

March 2003

JAPANetwork News

Never doubt that a small group of thoughtful, committed people can change the world: indeed it's the only thing that ever has! ~ Margaret Meade

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Japan AIDS Prevention
Awareness Network

Learning about AIDS thru teaching!

By Brad Deacon,
Nanzan University

AIDS, I think I know a bit about that, or do I?

One of my colleagues, Beatrice (a pseudonym), is a noted activist and educator of AIDS. During a recent visit to Beatrice's office, I listened to her describe with great enthusiasm how she teaches her classes about this issue and soon I felt myself wanting to join her class. We can all recall that contagious feeling when in the presence of others who so passionately share their interests.

Instead of joining the class she countered, "why not teach your own classes about it?" I paused, thought for a moment, and then realized that as I too tell my students, one of the best ways to learn is indeed to teach. So I decided to learn about AIDS with my students by following her suggestion. "Alright everyone today we are going to learn about AIDS!" I imagined myself saying. Suddenly the brakes slammed hard and I snapped out of my daydream as I realized that I don't know very much about AIDS and my students probably don't either so...

Preparing to teach and learn: myself,
my students, my comfort zone

My knowledge

In order to become more knowledgeable about AIDS I borrowed several articles and a video from my Beatrice. I started to read the material on my train ride home and found that I was so engaged that I overshot my

regular station by two full stops! I then enjoyed the video and found that I had become much more aware of AIDS, the ways it is contracted, and the severity of this disease in the world today. I also started noticing many stories concerning AIDS in my daily newspaper. What could be more important than to raise my students' awareness and knowledge about something that is so potentially life threatening, I thought? At this stage, I felt secure in my basic knowledge and then turned my attention to the students as I wondered if they would be receptive to this issue.

My student's knowledge

A quick vote silenced my concerns about student interests as they expressed unanimous interest for learning about AIDS in class. In order to gauge their present awareness levels, for homework I invited everyone to brainstorm two lists including: what they 1) knew, and 2) didn't know about AIDS. I also issued a challenge to use the Internet and other resources to build schema.

My comfort zone

In all honesty, prior to our lesson I felt a little worried about how my students would respond to the AIDS topic. After all looking at words like 'p---s' and 'v----a' and other sexually oriented vocabulary and ideas are not part of the regular classroom vernacular. Would they accept and treat these words and ideas maturely and in an open manner? Thus, with both a sense of excitement and some hesitation I prepared my lesson and went to class. (cont'd p. 5)

Students and Teachers Speak for Themselves

In this edition of the JAPANetwork newsletter we have invited students from Kinjo Junior College, Nanzan University and Nanzan Junior College to share their experiences of learning about HIV/AIDS in the EFL classroom. The responses included in this issue are reprinted verbatim with the permission of the authors. All names are pseudonyms.

We are also very pleased to have a contribution from Nanzan University instructor Brad Deacon who gives some insights on what it's like to be an EFL educator presenting the topic of AIDS for the first time – the qualms of taking a risk and the excitement at seeing students' positive responses.

JAPANetwork encourages EFL teachers everywhere to use the materials on pages 3-4, 7-8 (see "Suggestions for using this newsletter" on p. 6) to "test the waters" so to speak; to find out your own students' interest in the topic of HIV/AIDS. If you feel there is interest, please consider including lessons during the coming school year. And if you need materials, don't hesitate to contact us or download from our web site at <http://www.japanetwork.org>.

JAPANetwork invites all teachers and students to send their contributions to aidsed@gol.com. Share with others your experiences in teaching and learning about HIV/AIDS.

- Editor

Need information about **HIV testing** in Japan? Call the HIV Center Hotline for information about test sites near you.

Tokyo 03-5259-0256

Osaka 06-6882-0282

Nagoya 052-831-2228



From October-December, Japan's total number of AIDS patients increased to 2,549 with 61 HIV-positive people developing AIDS and four AIDS patients dying

Japan's HIV Cases Rose in Last 3 Months of 2002

Associated Press (01.31.03)

Japan's health authorities announced Friday an increase in the number of people testing positive for HIV through December over the previous three months. Of the 139 new cases, 77 were transmitted via homosexual contact, said Makoto Iwakura, a spokesperson for the Ministry of Health, Labor and Welfare. Forty-five of the new cases were transmitted through heterosexual

contact with no reported transmissions through infected needles. During the same October-December period, Japan's total number of AIDS patients increased to 2,549 with 61 HIV-positive people developing AIDS and four AIDS patients dying. The ministry's committee on AIDS surveillance began compiling statistics over three-month periods in 1984 after the first AIDS patient in Japan was diagnosed.

Japanese Charity Plans AIDS Home

allAfrica.com (03.19.03)::Monitor (Kampala) The Japanese charity organization Ashinaga plans to build Rainbow House, a home for AIDS orphans, at Nansana on the outskirts of Kampala, Uganda. Orphans will receive professional counseling, emotional and material support at the home. Construction will begin in a

couple of months, said Okazaki Yukichi, Ashinaga's director of public relations. The house will be complete in November. "Uganda has the highest number of AIDS orphans in Africa; we want to raise awareness about the plight of these children and help them live normal lives," Okazaki said. Ashinaga is currently supporting 375 orphans.

 AIDS News updates in this issue of the JAPANetwork Newsletter, unless otherwise marked, are from the CDC Daily AIDS Update, <http://aidsinfobbs.org/library/cdcsums>

Suggestion to the student:

As you read through these comments by students who have studied the topic of HIV/AIDS, make some notes in the margins of any questions you have or your reactions to what the students have written.

I thought I knew but...

This two weeks are very interesting for me. I have studied about HIV/AIDS a few times at junior high and high school so I was thinking that I knew about them quite well but actually I didn't... I strongly think that you have us the most useful and impressive lectures about HIV/AIDS I've ever had. There are so many opportunities to learn about HIV/AIDS even in Japan but the way of teaching them are so different from yours, I found. What kind of classes I had in junior high and high school about the topics are so simple. We watched some videos and wrote an essay for it that's all. No group discussions, no lectures about specific preventions for catching HIV... I mean how many teachers told us how to use condoms correctly with a real condom? – The answer is no one! They only told us "Please do make sure to use condoms when you have sex with some body." But they didn't tell us the most important thing that is "how," I was kind of shocked first, then thought "what a great lecture. That's what we need to know to prevent catching HIV.

I think Japanese feel embarrassing with a small thing, even it's very important to know or tell. We are often trying not to listen or tell about something sexual, but if there is a danger we need to know the fact. I really think that your lectures about HIV/AIDS are very good. It's not something we learned at school. Please do tell about HIV/AIDS to a lot more people with the way you do. I also would like to try teach other people about them as much as I can!!

Thank you so much for the lectures. I enjoyed hear your stories very much ☺

- Alisa, Nanzan U



My reaction to Alisa's comments:

Evening HIV Testing in Nagoya

From April the Chikusa-ku public health office will offer HIV antibody testing **every second Friday from 6:00 pm – 8:00 pm.**

Testing is free, anonymous and no appointment is necessary.

The test determines whether or not you have antibodies to the HIV virus. You need to wait at least 3 months from the time you think you may have been infected to have the test done.

The Chikusa-ku public health center is located near Ikeshita Station.

For further information call 052-972-2631 in Japanese or contact the Japan HIV Center:

Tokyo 03-5259-0256, Osaka 06-6882-0282, Nagoya 052-831-2228



Student volunteers from Aichi Prefectural and Nanzan Universities staffing the HIV/AIDS information table and a participant answering the AIDS Quiz

My reaction to

Junichi's comments:

I knew several things about AIDS before the classes, but I learned many things that I didn't know. I thought AIDS wouldn't [concern] me, but after the classes I came to think the danger of AIDS was around us.

Some people don't want to use condoms for several reasons, but nothing is more important than protecting ourselves. There is no cure to AIDS, so it is too late that we regret not using a condom after [we have] sex.

The diary I wrote about AIDS was very useful. It made me think of AIDS a lot. The most important thing about it is knowing about it and thinking about it, and we must get into action.

The things I should do is to tell people around me about AIDS and persuade them to protect themselves. I worry about some friends of mine. They have possibility to have HIV. I think I will recommend they have the HIV test. Junichi – Nanzan U

The posters in this issue were designed by students in the Creative Writing Course at Nanzan Junior College

How can you believe you are NOT infected with HIV without any check?

検査もしないで、どうして自分はエイズに感染していないと言える？

Ask for information Health Center

If you can't!

そりゃないため、まずは保健所にお電話ください。

RING RING

人権情報センター
052-831-2228

Learning Through Teaching (cont'd from p.1)

Fears allayed during the lesson

There is a well-known concept in Second Language Acquisition (SLA) known as the 'I, Thou, It' framework. Simply put, when we teach and learn there is a focus on the elements of the teacher, learner, and material at hand. The ideal is for the teacher to focus on the learner who in turn focuses on the language. At times, however, teachers need to attend more to their own emotions and the content or language. At the same time, we should work towards maximizing our focus on the learner whose engagement and attention to language is crucial for successful learning. Maintaining a focus on the learner can be a challenge, however, when we are confronted with potentially unsettling struggles within ourselves. Let me illustrate.

Prior to teaching the AIDS lesson there were areas that were impinging on my comfort levels and that might potentially take away from my ability to focus on my learners in ways that I feel are essential for effective teaching. Specifically, I wondered how receptive they would be to treating this topic in a mature way. One that would not make me feel embarrassed in class. I also was hesitant to use certain vocabulary that I deemed necessary in order to fully explore AIDS. In particular, I have to admit that in my wildest imagination I would never have considered using words such as 'penis', 'sperm', and 'unprotected sex' (I'm getting braver as you can see) in my English classes. Yes, they are natural. However in an English class filled with adolescents? Maybe my hesitance shows that I was being an adolescent too? All things considered, they are essential vernacular for discussing AIDS in depth.

Thus I resolved to open my vocabulary and, more importantly, my risk-taking self and decided to just go for it! I then noticed rather quickly that my students, instead of becoming the giggly mass of adolescents that I had previously imagined, had instead become quite receptive to the vocabulary and topic. In fact in during the lesson I was pleasantly surprised by not only my students' receptivity their level of interest as shown by the myriad articles, facts, and other materials that they had discovered for homework. They were engaged and interested in this issue! Their openness and effort helped me to feel more comfortable and consequently able to focus on the lesson and their learning instead of my own emotions. That I was able to overcome this 'language barrier' is a hurdle and insight that I will not soon forget as a teacher. And my students won't soon forget my blackboard illustrations of couples-in-action or their teacher saying, "this is a penis" (instead of a "pen") either!

A few final words

While I could never have imagined that I would be teaching about AIDS before that fateful visit to Beatrice's office, I am glad that I took the plunge. Not only was it a valuable experience for my students, it also opened my senses to new knowledge and insights specific to both AIDS and the teaching-learning process. And I can now say penis without turning red in my classes! Heck, I can write it too!

"I was pleasantly surprised by not only my students' receptivity their level of interest as shown by the myriad articles, facts, and other materials that they had discovered for homework. They were engaged and interested in this issue!"



Request from the editors at JAPANetwork

In an effort to reduce the use of natural resources and production costs, we will be posting future newsletters on our web site. For those of you who are not able to access the Internet, we will continue to mail your JAPANetwork newsletter as usual. **If you ARE able to download PDF files, please contact JAPANetwork with your e-mail address.** We will then notify you by e-mail when the next issue has been uploaded. Thank you for your cooperation.

To the teacher: Suggestions on how to use this newsletter

✂ Copy and distribute pages 3, 4, 7 and 8 – they should take up 2 sides of a B4 sheet.

✂ Have your students look at the pictures of the AIDS Day event. Have they ever seen/attended such an event? What might happen at an event like this? (In fact there were 12 groups of musicians from Nanzan, Aichi Prefectural and Nagoya Universities as well as other professional and non-professional musicians who performed throughout the day: rock, acappella, jazz and pop music. A week before the event, the musicians attended an HIV/AIDS training seminar and during their performances on AIDS Day they gave short speeches, informing the public about the problem of HIV/AIDS here in Japan.) Do the students think this kind of event is effective? Why/not? How would they go about planning an event like this? What would be the goal? Who would they want to be the main target of the AIDS information? Why?

✂ Draw your students' attention to the posters. Have them read the written message carefully. Ask them to share with their partner what they think the message is for each poster. Does their partner agree? Do they think these posters are effective? Why/not? How would they design posters that provide specific HIV/AIDS information in Japanese and English in order to educate the public?

✂ Have your students look the pages over, and choose one of the student's written comments to read in detail. Your students could then work in pairs with a partner who has read the same passage. They should turn over the paper and summarize what they remember from the passage, checking to make sure they have covered the most important points. Student could then pair up with someone who has a different passage and compare (again, summarizing) their two passages.

✂ Have students write questions, comments, observations in the margins (space has been provided for brief comments). Have them compare these with their partner(s). If you notice many questions being noted down, you might also ask them to write their questions on separate pieces of paper and collect them in a box or bag. You could use these for discussion in the next class, giving you time to go to the web for answers in case you don't already know. Or you could pass them out at random and assign one question for each student or pair of students for homework.

✂ With more advanced classes, have students go through a passage and check grammar or alternative ways to express the ideas/opinions given.

Other ideas? Let us know! JAPANetwork would like to hear how you use our materials in class, and how your students react to studying about HIV/AIDS in their EFL courses. Contact us at the address below.

VIDEOS

- Everything You Should Know (with Whoopie Goldberg)
- AIDS: The Teen's Guide to Living
- Gone Tomorrow: AIDS Awareness
- In Our Own Words

PAMPHLETS

- HIV/AIDS – gives basic info
- HIV/AIDS - sliding Q & A info card
- The Facts about Sexually Transmitted Diseases

LISTENING, SPEAKING, INTERNET ACTIVITIES

GAMES

and

MORE!

Contact JAPANetwork for materials

For further information, please contact:

In Tokyo: Donald Fountaine donald@sundaigaigo.ac.jp

In Nagoya: Louise Haynes aidsed@gol.com

JAPANetwork's website has materials you can download
<http://www.japanetwork.org>

My reaction to studying about AIDS

It was very interesting and very useful to learn about AIDS. Before I learned in this class, I was not interested in AIDS. I just regarded AIDS as terrible disease. I just knew a few things about AIDS, for example, AIDS and HIV were not [the same thing], and we could get infected with HIV when we were given a transfusion of blood which was infected with HIV, and when we had sex with a person who was infected with HIV. I had never talked about AIDS with my family or my friends seriously. I thought I had nothing to do with AIDS. However I learned a lot of things and I noticed it was important to get right knowledge. Because all people have a chance to get infected with HIV.

When I read the articles, I thought to have protected sex, for example to use a condom or not to have sex with many people, was very important thing. However I thought, actually it was difficult to ask to use condom. But after I watched the video I changed my mind. It shocked me very much. It was very shocking for me that I saw real people who were infected with HIV. When I saw the scene where they died, I can't explain my feeling exactly but my heart beat fast. And I thought I must not throw their messages away. I noticed to have protected sex was thoughtfulness toward a partner.

Also I noticed it was important to support people who were infected with HIV. They must be full of fear. They don't know how long they can live. They are afraid that they may not be able to fall in love again. They are afraid that their friends leave from them. They have to worry about food and medicine, too. I learned some people have to take more than 30 medicines a day.* Moreover, some medicines have to be taken with food, some medicines have to be taken when their stomachs are empty, and some medicines have to be taken every few hours. These things impose a burden on them.

It is pity that there are some discrimination against people who are infected with HIV, for example they are fired just because they are infected. We have to understand we can't get infected with HIV in ordinary life even if we are with them.

What we can do is support people who are suffering from HIV/AIDS. And I want to support them. - Emiko

*Medicines to treat HIV infection are improving rapidly. In some places now, depending on the condition of their health, some patients only need to take medicine three times a day, -Editor

My reaction to Emiko's comments:

My girlfriend has broken up with me!

because I didn't use a condom.



Any person who has sexual intercourse can get infected with HIV

You have to protect yourself.



Members of Nanzan University's Circle for AIDS Study and Teaching (CAST) Mayu Ota, Haruka Yanagida, Maiko Sugao, Maki Kawai launch JAPANetwork's World AIDS Day event at Kanayama Station, Nagoya on December 1, 2002.

Why is it difficult to ask your partner to use protection?



My reaction to Reiko's comments:

2 weeks of studying about AIDS was very interesting for me, because I had never taken lesson about AIDS like this lesson and I could think a lot about AIDS and my health, etc.

Before I studied, I thought AIDS is very dangerous, and maybe I had a prejudice bias about AIDS. I felt AIDS wasn't close to me, because I and around me people (my family, my friends) can't possibly have [HIV].

But 2 weeks studying, I changed my mind and I thought carefully about HIV and sex and people who contract HIV. I learned a lot, especially when I watched video, I was very surprised and shocked that many adolescents contract HIV through unprotected sex. I learned well that unprotected sex is dangerous and it is important to use condom. But condoms aren't 100 percent safe, so we should think about sex carefully. I was moved by your lesson and your words. Thank you very much! -Reiko

AIDS Statistics in Japan as of December 29, 2002*

1 . HIV infections in Japan to December 29, 2002.

| | Males | Total males | Females | Total females | Total |
|----------------------------|---------------|-------------|---------------|---------------|-------|
| Heterosexual transmission | 1,010 (214) | 1,224 | 348 (616) | 964 | 2,188 |
| Homosexual transmission *1 | 1,611 (148) | 1,759 | 1 (0) | 1 | 1,760 |
| Injection drug use | 11 (16) | 27 | 0 (1) | 1 | 28 |
| Perinatal | 13 (2) | 15 | 7 (7) | 14 | 29 |
| Other *2 | 40 (13) | 53 | 26 (11) | 37 | 90 |
| Unknown | 310 (217) | 527 | 44 (455) | 499 | 1,026 |
| Total HIV infections | 2,995 (610) | 3,605 | 426 (1,090) | 1,516 | 5,121 |

() numbers in parentheses indicate foreign nationals

2 . AIDS cases to December 29, 2002.

| | Males | Total males | Females | Total females | Total |
|----------------------------|-------------|-------------|-----------|---------------|-------|
| Heterosexual transmission | 796 (154) | 950 | 94 (113) | 207 | 1,157 |
| Homosexual transmission *1 | 552 (57) | 609 | 1 (1) | 2 | 611 |
| Injection drug use | 5 (11) | 16 | 1 (0) | 1 | 17 |
| Perinatal | 8 (1) | 9 | 3 (3) | 6 | 15 |
| Other *2 | 32 (13) | 45 | 12 (7) | 19 | 64 |
| Unknown | 359 (201) | 560 | 39 (86) | 125 | 685 |
| Total AIDS cases | 1,752 (437) | 2,189 | 150 (210) | 360 | 2,549 |

| | | | | | |
|----------------------------------------------|-------------|-------|----------|----|-------|
| Infections due to unheated blood products *3 | 1,413 (-) | 1,413 | 18 (-) | 18 | 1,431 |
|----------------------------------------------|-------------|-------|----------|----|-------|

Note : *1 Total includes bisexuals

*2 This is the figure includes cases of infection through blood transfusion

*3 Total infections as of May 31, 2001.

Deaths to date: 1,283.

* These totals are the latest reported figures as of December 29, 2002 on the Japanese Ministry of Health and Welfare Web Site at http://api-net.jfap.or.jp/mhw/survey/mhw_survey.htm

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Stats at a glance (for the period of 9/30/02 ~ 12/29/02)

| | |
|----------------------------|------------|
| HIV infections: 139 | |
| Age | 10-19 → 1 |
| | 20-29 → 56 |
| | 30-39 → 48 |
| | 40-49 → 20 |
| | 50+ → 13 |
| Heterosexual → 45 | |
| Homosexual → 77 | |
| IV drug → 0 | |
| Perinatal → 1 | |
| Other → 1 | |
| Unknown → 15 | |

| | |
|---------------------------|------------|
| New AIDS cases: 61 | |
| Age | 10-19 → 0 |
| | 20-29 → 7 |
| | 30-39 → 17 |
| | 40-49 → 14 |
| | 50+ → 23 |
| Heterosexual → 30 | |
| Homosexual → 16 | |
| IV drug → 0 | |
| Perinatal → 0 | |
| Other → 2 | |
| Unknown → 13 | |

Number of newly reported AIDS cases that had previously been reported under HIV infection cases: 1

About Our Organization...

JAPANetwork offers FREE HIV/AIDS lesson plans, games, articles and video lworksheets to EFL teachers. We also welcome articles, artwork, poetry, or lesson plan ideas, and accounts of teaching experinces from teachers and students. Send your contributions to the address on the left.



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