



Global Voices Information Sheet

Dying for Drugs: Canada can get affordable medicine to developing countries



Parliament will resume June 2 on Parliament Hill, in Ottawa

Background Info

- An estimated 15 million people around the world, including 2 million children, need anti-retroviral (ARV) AIDS medication.
- Bill-C-393 would allow developing countries better access to generic drugs made in Canada. Brand name drugs are often too expensive.
- Bill C-393 passed in the House of Commons but died when Parliament fell and Canada's federal election was called last March. In order to pass, it must be reintroduced in the new government when Parliament resumes June 2 and the process must start all over again.
- New studies have found that ARV's decrease rates of transmission for the HIV virus, meaning the drugs not only prolong life but also have the potential to save lives. This is an important development and the column suggests it offers more reason to pass the bill.
- Rates of transmission can be very high in countries where women lack control over their reproductive health. They are the property of their husbands.
- In some countries, a lack of educational and health resources has caused misconceptions and stigma around AIDS. Many people believe it can be caught like a cold, which leads to people with HIV often being outcast from the community. However, HIV is only transferred through blood and bodily fluids.

Key terms

- **HIV/AIDS**—Human immunodeficiency virus (HIV) causes acquired immunodeficiency syndrome (AIDS). AIDS breaks down the immune system leaving the body weak against infections.
- **ARV**—anti-retroviral; a drug that treats HIV by reducing the rate at which the virus replicates in the body.
- **Bill**—a proposed law or piece of legislation that must be approved by the Canadian government.
- **Patent**—a set of exclusive rights granted to an inventor by a national government in exchange for the public use of their invention or idea for a certain period of time.
- **Generic**—a product having no brand name or registered trademark.
- **R&D**—research and development; in an industry like drug manufacturing, the work designed to improve innovation, products and processes.
- **Foreign aid**—money, food or resources given or lent by one country to another.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: legislation, parliament, government, developing countries, vaccinations, and HIV/AIDS.
- Course Connections: Health and Physical Education, Language, Science and Technology, and Social Studies.

Materials

- Chart paper or blackboard
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. Know, Want to know, and Learned (KWL) Chart (estimated time: 20 minutes)
 - a. Activate students' prior knowledge about HIV/AIDS by asking them to complete individual KWL charts.
 - b. In this chart, students must indicate what they already know, and what they want to know about HIV/AIDS. Students will fill in what they have learned at the end of this activity.
 - c. Ask students the following questions about HIV/AIDS:
 - i. When was the first time you heard about HIV/AIDS? What did you hear?
 - ii. What thoughts and emotions do you have about HIV/AIDS?
 - iii. Who does HIV/AIDS affect?
 - iv. How is it transmitted?
 - v. What is HIV?

- vi. What is AIDS?
- d. Explain to students that **Human Immunodeficiency Virus (HIV)** is the virus that causes AIDS. This virus severely damages the immune system by infecting and destroying certain white blood cells. HIV is passed from person to person via blood, semen or mucous membranes. Pregnant women may pass HIV to their baby during pregnancy, delivery or breast feeding. Some people will develop AIDS as a result of their HIV infection. An HIV positive test result does not mean a person has AIDS.
- e. Explain that **Acquired Immunodeficiency Syndrome (AIDS)** is developed after a person has been in contact with HIV. AIDS is a collection of infections and cancers that people with HIV might develop. AIDS weakens the immune system making it difficult for a person to fight illness. If a person gets one of these infections or cancers after they are HIV+ they are said to have AIDS. Many of these infections that cause AIDS are harmless to a healthy immune system.
- f. Tell students that people can contract HIV in multiple ways:
 - i. Unprotected sex with an infected person.
 - ii. Sharing needles with someone who is infected.
 - iii. Transmission from a mother to her unborn fetus.
 - iv. Blood transfusions.
- g. Explain to students that you cannot get HIV through daily contact such as:
 - i. Hugging
 - ii. Shaking hands
 - iii. Sharing a swimming pool or toilet
 - iv. Coughing, sneezing, tears or insect bites.
- h. Following this discussion, ask students to complete the Learned section on their KWL chart.

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. Ask students to practice their media literacy skills by identifying the following:
 - i. Title: include the full title of the article (also called the headline).
 - ii. Author: give the author's full name; if there is no author given, indicate if the article is an editorial or from a foreign news source.
 - iii. Newspaper: write the full name of the newspaper from which the article is taken.
 - iv. Date: indicate the day the article appeared in the newspaper

- v. Subject: identify the overall topic that the article is describing.
 - vi. Event: identify the event that led to the writing of the article.
 - vii. Main idea: identify what the article is proving or arguing about the issue. Is it trying to convince readers to take a side? If so what opinion is it encouraging?
 - viii. Evidence: list several facts/arguments that support the main idea and help to convince the reader or inform them of the issue. Does the author provide enough factual material to support his/her ideas?
 - ix. Significance: explain why this issue is important and whom it may affect.
 - x. Point of view: is the article, in your opinion, true, balanced or biased? Are different viewpoints presented? If not, which ones are left out?
- b. When this is complete, bring the class back together and discuss student answers.

Communication

1. When I am Sick (estimated time: 15 minutes)
 - a. Ask students the following suggested questions about sickness:
 - i. What do you do to prevent getting sick?
 - ii. What do you do when you get sick? (Responses can include: tell parent, check temperature, take medication, etc.)
 - iii. What can the doctor do to help you when you are sick? (Responses can include: take tests, check for infections, prescribe medicine, send you to the hospital, etc.)
 - b. Discuss students' past experiences with vaccinations, ask:
 - i. What is it like to get a shot?
 - ii. What is the purpose of a vaccination?
 - iii. When you have received vaccinations, what have they been for?
 - c. Revisit the Global Voices column. Ask students to explain the type of vaccination that was described in the column and why it is beneficial to communities in the developing world.

Application

1. Letter to the Government (estimated time: 15 minutes)
 - a. Ask students to reflect on Bill C-393 as explained in the Global Voices column by asking the following suggested questions:
 - i. What is a Bill in parliament?
 - ii. When a Bill is passed in parliament, what does that mean?
 - iii. What is Bill C-393?
 - iv. What does this legislation mean for people suffering from HIV/AIDS in developing countries? How would they benefit?
 - v. What does this legislation mean for Canada?
 - vi. In your opinion, should this Bill be passed?
 - b. As a class, write a letter to the Canadian federal government arguing the reasons why Bill C-393 should be passed.
 - c. When this letter is complete, ask each student in the class to sign their name.
 - d. Send this letter off to parliament.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children –

<http://www.freethechildren.com/getinvolved/educator/programs.php?type=curriculum>

The Globe and Mail - <http://www.theglobeandmail.com/news/opinions/opinion/dear-senators-pass-bill-c-393-now-and-save-lives/article1946567/>

Bill C-393 - <http://openparliament.ca/bills/40-3/C-393/>