



# NetAid



## Awareness Activity

### Sticker your school / Video Screening

#### Overview

This activity simulates the HIV/AIDS prevalence rates across the globe by randomly assigning students to different geographical regions and visually demonstrating the proportion of HIV/AIDS infections in different regions. The activity specifically highlights the disproportionate impact the epidemic has on those living in developing countries. Use of a suggested video will allow students to form a more personal connection with the global AIDS pandemic. The concluding fact sheet positions students to brainstorm actions they can take to assist the global community in combating the HIV/AIDS pandemic.

#### Instructions

**1. Prepare the Simulation Pieces** - Prepare color-coded indicators, such as stickers or pieces of paper, so that there is one per participant. Prepare the color-coding according to the following proportions: 2% blue, 5% red, 3% green, 22% orange, 1% black and 67% yellow. Place a dot in the middle of 5% of the yellow indicators.

**2. Select a Supplemental Documentary (Optional)** - Obtain a copy of a video on the global HIV/AIDS pandemic to screen following this activity. Video screenings can be a powerful way to demonstrate the emotional and personal side of the global AIDS pandemic. The first NetAid suggested video, "Coming to Say Goodbye: Stories of AIDS in Africa", examines how AIDS impacts societies in sub-Saharan Africa. The second suggested video, "A Closer Walk", is narrated by Will Smith and portrays humankind's confrontation with the global pandemic.

- Title: **Coming to Say Goodbye: Stories of AIDS in Africa**  
Running Time: 30 minutes  
Producer: Maryknoll Productions  
To order, visit: <http://www.maryknollmall.org/description2.cfm?ISBN=136>
- Title: **A Closer Walk**  
Running Time: 85 minutes  
Producer: Bob Bilheimer  
To order, visit: <http://www.acloserwalk.org>



### Key Messages

- The global HIV/AIDS pandemic impacts all corners of the globe.
- Developing countries are particularly vulnerable and disproportionately impacted by HIV/AIDS.
- Education, medical treatment and prevention have proven effective in the fight to combat the HIV/AIDS pandemic.
- Global citizens in developed countries can advocate for government policies that can have large-scale, positive outcomes for developing countries struggling to overcome the pandemic.

### Setting Up

**Have participants select a sticker (or other object that assigns them a color) before the activity starts. The stickers should be organized to represent the following proportions. Be sure that participants will be able to stand up and sit down comfortably in the space provided.**

Blue: **2%**, representing North America  
 Red: **5%**, representing Latin America  
 Green: **3%**, representing Western Europe, North Africa and Middle East  
 Orange: **22%**, representing Eastern Europe and Asia  
 Black: **1%**, representing Oceania  
 Yellow: **67%**, representing sub-Saharan Africa  
**A dot should be placed in the middle of 5% of the yellow stickers.**

### Global HIV/AIDS Simulation Script

**The script for the activity is as follows:**

- **Could everyone please locate the sticker that they received on the way in and stand up (pause until noise lowers). For the next few minutes, everyone unfortunately represents someone in the world living with HIV/AIDS. Although this sounds strange, about 38 million adults and children in the world today suffer from HIV/AIDS.**
- **Please raise your hand if you have a blue sticker. You represent the proportion of people living in North America infected with HIV/AIDS. Please be seated.**
- **Please raise your hand if you have a red sticker. You represent the proportion of people living in Latin America infected with HIV/AIDS. Please be seated.**
- **Please raise your hand if you have a green sticker. You represent the proportion of people in the world living with AIDS in Western Europe, North Africa and the Middle East. You may also take a seat**
- **Please raise your hand if you have a black sticker. You represent the proportion of the people with AIDS living in Oceania. Please take a seat.**
- **Please raise your hand if you have an orange sticker. Wow, there are quite a few more of you. You represent the proportion of people living with AIDS in Eastern Europe and Asia – 22% of the world’s population with HIV/AIDS.**

- **Raise your hand if you have a yellow sticker. Wow, everyone else standing has a yellow sticker. Although your region of the world, sub-Saharan Africa, represents a little over 10% of the world's population, you represent two-thirds of all of the world's cases of HIV/AIDS.**
- **Now, if your yellow sticker has a dot in it, please come to the front of the room (or raise your hand). You are very fortunate. You represent the 5% of the population in sub-Saharan Africa that is infected with HIV/AIDS and has access to antiretroviral medication. You will be able to live long, productive lives and postpone the development of the HIV virus into full-blown AIDS.**
- **Everyone who remains standing has a problem. The problem is that you are too poor to buy drugs and receive adequate medical treatment. Half of the people standing live on less than one dollar per day and the vast majority of the people live on less than two dollars per day. This is unfortunate because the most affordable anti-retroviral drugs, which the students in the front of the room have access to, cost three dollars per day.**
- **Imagine this: some countries in sub-Saharan Africa may cease to exist as viable nations within 30 years:**
  - **In Zimbabwe, teachers and healthcare workers are dying faster than they can be trained.**
  - **In Zambia, life expectancy is only between 35 and 40 years because of HIV/AIDS.**
- **“Twenty years ago, hardly anyone had heard of AIDS. Today, it rivals poverty and exceeds war as a threat to the lives of millions of children in the developing world. Every 14 seconds, another parent dies of AIDS, leaving behind an orphaned child. The epidemic is spreading through countries and across continents, threatening to undermine decades of progress in social and economic development. Now, more than ever, children and families need global assistance to develop community-based programs – providing education, health services, food security, income generation opportunities and other care and support – that will help combat the devastating impact of this disease.”<sup>1</sup>**
- **Every 15 minutes 85 people in the world die an AIDS-related death.**
  - **OPTIONAL CALCULATION: At this rate, if everyone represented a person infected with HIV/AIDS Africa, our school will be extinct from AIDS by \_\_\_\_\_ (insert the time of day: lunch time? Third period?). Divide your school population by 340 to get the number of hours until “extinction”.**
- **There is good news. The world has the technology, resources and means to stop the spread of AIDS. Some education and prevention programs have been effective in reducing the spread of the disease. Something we can do as global citizens is support both the prevention efforts to reduce the spread of the disease and treatment programs for those already infected with HIV. In particular, we can help make sure that AIDS medication becomes available to people in developing regions of the world, like sub-Saharan Africa, by encouraging our leaders to take this issue seriously.**

Simulation Follow-up

<sup>1</sup> Adapted directly from: Save the Children, *Report: Children in a World of AIDS*, 2004. Available online: [http://www.savethechildren.org/health/hiv\\_aids/index.asp](http://www.savethechildren.org/health/hiv_aids/index.asp)

1. **If possible, screen the selected HIV/AIDS documentary. The documentary websites (provided above) include a series of discussion questions to use with students following a screening.**
2. **Review the fact sheet on the global AIDS pandemic and have students brainstorm actions they can take to help the global community overcome the pandemic.**