



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 Secondary 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: Canadian and World Studies, English, Health and Physical Education, Science, and Social Sciences and Humanities.

Materials

- Chart paper or blackboard
- Computers and internet
- 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: 30 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. Ask students to look up the definition of HIV and AIDS and explain them to the class.
- e. Watch the following two part BBC Health Documentary, “HIV AIDS – A Trial For Life” on YouTube
 - i. Part 1 <http://www.youtube.com/watch?v=8hNeeCwDnjQ>
 - ii. Part 2 http://www.youtube.com/watch?v=HiFp3nM_K7A&feature=watch_response
- f. Ask students to reflect on what they saw in the video.
- g. Following this discussion, ask students to complete the Learned section on their KWL chart.

Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
 - a. Ask each student to perform an OPVL on the Global Voices column.
 - i. Origin: what is the source of this column?
 - ii. Purpose: why was this column written?
 - iii. Value: what are the facts and statistics in this column that give it value?
 - iv. Limitations: what perspective is the column written from, does this cause limitations?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication

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 Bill C-393?
 - ii. Is this legislation is passed, how would this affect Canada? How would this affect people in developing countries? How would it affect those infected by HIV/AIDS in developing countries?
 - iii. In your opinion, should this Bill be passed?
 - b. Based on their opinion, ask each student in the class to write a letter to the Canadian federal government regarding this Bill and what they think should be done about it.
 - c. Once they are finished, as a class, mail the letters to parliament.

Application

1. HIV/AIDS Research Assignment (estimated time: independent project)
 - a. Explain to students that HIV can be transmitted in multiple ways:
 - i. Mother to unborn fetus transmission.
 - ii. Blood transfusions.
 - iii. Injecting drug use.
 - iv. Sexual transmission.
 - b. Ask students to select one of these transmission types for a research project.
 - c. When students have selected their topic ask them to research their topic and identify the following information:
 - i. How does this type of transmission happen? Explain the physiological and circumstantial components.
 - ii. How can this type of transmission be prevented? List strategies.
 - iii. Design an education program to inform peers about HIV/AIDS and the selected way it is transmitted (Teacher note: “Education programs” can be in the form of workshops, a lesson plan etc.)
 - d. When students have completed their work, ask them to present their projects to the class.

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/>