HIV Educational Activities

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""We hope that the information that we taught them will stay with them and that they will pass on the information to their friends to help prevent the spread of HIV."

- Sophie Kim
BIOE 260 Design Team
and Summer Intern

Global Health Challenge

Lesotho has a population of 1.8 million people, with nearly a quarter infected with HIV. It is estimated that there are 100,000 orphans and vulnerable children (OVC) who have lost their parents to HIV/AIDS. Frequently these children are responsible for caring for other family members, which takes precedence over attending school. An inadequate education can result in a lack of knowledge of biology and related concepts which may attribute to poor decision-making skills concerning their own health in the future. The Baylor Pediatric AIDS Initiative (BIPAI) physicians in Maseru, Lesotho serve the healthcare needs of an HIV positive adolescent community. In order for this population of young adults to be responsible for themselves they need to have a better understanding of human physiology and how HIV affects their body. BIPAI reported a need for science based interventions to educate students on all aspects of HIV infection and treatment.

Appropriate Solution

The BIOE 260 design team members developed the Immunology-based AIDS Prevention Activity Kit which is focused on the comprehension of HIV, the immune system, and the importance of drug compliance. The games address the stigmas and myths associated with HIV/AIDS as well as adolescent prevention, HAART therapy, and pathophysiology. The activities are inexpensive to produce and use creative, interactive methods such as physical activity and role playing to teach more effectively. Guidance and support for this project was provided by Dr. Rebecca Richards-Kortum, Yvette Mirabal, Dr. Clarisa Dudley and Dr. Heidi Gomes, Hafedh Aziz, and Cristiana Ichara.

Current Status

In conjunction with BIPAI, the Activity Kit was tested in an SOS village Orphanage in Maseru, Lesotho, with positive results; the students particularly enjoyed the games that required participation and competition. Modifications were made on certain games to make them more suitable to the social and cultural environment. In general the students had large gaps in their sexual education knowledge and a general presentation about sexual education was added. An effective tool for initiating discussion was to divide females and males into separate groups where they felt more comfortable. The students were tested both before and after participation in the program and their scores improved from an average of 49% to 70%. Although the activities did not continue when the interns left, the students at the SOS Village acquired sustainable, relevant knowledge and skills.

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BIPAI Baylor International Pediatric AIDS Initiative at Texas Children's Hospital

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