

A TALK SHOW ON HEALTH

ELEMENTARY LEVEL

MILLENNIUM DEVELOPMENT GOAL # 6: Combat HIV/AIDS, malaria and other diseases

Activity Snapshot:

This activity allows students to work in teams to create a talk show documentary skit about health issues in the developing world and how they tie in to other, poverty-related issues. A talk show format is a fun and engaging way for students to demonstrate their knowledge. If equipment is available, students may choose to videotape their skit or present it to a live audience during an assembly.

Rationale:

The sixth Millennium Development Goal addresses the devastation being caused by HIV/AIDS, malaria and other diseases, particularly in the developing world. AIDS, especially, is wiping out whole families, and an entire generation of parents, leaving grandmothers to care for their grandchildren. In many cases, AIDS orphans become heads of households, caring for younger siblings even though they are still children themselves. Although HIV/AIDS and other diseases are a global issue, they most seriously affect those living in poverty because they lack access to life-saving medicines. These diseases contribute to poverty and in some cases are actually reversing progress that has been made to alleviate extreme poverty.

Objectives:

- Students will research specific diseases—including HIV/AIDS, malaria and tuberculosis affecting people in the developing world.
- Students will apply and synthesize the knowledge they are gaining about the interconnections between the issue of health and some of the other issues, like poverty or education (for example, if there is an improvement in health, children can go to school, which gives them the knowledge they need to stay healthier, gain skills, earn an income, etc., leading to a break in the cycle of poverty).
- Students will incorporate research and communication skills as well as technology and media studies.

Time: Three 60-minute periods (or more, if time requires)

Materials: Research time on the Internet, props for the talk show (as suggested by students), video cameras (if available and if students wish to tape their skits)

Online resources:

Joint United Nations Programme on HIV/AIDS (UNAIDS) – www.unaids.org

The Global Fund – www.theglobalfund.org

UNAIDS Country Information – www.unaids.org/en/Regions_Countries/Countries/default.asp

UN General Assembly Session on HIV/AIDS – www.un.org/ga/aids/coverage/index.html

Millennium Campaign – www.millenniumcampaign.org

Steps:

1. Divide students into three groups (HIV/AIDS, malaria, tuberculosis) and ask each group to conduct in-depth research into the disease and be prepared to act as experts in the area.
2. Give students the following guiding research questions:
 - a. What is the disease?
 - b. How is it transmitted?
 - c. Which countries are most affected by the disease?
 - d. Why has the situation become so serious?
 - e. What are the implications if improvements are not made (connect to other issues)?
 - f. What can/should be done?
3. Let each group know they will appoint specific tasks to group members: one person will introduce background information on the disease during the “taping” of the show, a second member can be the spokesperson on the implications of the disease and one person can make a chart or create a short PowerPoint to present the statistics.
4. Ask students to elect one host for the show who, with the help of the group not presenting on the show, will design a list of questions for all the “experts” on the panel. The “audience” or the students not presenting should generate suggestions on what the class/audience can do to help either the host or the panel of speakers.

Closure:

In an open forum on the show or as a group afterward, talk about the implications of inaction on these health issues.

Extension:

Draw a life map on the board to show what students think will happen in the developing world if people continue to go untreated or without access to the medicines they need. Now draw a life map that shows what will happen if they get the necessary education and medicines. How are the maps different? How does this make students feel?

Assessment Suggestions:

- Research and communication skills
- Use of technology and media for research purposes
- Assessment for the skit can include each group’s ability to clearly outline the content as well as their effectiveness in communicating their information. If this activity is assessed and evaluated, a grading rubric or criteria should be presented to students prior to the skit presentation
- Depth of understanding as indicated in the life map (in the extension activity)