

Dear Educator,

This week, **Operation Change** takes you and your students to South Africa, where the team partners with Sir Richard Branson and local activists to help reverse the HIV/AIDS epidemic that has devastated communities even in remote areas of the country.

Your students can view this episode for free at OperationChange.com, where they can also sign up for an Operation Change Passport and earn points for exploring and sharing the rich digital content on the site.

This free educational program is designed to help you make **Operation Change** part of your social studies curriculum. Use the student activity sheet to guide discussion of the issues explored in this episode and to help students recognize how they can follow the example of **Operation Change** to become change-makers in their own community.

Operation Change offers you a unique opportunity to add a service learning dimension to your social studies curriculum. We encourage you to share this opportunity with other social studies teachers at your school, and we look forward to receiving your comments on this learning program through our feedback form at ymiclassroom.com/feedback-operation-change.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired

OPERATIONCHANGE

TARGET AUDIENCE

This program is designed to supplement the social studies curriculum for students in grades 9-12.

PROGRAM COMPONENTS

- This one-page teacher's guide.
- A reproducible student activity sheet for the South Africa episode of **Operation Change**.
- YMI microsite at ymiclassroom.com/operationchange, for additional resources and to send feedback on this program.

TOUR THE OPERATIONCHANGE.COM WEBSITE

Begin your **Operation Change** humanitarian adventure by introducing students to the OperationChange.com website:

1. Click the green "Get Started" button on the homepage to show students how to sign up for an Operation Change Passport, so they can earn points for exploring and sharing content on the site. As you tour the site, have students notice how points are awarded for watching videos, viewing photo galleries, and clicking links to learn more. Also show students the "Top Explorers" leaderboard on the homepage, and explain that they can climb the ranks to become a Top Explorer every time they visit the site. (You may want to create your own in-class leaderboard to encourage student exploration of the site and reward top explorers.)
2. Click "About Us" for a video that explains the **Operation Change** mission and profiles of the **Operation Change** team members.
3. Click "The Series" to give students a preview of the places they can visit with the **Operation Change** team as they explore the website.
4. Click one of the buttons under the description of the South Africa episode to launch the "Story Mode" content panels. Pause the video to show students how they can click the Story Mode tabs for background on the history and geography of this region (globe tab), information about the people and organizations featured in the episode (people tab), videos that provide an in-depth or behind-the-scenes look at topics presented in the episode (play-button tab), **Operation Change** team member blogs about their experience in South Africa (dialogue tab), and multimedia content on South Africa's culture (masks tab).

5. Explain to students that additional Story Mode content will appear alongside the video player on this page as they watch the episode, providing them with background facts and commentary.
6. Click "Causes" to show students a roster of some of the non-profit organizations that **Operation Change** has worked with in countries across the globe. Students can click the "Learn More" link to view multimedia content on the work of each organization, or use the "Click Here" link to visit the organization's website.
7. Complete your tour of the website by clicking "Exclusive Videos" to show students a quick way to browse the Story Mode videos for different featured episodes.

HOW TO USE THIS PROGRAM

1. Distribute photocopies of the student activity sheet to your class. Point out that the URL for viewing the South Africa episode of **Operation Change** is provided at the top of the sheet. Then review the activity to help prepare students for this learning experience.
2. Have students complete Part 1 of the activity in class, as preparation for watching this episode of **Operation Change**. Use the talking points provided below to correct any misconceptions about HIV/AIDS. Extend this discussion to South Africa after students have watched the episode.
3. Have students complete Part 2 of the activity at home as they watch this episode of **Operation Change**. Ask them to take notes on how Operation Change and its partners help to strengthen community life. Encourage students to cite specific incidents in their notes, and use the talking points below to prompt critical thinking about the broader implications of these incidents. Also provide time for students to pose their own questions for discussion.
4. Have students work in small groups or independently to complete Part 3 of the activity, which presents a research challenge that draws on the "Story Mode" content for this episode. Schedule time for students to share their research in class.
5. Use the "Be A Change-Maker" section of the activity to have students brainstorm ways they can build on what they have learned from **Operation Change** to empower people in their own community and help them overcome challenges in their lives.



OPERATION **CHANGE** MISSION TO SOUTH AFRICA

PART 1

- Begin the activity by having students complete the brief HIV/AIDS quiz in Part 1. Review the quiz answers, and ask students to take notes on what they learn about HIV/AIDS as they watch this episode of **Operation Change**.

Suggested Answers

For more information on HIV and AIDS, visit www.aids.gov.

1. **False:** HIV can be treated with antiretroviral therapy (ART), a combination of antiretroviral (ARV) medications that controls the virus and enables people who are treated before the disease is far advanced to have a nearly normal life expectancy. (Source: WHO)
2. **True:** AIDS is the final stage of HIV infection, when the immune system is severely damaged and the body is highly vulnerable to infections and infection-related cancers. Without treatment, people who have AIDS typically survive about 3 years.
3. **False:** Anyone can become infected with HIV, and HIV can develop into AIDS in both men and women.
4. **False:** Many people infected with HIV do not have symptoms, and do not look or feel sick. Often people only begin to feel sick when the HIV infection progresses toward AIDS.
5. **True:** People who are tested for HIV and diagnosed early can have a nearly normal life expectancy with antiretroviral therapy (ART), a combination of medicines taken daily to control the virus and prevent it from multiplying in the body.

PART 2

- Have students complete Part 2 at home, after viewing the episode. Discuss in class how HIV/AIDS affects family, education, nutrition, and art/culture in South African society.

For example, when parents die from AIDS, that deprives children of their families or forces them to maintain a family structure on their own. These hardships, in turn, make it difficult for children to attend school, undermining education, and also deprive them of resources needed for

good nutrition. The breakdown of family also tends to isolate children and weaken the community relationships that sustain social traditions, culture, and art. Simply by building a new kitchen, planting a garden, and celebrating those small improvements, the **Operation Change** team and its partners not only help the people of this village solve real problems but also help bring them closer together as a community.

PART 3

- Part 3 of the activity encourages students to research the impact of apartheid on South African society, especially during the second half of the 20th century, and Nelson Mandela's role in bringing apartheid to an end. Students can undertake this research independently or in small groups and share their findings in a class discussion.

Additional Research Resources

- *Apartheid Museum*, www.apartheidmuseum.org
- *Understanding Apartheid Learner's Book* (in PDF), www.apartheidmuseum.org/node/48
- *Apartheid: Facts and Summary*, www.history.com/topics/apartheid

BE A CHANGE-MAKER!

Have students work in small groups to brainstorm ways they can build on what they have learned from **Operation Change** to launch a humanitarian adventure in their own community. Remind them that change-makers don't need a crisis situation, like an AIDS epidemic, to make a difference. Students might, for example, consider working with a local garden club or on their own to start a community garden, which can have a positive impact on any community. Have students share the results of their brainstorming in a class discussion.



OPERATION **CHANGE** MISSION TO SOUTH AFRICA

JOIN THE MISSION AT OPERATIONCHANGE.COM/EPISODE/SOUTH-AFRICA

Bill Austin takes his family to South Africa, which has the highest prevalence of HIV/AIDS compared to any other country in the world. (UNAIDS) They travel to Mpumalanga, far out in the countryside, and see how this epidemic has spread everywhere, destroying hopes and devastating communities. In this remote area, they partner with Sir Richard Branson and his Virgin Unite foundation, which operates an AIDS clinic for the region, and work with Pride 'n Purpose, a local organization that is helping people change their lives for the better.

PART 1 In this episode, you will learn that ignorance is a driving force behind the AIDS epidemic in South Africa. Many people there are misinformed about HIV and AIDS, and don't know all the facts. How about you? Before you watch the episode, take this HIV/AIDS quiz.

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|--|---|---|
| 1. HIV (human immunodeficiency virus) is always fatal. | T | F |
| 2. AIDS (acquired immunodeficiency syndrome) is always fatal. | T | F |
| 3. HIV and AIDS affect only men, not women. | T | F |
| 4. There is no need to test for HIV, since the symptoms are obvious. | T | F |
| 5. People with HIV can live normal lives with the proper treatment. | T | F |

PART 3 During this episode, you will see footage from the time of *apartheid* in South Africa. What was apartheid? What was its effect on community life in South Africa? Research this period and the role Nelson Mandela played in bringing apartheid to an end. Report your findings in class, and discuss the relationship between working for political change and working for social change.

PART 2 Helping people with HIV/AIDS is only part of the mission for the **Operation Change** team. At a village in Mpumalanga, they see how this disease spreads into community life, creating hardships for everyone. That's why it requires a "holistic" approach to fight the AIDS epidemic in South Africa, an approach that empowers all members of the community.

After you have watched the episode, use the chart below to examine this holistic approach. First describe how the AIDS epidemic weakens the foundations of community life listed on the chart. Use the space provided to add your own ideas to this list. Then describe how the **Operation Change** team and their partners at Pride 'n Purpose work to strengthen each foundation by helping the people of the village change their lives. Discuss in class how these separate actions add up to strengthen the whole community.

Foundations of Community Life	How does HIV/AIDS weakens this foundation	What changes help to strengthen this foundation?
Family		
Education		
Nutrition		
Art/Culture		

BE A CHANGE-MAKER!

You've seen how the **Operation Change** team helped people in South Africa begin to repair the damage that AIDS has caused to their community. Now take a look at your own community. Are there areas where you could help strengthen the foundations of community life? Talk with your classmates about ways you could follow the example of **Operation Change** and become a change-maker where you live.