



The EthCo Interdisciplinary Tasks

Your future role: An Ethical Scotland in the Global Economy
15. HIV / AIDS and the Millennium Development Goals
Aimed at a Curriculum for Excellence at all levels

Developing Global Citizens through An Interdisciplinary Approach

EthCo sets out to provide a task-based framework to allow young people to explore the United Nation's Millennium Development Goals, and how they impact on world poverty and growth. The concept of ethics in business is also investigated, and pupils will contextualise that within Scotland's place in the world economy. Through EthCo, pupils will be encouraged to see how the choices made by individuals within businesses, organisations and communities impact on economic life in their own and other countries. Using action-based enterprise activities they will take the first steps towards 'making a difference', through positive challenges to existing practices, illustrating that consumer and citizen power can impact on poverty reduction and economic success. Pupils will learn about, and raise awareness of, the 'Millennium Development Goals' to their families, their communities and local businesses. Young people are the employers, employees, and community activists of the future and EthCo hopes to embed a global perspective for the longer term. They, along with their teachers and their communities, hold the key to implementing actions which impact on the Millennium Development Goals. It is hoped that their energy and hope for the future may be harnessed, and their actions and attitudes affected, by learning global Citizenship through these tasks.

EthCo will provide approaches and materials within a 'Curriculum for Excellence' to link together Development Education, Enterprise Education, Financial awareness, understanding of business, citizenship education, education for sustainable development, and other cross-cutting themes. These are brought together in the EthCo interdisciplinary Tasks and, since the tasks contribute to many of the Learning Outcomes in the Curricular Areas of CfE, can be built in as part of the on-going curriculum to help develop Global Citizens.

Pupil Led—Teacher Prompted: EthCo is not a topic, but rather an open ended process which teachers are free to adapt to their own curricular needs. It is envisaged that EthCo will run as an enterprise activity based on a real task, and is set up to provide appropriate learning outcomes within ACfE. As such EthCo encourages interdisciplinary learning between, and across the Curricular areas. It is focused on international education, and is designed to fit in with a range of existing initiatives available to schools, such as Eco Schools, financial education, social enterprise and others. Each task facilitates learning via a thinking/discussing phase, a research phase and a doing phase, and finishes on a demonstration of learning outcome. Timescale for the task is at the discretion of staff.

The EthCo tasks are not set to any particular Curriculum for Excellence level and Teachers may adapt them to suit their purposes. In all cases this is best done by matching the learning to the curricular level being taught, however it is perfectly acceptable to adapt the task content, or reduce or extend the scope of the task, as long as the EthCo learning outcomes for the task and your aims are met.

The tasks are numbered only to ease identification and not to indicate an order of work.

Hints, tips and resources are detailed for each task in tandem with suggested links to existing initiatives.

Our website containing additional information and resources is available at www.EthCo.org.uk

The Queensland Rich Task project is acknowledged for the inspiration for this task format.



EthCo Interdisciplinary Tasks

HIV / AIDS and the Millennium Development Goals

Aimed at a Curriculum for Excellence at all levels

Working to combat the scourge of HIV and AIDS around the World.

HIV and AIDS were first recognised in 1981, and since then, the World has struggled to contain the spread of the disease and to find, in the absence of an effective cure, drugs which can help to alleviate the symptoms and prolong the life of those suffering from the disease. Pupils will investigate the origins of AIDS, the spread of the disease, and the measures being taken to fight the disease with particular attention to the Millennium Development Goals. Pupils will explore the role of the World Health Organisation, Governments, and the UN in the efforts to combat the disease.

What is HIV/AIDS?
Where did it come from?
When was it first discovered and by whom?
How is it transmitted?
Investigate and collate your findings

Is HIV/AIDS selective, or can anyone get it?
What about children – are they at risk?
Is it just those living in third-world countries who get AIDS? Should we all be worried?
Investigate the prevalence and spread of AIDS in your own country and in one developing country.
Investigate and analyse.

Perhaps you could ask your school nurse to help give you a picture of the health of your area.

When setting out its Millennium Development Goals the UN stated specific goals in terms of halting progression of the spread of AIDS, and the treatment available to those infected. Which of the MDGs deals with this? What are its aims? Have any deadlines already passed? Are the deadlines going to be realised? What factors affect the achievement of the deadlines?
Investigate and report.

How are children affected? What are the factors which affect them the most? What is being done to help those children most affected by AIDS?
Investigate and report.

What can we do ourselves? Do we need to be aware of the disease, how it's spread and what measures to take to lower the risk of infection?
Conduct a survey in your class and collate your results.

What factors affect promotion of awareness of the disease and the availability of widespread preventative measures and treatment? What can be done to improve this?
Investigate and suggest ways of improving awareness.

What is being done to try to halt the spread of the disease? What still needs to be done? Is it realistic to think that we can halt the spread of the disease and send it into decline?
Investigate and justify your conclusions.

Do factors such as gender, age, wealth, poverty, social background, place of residence (city, urban, rural, isolated) and education play a part in determining who becomes infected with the virus? If so, how?
Investigate and show the correlation.

Do you know of any famous people who have AIDS or who have died of AIDS? See what you can find out about them.

What part do drug companies play in the prevention of the spread of AIDS and the hoped-for decline in transmission? Who funds the research into AIDS? In your opinion, do you think the resources could be better used? Investigate and justify, with particular regard to the role of the World Health Organisation in this.

The demonstration of learning will take the form of a role-play, question-and-answer session, with pupils taking on selected expert roles from the World Health Organisation, the United Nations, the Government of a developing country, the Scottish Government, medical researchers, doctors, and drug development companies. Initial presentations will be given by each represented group to set the scene and provide facts for debate. These pupil experts will then respond to a selected panel who will pose critical questions. The debate may then be opened to the wider audience. The use of IT in the individual presentations is to be encouraged.

Planning and developing the task:

Staff are free to develop this task in a manner which suits the individual needs of the school, as long as the EthCo learning outcomes are achieved.

The planning can include any CfE curricular area which has a natural link with the task, and can be designed to suit the strengths of the school and the CfE level of the pupils involved

The Ethco Learning outcomes for this task are :

- To learn about the 'Millennium Development Goals', their development and implications for the world community.
- To learn about ethics and develop the ability to recognise and demonstrate ethical behaviour.
- To learn about Scotland's contribution to the Millennium Development Goals.
- To develop skills in learning, research, presentation, discussion and argument.

Resources, hints and tips:

Open web searches can be very fruitful sources of information but the results need constant critical support and supervision from the teacher to ensure suitability. Some notes on the use of 'Philosophical Inquiry' are provided.

There are clear links to: 'Enterprising approaches to learning and teaching', 'Entrepreneurial learning', 'Vocational and work based learning', and 'Careers education'.

Some issues which might be explored are: health organisations, health research, treatment of disease, preventative measures, drugs, past epidemics, aid organisations, human rights, funding, global wealth and economies, political will, access to medical care, gender disparities, age disparities, wealth, poverty, social background, geographical location, place of residence (urban, rural, isolated), drug companies, company investment, the greedy company, unethical dealing, environmental issues, sustainable issues, profits and profit distribution, political awareness, selling, the entrepreneur, education, universities, cheating, corruption, etc. etc., etc.

Class organisation: To provide the teams for the demonstration, it is necessary to work in groups. Best results often come when the principles of cooperative or collaborative learning are employed. Use of 'Philosophical Inquiry' or similar can assist the discussion of the issues involved. Adequate encouragement, time, resources and teacher support should be given to facilitate a high level of research, discovery and sharing by the pupils. The sections in the full bold outline should be taught by the teacher to ensure coverage and understanding.

The demonstration of learning should take the form suggested and to an appropriate audience. The audience can be drawn from the community and represent a range of interests, prizes may be awarded by the school as appropriate. The event may be videoed, then shown to and analysed by a larger audience.

Other variations of the presentation are possible depending on the aspirations of the school.

The assessment of performance of the task should be made by staff using the criteria below. The assessment of the individual should also include assessment of their contribution to the task and individual performance in class work, related to the appropriate CfE Learning Outcomes.

CfE Curricular Areas , Levels, and capacities.

Many of the CfE curricular areas : Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and moral education, Science, Social Studies, and Technologies, etc., have CfE learning outcomes which can be contributed to by completing this task and are shown on the back page.

The full extent of this contribution, and indeed whether the outcome can be satisfied entirely, depends on the teacher's individual planning,

When planning a task the appropriate learning outcomes for the level being taught should be applied.

Clearly in completing this task, impact will be made on the CfE capacities of 'Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens'

Assessment of the task:

The demonstration of learning in the task is assessed as 'high quality', 'quality', 'acceptable' or 'fair' using the following descriptors.

In a group demonstration, all members are given the same task award. Individual performance should be assessed and reported in a formative manner using the appropriate CfE learning outcomes. The individual contribution to the task should also be commented upon.

A high quality demonstration of learning is evidenced by:

A clear statement showing understanding of the impact of the Millennium Development Goals in the fight against the spread of AIDS

Clear demonstration of understanding of ethics and standards. Clear demonstration of how this should apply and be monitored.

Evidence of consideration and understanding in depth of the provision of universal access to anti-retroviral treatment.

Showing good knowledge of the Millennium Development Goals, their impact on the developing countries.

High presentation skills with confident responses to questioning showing excellent background knowledge.

An acceptable demonstration of learning is evidenced by:

A clear statement of the impact of the Millennium Development Goals in the fight against the spread of AIDS

Clear demonstration of understanding of ethics and standards. Clear demonstration of how this should apply.

Evidence of consideration and understanding of the provision of universal access to anti-retroviral treatment.

Showing knowledge of the Millennium Development Goals and their impact on the developing countries.

Good presentation skills with responses to questioning showing good background knowledge.

A quality demonstration falls between these, a fair demonstration falls below.

Relating to a 'Curriculum for Excellence'

Every area of the curriculum can make an important contribution to the Ethco learning outcomes.

This EthCo Interdisciplinary Task can contribute to the coverage of the 'Curriculum for Excellence outcomes and experiences'.

The impact in each case is dependant on the specific focus given to the task, and in many cases to the choice of topic studied within the task by the individual pupil, and this should be considered when determining coverage.

Expressive Arts

Explores how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art, music dance and sporting activities. Considers how the expressive arts are used to express protest at social injustice and promote visions of positive change. Provides opportunities to learn about and from different cultures through the arts.

Can contribute to the following CfE outcomes:

EXA 1-01a; 1-02a; 1-03a; 1-04a; 1-05a; 1-07a
(if a consideration has been made of the arts of the developing countries and artistic expression used in the presentation.)
EXA 1-10a (If dance across cultures is featured.)
EXA 1-13a; 1-15a (If drama used in the presentation.)
EXA 1-18a (If performing music from different cultures is part of the presentation.)

EXA 2-01a; 2-02a; 2-03a; 2-04a; 2-05a; 2-07a.
EXA 2-09a; 2-10a; 2-11a. (if dance is explored)
EXA 2-13a; 2-15a. (if drama features)
EXA 2-18a; 2-19a. (if music features)

EXA 3-01ab; 3-02a; 3-04a; 3-07a

Health and Wellbeing

Develops appreciation of diversity and encourages critical thinking through the exploration of similarities and differences between people and the discussion of social and moral dilemmas. Explores wellbeing in all senses, from physical health to financial wellbeing and key factors in this, both local and global.

Can contribute to the following CfE outcomes:

HWB 1-01a; 1-02a; 1-04a; 1-05a; 1-08a; 1-09a; HWB 1-10a; 1-11a; 1-12a; 1-13a; 1-14a; 1-19a;

HWB 2-01a; 2-02a; 2-04a; 2-05a; 2-08a; 2-09a; HWB 2-10a; 2-11a; 2-12a; 2-13a; 2-14a; 2-19a;

HWB 3-01a; 3-02a; 3-04a; 3-05a; 3-08a; 3-09a; HWB 3-10a; 3-11a; 3-12a; 3-13a; 3-14a; 3-19a;

Languages

Explores issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages.

Develops awareness of global interconnectedness in that languages are continually evolving and borrowing from each other. Provides opportunities to explore global issues while developing language skills.

Can contribute to the following CfE outcomes:

(there are no first level outcomes in modern languages)
If a consideration of the language of developing countries is given, then:

MLAN 2-01abc; 2-02a; 2-03a; 2-04a; 2-05a.

If the task and the presentation are made in a language other than English, then a significant number of these outcomes will be targeted.

It is also possible to consider the language of the developing country

Literacy and English

Explores values, beliefs, and experiences of different groups of people, and themes common to people the world over, through texts from a range of cultures and traditions. Develops empathy, communication skills, the ability to argue effectively, critical thinking and media literacy.

Can contribute to the following CfE outcomes:

LIT 1-02a; 1-04a; 1-05a; 1-06a; 1-07a; 1-08a; 1-1-09a; 1-10a; 1-13a; 1-14a; 1-15a; 1-16a; 1-18a; 1-20a; 1-21a; 1-22a; 1-23a; 1-24a; 1-25a; 1-26a; 1-28a; 1-29a.
ENG 1-03a; 1-12a; 1-17a; 1-30a

LIT 2-02a; 2-04a; 2-05a; 2-06a; 2-07a; 2-08a; 2-09a; 2-10a; 2-13a; 2-14a; 2-15a; 2-16a;
2-18a; 2-20a; 2-21a; 2-22a; 2-23a; 2-24a;
2-25a; 2-26a; 2-28a; 2-29a.
ENG 2-03a; 2-12a; 2-17a; 2-27a; 2-30a

LIT 3-02a; 3-04a; 3-05a; 3-06a; 3-07a; 3-08a; 3-09a; 3-10a; 3-13a; 3-14a; 3-15a; 3-16a;
3-18a; 3-20a; 3-21a; 3-22a; 3-23a; 3-24a;
3-25a; 3-26a; 3-28a; 3-29a.
ENG 3-03a; 3-12a; 3-17a; 3-27a; 3-30a.

Numeracy and Mathematics

Provides opportunities to illustrate mathematical concepts and processes by means of issues in local, national and global society.

Promotes opportunities to consider the influence of different cultures on mathematics and the history of development of maths.

Develops critical thinking around use, presentation and manipulation of data.

Can contribute to the following CfE outcomes:

MNU 1-09ab; 1-20ab;
MTH 1-12a; 1-17a; 1-21a.

MNU 2-09abc; 2-20ab
MTH 2-12a; 2-17c; 2-21a.

MNU 3-01a; 3-03ab; 3-07a; 3-09ab; 3-20a.
MTH 3-17b; 3-20b; 3-21a.

RME and RERC

Explores issues of justice, equality, care for others and for the planet, and peace and conflict from different perspectives.

Develops awareness of diversity through exploring different values, beliefs and attitudes. Develops empathy, critical thinking, respect for others and the ability to argue effectively.

Explores the role of religious belief in global issues and perspectives.

Can contribute to the following CfE outcomes:

RME 1-04a; 1-05a; 1-06ab; 1-07a; 1-09abc.
RERC 1-25a; 1-26a; 1-27ab.

RME 2-04a; 2-05ab; 2-06abc; 2-07a 2-09abcd
RERC 2-25a; 2-26a; 2-27ab.

RME 3-04a; 3-05abc; 3-06ab; 3-07a;
3-09abcde.
RERC 3-25ab; 3-26ab; 3-27ab.

With careful consideration there may be opportunities to contribute appropriately to other outcomes

Science

Engages with the social, cultural and economic contexts in which scientific enquiry takes place. Explores ethical issues surrounding science and its pursuit and uses, considers the contribution of science to the debate on sustainable development, develops appreciation of interdependence within the natural world and between people and planet. Provides opportunities to explore the contribution of different cultures to science.

Can contribute to the following CfE outcomes:

SCN 1-03a; 1-04a; 1-13a; 1-20a.

SCN 2-03a; 2-04ab; 2-20ab.

SCN 3-03a; 3-04ab; 3-05b; 3-13c; 3-20ab.

Social Studies

Questions, investigates and critically engages with issues affecting peoples lives throughout the world, develops understanding of global interdependence.

Explores differences and similarities between events, people, places, cultures and environments through time. Considers significance of individual and collective action, critical thinking and interpretation.

Explores the shaping of society, political, environmental and economic.

Can contribute to the following CfE outcomes:

SOC 1-04a; 1-06a; 1-07a; 1-08a; 1-09a; 1-12ab;
1-13ab; 1-15a; 1-16a; 1-17a; 1-18a; 1-20a; 1-21a; 1-22a.

SOC 2-01a; 2-02a; 2-04a; 2-06a; 2-07ab;
2-08ab; 2-09a; 2-12a; 2-13a; 2-14a; 2-15a;
2-16abc; 2-17a; 2-18a; 2-19a; 2-20a; 2-21a; 2-22a.

SOC 3-01a; 3-02a; 3-04a; 3-05a; 3-06ab;
3-07a; 3-08a; 3-10a; 3-11a; 3-12a; 3-13a;
3-14a; 3-15a; 3-16a; 3-17ab; 3-18a; 3-19ab; 3-20ab; 3-21a.

Technologies

Considers the impact of technological development on society and on quality of life.

Addresses sustainability issues in product design, food production and consumption. Considers the manufacturing and production methods across the world and the ethics involved.

Considers the impact of ICT developments across the world on individuals, communities and society. Impact of ICT on day to day living.

Considers business activities, organisation and ethics.

Can contribute to the following CfE outcomes:

TCH 1-01abc; 1-02a; 1-03ab; 1-04ab; 1-08a;
1-15a.

TCH 2-01ab; 2-02ab; 2-03ab; 2-04ab; 2-08a;
2-15ab.

TCH 3-01a; 3-02a; 3-03a; 3-04a; 3-06a;
3-07ab; 3-08abc.