HIV In Story

Description
The aim of this lesson is to engage learners with literature and to use HIV as a starting point to create their own stories.

Traditionally, stories have been understood as following one of the following conflict paradigms:
Man vs. Man
Man vs. Himself
Man vs. Nature
Man vs. The Supernatural

These conflict models can be adapted to inspire stories about the impact of HIV and AIDS on our countries, our world and ourselves. This lesson is a creative approach to creative writing and will help your students create their own stories in the classroom.

Target Audience
These lessons are designed to be appropriate for young people aged between 11-18
In SA this applies to learners in Grade 7-10.
In the UK, this applies to students in Key Stage 3 and 4.
In Scotland, this applies to levels E and G and the start of Scottish Highers.
In the USA, this applies to grade 6-10.

If you are using this lesson as an assignment, there is a suggested grading structure included in the lesson.

Curriculum areas
English
Life Orientation & Citizenship

Introduction to the lesson(s):
This lesson is designed to get your students thinking about storytelling and how to use global issues as plot devices or themes. The lesson will introduce the concepts of *traditional conflict models*, *allegory,* and *parable* which will help them create their own story about HIV awareness, as well as instruct them in common devices in English literature.

Storytelling in the 21st Century

At the centre of every story, there is a conflict. Sometimes it is not violent conflict; sometimes the conflict is an internal dilemma or an argument between friends. Conflict is the struggle that creates tension. As in real life, it is not always resolved in stories, but it informs the plot of a story. Many stories have elements of more than one conflict model. For example, the plot of the novel *The Ice Storm* is driven by the presence of an actual ice storm, but the fact that the characters must stay inside to avoid the storm means that tensions arise and the conflict evolves into shades of Man vs. Man and Man vs. Himself.

Traditional conflict models help us create and understand stories. Here is a brief introduction to the 4 traditional conflict models:

   1) Man vs. Man – the conflict is between or among humans. It may be a disagreement between 2 people or a war among countries. Famous examples include *To Kill a Mockingbird, Lord of the Flies,* and *Crime and Punishment.*
   2) Man vs. Himself – the conflict is within one individual. This is often represented as the main character (or *protagonist*) struggling to make a decision on their own. Famous examples include *The Catcher in the Rye, On the Road,* and *Pride and Prejudice.*
   3) Man vs. Nature – the conflict is between one or more humans and natural forces, such as storms, floods, droughts, etc. Famous examples include *The Old Man and The Sea, The Ice Storm,* and *Treasure Island.*
   4) Man vs. The Supernatural – the conflict is between one or more humans and forces that are non-human such as aliens, machines, institutions, witches, etc. Famous examples include *1984, Harry Potter,* and *The Odyssey.*

   Stories that feature non-human characters are often examples of *allegory*. For example, the popular story *Animal Farm* by George Orwell is an allegory (representation or extended metaphor) of human life in Stalinist Russia. Using animals to represent people, Orwell demonstrates human conflict in a creative way.

   A *parable* is similar to allegory, in the sense that both are literary devices used to say something other than what is literally said on the page. A parable illustrates a moral or religious lesson in a fictional story. It is like a fable, except that fables frequently use animal or inanimate objects as characters and parables generally feature human characters. The lesson is never spelled out as such, but is hidden among the rest of the text.

   These techniques can be used in your own storytelling activity.

HIV and Storytelling

Because there are so many issues surrounding HIV and AIDS, there are a lot of ways for people to write stories about it. For each of the traditional conflict models, there are suggested issues to address below:

- **Man vs. Man** – issues of discrimination could be used to show conflict between a person living with HIV and others who are avoiding contact with him/her
- **Man vs. Himself** – the conflict of whether to get tested, wear a condom, or get on a treatment regimen could be used for this model
- **Man vs. Nature** – this addresses the science behind HIV as the conflict could be the story of a malicious virus attacking humans
- **Man vs. The Supernatural** – this kind of story could be an allegory about global issues. Perhaps the lead character is forced to confront a larger-than-life figure to allow access to a new AIDS treatment, or maybe it is more about how global problems sometimes need help from a fairy to be resolved!

Duration/Time required
The length of this lesson is approx. 3 X 45 mins. One is for introduction, one is for writing, and one is for workshop. The writing can also be assigned as homework.

Learning outcomes
Learners will:
- be able to define common storytelling devices
- outline the theme, setting, plot, and characters of a story
- complete a short story from beginning to end
- understand the human impact of HIV and AIDS (by relating issues to fictional characters, learners will see the impact of HIV and AIDS on real people**)**

Additional notes on this lesson
We recommend that learners do some research for their stories. This may include communicating with Rafiki users in a different setting to get an idea of what life is like there.

Lesson plan

Timing	Activity	Materials
Introduction (Lesson 1) 45 mins	Introduce the topic of storytelling, providing definition and examples of traditional conflict models, allegory, and parable. Depending on your previous lessons in the class, it is also useful to discuss how to use plot, setting, theme, and characters.	**Read the online resources prior to class - www.rafi.ki**
Writing (Lesson 2) 45 mins	Students outline their stories on the worksheets (10 mins), research where needed (for example, if they are writing a story about a girl in South Africa, it would be useful to use Rafiki to chat with a girl in South Africa to make sure their story is accurate), and then begin writing them. Stories can be handwritten, typed, or displayed visually (in a computer program or with pictures). You can decide what materials you would like them to use.	
Workshop (Lesson 3) 35 mins	Students present their stories to each other in a workshop, where other students edit and comment on the stories. They can swap their stories 3 times for about 15 mins each.	
Closing discussion (Lesson 3) 10 mins	Hold a discussion with all students about the process of storytelling and which parts they liked/disliked. You can also discuss what students learned from the activity. Make preparations for a sequel to the stories!	
Assessment for learning/Checking understanding	Ask students to write on a piece of paper the main thing they learnt from the lesson and hand it to you as they leave. Review the stories and mark on a scale of 1 to 5 (1=Excellent, 2=Very Good, 3=Satisfactory, 4=Needs Improvement, 5=Unsatisfactory). You can grade creativity, story content, and understanding demonstrated.	

Suggested homework activities	Students can illustrate their stories (or if choosing a visual story, can write supporting text) and upload their stories to Rafiki.	
Differentiation	You can support slower learners by assigning specific tasks (e.g. illustration) or by asking them to complete a framework, where you provide starters for a beginning, middle, and end of story. Why not stretch your more advanced learners by encouraging them to use more descriptive and expressive language in their stories?	