

Introduction

- HIV/AIDS Follows Kenyan Government Education Guidelines for HIV/AIDS
- What curriculum is, why it is good Why XO?
- Teaching philosophy behind this implementation
- Why this effective
- UNICEF Report on HIV/AIDS education shortcomings (quote study)

Target Forms: V- VII Kenya

Curriculum

Introduction to the XO

Hardware: Getting Started

Software: Overview

Special Features.

Myself and Others

Show pictures and video of external parts of the body and their uses. Provide an outline in the paint activity of a body. Some of the organs may be outlined.

Draw and color in body parts into blank body image (colors associated with a healthy body)

Pedagogy: Students will give their body picture a "name". This will make the body more "real" and the body becomes A person- they will see them in the named body-person

What do we know about neighbors, friends and f

1. How HIV/AIDS affects the body (teacher presentation)

Color in body parts affected by HIV/AIDS

Writing exercise : write their own observations on AIDS and health in their own words.

Within the body outline and Color for healthy organs

1. Color for un-well organs or dis-eased organs
2. Establish colors for germs
- 3.

Pedagogy: Un-well, feeling un-well, wellness are concepts that students can understand in the context of their own body. These terms will help remove the stigma far before the stigma lesson. Sick denotes more fear, less control, we want them to start developing a sense of control, over their bodies, staying WELL.

Drawing serves as a redundant applied learning

Use Wikipedia to research communicable diseases, germs, and HIV/AIDS

Some communicable diseases and their description

- Finding from wikipedia on XO
- Charting/ discussion on XO

Add to body drawing the impact and location of germ afflictions . Put the germs and the body together...how and where do the germs get in...what body parts become un-well. Draw the germs outside and inside the body in relation to what they have just learned.Color them.

Causes of AIDs (germs)

- Pictures of infected persons
- Description of AIDs/ meaning

Symptoms of HIV/AIDS

- persist cough
- Recurrent diarrhea
- Rashes
- Loss of Weight
- Chronic fever

Watching video/listening to audio.

Draw and chat

Chatting/ Discussion on XO (take enough time for this)

Chat and discuss drawings. Give students a chance to ask questions and check facts with each other. Find a way to have some time for girls and boys to be separate. Girls need to be empowered and have space to discuss their bodies and the disease apart from the boys and boys need the same separation.

Transmission of AIDS virus

Draw and Chat

What HIV/AIDS can do to us.

Use the "people" the children have created and put them in a community. Make a community that has well and un-well members. This will complete the cycle of one person whom is un-well into many who are un-well. The children see the community they have created and can directly relate this to their lives, their own lives outside school. This will allow children the opportunity to educate others and provide hope for the community, the state, and the homeland that suffers when the communities of people that live in the homeland are getting sick.

- Effect on individual
- Effects on family community
- Listening to taped stories and videos on the XO.

Chat about this topic

What can we do for people living with HIV/AIDS

- How to help people living with AIDs
- Giving them prescribed medicine.
- Keeping them clean
- Giving them nutritious food
- Sharing with them the word of God

Write answers to questions to on XO

- Discussion –chatting activity.
- Drawing on XO – what you do
- Watching videos on XO
- Listening to recorded messages

Prevention of HIV/AIDS

- Learners to explain ways of prevention of HIV/AIDS
- Self discipline - what does this mean
- Proper discipline – what does this mean
- Make decisions about personal and social behaviour that reduce risk of HIV and STD infection using the XO technology

Learning how to make decisions that protects you

- Self-assertiveness to protect oneself
- Avoidance of insecure situations
- Chastity

Activities

- Write and chat activity: explanations
- Girls and boys have their own chat channels for privacy
- Get examples of proper and respectful behavior, respect
- Listening to short messages