcast Rubric” (p. 21)
- Prepare a radio broadcast to model your expectations for the students (optional)

## INSTRUCTIONS

Organize students into groups and explain that they are to create a radio broadcast that communicates what they have learned about Nthondo and HIV and AIDS.

Brainstorm with students about the components of a typical radio broadcast (e.g., news segments, commercials, interviews, documentaries) and make a list. Instruct students to create a radio program that includes at least three of the components listed.

Each group should imagine that they are broadcasting in Nthondo. They can interview community members of Nthondo, create public service announcements that educate about HIV and AIDS and report on new community programs or initiatives. The content of the program should not just centre on the realities of HIV and AIDS, but also reflect the diversity and vibrancy of the community, as this would be more realistic. Students can be encouraged to do research on Malawian culture to enhance the content of their broadcasts.

Distribute copies of the “Radio Broadcast Rubric” and discuss your expectations with students. Set an

expectation for the length of the program and assign a deadline.

If time permits, model an example of a radio broadcast with other staff members for fun!

### WRAP-UP

When the groups are ready, have them perform their broadcasts for their classmates. Consider having students also perform their broadcasts for other classes (or over the school PA) to share what they have learned about Nthondo and HIV and AIDS.



## A Loving Global Community

Participants learn that God challenges us to love others as God has loved us.

### Preparation

- Collect scissors, markers, glue and coloured paper
- Prepare squares (one per person) of white paper for a paper quilt; each square should measure approximately 20 x 20 cm

### References

- John 15:12
- Matthew 25:31–40

### INSTRUCTIONS

Refer to the previous activities to highlight how community members in Nthondo are helping one another deal with the impacts of HIV and AIDS. Discuss how these actions are expressions of love for the other members of their community. Talk about ways your school or church community shows love to others around you. Then introduce the idea of a global community where we are all responsible for caring for our neighbours, whether they live close to us or far away.



Help everyone recognize that just as God loves us, God wants us to love one another. Explore John 15:12 and Matthew 25:31–40. Talk about how loving others means helping them when they need help. Discuss how helping others is an expression of love for not only them, but for God as well.

Talk about how HIV and AIDS brings challenges and hardships for families and communities. Discuss how people who are affected by HIV and AIDS need the loving support of others.

Ask:

- How can we show love for people who have been affected by HIV and AIDS?
- What can we do to encourage others to show love to these neighbours?

Brainstorm a list of answers to these questions as a large group or in partners. Encourage each person to choose an action or gesture that they prefer from the list.

Distribute scissors, markers, glue, coloured paper and one white square to each participant. Explain that each person is going to illustrate the action or loving gesture they have chosen on the white square. They can use any of the supplies to decorate the square however they wish. When everyone has finished, each square will become a “patch” in a loving global-community quilt. All the patches will be put together to form the quilt. This quilt can hang in your classroom or church as a reminder to show love to others who may need help.

### EXTENSION

Encourage the group to choose one of the actions or loving gestures that can be undertaken together and commit to doing that action as a group.

## Anticipation Guide

Before viewing the video *Circle of Friends*, circle “agree,” “disagree” or “don’t know” for each statement in the “Before Viewing” column. After you watch the video, circle the appropriate statement in the “After Viewing” column. Check to see if your opinion has changed.

Before Viewing	Statement	After Viewing
Agree / Disagree / Don't Know	Children who live in Malawi, Africa, have very different goals in life from children who live in Canada.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	There is no reason why children should have to both work and go to school.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	AIDS only affects the people who have it.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	Doctors and medicine are available for everyone.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	Getting an education is one of the most important ways to make sure we get jobs.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	One of the biggest challenges is to care for children orphaned by AIDS.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	One of the most important roles of a parent is to teach his or her children new skills.	Agree / Disagree / Don't Know
Agree / Disagree / Don't Know	Nothing is being done about HIV and AIDS in Africa.	Agree / Disagree / Don't Know

## Meet Jessie

Jessie is 11 years old. She is in Grade 7 and often gets the highest mark in her class on exams. She enjoys singing, playing netball and playing games like hopscotch and handball with her friends.

### Her family

Jessie lives with her mother, Veronica, her brother, Gift, who is five, and her sister, Theresa, who is two. Their home is about one kilometre away from Jessie's school.

About two years ago, when Jessie was 10, her father died from AIDS. "Things changed after my father died. Mom had to spend the money they had saved on hospital costs," recalls Jessie.

When her father was healthy, the family was very successful and they had plenty of crops to sell. They owned a small grocery stall run by her father and a tea shop run by her mother. Now her mother is a widow, looking after the family on her own.

### Helping out

Jessie and her mother do casual labour on other people's land. Even though they work hard, they don't earn enough to meet their basic needs. Jessie's mom has to do the work her husband used to do and she needs Jessie to help her take care of the family. "I never used to do so many tiring tasks, but now I have to do many things that I think maybe I shouldn't do," says Jessie.

Every day, Jessie does household chores such as sweeping, fetching water, cooking, doing the dishes and working in the garden. She also looks after her brother and sister. Sometimes Gift goes to a childcare centre at a nearby church. He gets an extra meal and has fun playing games and learning skills for starting school.

A few months ago their mother was admitted to hospital, so Jessie looked after her siblings and did all the



chores. There was almost no food in the house and it was a very difficult time for all of them. These days, when they have difficulties, they get help from World Vision for things like household supplies and school. Jessie's mom also gets paid for the work she does making tiles for the school roof.

### Her plans

Jessie wants to get a good education and become a doctor. "I really want to help people when they are sick—giving them medicine, even giving them food. I want to see a person who is really suffering get help. I want to give back their life."



## Meet Chimwemwe and Lute

**Chimwemwe is 12 years old and in Grade 6. Her sister Lute is 10 and in Grade 5. They have fun playing netball and hopscotch with Jessie and their other friends.**

### Their family

Chimwemwe and Lute have a younger brother, Pemphero, who is five. They live with their grandmother Matilda and their house is about a two-hour walk from their school. The children's older sister, Miriam, is in high school and is away at boarding school.

Their parents died of AIDS when Pemphero was a baby and before the girls had started school. So the children are orphans because they have no parents.

After their mother died, they had almost nothing because their family's money and land went to their father's relatives when he died. Their maternal grandmother didn't expect her daughter to die so young. Now she has three grandchildren to look after and she has very little money or food. The maize they grow doesn't last the whole year, so often they miss out on breakfast and have to go to school hungry.

Miriam only comes home on holidays. World Vision is paying her school fees to help her get a good education. She will eventually become the main provider for her family, so she needs skills to earn a living. Chimwemwe misses her older sister a lot and looks forward to her coming home and caring for them.

World Vision also gives their grandmother some household supplies. Sometimes Pemphero isn't well, so it really helps that he goes to childcare where community volunteers feed the children and check on their health.

### Helping out

Chimwemwe and Lute do everything they can to help their family. They earn money working in other peo-



ple's gardens, harvesting and carrying maize for them. They also collect firewood and leftover maize to sell. At home they do chores, which include cooking, washing the dishes, fetching water from the pump and pounding maize into flour. On the weekend and during school holidays, when they have more time, they save money by pounding the maize at home first so it costs less to finish the job at the flour mill.

### Their plans

Chimwemwe would like to become a teacher because it's important to learn how to read and write. Lute thinks she would like to become a doctor and treat patients.

### How to pronounce their names

Chimwemwe	Chim-way-way
Lute	Loo-tay
Pemphero	Pem-pear-o



## Meet Benson and Benwell

**Benson and Benwell are 14-year-old identical twins, but you can tell them apart because Benson has just had a haircut. They are in Grade 7. Benwell enjoys agricultural and science subjects, while Benson likes English and science. They both love playing soccer and are best friends.**

### Their family

Benson and Benwell live with their mother, Margaret, who is a widow. Their house is quite close to their school. The boys have three brothers and four sisters; most of their siblings are older than them.

Their mother is the secretary for the district AIDS committee and is often away from home attending meetings and sharing information. One of their brothers helps the family by growing maize, tobacco plants and keeping livestock. Another brother and sister live with someone else.

The twins' father died because of AIDS 18 months ago when they were 12. He used to be a village leader and successful farmer, leasing 20 hectares of land for growing maize, tobacco and peanuts. Now they only have a small garden to cultivate. Their father showed them how to grow crops, build a hut and make ropes from tree bark. He also taught them math and English. They were close to him and miss him a lot. "Previously, he was our guide, our leader," remembers Benwell. "But now we have to do these things on our own."

### Helping out

Benson and Benwell are used to taking care of things around the home. They sweep up outside, heat water for bathing, make tea and banana bread for breakfast, and look after the chickens and goats. After school they work in their garden, watering the vegetables and looking after the banana palms. They sell some of the vegetables door to door or at the trading centre, and use the money they earn to buy extra things like soap. They also hunt for small animals, such as rabbits.



"We now have so many responsibilities," says Benwell. "Many things that our father used to do, or we used to do together, we now have to do ourselves if we are to survive."

### Their plans

Benson and Benwell have a positive attitude. They work hard and help each other keep up with their homework. When the boys finish school, Benson wants to get a job as district commissioner and Benwell wants to be a truck driver so he can travel to other countries.



## Photo Captions

Cut out the photo caption that best describes what is happening in your photo and glue it onto the bottom of your chart paper.

### Caption

Chimwemwe visits her parents' grave with her family for the first time. It's a sad occasion, reminding them of their loss and difficulties. There are many small cemeteries like this around villages in Nthondo because so many parents have died from AIDS.

Benwell and Benson are studying plant nutrients and soil in agriculture class and the life cycle of the housefly in science. They do their school work in English. With no electricity or windows, it's too dark inside to read. They miss their father, who used to teach them lots of things and help them learn English.

This Grade 2 class learns to write in their language, Chichewa. Their parents are helping make concrete tiles needed to finish the classroom roof. There is a teacher shortage because of AIDS, so classes may have up to 90 students. Some schools have to teach outside because there are not enough classrooms with desks and chairs.

Jessie and her classmates perform an anti-HIV song that helps people learn how to prevent the virus from spreading. All community events include music, and because HIV is such a big issue, everyone remembers the words.

Cooking takes awhile when you first have to collect wood to build your fire. Benson and Benwell have a pot of water on the fire to boil. They also sweep around the house, do the dishes, look after livestock, wash their clothes and work in the garden.

Community volunteers run a childcare centre for orphans and vulnerable children. The preschoolers get a meal, play games and prepare for school. The volunteers check the children's health, too. If parents are sick or working, they send their children here two mornings a week, so older brothers and sisters can stay in school.

Chimwemwe and Lute earn some extra money or food to help their family survive. They work for other people after the maize harvest, removing husks from the cobs. Their grandmother can't provide for all of their needs.

On weekends and holidays, Lute and Chimwemwe pound maize kernels in a wooden bowl to make flour. It takes a long time and is hard work. If they do some of this pounding by hand, then they might have enough money to finish the grinding at the flour mill.

## About Malawi

Malawi is a beautiful place, nicknamed the “Warm Heart of Africa” because the people are so friendly. Tourists visit Malawi to see its national parks where there are leopards, elephants, zebras and other animals.

The country is home to about 12 million people, with 90 per cent of them depending on agriculture to make a living. The main crops are tobacco, sugar cane and tea. There are tobacco, tea, cement and cotton factories in Lilongwe and Blantyre cities.

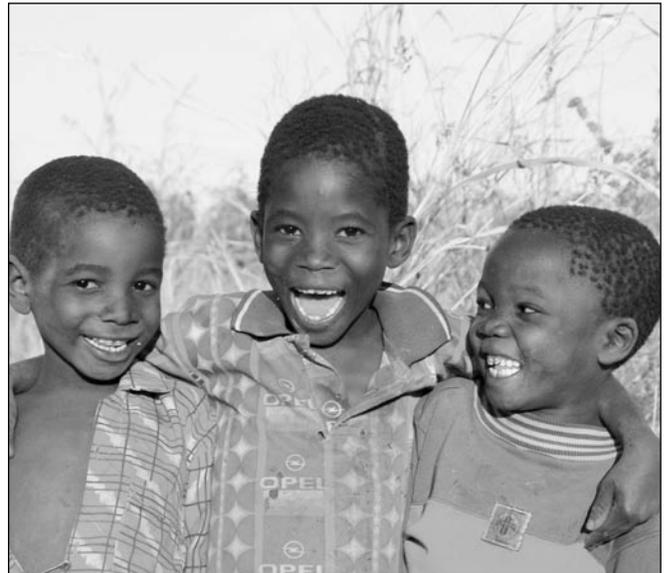
Malawi is a very poor country. Most people live in rural areas, growing enough maize to feed their families plus a little extra to sell.

There are two seasons each year: a wet season from November to March, and a dry one from April to October. For four months during the dry season there is no rain at all, so farmers can usually only plant and grow their crops during the wet season. Some years when the rains hardly come at all, there is a drought, so the maize crops fail.

The country has had a long drought in recent years, with up to 25 per cent of the population experiencing food shortages for six to nine months of the year.

There are a number of health risks in Malawi. Hunger, protein deficiency and diarrhea cause many problems, especially for young children. Many people get sick because they don't have clean drinking water. Mosquitoes carry the disease malaria, which causes ongoing chills and fevers. Malawi's main health problem is HIV and AIDS, which affects 15 per cent of the population.

Newspapers are published in the main cities, but about 40 per cent of adults cannot read or write.



There are more than 2.6 million radios tuning in to 15 radio stations. The main language spoken in Malawi is Chichewa, but most people who have been to school can speak some English.

Religion is important to people in Malawi; around 90 per cent of the population goes to a church or a mosque.

Most of the countryside has no electricity, so people use firewood for cooking. Mobile phones outnumber telephones, because the telephone system is limited to towns. People who work in offices in the cities use computers.

Malawi was ruled by Britain from 1878 until 1964. In 1964, the country gained its independence from Britain and was ruled by a dictator, President Hastings Kamuu Banda. In 1994, it became a democracy with an elected government and elections held every five years.



geography



people and culture



economic characteristics

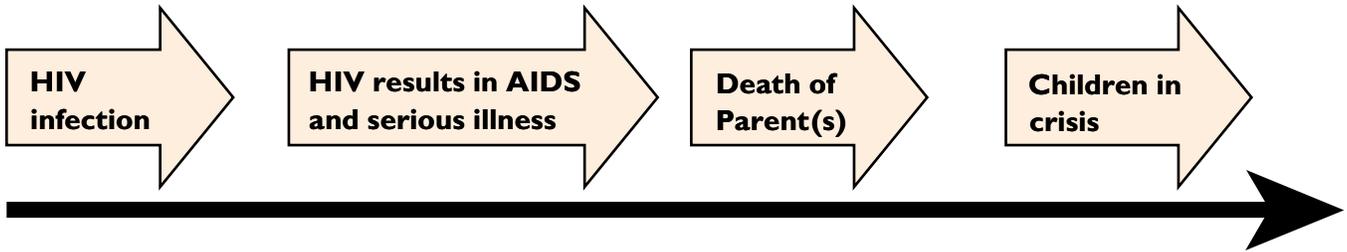


history

## Family Scenario

Cut out the cards. Copy the continuum below on your half-piece of chart paper. Place the cards in an appropriate order along the continuum.

Create this continuum on chart paper:



Cut out these cards:

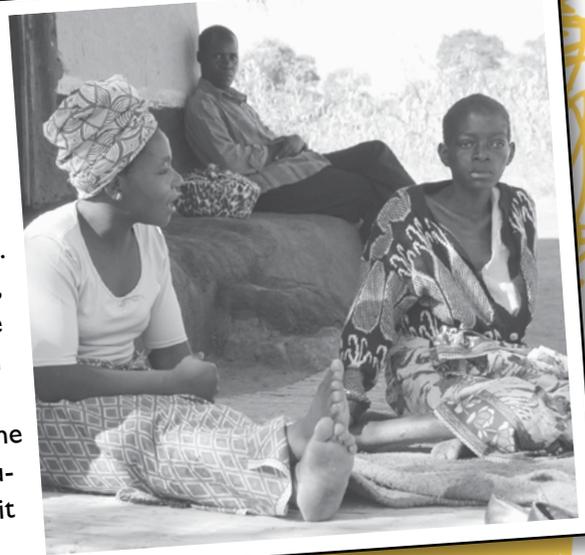
<p>The family struggles to grow or buy enough food.</p>	<p>Parents become increasingly ill and older children must take on tasks to help.</p>
<p>Without guidance from parents, the children lack the skills to look after the family's land and home.</p>	<p>Orphans lack the skills and education to improve their situation.</p>
<p>Parents become infected with HIV.</p>	<p>It becomes clear that the parents are sick, so the family may be shunned or mistreated by others.</p>
<p>Other people may take the orphan's land and home.</p>	<p>Fear about an illness may mean that parents don't seek treatment.</p>
<p>Children withdraw from school when they can't afford school fees and they are needed to work for the family.</p>	<p>One or both parents die and relatives may not be able to look after the children.</p>

## Nthondo News

Cut out each news article below. Decide where it would have the greatest impact on your continuum if the family in your scenario benefited from the program/action described. Then glue the news articles onto your continuum when your group has reached a consensus about their placement.

### Getting on with life

Nthondo People Living with HIV and AIDS is a group of people living openly with the virus, with support from World Vision. More than just a self-help group, its members have helped people overcome stigma and denial and have increased the number of people going for HIV testing. The members conduct outdoor education campaigns, as well as visit and care for the sick.



### Caring for the sick

Under the direction of village and church leaders, volunteers have formed groups of home-based caregivers. These groups visit and care for the sick and offer practical support for other family members, such as doing the washing and providing food.



### Skills training for orphans

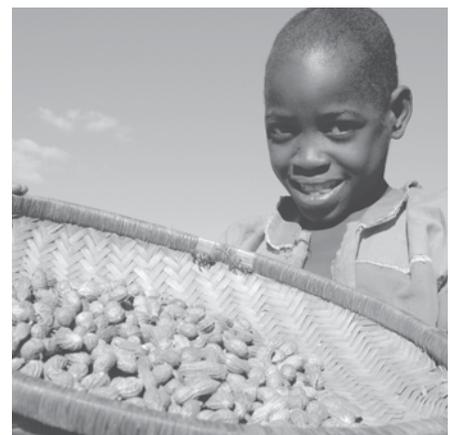
World Vision places teenage orphans and young widows who are caring for children with local tradespeople. They provide skills training, such as tailoring, carpentry and joinery, and bricklaying. These skills enable them to earn an income and live an independent life.

### Feeding the children

Imaginative community efforts, authorized by village and church leaders, have resulted in volunteer women's groups providing food and education to orphans and vulnerable children at childcare centres.

### Income-generation schemes

Maize seed and fertilizer, potatoes, peanuts and soybeans have been distributed to the Nthondo People Living with HIV and AIDS group, families hosting orphans and vulnerable children, and home-based care groups. These new crops increase food availability and household incomes because families sell the surplus at the market.



## Peer education for young people

World Vision staff has trained 30 teenagers from local youth clubs in life skills and health education. They in turn educate their peers on HIV and AIDS awareness and prevention, promoting practices and behaviours that reduce the spread of HIV.



## Training others in the fight against HIV and AIDS

Village leaders, church leaders, traditional birth attendants and traditional healers are key people in the fight against HIV and AIDS. World Vision staff has provided training and education to enable them to make a difference in their community. Community events now include drama and choir productions with HIV prevention messages and the distribution of printed materials about the virus.

## Keeping young people in school

Bursaries for a secondary education pay for the school fees of vulnerable young people affected by HIV and AIDS. They would otherwise drop out of school because their parents or relatives are unable to pay the tuition. World Vision raises the funds through child sponsorship and donations from supporters in developed countries.

## Community gardens

More than 100 community gardens have been established to produce food for orphans and vulnerable children, home-based care patients and people living with HIV and AIDS. Volunteers grow and distribute the food. World Vision has added to their efforts by providing seeds and tools.

## Voluntary testing and counselling

Until recently, it was impossible to perform blood tests for HIV in Nthondo. However, the donation of two refrigerators by World Vision has changed all that. The blood samples can now be preserved while waiting to be dispatched to the district hospital's laboratory for testing. People may choose to have the test and receive counselling if necessary.

## Radio Broadcast Rubric

Name: \_\_\_\_\_

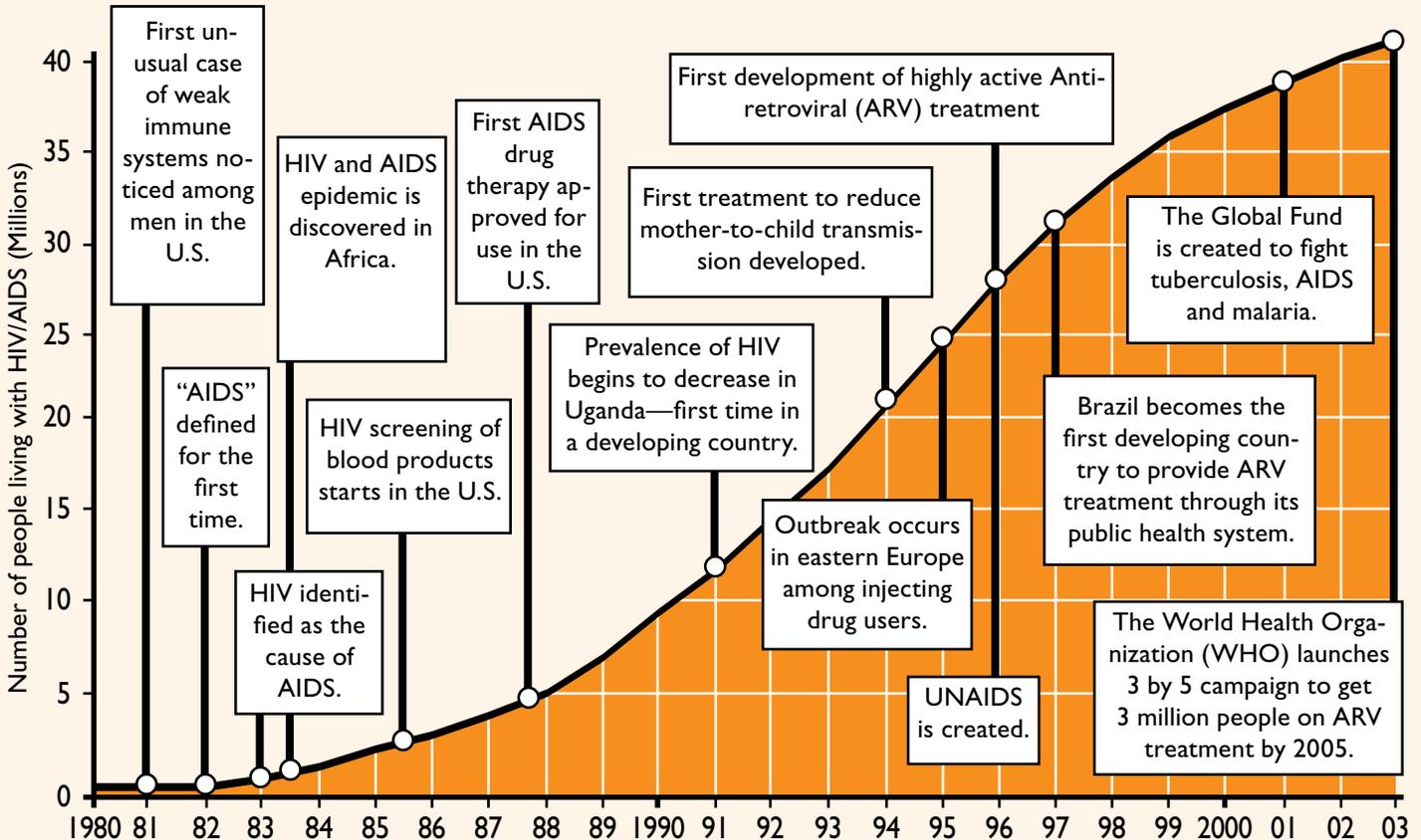
Criteria	Level 4 (80 – 100%)	Level 3 (70 – 79%)	Level 2 (60 – 69%)	Level 1 (50 – 59%)
<b>Content</b>	Student clearly demonstrates a thorough understanding of Nthondo and the impacts of HIV and AIDS on that community.	Student demonstrates a good understanding of Nthondo and the impacts of HIV and AIDS on that community.	Student demonstrates some understanding of Nthondo and the impacts of HIV and AIDS on that community.	Student demonstrates a limited understanding of Nthondo and the impacts of HIV and AIDS on that community.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have benefited from a few more rehearsals.	Student is somewhat prepared, but it's clear that rehearsal was lacking.	Student does not seem at all prepared for presentation.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Is co-operative.	Often listens to, shares with, and supports the efforts of others in the group but is sometimes difficult to work with.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is difficult to work with.
<b>Volume</b>	Loud enough to be heard by all audience members throughout the presentation.	Loud enough to be heard by all audience members at least 90% of the time.	Loud enough to be heard by all audience members at least 80% of the time.	Often too soft to be heard by all audience members.
<b>Staying in Character</b>	Stayed in character throughout the performance.	Stayed in character through almost all of the performance.	Tried to stay in character through some of the performance.	Acted in ways that were inappropriate.
<b>Overall Level:</b>				
<b>Comments:</b>				

## What is HIV and AIDS?

HIV attacks the cells that fight disease, thereby damaging the immune system. People who have the virus are known as HIV-positive. People who are HIV-positive may not get sick for up to 10 years. During this time, the virus slowly wears down their immune system until it can no longer fight disease. When the immune system is damaged, HIV-positive people can develop a condition known as AIDS (Acquired Immune Deficiency Syndrome). AIDS can lead to illnesses such as tuberculosis, pneumonia and skin cancer. These illnesses or other infections can take hold and eventually cause death.

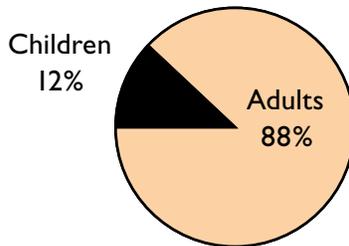
<b>H</b> uman	affects humans	<b>A</b> cquired	not born with or inherited
<b>I</b> mmunodeficiency	weakness of the immune system	<b>I</b> mmune <b>D</b> eficiency	weakness of the immune system
<b>V</b> irus	a type of micro-organism	<b>S</b> yndrome	a set of signs or symptoms that are common for a certain condition or disease

## The History of HIV and AIDS



## HIV and AIDS in Malawi

**Proportion of adults and children among the population living with HIV and AIDS in Malawi**



Malawi is one of the worst HIV and AIDS-affected countries of southern Africa, with the eighth highest adult prevalence rate in the world (15 per cent in 2001). The estimated number of people living with HIV and AIDS at the end of 2001 was 850,000.

HIV infection is increasing in younger age groups, particularly for women. Less than three per cent of people know their HIV status, despite high general awareness of HIV and AIDS.

Average life expectancy has fallen to age 42 in 2003, down from 47 in 1991. The ill health and loss of large numbers of the country's workforce is affecting productivity and harming the economy.

There is much social distress, as orphans, vulnerable children, widows and extended families struggle to cope with sickness and the cycle of poverty.

HIV and AIDS threatens Malawi's social networks, economic growth and political stability. It's causing an ongoing and deepening humanitarian crisis.

However, changes are starting to happen. Malawi has been successful in mobilizing resources for HIV control. In 2003, Malawi signed an agreement with The Global Fund to receive US\$196 million over the

next five years. The World Bank, through its Multi-Country AIDS Program (MAP), also approved US\$35 million over four years. The aim is to reverse the rapidly increasing spread of HIV in Malawi.

## HIV and AIDS in Nthondo

Evidence of the effects of HIV and AIDS is everywhere in Nthondo. Churches sometimes hold six funerals a week, and graveyards are expanding. When Malawi was hit by drought in 2002 and 2003, harvests failed and people went hungry. Those already weakened by AIDS didn't survive, and the number of orphans in Nthondo increased.

In Malawi, children are called orphans, whether they have one parent or no parents. In 1999, one village in Nthondo had five orphans under age five. Four years later, the same village had 100 orphans.

The problem will get worse before it gets better. Because 15 per cent of adults in Nthondo are HIV-positive, it's expected that there will be thousands of new orphans in need of care in just a few years.

### Nthondo Fact File

Population:	20,000
Number of villages:	157
Number of households:	4,500
Children under 15 years:	7,334
Number of orphans:	1,753
Households looking after orphans:	1,262
Home-based care patients:	337

## Ten Basic Facts about HIV and AIDS

### 1. AIDS is caused by HIV.

Acquired immune deficiency syndrome (AIDS) is caused by the human immunodeficiency virus (HIV), which damages the body's defence system. People who have AIDS become weaker because their bodies lose the ability to fight all illnesses. They eventually die. There is no cure for HIV or AIDS.

### 2. The onset of AIDS can take up to 10 years.

You can't tell by looking at a person that he or she is HIV-positive. The onset of AIDS can take up to 10 years from the time of infection. Therefore, a person infected with HIV may look and feel healthy for many years, but he or she can still transmit the virus to someone else. New medicines can help a person stay healthier longer, but the person will still have HIV and be able to transmit the virus.

### 3. HIV is transmitted through bodily fluids.

HIV is transmitted through the exchange of bodily fluids. Transfer may occur during all stages of the infection/disease. HIV is found in the following fluids: blood, semen (and pre-ejaculated fluid), vaginal secretions and breast milk. This means HIV can be transmitted through injected drug use, blood transfusions and from mother to fetus.

### 4. HIV is most frequently transmitted sexually.

HIV and AIDS are most commonly transmitted through sexual contact with an infected partner. That is because there is an exchange of fluids, especially where there are tears in vaginal or anal tissue, wounds or other sexually transmitted infections. Girls are particularly vulnerable to HIV infection because their vaginal membranes are thinner and more susceptible to infection than those of mature women.

### 5. People who have sexually transmitted infections (STIs) are at greater risk of being infected with HIV.

People who have STIs are at greater risk of being infected with HIV and of transmitting their infection to others. People with STIs should seek prompt treatment and avoid sexual intercourse, or practise safe sex (non-penetrative sex or sex using a condom) and inform their partners.

### 6. The risk of sexually transmitting HIV can be reduced.

Condoms and other "barrier method" birth control can reduce the risk of sexually transmitting HIV. They do not guarantee protection against HIV. You can get HIV through oral, anal and procreative intercourse or through sexual contact of any kind where there are open wounds or sores. Abstinence is the only 100 per cent effective way to protect yourself from sexually transmitted HIV.

### 7. People who inject themselves with drugs are at high risk of becoming infected with HIV.

HIV can also be transmitted when the skin is cut or pierced using an unsterilized needle, syringe, razor blade, knife or any other tool. People who inject themselves with drugs or have sex with drug users are at high risk of becoming infected with HIV. Moreover, drug use alters people's judgment and can lead to risky sexual behaviour, such as not using condoms.

### 8. Every person has the right to the highest possible standard of health and access to health and medical services.

Anyone who suspects that he or she might have been infected with HIV should contact a health worker or an HIV and AIDS centre to receive confidential counselling and testing. Access to adequate health services is a right, not a privilege! (Article 24 of the Convention on the Rights of the Child).

### 9. HIV is not transmitted through everyday contact.

HIV is not transmitted by hugging; kissing; shaking hands; casual contact; using swimming pools; toilet seats; sharing eating utensils, food or bed linen; mosquito or other insect bites; or coughing or sneezing.

### 10. Everyone deserves compassion and support.

HIV does not care about the colour of your skin, your religious beliefs, your sexuality, your age or your socio-economic standing—it's an equal-opportunity deadly virus! Discriminating against people who are infected with HIV or anyone thought to be at risk of infection violates individual human rights and endangers public health. Everyone infected with and affected by HIV and AIDS deserves compassion and support (Article 2 of the Convention on the Rights of the Child).

Adapted from The Voices of Youth Web site. See [www.unicef.org/voy](http://www.unicef.org/voy)

## Circle of Friends

We want to hear from you! Your feedback on this video and study guide is important, as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and fax or mail it to us. You can also send comments or lesson suggestions to [global\\_ed@worldvision.ca](mailto:global_ed@worldvision.ca).

1. How did you learn about this resource? \_\_\_\_\_

2. With whom did you use the resource? \_\_\_\_\_

3. What was your objective(s)? \_\_\_\_\_

4. Please rate the effectiveness of this resource in helping you to meet your objectives.

Not effective	1	2	3	4	Very Effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments \_\_\_\_\_

5. Please evaluate the resource according to the following criteria.

	Poor	1	2	3	4	Excellent
Overall quality of the resource		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of the facilitator instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Breadth and depth of subject matter covered		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectiveness of format/layout		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments \_\_\_\_\_

6. What did you find most useful? \_\_\_\_\_

7. What did you find least useful? \_\_\_\_\_

8. Please comment on the impact(s) you perceived from using this resource (e.g., changed attitudes, actions taken by your group or yourself). \_\_\_\_\_

Please send this form, along with any comments, to  
Education and Public Engagement, World Vision Canada, 1 World Drive, Mississauga, ON L5T 2Y4  
or fax to (905) 696-2166. Thank you!



## About World Vision

World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice. As followers of Jesus, we are motivated by God's love to serve all people regardless of race, religion, gender or ethnicity.

To support World Vision's work, visit [worldvision.ca](http://worldvision.ca) or call **1 800 268-1650**.

World Vision educational videos, publications and classroom activities are available to help Canadians develop a greater understanding of global issues and take action for positive change.

For more information on resources and programs, visit [worldvision.ca/resources](http://worldvision.ca/resources) or contact us at:

Education and Public Engagement  
World Vision Canada  
1 World Drive  
Mississauga, ON L5T 2Y4

Phone: 1 800 268-1650

Fax: (905) 696-2166

E-mail: [global\\_ed@worldvision.ca](mailto:global_ed@worldvision.ca)















