

HIV/AIDS and Reproductive Health

Lecturer's Guide

Approved for use in all primary teacher training institutions

4th Edition
2009

Learning about HIV/AIDS: our schools, our future, our responsibility

National Department of Education
Teacher Education and Staff Development Division

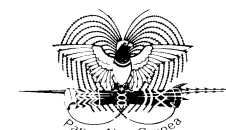
Written by lecturers from every teacher training institution and experienced primary school teachers

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**DEPARTMENT OF
EDUCATION**

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Third and Fourth Editions have minor changes only.

Teachers and lecturers are encouraged to use and adapt activities in this book.

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Secretary's Message

Young men and women in Papua New Guinea need to learn about HIV/AIDS, STIs, reproductive health and life skills so they can avoid risk and live healthy, productive lives. In primary school these skills, knowledge and attitudes are developed through the subjects of Health in Lower Primary and Personal Development in Upper Primary. These subjects foster the emotional, physical, spiritual, cultural and mental wellbeing of the young people in our schools. The topics of reproductive health, HIV/AIDS and STIs are important issues in our country.

Primary school teachers need to know how to teach these subjects in a student centred, interesting and meaningful way. They must also be good role models in their professional and personal life. They need to know a wide range of teaching strategies and be able to plan and programme these reform subjects. Additionally, they must also be able to work with their local community and churches to promote strong values, accurate knowledge and good attitudes.

This new core course for all primary teacher training institutions aims to improve the teaching of reproductive health in primary schools across PNG. It will help student teachers explore and expand their own understanding and skills. It is an important step in implementing the Department of Education HIV Policy, helping teachers protect themselves and their students.

I commend and approve the Student Teacher Course Book and Lecturer's Guide for use in teacher training institutions throughout Papua New Guinea.



Dr Joseph Pagelio
Secretary for Education

Introduction

This book is designed to help you train student teachers in HIV/AIDS and reproductive health. These are important and challenging subjects for teachers. The course will:

- Be based on the Personal Development and Health subjects in primary schools
- Be honest, accurate and “tok stret” about HIV, STIs and reproductive health
- Be practical, student centred and participatory
- Be sensitive to the feelings, backgrounds and culture of teachers
- Follow the guidelines of the National Department of Education (DoE) Policy on HIV/AIDS and the Gender Policy
- Promote a life skills approach based on universal human values of care, love and respect
- Be written by Papua New Guinean teachers for Papua New Guinean teachers

Teaching young people about reproductive health is essential for the development of the country. Unplanned pregnancies, HIV/AIDS, STIs, abuse, intolerance and ignorance all damage the lives of young people and teachers. Education is better than ignorance.

The Lecturer’s Guide is designed to be used with the Student Teacher Course Book which contains the facts, figures, extracts, a sample unit of work and a wide range of self study tasks. The Lecturer’s Guide is written as a training manual and divided into hour-long participatory sessions for trainees. **The activities and format are only suggestions – a good lecturer evaluates and adapts material to meet the needs of the students.** If you feel another activity is more effective than the one in the Guide please use it.

Every activity in this guide is one the trainee teachers could use in their own schools – the course will model how to teach reproductive health through Personal Development, Health and life skills. If you train your student teachers in interesting, participatory and student centred approaches then they will use these strategies when they teach the young men and women in their schools

Essential resources

The most important resource is **you**. You should be open-minded, creative, well organised and train in a participatory way. You should not be judgemental or preach: instead facilitate discussion and exploration of topics with your students. You should be passionate about the importance of reproductive health education and confident to use the correct words and medically accurate information. **You should know both the Health and Personal Development Syllabi and Teacher Guides in detail.**

It is recommended this course is taught after students have completed the Health course in the Teacher Education curriculum.

Other essential resources which you should have available (at least enough copies for one between two students):

- HIV/AIDS Policy of the National Department of Education
- Agency HIV/AIDS Policy if available
- The HAMP Act User Guide (available from your local Provincial AIDS Committee)
- Health Syllabus and Teacher Guides (Grade 3-5)
- Personal Development Syllabus and Teacher Guides (Grade 6-8)
- One Student Teacher Course Book for **each** trainee

The course has been designed to use minimal resources. There will be some activities which involve prior preparation of materials, games and activities and these are all designed to be easily improvised in remote settings. You are encouraged to use local organisations and resource people as well as other lecturers. Some sessions may be best conducted in same sex groups.

Programming this course

This HIV/AIDS and Reproductive Health course is designed for primary student teachers (pre-service or in-service).

- 36 contact hours
- 20-40 self study hours
- 3 credit points (Diploma)
- 2 main assessable tasks
- It is a core course and should not be offered as an elective
- It is recommended that the course is taught after the Health course. It is linked to the Health Promoting Schools & Child Friendly Schools courses.
- It is essential the lecturers who teach this course are trained/experienced and enthusiastic in HIV/AIDS and reproductive health teaching
- It is essential that lecturers who teach this course know the Health and Personal Development Syllabus and Teacher Guides in detail
- It is recommended the Modules are taught in the correct order
- All the Module outcomes are essential components – they must not be cut out
- It can be taught in Year 1 or 2 of the Diploma programme

Modules and recommended times

The timings are at the discretion of the institution and trainer depending on the knowledge and skills of the participants. You will notice there are more sessions in the Guide than the recommended times to give you flexibility and choices on how to cover the learning outcomes for each Module. There are just over 50 sample sessions in this book.

Module	Recommended contact time allocation
1. Puberty and sexuality	6-8 hours
2. Reproduction and family planning	9-10 hours
3. HIV/AIDS and STIs	12-15 hours
4. Planning and programming Personal Development and Health	6-10 hours

Session design

Each session is designed to last about an hour. They have clear outcomes that should be shared with the trainees. They are designed to be taught in order. However it is important you use your professional judgement – the Lecturer’s Guide is not supposed to be a recipe book! **The activities are suggested ones only. Feel free to change and adapt the activities.**

Teaching and learning strategies are **underlined** in bold. Tell your students which ones they are and ask them to evaluate them. They should be highlighted so trainee teachers can use them with their classes.

e.g. **Warm up Activity: Mind map “What is puberty?” (10 mins)** With a partner map every word and phrase you know about puberty in a mind map. You can add more to these as the topic continues.

Every session has a warm up, main activity, teaching focus (such as micro-teaching) and plenary/self study task.

Self study

The course encourages independent learning. Please use the extensive self study tasks for students listed in the Student Teacher Course Book. These could form alternative activities during sessions or as on-going assessment activities. Additional self study/homework tasks are included for each session in this book. **All self study tasks can be adapted for use in the primary classroom.**

Assessable task bank

Each institution has different assessment formats and demands. The **Resource CD** contains a bank of detailed assessment tasks and marking criteria that would be appropriate for this course. Further assessment task ideas include:

- Using the HIV/AIDS Policy and Syllabus prepare a 10 step plan for implementing this subject and Policy at a remote rural primary school (i.e. how to work well with the community)
- Reflect on sexuality and sex in your own culture and how this affects education in primary schools (positive and negative, barriers and opportunities)
- Debate a controversial topic in a small group (research your point of view, prepare in detail and argue persuasively). Assess through observation.
- Design a one-week in-service programme about either **HIV/AIDS and STIs** or **Personal Development or Health or Life Skills** for a remote primary school
- Write a bank of 5 lesson plans for Grade 8 PD on safe sex, avoiding risk and sexuality or Grade 7 PD on puberty or Grade 5 Health on HIV/AIDS and STIs
- Develop a resource pack for UP teachers on STIs and HIV/AIDS including basic facts, a lesson plan and 3 games
- Conduct and evaluate a community awareness HIV/AIDS or reproductive health project for either local community, mama and papa groups, P&C group, BOM, local Church or youth
- Construction of models (e.g. showing the immune system, showing physical changes in puberty)
- Interview a relevant person about HIV/AIDS and their experiences (e.g. church leader, community leader, PLWHA, NGO worker, health worker, youth peer educator). Report this in writing.
- Use newspaper articles about either HIV/AIDS or gender issues to develop a bank of exercises and activities
- Carry out field research and write this up in a report (e.g. on knowledge of STIs or attitudes towards people living with HIV/AIDS)
- Plan a learning resource/carousel for a Grade 5 classroom for Puberty
- Design a test or quiz (with answers!) on Personal Development or HIV/AIDS and STIs or Puberty for a Grade 5-8 class
- Write a Yearly program and Termly Overview for Personal Development or Health
- Write a Pupil Resource Book for one Grade 5-8 using the Personal Development and Health outcomes for that Grade
- Write a portfolio of case studies that illustrate risk for young people or HIV/AIDS stigma or Positive Living. Each one should have a clear behavioural message
- List the advantages and disadvantages of 10 teaching and learning strategies for PD and Health life skills
- Exam
- Essay writing on a set theme linked with Education e.g. The HIV/AIDS epidemic in PNG and its effects on education or the challenges of teaching about sex in PNG primary schools
- Using the latest NACS data on STI and HIV infections prepare a report on the epidemic in PNG and a set of questions you could ask a class about the data and graphs
- Keep a reflective weekly journal through the course reflecting on what you have learnt, any changes you have noticed in yourself and your increasing knowledge and skills
- Write a story/case study of a person living with HIV/AIDS which illustrates important behavioural messages such as no stigma and Positive Living

Four sample assessment tasks are included with this book. Lecturers are encouraged to design their own student centred tasks and criteria using these as a guide.

Task: HIV/AIDS or Puberty Lesson Plan and Micro-teaching

Value: 40%

Rationale: To be able to teach to a high standard about HIV/AIDS and reproductive health in Personal Development student teachers need experience planning and delivering lessons. This is very important to strengthen the confidence of the teacher in sensitive subjects.

Task description: Write a lesson plan for micro teaching any HIV/AIDS or Puberty topic from this course. The lesson plan must address one outcome from either the Personal Development or Health Syllabus. You can use the NDoE Personal Development sample units of work as examples.

You can use the Teacher Guide and this course as a source for ideas for activities. Microteaching must follow the lesson plan headings in the criteria and will be to a mixed sex group of peers and will last for no more than 10 minutes. It will be observed by your lecturer.

Length: Lesson plan: Minimum 1 page of A4; maximum 2 pages of A4

Microteaching: Minimum 9 minutes. Maximum 12 minutes. You will be asked to stop after 12 minutes. You will be asked to continue if under 9 minutes.

Assessment criteria:

Lesson Plan 15 marks

1. Outcome: Suitable outcome from either Health or Personal Development with code; will this lesson achieve the outcome?	0	1	2	3
2. Teaching sequence: Introduction, factual teaching, main activity and conclusion clearly written; timings noted for each step; neat and well presented	0	1	2	3
3. Three interesting teaching strategies (one for the introduction/ice breaker e.g. STI sorting game) (one for the main activity e.g. Discuss in pairs what makes HIV such a dangerous STI) (one for the conclusion e.g. tell your partner 3 questions you want to find the answer to in the next lesson)	0	1	2	3
3. Appropriate materials listed (resources, visual aids needed etc)			0	1
4. 3 or more open questions listed (e.g. Why do you think HIV rates are increasing? Tell your partner)	0	1	2	3
5. Evaluation – 3 professional improvements noted (reflection carried out after the lesson)	0	1	2	3

Microteaching 25 marks

1. Introduction/icebreaker: Fun, lively, all students involved; relevant to HIV/AIDS or Puberty; good timing; strong start	0	1	2	3	4	5
2. Teaching new information Clear explanation, use of a visual aid; use of 3 open questions; good timing	0	1	2	3	4	5
3. Main activity: Student focused; clear instructions; individual. pairs or groups of 4 max; resources (e.g. butcher paper) ready; good timing	0	1	2	3	4	5
4. Organisation: Everything ready; teacher on time; using a watch; using the plan	0	1	2	3	4	5
5. Teaching personality: Confident; looking the students in the eye; loud voice; not rushing; smiling; interesting and lively teacher!	0	1	2	3	4	5

Task: Big book on HIV/AIDS

Value: 40%

Rationale: Teachers must use Big Books in their Language lessons. These must be relevant to the needs of the community. Trainees must gain experience in writing Big Books which can be used to raise awareness and educate students in how to care properly for people with HIV/AIDS (a key behaviour for primary school pupils).

This task encourages creativity and will also leave all trainees with a book they can then use in school when they graduate.

Task description: Write a Big Book for Grade 5 students showing how to care for someone with HIV/AIDS. This book should show a range of information book features (listed below) and use bridging towards vernacular.

Length: One book

Assessment criteria:

1. Well constructed Big Book; strong spine; well attached pages; numbered pages and contents page	0	1	2	3	4	5
2. Glossary: At least 10 words used in the books' main text; correct definitions and spellings; Vernacular and English definitions; at the back of the book	0	1	2	3	4	5
3. Diagram: At least one relevant diagram about people living with HIV/AIDS (e.g. diseases which affect PLWHA or how HIV is not spread); neat labels correctly spelt; arrows; vernacular bridging; diagram drawn in pen	0	1	2	3	4	5
4. Story: One story which explains the importance of caring for people with HIV/AIDS; clear Christian behavioural message; relevant characters; illustrated in colour; bridging; text large enough to be read from 5 metres away	0	1	2	3	4	5
5. Information text: At least three pages explaining Positive Living; clear instructions using at least 10 numbered points or bullets; relevant; correct spelling; illustrated; bridging; text large enough to be read from 5 metres away	0	1	2	3	4	5
6. Activities for students: At least 5 activities for students written in the Book (e.g. Write your own story about what happens next or Write a poem about the bad effects stigma and discrimination); relevant and linked to behavioural change; bridging	0	1	2	3	4	5
7. Case study: At least one case study which shows the consequences of stigma and discrimination on PLWHA; 5 questions about the case study (e.g. what would you have done? Why); relevant; bridging	0	1	2	3	4	5
8. Cover and blurb: colourful cover with clear title and relevant picture, author's name; blurb on the back cover (in English and vernacular); large enough to be read from 5 metres away; contact details of the local Provincial AIDS Committee for more information	0	1	2	3	4	5

Task: HIV/AIDS and Reproductive Health Teaching Resource Box

Value: 40%

Rationale: Teachers often say they lack resources for lessons. They need to collect resources to help them teach. This box will contain a range of resources which will help you plan and teach interesting, student-centred lessons in Health and Personal Development, especially lessons on puberty, sexuality, STIs and HIV/AIDS.

Task description: Individually, you are to make a range of resources which would be appropriate for either lower or upper primary students. The range of resources is listed in the criteria.

Length: One box

Assessment criteria:

1. Well made box with content list on lid (colourful box with appropriate images, strong box with handle and lid, list of resources in the box with a link between each one and a learning outcome and one sentence for each resource on how to use it), name and class on the box	0	1	2	3	4	5
2. Bingo game (set of at least 9 definition cards for the teacher with correct neat spelling and hard wearing; set of at least 6 bingo grids for students covered in tape or plastic); relevant to learning outcomes	0	1	2	3	4	5
3. Newspaper activity – choose one newspaper article relating to puberty, sexuality, STIs or HIV/AIDS; write out 5 questions and 2 activities (e.g. write a letter to the editor) about the article (related to the Outcomes); neatly presented and key words spelt correctly; imaginative and relevant activities	0	1	2	3	4	5
4. Follow Me Game – at least 15 follow me cards; questions relevant and linked to outcomes; correct facts; correct spelling; hard wearing	0	1	2	3	4	5
5. Two poems – 2 poems you wrote yourself that the pupils can read and follow to write their own; One poem on pregnancy and one on HIV/AIDS; must be original, illustrated with a colourful picture and neat	0	1	2	3	4	5
6. Two case studies – 2 case studies about risky behaviour and poor decisions (e.g. having sex with your boyfriend/girlfriend) and the consequences of these; 5 open ended questions for each case study (e.g. What would you have done? Why?); well presented and relevant to community	0	1	2	3	4	5
7. Matching game – a game matching definitions to words (e.g. puberty); clearly written; at least 8 words and 8 definitions; correct facts and spelling; 4 sets of the game	0	1	2	3	4	5
8. Poster – design a poster to raise awareness of HAMP Act or DoE HIV/AIDS Policy or Personal Development Syllabus with parents; written in Tok Pisin, English or Tok Ples; clear slogan; colourful; well illustrated; clear message; large enough to read from the back of the room	0	1	2	3	4	5

Task: Writing a Personal Development or Health unit of work

Value: 40%

Rationale: This assessment task will help student teachers to plan and prepare a unit of work for Health or Personal Development. Student teachers will become more familiar with the Syllabus and Teacher Guide with the process of developing a unit of work. Units of work are the key part of the planning and programming process.

Task description: Plan a stand alone unit of work for Grade 6 or 7 or 8 for relevant learning outcomes for HIV/AIDS and STIs, puberty or sexuality or safe sex **or** plan an integrated unit of work for relevant learning outcome for Health Grade 5 on HIV/AIDS and STIs or puberty (must include a Language learning outcome and one from another subject such as Community Living). You can use the NDoE Personal Development sample units of work book for ideas and guidance.

The unit of work should have the headings in the criteria.

Length: Minimum length of the unit of work is 4 A4 pages. Maximum length is 8 A4 pages. A3 paper is easier to work with.

Assessment criteria:

Grade, strand, sub-strand and learning outcome are clearly stated; theme is imaginative, child centred and relevant (can be vernacular); sensible cluster of outcomes; correct spelling and learning outcome code	0	1	2	3	4						
Statement of Purpose (one clear statement linked to learning outcome); begins with "Students can..."; Covers all the knowledge, skills and attitudes in simple language; correct spelling and grammar	0	1	2	3	4	5					
Time: Estimated time frame for the unit of work is realistic and reflects the 240 minutes per week allocated for Personal Development or the 90 mins per week allocated for Health. The timeframe is stated in weeks, or hours if the unit is to be taught intensively (both subjects can be blocked).				0	1	2					
Content: clearly states the knowledge, skills and attitudes; extracted from the Teacher Guide elaborations with additions for additional content; written in a neat table; extracts from TG can be photocopied and neatly stuck in	0	1	2	3	4	5	6				
Learning activities are written in a numbered list. They are relevant to the outcomes and appropriate for that age group. The learning activities are organised logically and there are about 3-6 activities per outcome. Assessable activities are clearly identified (e.g. by underlining). A range of appropriate teaching strategies are identified. For each activity any integrated link is highlighted (e.g. Maths) and how the students will be organised (e.g. Individual, paired, threes or group of 4, whole class)	0	1	2	3	4	5	6	7	8	9	10
Assessment Plan: shows assessment method , which outcome is being assessed, organisation (e.g., individual) brief description of the task , detailed marking criteria and recording method. Assessment tasks are relevant and clearly explained. The criteria is consistent with the instructions and focused on the outcome; written in a neat table	0	1	2	3	4	5	6	7	8	9	10
Resources required to teach the unit are relevant and interesting for the students. Relevant materials required to teach the unit of work have been identified; number of items noted								0	1	2	3

Monitoring and Evaluation tools for lecturers

It is important lecturers and managers monitor the implementation of the HIV/AIDS and Reproductive Health course.

1. Baseline data questionnaire

This can be used before and after the course to monitor the knowledge and attitudes of student teachers and evaluate the effectiveness of the training. Lecturers can adapt this questionnaire. A copy is on the **Lecturer's Resource CD**

HIV/AIDS and Reproductive Health Baseline Data Questionnaire 2007

The purpose of this research is to investigate what you think about and what you know about HIV/AIDS, STIs and reproductive health. Thank you for taking part in this research. The results are anonymous.

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

<input type="checkbox"/>	Year 1
<input type="checkbox"/>	Year 2

1. Which of the following statements are true? (tick all that apply)

<input type="checkbox"/>	You can be infected by HIV by insect bites
<input type="checkbox"/>	HIV and AIDS are the same thing
<input type="checkbox"/>	You can tell someone is infected by HIV just by looking at them
<input type="checkbox"/>	AIDS is when your immune system has been badly damaged by HIV
<input type="checkbox"/>	People infected with HIV die quickly
<input type="checkbox"/>	Most people are infected by HIV by having unprotected sex
<input type="checkbox"/>	There is a cure for HIV
<input type="checkbox"/>	Mothers who are HIV positive can breast feed
<input type="checkbox"/>	An HIV blood test is free and confidential
<input type="checkbox"/>	If you have an STI you are much more likely to be infected with HIV
<input type="checkbox"/>	Most people with HIV do not know they have it
<input type="checkbox"/>	Women are more vulnerable to HIV than men
<input type="checkbox"/>	HIV and AIDS is taught in the curriculum from Grade 5
<input type="checkbox"/>	The HIV virus can pass through a condom
<input type="checkbox"/>	You cannot catch HIV the first time you have sex with someone
<input type="checkbox"/>	Only people with lots of sexual partners should use a condom
<input type="checkbox"/>	If you get HIV infected blood on your hands you will become infected
<input type="checkbox"/>	The HIV virus was created in a laboratory

2. Which of the following body fluids can transmit HIV? (tick all that apply)

<input type="checkbox"/>	Blood	<input type="checkbox"/>	Faeces (waste or pekpek)
<input type="checkbox"/>	Semen	<input type="checkbox"/>	Saliva (spit)
<input type="checkbox"/>	Vaginal fluid	<input type="checkbox"/>	Tears
<input type="checkbox"/>	Breast milk	<input type="checkbox"/>	Sweat
<input type="checkbox"/>	Urine	<input type="checkbox"/>	Others (list) _____

3. Which of the following will stop a person being infected with HIV? (tick all that apply)

<input type="checkbox"/>	Stay with one sexual partner for life
<input type="checkbox"/>	Use a male or female condom when having sex
<input type="checkbox"/>	Get an HIV blood test
<input type="checkbox"/>	Do not have sex too young
<input type="checkbox"/>	Get married
<input type="checkbox"/>	If a man is circumcised
<input type="checkbox"/>	Others (please list)

4. If someone had HIV, how could you be infected? (tick all that apply)

- | | | | |
|--------------------------|--|--------------------------|----------------------------------|
| <input type="checkbox"/> | By being coughed/sneezed on by them | <input type="checkbox"/> | Sharing tattoo blades or needles |
| <input type="checkbox"/> | By speaking with them | <input type="checkbox"/> | Sharing buai with them |
| <input type="checkbox"/> | Sharing your food and cutlery/plates | <input type="checkbox"/> | Sharing clothes with them |
| <input type="checkbox"/> | Holding their hand | <input type="checkbox"/> | Using the same toilet as them |
| <input type="checkbox"/> | Kissing them or deep kissing | <input type="checkbox"/> | Hugging them |
| <input type="checkbox"/> | Cleaning up their vomit, blood and pekpek wara | <input type="checkbox"/> | Working with them |

5. Which of these statements about people with HIV/AIDS do you agree with? (tick all that apply)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | People with HIV/AIDS are just like me |
| <input type="checkbox"/> | I am at risk from HIV |
| <input type="checkbox"/> | HIV/AIDS is God's punishment |
| <input type="checkbox"/> | People with HIV/AIDS should be cared for and respected |
| <input type="checkbox"/> | HIV testing should be compulsory |
| <input type="checkbox"/> | People with HIV should be locked up |

6. Which statements about sex education do you agree with? (tick all that apply)

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Primary school students are too young to learn about HIV, STI's and reproductive health |
| <input type="checkbox"/> | Teaching young people about sex encourages them to have sex earlier |
| <input type="checkbox"/> | Teaching young people about sex protects them |
| <input type="checkbox"/> | Young people should not be taught about condoms, just abstinence |
| <input type="checkbox"/> | All upper primary students should be taught how to use male and female condoms |

7. How confident are you in teaching HIV/AIDS and reproductive health in Personal Development and Health? (0=cannot do this; 1=very little knowledge, 2=some knowledge but need lots of support, 3= can do this with help, 4 = can do this without help, 5= very confident and can help others)

Say all the reproductive health vocabulary (e.g. penis, vagina, sex) confidently	0	1	2	3	4	5
I know and can use Personal Development syllabus and Teacher Guide	0	1	2	3	4	5
I know and can use the Health syllabus and Teacher Guide	0	1	2	3	4	5
I know the Department of Education HIV/AIDS Policy and how to implement it	0	1	2	3	4	5
I can write a stand alone unit of work for Personal Development	0	1	2	3	4	5
I can write an integrated unit of work including Health	0	1	2	3	4	5
I can plan relevant assessment tasks with detailed criteria	0	1	2	3	4	5
I can plan lessons on HIV/AIDS and reproductive health with a wide range of student centred life skills activities	0	1	2	3	4	5
I can confidently demonstrate the correct use of male and female condoms to a class	0	1	2	3	4	5
I know where to get an HIV blood test in my Province	0	1	2	3	4	5
I know a range of local and national organisations and trainers who can help me teach about HIV/AIDS	0	1	2	3	4	5
I know the gender issues around HIV/AIDS and reproductive health	0	1	2	3	4	5
I know how to work effectively with Churches and communities to teach about HIV/AIDS and reproductive health	0	1	2	3	4	5

Statement	Strongly agree	Agree	Disagree	Strongly disagree
HIV testing should be compulsory				
People with HIV should all be sent away to live on an island				
Questions on HIV and AIDS should be in the national exams				
Having more than one sexual partner is common				
Condoms should be used by married people				
Teaching young people about sex encourages them to have sex earlier				
I think it is ok to someone to pay for sex				
It is ok for a man to have many wives				
It is ok for a woman to have many husbands				
HIV can be cured with ART				
HIV can be cured by prayer and giving yourself to Jesus				
Primary school students should be taught about the male and female reproductive organs				
Lower primary students should learn about HIV and reproductive health				
Upper primary students should learn about safe sex and condoms				
I would be comfortable having a student who is HIV positive in my class				
I would be comfortable working alongside a teacher who is HIV positive				

Thank you for your time. If you have any questions or comments about the research please speak to your HIV/AIDS lecturers or to the researchers

2. Evaluation of lecturers teaching HIV/AIDS and Reproductive Health

This tool can be adapted and used by students, inspectors, Head of Strands or peer assessors to evaluate the lecturers training student teachers in HIV/AIDS and Reproductive Health.

HIV/AIDS and Reproductive Health Course - Evaluation of Lecturers 2007

Lecturer: _____

Course: **HIV/AIDS & Reproductive Health**

5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
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Please circle a number to show your opinion

	SA	A	N	D	SD
1. This lecturer was able to clearly communicate accurate ideas and information about HIV and reproductive health	5	4	3	2	1
2. The lecturer was confident when talking about sex, sexuality, HIV/AIDS and STIs	5	4	3	2	1
3. The lecturer was sensitive and open minded about the subject matter	5	4	3	2	1
4. This lecturer's classes were interesting and made me want to learn more about HIV/AIDS and reproductive health	5	4	3	2	1
5. This lecturer was enthusiastic, creative and passionate about HIV/AIDS & reproductive health	5	4	3	2	1
6. Work and activities set by this lecturer encouraged my interest in HIV/AIDS and reproductive health	5	4	3	2	1
7. This lecturer planned for maximum student participation in sessions	5	4	3	2	1
8. Teaching methods used, modelled and demonstrated by this lecturer were effective and interesting and could be used in primary school	5	4	3	2	1
9. This lecturer taught life skills teaching and learning strategies	5	4	3	2	1
10. This lecturer is aware of primary school and community situations, issues and needs	5	4	3	2	1
11. The lecturer has a good understanding of the Personal Development and Health syllabuses and Teacher Guides	5	4	3	2	1
12. This lecturer has promoted independent learning (through self study tasks or homework)	5	4	3	2	1
13. This lecturer showed awareness of gender issues around HIV/AIDS and reproductive health and demonstrated gender equity at all times	5	4	3	2	1
14. This lecturer demonstrated both female and male condoms correctly and confidently	5	4	3	2	1
15. This lecturer has positive values and is a good role model for young people	5	4	3	2	1
Any other comments about this lecturer (positive or areas for improvement)					

3. Evaluating the HIV/AIDS and Reproductive Health course

This tool can be used for student teachers to evaluate the course.

5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
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Please circle a number to show your opinion

	SA	A	N	D	SD
1. The course was appropriate and relevant for primary school teacher trainees and will improve my teaching in school	5	4	3	2	1
2. The Student Teacher Course Book was comprehensive and useful to me	5	4	3	2	1
3. The outcomes of the course were clear to me	5	4	3	2	1
4. An appropriate range of life skills teaching methods were used (which can all be used in primary school)	5	4	3	2	1
5. How to plan and programme Personal Development and Health was covered in detail (units of work etc)	5	4	3	2	1
6. This course addressed the DoE HIV/AIDS Policy and HAMP Act (and agency Policy if appropriate)	5	4	3	2	1
7. This course covered ABCD prevention strategies accurately and in detail	5	4	3	2	1
8. This course promoted independent learning (self study)	5	4	3	2	1
9. I learnt new information and skills	5	4	3	2	1
10. There was plenty of opportunity for active participation in class (e.g. group work)	5	4	3	2	1
11. The instructions and criteria for assessment were clear and shared with the class	5	4	3	2	1
12. I was given my own copy of the HIV/AIDS & Reproductive Health course book	5	4	3	2	1
13. There were additional resources available in the library, on the intranet etc. for HIV&AIDS, STIs and reproductive health	5	4	3	2	1
14. Gender issues and life skills were an important part of this course	5	4	3	2	1
15. I would recommend this course to others	5	4	3	2	1

Comments on this course (positive and areas for improvement)

4. Implementation checklist for the course and HIV/AIDS Policy

This monitoring checklist is for HIV/AIDS Coordinators, inspectors and senior management to see how well the institution is implementing the HIV/AIDS and Reproductive Health course and Department of Education HIV/AIDS Policy.

HIV/AIDS Implementation checklist for teacher training institutions 2007

Curriculum

Is there a compulsory 3 credit point course on HIV/AIDS, STIs and Reproductive Health in the college curriculum?

Is there a position for one male and one female lecturer to teach the course?

Who teaches the course?

Does the college have one male and one female lecturer who are trained to teach the course?

Is there a place in the timetable for the course?

Are there sufficient copies of the Lecturers' Guide for the lecturers who teach the course?

Is there at least one complete class set of Student Teacher Course Books reserved in the library?

Do all students receive a copy of the Student Teacher Course Books (one for each student teacher)?

Are there class sets of Personal Development syllabi and Teachers Guides?

Are there class sets of Health syllabi and Teachers Guides?

Does the college evaluate and monitor the training in the course?

Do all relevant college courses integrate HIV/AIDS, life skills and gender messages into their teaching?

Does the college have a core compulsory course in guidance and counselling?

Does the college have a core compulsory course in gender equity?

Policy and participants

Is there an HIV coordinator or HIV Committee for the college?

Does each lecturer have a copy of the HIV/AIDS Policy?

Does each lecturer have a copy of the HAMP Act booklet?

Does each lecturer have a copy of the relevant agency Policy?

Are there sufficient copies of the HIV/AIDS Policy available in the library for students?

Are there sufficient copies of the HAMP Act booklet in the library for students?

Does the college have its own workplace Policy for HIV/AIDS, STIs and sexual health?

Has the college fully enacted the DoE Gender Equity Policy?

Has the college completed a gender audit of policies, rules and structures (e.g. SRC elections)?

Has the college senior management discussed the DoE HIV/AIDS Policy and the HAMP Act?

Has the Governing Council been trained in HIV/AIDS, STI and reproductive health matters (including DoE HIV/AIDS Policy and HAMP Act)?

Do all College policies and rules promote positive values, ethics and a Christian ethos for both staff and students?

Resources

Is there a class set of wooden penises for condom demonstrations (1 between 2 students)?

Does the college have pamphlets and posters on HIV and related issues in the library?

Does the college have HIV/AIDS, STI and reproductive health information on their intranet for students and staff?

Does the college have a regular supply of male and female condoms, leaflets and materials from their local Provincial AIDS Committee?

Does the college have a store room for these materials?

Prevention for students and staff

Do all students have equitable access to male and female condoms?

Do all staff (including ancillary staff) have access to male and female condoms?

Have all staff (including ancillary staff) completed at least 2 days of basic HIV/AIDS and STI training?

Do all inductee staff complete at least 2 days of basic HIV/AIDS and STI training?

Does the student body have training in life skills and peer education for the student leaders?

Does the college have an HIV/AIDS and sexual health peer education program in place for students (e.g. HIV Club)?

Counselling and care

Does the college have one male and one female counsellor who have completed training to a national standard?

Are the college male and female deans trained in basic HIV/AIDS, STIs and sexual health matters?

Are the college male and female deans trained in basic counselling to a national level?

Is the college pastor/chaplain trained in HIV/AIDS, STIs and sexual health matters?

Is the college pastor/chaplain trained in basic counselling to a national level?

Is a senior member of management (Principal, Deputy etc) trained in HIV/AIDS, STIs and sexual health and counselling to a national level?

Does the college have a health worker on campus with sufficient resources?

Can the college clinic easily refer students and staff for STI and HIV tests and further counselling?

Does the college ensure a gender balance in health care (e.g. a male health worker visits for Men's clinics if the college has a female clinic nurse)?

Does the college have a basic first aid kit which all staff and students can access easily 24 hours a day?

Is there a designated member of staff responsible for this?

Is there a blood spill safety kit available for all staff and students 24 hours a day?

Is there a designated member of staff responsible for this?

Community and partnerships

Does the college carry out HIV/AIDS and STI awareness on the campus?

Does the college carry out HIV/AIDS and STI awareness in partner schools?

Does the college carry out HIV/AIDS and STI awareness in the local communities?

Has the college established links and partnerships with relevant community based organisations, NGOs, church groups and the Provincial AIDS Committee?

Environment

Does the College promote a healthy lifestyle for all students and staff (healthy food, no smoking or chewing policies, no cigarettes sold in college store etc)?

Does the College have a zero tolerance discipline policy for sexual assault, violence, harassment, domestic violence and stigma?

Other activities and issues:



Warm ups and icebreaker games

These can be used to introduce the sessions or to help teachers relax and communicate. There are more on the Resource CD.

1. Things We Share

Stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or thong or piece of paper or sit on a chair. The person in the middle calls out something about themselves and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

e.g. "I have no children", "I like dogs" "I know how to use a condom" "I am a Blues supporter" "I was born in January" "I am not wearing a meri blouse" "I don't like tinned fish" etc

2. Pukpuk, Man, Meri (a variation on Paper, Stone, Scissors)

Stand the participants in two rows facing each other. Show them the symbols for pukpuk (Snap!), man (Muscles!) and meri (Hips!).

The man will beat the pukpuk. The meri will beat the man. The pukpuk will eat the meri.

Count 1,2,3 and they have to make their symbol and see who wins. Play offs and finals are optional. Good for building self confidence and team work.

3. Three truths and a lie

Each person writes 4 sentences on a piece of paper about themselves. 3 must be true and one must be a lie. They then walk around and introduce themselves to other people, share their sentences and the other person has to guess which one is the lie. After 5 minutes, each person stands up and reads out their sentences and tells everyone which one was the lie. Excellent for communication skills.

4. Body writing

Great physical warm up. Choose a name from the group and ask the participants to stand up and write this name with...an arm, their head, a leg, their whole body! Excellent for self confidence and building self esteem.

5. Remember Me

Choose a suitable diagram or picture from a textbook/your own work. Put the participants in teams. One member of each team runs to the front and has 30 seconds to look at the picture/diagram. Then they run back and their team has to draw the diagram. After 1 minute the next person runs up for a 30 second look and back to their team to improve the picture. And so on...then show the picture and judge the best team. Excellent for team work and communication skills.

6. Pictionary

Sort the participants into teams. You will need a blackboard. Call up one member of the team. You will show them a card with a word or phrase on. They have to draw this on the board (no words allowed!) and their team have to shout out their guesses. First team to call out the right word wins a point.

Some possible cards...

Action words; holding hands, sex, being faithful, saying no, going for a blood test etc

Naming words: condom, virus, woman, teenager, homebrew, teacher, STI, pubic hair etc

Emotional words: love, caring, lust, Christian, sadness, hope, dreaming etc

7. Name 10....

In two minutes individual participants have to brainstorm 10...

...ways for a person who has HIV to keep healthy (Positive Living) . Then feedback onto the board listing as many ways as possible. Fast and furious and works well as revision in primary schools. Always play it again the next day to reinforce the 10 list.

Here are some others for you to use with your group...

- ...10 ways to look after a pregnant mother
- ...10 steps to correctly using a condom
-10 ways to fight stigma and discrimination
- ...10 signs of a strong healthy marriage
-10 stories from the Bible to fight stigma and discrimination
- ...10 safe sexual behaviours
-10 risky sexual behaviours
-10 ways to say no to sex
-10 ways to persuade your partner to use a condom
- ...10 reasons not to drink home brew
- ...10 role models in their life
- ...10 things they like about themselves
- ...10 successes you are proud of in your life
- ...10 things you would like to achieve before you are old

8. Reflection questions

The teacher places 3 questions on the board to stimulate the students (e.g. "Do young men respect young women? Why? Why not?"). Students reflect on this individually and then discuss with a partner. Then they can be asked to report their partner's views.

9. Yes! No! game

In pairs the students face each other. One can only say "yes!" and the other can only say "no!". Using only these words they have to persuade their friend to change their word....by begging, shouting, cajoling. Excellent for voice skills.

10. My Bilum

Everyone has a bilum. In the bilum write pieces of 10 paper with People who are precious to me. With a partner students explain why they put that name in the bilum

Other things that could go in your bilum (e.g. things I am proud of...My strengths...5 things I have done this week for others...10 things that help me relax). Excellent for self esteem. People can also add things to your bilum (e.g. how you helped me this week)

11. Oh Henry! (or, Oh Henrietta!)

Students stand in a circle of 6. In turns they step forward and say "Oh Henry!" in a different voice (e.g. angry, sad, depressed, worried, caring). The other students have to guess which voice they are using. Excellent again for communication skills.

Sadness, anxiety, pain, anger, joy, confusion, fear, love, depression, grief, passion, rage, jealousy, guilt, annoyance, misery, happiness, grief, regret, laughter etc

12. Vote with your feet

Teacher prepares three statements on the floor: I AGREE, I DISAGREE, I AM NOT SURE. Teacher then reads out prepared values statements and the students move to the right place. Students can explain their decisions and move if they are persuaded by the teacher. 6 statements is a good number.

Good questions for the teacher to ask include: "why did you choose to stand there?", "What would it take for you to change your mind?", "How do you know you are right?" Here are some example statements to vote on...

Condoms should always be used when having sex
You can contract HIV through someone coughing or sneezing on you
People living with HIV should be treated equally
Primary school is too soon to teach about sex
Parents expect teachers to teach their children about HIV&AIDS
Everyone should be forced to be tested for HIV
If you have HIV you must have been a sinful person
Women are more vulnerable to HIV than men
Men are the big problem with the epidemic

13. What I have learnt....Self reflection where the students list more than 5 things they learnt in the last lesson. Teachers may ask them to sort these into knowledge, skills and attitudes. An extension is for students to list who helped them learn these things.

14. Problem posing

In pairs students write questions for another pair. Excellent for checking for knowledge acquisition.

15. Group race

Participants race around the room and listen out for the trainer to call a grouping and a body part. Then they have to group themselves touching only those body parts

E.g. "Three heads" or "Four elbows" or "Three feet and three hands"

16. "Why" and "Because"

Two rows of people each with a slip of paper. In one row each person writes a "Why" question (e.g. "Why do we make love?"). The other row writes "Because" answers (e.g. Because HIV is spreading so quickly"). The two rows should not know what the others are writing. Shuffle the people up and get them to read out their Why and Because alternately. Very funny!

17. Give each person a piece of paper with a word on it. They have to find the person who has the matching word as quickly as possible.

e.g. Penis/vagina, love/hate, semen/vaginal fluid

18. Ten Minute Poster Making

Give out a picture or photo to each group. Ask them to stick it on a piece of butcher paper and make a quick HIV poster with a catchy slogan and clear message. Ask others to rate the posters. Tok Ples or Tok Pisin is ok! There are sample pictures on the **Resource CD**.

Welcome and orientation session

Topic: Our group and our course

Session 1: Our group

Session Outcomes: Student teachers can...

- Use one ice breaker game and know its importance in teaching about sexual health
- List the importance of setting group rules (when teaching about sexual health)

Warm up: Icebreaker (10 mins) Play an icebreaker game with the trainees such as “3 truths and a lie”. After the game has been played ask the students to tell their partner why a good icebreaker or warm-up is essential when teaching reproductive health

Possible reasons...encourages creativity; encourages participation; gets the mind focused on the work to come; reinforces key messages; gets people to meet and learn about others; helps people feel comfortable; lots of laughing relaxes people; gets people moving and active

Remind the students that every activity they do in these sessions could be adapted for their own classes and they should record them in their notes (e.g. Warm ups, teaching strategies for puberty etc). You will tell them which strategy you are using all the time.

Main Activity 1: Paired discussion (15 mins) Write this statement on the board/butcher paper

“Group rules are essential when teaching about sex and sexual health”

In pairs discuss this statement. Why are they essential for students? Justify your reasons. Feedback to the class.

Main Activity 2: Brainstorm rules/code of conduct for reproductive health lessons (15 mins) As a whole group brainstorm rules for reproductive health lessons. Record these on butcher paper. Tell the trainees that they must do this with their class and they must have them on display for all the sex education lessons.

e.g. everyone has the right to pass a question; listening; respecting the views of others; confidentiality; “tok stret”, note making, asking questions; helping each other; etc

Distribute Student Teacher Course Books and Course Overviews and Assessable tasks. Remind them to bring them to all sessions.

Plenary: Problem solving (10 mins) Look at the list of common concerns for teachers in PNG in the Student Course Book. Choose one problem and discuss it with a friend. Why is it a problem? What could you do about it?

Self study: Read the course overview, Knowledge, Skills and Attitudes and Assessment (p4-6) in the Student Teacher Course Book.

Session 2: Our course

Session Outcomes: Student teachers can...

- Explain the principles behind the course
- See the link between the course and primary school needs, especially life skills
- Understand the criteria for the assessable tasks
- Understand the structure of the Student Teacher Course Handbook

Warm up: Icebreaker (10 mins) Play another icebreaker game such as “Why and Because”. Remind the students that they should record this teaching and learning activity in their notes in the format suggested in the Student Teacher Course Book (STCB).

Show them the poster of rules and check everyone understands them. Ask them to tell their partner why we display the rules.

Check everyone has a Student Teacher Course Book and the Assessment Tasks

Main Activity 1: Presentation (10 mins) Explain the key principles behind the course and give an overview of the Modules from the STCB.

Answer any questions they have about the background to the course. Remind them of the needs of teachers in the field – what knowledge and skills and attitudes do they need? Why has it not been taught well before? This course is designed to improve the teaching of reproductive health and HIV – why do we need it?

Main Activity 2: Reading comprehension (15 mins) Ask the students in pairs to skim read the first module in the STCB. How is it organised? What sections are in there? What is not in there? What is the purpose of each part?

Background Information
Syllabus and Teacher Guide extracts
Teaching and learning activities
Self study tasks – **stress the importance of these**
Point out the glossary

Main Activity 3: Presentation (15 mins) Assessment tasks and their criteria. Remind the students to ask if they are not sure. Highlight the rationale for each one and how it reflects the needs of the teacher in the classroom and community.

Ask students to write one question about the course and collect the papers. Shuffle them and then answer the questions in turn.

Self study: Complete the self study tasks about Common Worries about Reproductive Health Education in the STCB (p8). Be prepared to feed this back to the class in the next session.

Session 3: Life skills in primary school

Session Outcomes: Student teachers can...

- Explain the importance of life skills for young men and women
- List life skills which should be developed in primary school

Warm up: Feedback (15 mins) from self study task in Session 2. How could we respond to the common worries about reproductive health education?

“It will encourage children to have sex”

“They don’t need to know until they are older”

“It will take away their innocence”

Do we share any of these worries? Why? Explain that the course will explore these worries and how to overcome them.

Main Activity 1: Brainstorm in groups of 4 and feedback (20 mins) “What are life skills?”

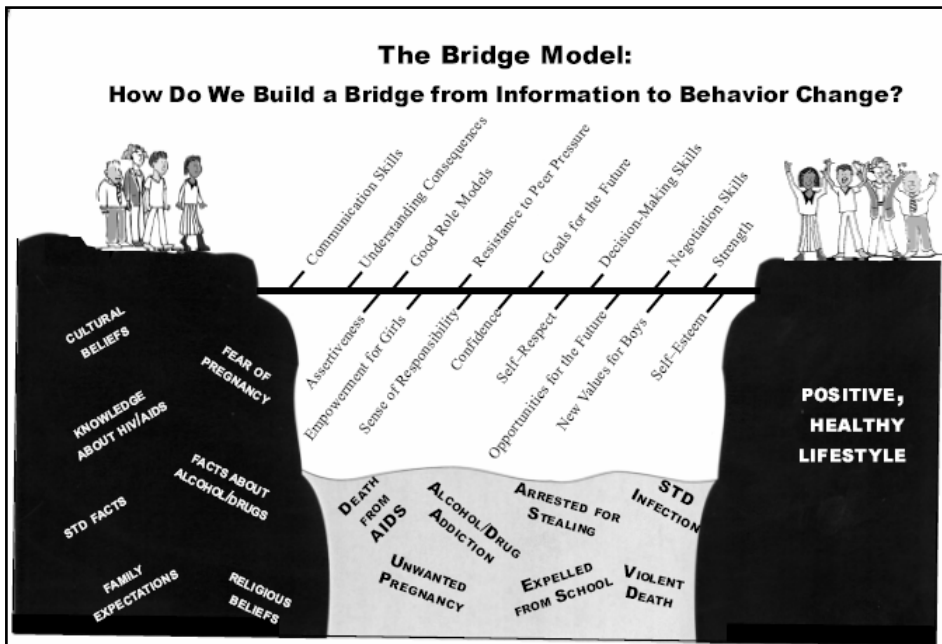


Figure 1 Bridge Model (Peace Corps, 2001)

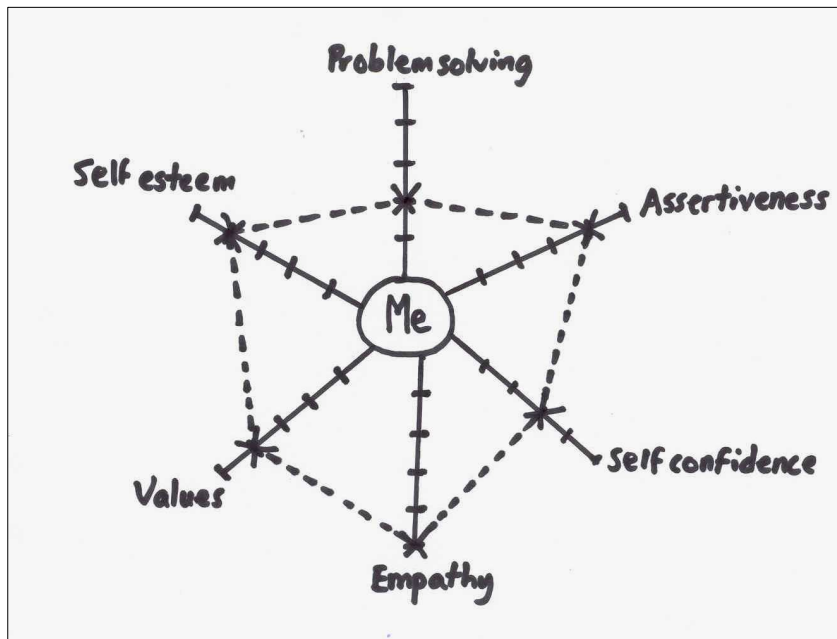
Draw this bridge on the board. Ask students in pairs to brainstorm which life skills will help people travel to a healthy life style. They write these on scrap paper and make a bridge on the board.

For example,

- Self awareness
- Communication
- Decision making

Explain they are a key part of both Personal Development and Health and, with the right teaching and learning activities young people can develop better life skills.

Main Activity 2: Spider diagram (20 mins) Individually students complete a spider diagram about their own life skills. What are they strong in? Which life skills do they need to develop further? Who can help you improve your skills?



Self study: Think about risks caused by lacking strong life skills (e.g. someone with weak values about respecting women might beat his wife and end up in prison). Write three examples of risks caused by weak life skills using the examples in the STBC (p10)

Module 1: Puberty and Sexuality

Module	Module Outcomes
Module 1 Puberty and Sexuality Recommended contact time = 6-9 hours + self study STCB Page 11-35	The student teacher can... <ul style="list-style-type: none"> • Reflect on their own values and relationships and understand the need to be open minded and tolerant • Explore the Personal Development and Health learning outcomes and elaborations for puberty and sexuality • Practice a range of appropriate teaching and learning activities for puberty and sexuality • Confidently use words and phrases about puberty and sexuality • Discuss the importance of teaching this topic to young people • Discuss issues that effect the teaching of puberty and sexuality, including gender issues, values, assertiveness and self esteem

Topic: Sexuality

Session 1: What is sexuality?

Session Outcomes: Student teachers can...

- Define sexuality
- Understand the many influences on sexuality and sexual choices

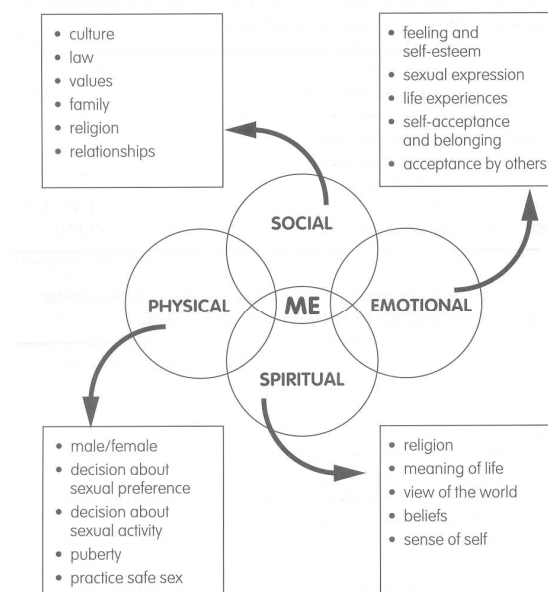
Warm up: Definition (15 mins) Show the students a collection of photographs cut from newspapers and magazines of people. Ask them to select two which best show the word “sexuality” and explain their choice to a partner. With their partner define what “sexuality” means to them

Sexuality is what we think about ourselves and our bodies and how we act towards others. It is a powerful force in our lives that develops from an early age and can be expressed in different ways. It can be shaped by many factors.

Q: In what ways can we express our sexuality? Ask them to discuss this question in pairs and feedback. *What we wear, how we act, who we are attracted to, how we speak, dancing, cultural roles etc*

Main Activity 2: Influences chart (40 mins) There are many influences on sexuality and sexual choices. Ask the students to work in a group of 4 (mixed gender) to list these in 4 categories: **social, physical, emotional, spiritual** Ask the groups to present their work. E.g.

Self study: Brainstorm Cultural beliefs about sexuality vary across PNG and the world. With two friends from other Provinces brainstorm cultural beliefs about sexuality. E.g. Polygamy is acceptable in some Highlands cultures



Session 2: Values and sexuality

Session Outcomes: Student teachers can...

- Demonstrate an understanding and tolerant attitude to sexual diversity
- Discuss negative and positive sexual behaviour

Warm up: What words make a man or woman? (15 mins). Draw a stick male and stick female figure on the board. Give each student two pieces of scrap paper. Ask them to write one word that describes a man and one word that describes a woman. Then ask them to stick or pin these around the figures. Read these out (e.g. MAN: aggressive, strong, wage earner, muscles etc WOMAN: caring, hard worker, raising children, beautiful etc). Then ask the students to close their eyes, rub out the figures and draw them on opposite sides. Most of the attributes can be for men or women! They differ from culture to culture and person to person (e.g. a man can be caring, a woman can be aggressive). They are not fixed – you are not born with them. **These are gender and they are learned.** You cannot change your sex.

Q: What is the connection between gender and sexuality? Discuss this in pairs and feedback. (e.g. some men look for hard working, strong women, some men like thin, pretty women).

Different cultures have different gender views of sexuality and attractiveness

Main Activity 1: Values questionnaire (20 mins) Trainees complete the values questionnaire in the Student Teacher Course Handbook (p16-18). They then share their answers with a friend. How are they different? Now ask them to compare their values to someone of the opposite sex, a different region and a different age. How do they compare?

Answer these questions:

“What and who influenced your values?”

“How have your values changed over time? Which ones have changed? Why?”

“What must a teacher remember about values?”

Main Activity 2: Discussion (25 mins) Ask mixed gender groups of 4 to discuss **one** of these attitudes...

Why rape is so common in our country

Sex before marriage

Men are more likely to be unfaithful than women

Is polygamy a good thing or not?

Plenary: Remind the trainees that it is important they have an open mind about sexuality. In every human society, for example, there are people who are homosexual. Pupils in school look up to their teacher as a role model for values and attitudes. If you have a negative attitude such as “people with HIV are sinners” then your students will too.

Remind the trainees that discussing these issues openly is healthy and that values change as you experience life. Sexuality is a major part of the Personal Development Syllabus.

Self study: With a partner list the negative and positive sexual behaviours from PNG society. Remember some (like homosexuality, polygamy and sex before marriage) are acceptable in some cultures and not in others! E.g.

Positive sexual behaviour	Negative sexual behaviour
Loving relationship Respecting your partner Using safe sex methods Being faithful	Rape Incest Sexual abuse or assault Cheating on your partner

Session 3: Sexuality, sex and young people

Session Outcomes: Student teachers can...

- Use brainstorming and case studies as strategies that would help teach about sexuality
- Explore their own values and feelings about sexuality

Warm up: Brainstorming (15 mins) In groups of 4 brainstorm the reasons **why young people may start to have sex**. Write each one on a separate scrap of paper. Sort these into OK, NOT OK and NOT SURE

e.g.

OK: To have children

NOT OK: To keep a boyfriend and girlfriend

NOT SURE: For pleasure

Now discuss in your groups why this would be useful for Upper Primary students. What would you do as a follow up activity? (e.g. role play a couple discussing their reasons)

Main Activity: Case studies (20 mins) Ask the students to read one of the case studies about sex and sexuality in the Student Teacher Course Book (e.g. Everybody is Doing It, p15).

Each group needs to discuss the case study and the questions and be prepared to share these with the class

Plenary: Writing case studies (20 mins) Reading about, discussing and then writing case studies is an excellent teaching strategy for students. In pairs ask the trainees to prepare a suitable case study for Grade 7 or 8 (it can be written in vernacular). It must be about sexuality or sex. Don't forget to write the questions for discussion too! Pass this case study to a friend.

Self study: Read your friend's case study and critique it using these three questions:

1. How is it realistic for Grade 7 or 8?
2. How does it promote discussion and decision making for young people?
3. How does it promote healthy, positive sexuality?

Session 4: Self esteem and sexuality

Session Outcomes: Student teachers can...

- Use the Triangle strategy for discussing values, feelings and role playing
- List the importance of having good self esteem

Warm up: Feedback (5 mins) Each student gives feedback to their peer on their case study from the previous session. It might be good to collect and display the case studies or to make a resource collection of good ones.

Main Activity: Presentation (10 mins) Why is self esteem important for young people (and adults!)

Key points:

- Self esteem is how you feel and think about yourself
- Many adolescents have strong feelings about themselves and others
- Feelings can be positive (e.g. I'm clever; I am good looking, she's beautiful)
- Feelings can be negative (e.g. I am lazy; I am boring when I speak, he's an idiot)
- The more positive things you say about yourself the higher your self esteem

- Young people with low self esteem find relationships harder, they fear new things or they take more risks, they find it hard to say no to peer pressure (especially with alcohol, drugs and sex)
- Teachers must counsel students and help them identify what they are good at. Teachers must praise them and monitor the class for negative sexuality

Main Activity: Microteaching (40 mins) Ask the students to write down 3 positive things and 3 negative things about themselves. Then ask them to sit in a triangle (3 in a group) with people they know well.

One will be the “Young person”
 One will be the “Teacher”
 One will be the “Observer”

The person playing the Young Person must choose one of their negative points and explain it to the Teacher. The Teacher must try and build the Young Person’s self esteem (e.g. by choosing examples when they have not behaved like that, choosing positive stories etc). The Observer will watch and record the work of the teacher and critique the Teacher using these criteria:

Critique the Teacher:

1. How does the Teacher use their voice and body and face to give support to the Young Person?
2. How does the Teacher use questions and listening to help the Young Person?
3. How does the Teacher build the self esteem of the Young Person?
4. What else could the Teacher have done in the counselling session?

Choose one or two to show their counselling sessions to the class. Ask them to look at the Basic Counselling skills and common counselling errors in the Student Teacher Course Book (p17-18).

Plenary: Reflection (5 mins) How could you use the Triangle strategy with your pupils? What topics could be covered? Why is there an Observer?

Remind the participants that low self esteem leads to problems. To be strong and assertive and confident to say “no” needs a strong self image and values. Teachers have to build this with their pupils.

Self study: Read the two different case studies in the Student Teacher Course Book. Practice the Triangle method with two peers using these case studies.

Session 5: Relationships, sexuality, values and self esteem

Session Outcomes: Student teachers can...

- Use the Decision Making Test teaching strategy
- Map their own relationships as a model activity for young people

Warm up: Decision Making Test (15 mins) Read the Decision Making Test in the Student Teacher Course Book (p18-19). Ask them individually to:

1. State the problem
2. Think of as many possible solutions to the problem as possible (even the undesirable ones!)
3. Evaluate the alternatives
4. Decide on a solution
5. Predict the possible consequence of that solution

Share these with a friend. Did they make the same choice as you? Read the self study task in the Student Teacher Course Book (p19).

Main Activity: Body mapping (40 mins) Working on their own the student teachers map the relationships that are important to them. They should show this as a body map with labels.

Display these prompt questions on the board.

What relationships are important in my life?

What do I bring to these relationships?

What do I receive from these relationships?

Why have I formed these relationships?

How have these relationships helped me to develop as a human being?

What demands have they made on me? Have these been just or unjust?

Which relationships do I expect to develop in the next 5 years? Why?

Plenary/self study: Later in the course we will return to sexual relationships, marriage and raising children. Before we begin our work on Puberty please complete the two final self study tasks in the Sexuality topic: Private reflection and complete the “10 Steps to Love and Respect” (p19) Thank them for their work so far.

Topic: Puberty

Session 6: Male and female puberty

Session Outcomes: Student teachers can...

- Read and recognize the key terms and concepts of puberty
- Match the terms with their explanation correctly
- Use their teaching skills to develop a game to increase confidence about terms

Warm up: Mind map “What is puberty?” (20 mins) With a partner map every word and phrase you know about puberty in a mind map. You can add more to these as the topic continues. Don't forget to include male and female similarities and differences. Read the first page on Puberty in the Student Teacher Course Book (p20).

Main Activity: Key word matching (20 mins) Puberty and adolescence key words and concepts. In pairs, using your Student Teacher Course Book (p22), match the words to the meanings. If possible prepare a set of these cards.

Answers to the activity...	
Puberty	<i>The physical changes from child to adult</i>
Adolescence	<i>The emotional and mental changes from child to adult.</i>
Hormones	<i>Special chemical messages that travel around the body in the blood.</i>
Female reproductive and sexual organs	<i>Uterus, vagina, cervix, fallopian tubes, ovaries, labia, clitoris, breasts.</i>
Male reproductive and sexual organs	<i>Penis, testicles, vas deferens (tubes), prostate gland, seminal glands, urethra.</i>
Erection	<i>When sexual feelings make the male's penis become stiff.</i>
Ejaculation	<i>Release of semen from erect penis. The man's orgasm</i>
Wet dream	<i>An orgasm that happens while the man or woman is asleep.</i>
Masturbation	<i>Massaging the sexual organs for pleasure</i>
Orgasm	<i>A sexual climax that makes the body feel good. It can be mild and pleasant, or intense and ecstatic. Can occur during lovemaking, masturbation or wet dreams. In women, orgasm is usually accompanied by contractions in the vaginal and pelvic muscles, and in men by ejaculation.</i>
Ovulation	<i>The 12-24 hours when the egg is released from the ovary into the oviduct (Fallopian tube)</i>
Pre-cum	<i>A clear slippery fluid that comes out of the penis when it is erect and before ejaculation</i>
Fertility	<i>The ability of women and men to have children.</i>
Infertility	<i>When a man, or woman, or both, are unable to have a child.</i>
Menstruation	<i>The vaginal bleeding that occurs about 14 days after ovulation. Happens each month and called a period.</i>
Menopause	<i>The time (about 45-50) when a woman's periods stop</i>
Reproductive system	<i>A group of organs in men and women that are necessary for making new humans</i>
Sexual feelings	<i>Feelings of sexual pleasure and excitement.</i>

Ask students to list any other words or phrases that are missing (e.g. circumcision, pubic hair etc), define them and add them to the mind maps.

c. Plenary/self study: (20 mins) Game making Games are an excellent way of overcoming shyness about words like sex. Design a game to teach students these words (e.g. Follow Me, or Bingo on p8). Be prepared to use this in the next session.

Session 7: Male and female puberty

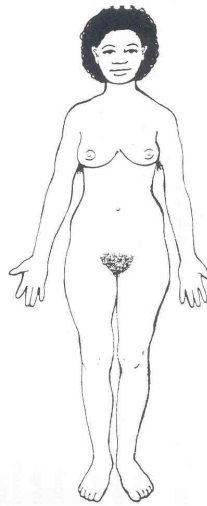
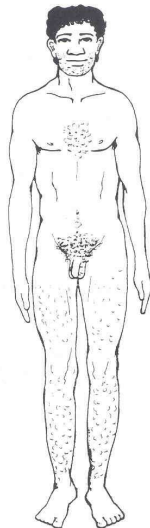
Session Outcomes: Student teachers can...

- Draw and compare the different stages of growth in both males and females
- List the physical, emotional, cultural and social changes that occur during puberty for both young men and young women

Warm up Activity: Games (15 mins) Play the word game designed in the previous session. Evaluate this using the question:

“How is this an effective teaching and learning activity for PNG primary school students?”

Main Activity: Body Mapping (30 mins) In pairs of the same sex, students draw an outline of a male or female and label the **physical** changes of puberty. Display the charts and allow a **buzz walk** where other students can add extra information. They can use the anatomical diagrams in the Student Teacher Course Book (p20-21).



Plenary: Brainstorm (whole class) (15 mins) Refresh students’ understanding of the social, cultural and emotional changes that occur during puberty. Brainstorm these change onto the board in a table.

Emotional changes	Social changes	Cultural changes
<i>e.g. feelings of attraction for others; strong feelings for peer groups</i>	<i>e.g. can get married and raise children; more independence from family</i>	<i>e.g. initiation ceremonies, young women cannot go to the garden with brothers</i>

Self study: Read the Learning Outcomes for Health and Personal Development for Puberty. Students should make a note of the knowledge, skills and attitudes in the elaborations. Record them in a table like this...

Knowledge	Skills	Attitudes

Session 8: Teaching about puberty in primary schools

Session Outcomes: Student teachers can...

- List the issues a primary school teacher needs to consider with adolescence (especially gender)

Warm up: Paired discussion (10 mins) Put this statement up on the board and ask students to discuss it for 3 minutes.

“I don’t teach puberty because the young men and young women are ashamed”

Feedback. What should teachers do about this? Why is it important to teach this subject and respect our bodies?

Main Activity: Issues and Solutions (40 mins) In mixed sex groups of 4 students consider the issues faced by teachers when their young men and young women are going through puberty. For each issue ask participants to suggest possible solutions.

For example,

Possible issue for teachers and students	Possible solutions to this issue
Girls having their period while at school	Separate male and female toilets with paper and somewhere to wash; good training for teachers; older female teacher available; menstruation taught to both boys and girls
Pupils bully others (e.g. for growing breasts, for not having a beard yet)	Strict rules on bullying; sessions on the variety of times people reach puberty; stories and case studies; role play and drama of concerns; celebrate our differences
Students becoming infatuated (in love) with their teacher	No mixing of students and teachers after school, no unsupervised lessons or homework sessions, door always kept open to room etc
Students have boyfriends/girlfriends in the class	Strict rules for behaviour in school and travelling to school; reproductive health and contraceptive lessons; moral guidance and counselling; communication with parents on a regular basis
Community oppose young teacher teaching about puberty	Community observer in the room; older teacher helps the lessons; community meeting; same sex classes for taboo sessions
Etc	Etc

Plenary: Microteaching (15 mins) Students get in pairs of opposite sex, point to the parts of the male and female reproductive system (Student Teacher Course Book p23-28) and pronounce the names of the male and female sexual organs. This will build confidence. Lecturer corrects pronunciation.

Self study: Research the functions of the reproductive system by reading the Student Teacher Course Book. Make sure you can say all the terms correctly and confidently in English and explain what they mean. Complete the labels for the diagrams.

Remind students that the female external organs can only be seen when she uses her hands to open the labia. They may not want to use the image with hands with their own students. All reproductive organs should be treated with respect and labelled accurately in English.

Session 9: Worries about puberty

Session Outcomes: Student teachers can...

- List common worries and questions from young people about puberty
- Role play how to answer the questions in a counselling session/classroom

Warm up Activity Question posing (20 mins) Working with a same sex partner list questions that either boys or girls would have about puberty. Collect feedback onto the board. Remind the trainees that same sex groups and teachers are sometimes more effective for teaching puberty and that teachers may need help from community leaders and health workers to teach this. It is alright to say “I don’t know but I will find out”. Remember puberty is a difficult time for young people and you need to be supportive and accurate.

Some examples of common questions...

<i>From young men...</i>	<i>From young women...</i>
<ul style="list-style-type: none"> • When will it start? When will it finish? • How will I change? • Will puberty hurt? • What is a wet dream? Is it bad? • Why is it happening to me? • Why has my friend started growing a beard and I haven’t? • How do I shave? • One testicle is lower than the other. Why? • Sometimes I have an erection in public. Why? • Do men have periods? • What is the right length for a penis? • Can semen and urine leave the body at the same time? • Is it normal if my penis is curved a little bit? • Is masturbation bad? • When can I have sex? • What are sperm and semen? • How do I keep myself clean? 	<ul style="list-style-type: none"> • When will it start? When will it finish? • How will I change? • Will puberty hurt? • Why hasn’t my period started yet? • What do I do when I have my period? • I feel sick when I have my period. Why? • Sometimes my period doesn’t come on time. Why? • Why are my friends breasts bigger than mine? • Can anyone tell if a girl is having her period? • Can a virgin use a tampon? • Why do my sister and I have our periods at the same time? • Is masturbation bad? • When can I have sex? • When can I get pregnant? • How do I conceive? • Why does my vagina get wet and slippery? • How can I keep myself clean?

Focus on teaching: Role play (30 mins) Role play the answers to the questions. With a partner plan an answer to one of the questions. Remember your counselling skills – be sensitive, be understanding and listen carefully. Ask them what they know and think. “Tok stret” and be accurate with your facts. If you don’t know – tell them you will find out.

e.g. A question from a young woman...

Question	Possible answer
“Can I have sex when I am having my period?”	“Abstaining equals 100% safety from HIV and STIs and pregnancy. But if you want to have sex during your period you could (some cultures don’t allow this). If you are not married you may not feel right having sex anyway. You should use a condom because there will be some blood in your vagina. There is also a chance you might get pregnant.”

Self study: Research menstruation by reading the section in the Student Teacher Course Book (p29-32). Answer the self study tasks.

Session 10: Teaching about puberty and sexuality

Session Outcomes: Student teachers can...

- Use three teaching strategies that would be effective in teaching about sexuality in Upper Primary
- Evaluate the effectiveness of teaching strategies

Warm up: Name 10...(10 mins) Play this teaching strategy with the class (see Icebreakers and Warm Up Games).

For example,

“Name 10 physical changes in women during puberty” or “Name 10 physical changes in men during puberty”

Explain how this strategy would work in school (e.g. play once, feedback, then play again the next day and see if students can improve their scores)

Main Activity Demonstrate and evaluate (45 mins): Demonstrate these teaching strategies to the whole group. Ask the trainees to evaluate each strategy in turn by discussing its advantages and disadvantages.

- True or False** Hold up flash cards with statements about **menstruation**. Ask the students to decide whether the statement is TRUE or FALSE or DON'T KNOW

e.g.

Periods are always regular (FALSE)

Once a girl has her first period she can have babies (TRUE)

Menstruation continues all through the life of a woman (FALSE)

Girls usually reach puberty before boys (TRUE)

Women who are menstruating must not have sex (FALSE)

Women who live together sometimes have their periods at the same time (TRUE)

Two eggs are produced in ovulation each month (FALSE)

The length of the menstrual cycle is always 28 days (FALSE)

The amount of menstrual blood depends on the age of the woman (FALSE)

The menstrual cycle is controlled by natural hormones (TRUE)

- Vote with your feet** Mark three places in the room with “I AGREE!” “I DISAGREE!” “I DON'T KNOW” Read out statements about **values**. Ask the students to move to the answer they think shows their opinion best

e.g.

Sexual health education is vital in primary school

Grade 7 is too early to teach about sexual arousal and intercourse

Homosexuality should be legalised – it's not a crime

Girls and boys should be taught about sex separately

Holding hands and kissing in public is wrong

Teaching young people about sex encourages more sex

We should respect traditional beliefs about menstruation

Pornography should stay banned in PNG

Having sex for pleasure is a good thing

Etc.

Ask the students why they choose their answer.

Self study: Read the teaching and learning activities listed at the end of the Module in the Student Teacher Course Book (p33).

Session 11: Teaching about puberty and sexuality

Session Outcomes: Student teachers can...

- Use three teaching strategies that would be effective in teaching about sexuality in Upper Primary
- Evaluate the effectiveness of teaching strategies

Warm up: Reproductive Word Bingo (10 mins) Play this game with them (copy in the Student Teacher Course Book)

Main Activity: Demonstrate and evaluate: Demonstrate these teaching strategies to the whole group. Ask the trainees to evaluate each strategy in turn by discussing its advantages and disadvantages.

a. Diamante poem (20 mins): The most common diamante poem usually has seven lines. It is written about two contrasting or opposite subjects and makes a comparison by moving from one to the other.

Line 1 One noun that names the first subject of the diamante.

Line 2 Two adjectives that describe the first subject.

Line 3 Three-ing verbs that are related to the first subject

Line 4 Four nouns, first two related to the first subject (name in line 1) and the second two related to the second subject (name in line 7)

Line 5 Three-ing verbs that relate to the second subject.

Line 6 Two adjectives that describe the second subject.

Line 7 One noun that names the second subject of the diamante

For example, *Child*
Young, innocent
Growing, changing, learning
Toys, books, car, money
Working, thinking, discussing
Tired, content
Adult

Other puberty and sexuality topics you can use to develop diamante are: boy and man, girl and woman, child and parent. Ask students to write a version in pairs,

b. Under influence (20 mins) Are you influenced by others when making decisions? Who influences you? What decisions do they influence?

Put one to five stars in each of the boxes below to indicate who might influence each of the decision listed. One star indicates no influence; five stars indicate very strong influence.

Decisions	Parents	Brother/ sister	Best friend	Other friends	Teacher	Media	Pastor
What you eat							
What you wear							
Your choice in music							
What time you go to bed							
Where you go on the weekend							
Your choice of school subject							
Whether you smoke							
Your ambitions							
What you want							

Who influences you the most?

Is this a positive or negative relationship? How does it help you grow?

Ask the trainees to prepare some other decisions (e.g. what to think about people with HIV) and rate these too.

Plenary/Self study: Ask the trainees to look in the Teacher Guide for Personal Development and Health for the outcomes on Puberty and Sexuality. What the teaching activities listed in the Elaborations? Now check the Indicators in the Syllabus. They should now have a wide range of teaching strategies for this topic.

Make sure student notes are up to date and they are completing the self study tasks in the Student Teacher Course Book.

Module 2 Reproduction and Family Planning

Remind the students that every activity they do in class with you could be adapted and used with Grade 5-8 and you want them to record the strategy in their notes. Strategies are **underlined in bold**. Please tell your student teachers what each one is.

Module	Module Outcomes
Module 2 Reproduction and Family Planning Recommended time = 9-10 hours STCB page 36-55	The student teacher can... <ul style="list-style-type: none"> • Know the Personal Development learning outcomes and elaborations for reproduction • Have sufficient knowledge and skills to teach reproduction and family planning confidently • Practice a range of teaching and learning activities for reproduction and family planning • Confidently use words and phrases about reproduction and family planning • Discuss and understand the importance of teaching this topic to young people • Explain issues that effect the teaching of this topic

Topic: Abstinence, safe sex and risky sex

Session 1: Sexual behaviour in PNG

Session Outcomes: Student teachers can...

- Describe the positive and negative sexual behaviours in PNG

Warm up: Mini role play (15 mins) With your partner prepare an answer to this question by a parent or community member.

“If you teach about sex then the young people will have sex earlier”

Hear some of the responses. **Rate** these in order of effectiveness. Remind the students that young people need to learn about healthy, positive sexuality as well as life skills to protect themselves from risks like unplanned pregnancy, early marriage, STIs and HIV etc.

Main Activity: Discussion (40 mins) Write these sexual practices up on the board.

Abstinence	Both Being Faithful	Heterosexuality	Homosexuality
Vaginal sex	Masturbation	Oral sex	Anal sex
		Rape	Kissing

Check all the students understand what these mean. Ask them to check their Student Teacher Course Book if they are not sure and explain them in enough detail that they understand (remember not to moralise – the students will discuss this later). All of these happen in PNG. Remind them of these principles of good sex:

- Both the man and woman want sex – sex should not be forced, should not break the moral values of the man or woman and should be in a loving relationship. For many in PNG, this means inside marriage.
- Sex should be private, pleasurable and loving
- Sex should be responsible and safe
- Sex should not hurt anyone emotionally, physically or spiritually

Ask the students to discuss **sexual behaviour in PNG** in groups of 4.

Use **one** of these statements for discussion (depending on the group):

- *Sexual behaviour is changing in PNG*
- *Sexual behaviour is better now than in the past*
- *Sexual behaviour was better in the past than it is now*
- *Sexual behaviour is an individual thing and not the business of others*
- *People in PNG need educating about sexual behaviour*
- *If I could change sexual behaviour in PNG I would change....*

Ask them to feedback their key ideas to the whole class.

Remind the students that the Personal Development Syllabus is clear about responsible sexual behaviour and life skills like decision making, values and assertiveness (saying no).

Self study: With a partner list the reasons people engage in sex. Try and find 10 different reasons (they can be positive or negative). Be prepared to use these in the next session.

Topic: Fertility

Session 2: Fertility

Session Outcomes: Student teachers can...

- Explain issues around fertility including traditional, cultural, gender and human rights

Warm up: Name 10...reasons people engage with sex (15 mins) Ask students to brainstorm these reasons and then with a partner sort these reasons into "good reasons" and "bad reasons". Share these with the class.

Q: Why do we want to encourage abstinence or condom use for young people?

Main Activity: Myths v Medical Facts (40 mins) In groups of 4 (mixed sex) list traditional and modern myths about fertility and compare them to the medical facts in the Student Teacher Course Book (p17). Ask them to focus on gender issues. Present them on butcher paper in a table.

e.g.

Myth	Correct medical information
<i>It is the woman's fault if she gives birth to a boy</i>	<i>The sex of the baby is random and it is in fact the man's sperm which determine the sex of the baby</i>

Self study: Complete the self study on family size in PNG. Why is it becoming more important for couples to limit the number of children they have? What pressures are they under to have more or less children?

Topic: Conception

This is a sensitive topic and should be treated carefully and with respect. Single sex groups should be used if necessary.

Session 3: Sexual intercourse

Session Outcomes: Student teachers can...

- Brainstorm teaching strategies for teaching about conception and sexual intercourse
- Accurately explain stages of male and female sexual response

Warm up: Teaching strategy brainstorm (15 mins) Ask the class to call out other primary school teaching strategies (apart from presentation) that would be good for this Module. Ask them to rate these in terms of effectiveness – which ones would work best in a primary school classroom?

Some suggested strategies...

...question and answer box/wall; reading comprehension; question posing; sorting; labelling; body map; making a page from a text book; expert groups; writing an essay etc

Main Activity: Presentation (10 mins) Tell the student teachers that...

To teach about conception (Grade 7) and safer sex (Grade 8) you will probably need to talk in some detail about sexual intercourse. **This is a sensitive subject.** Remember you are promoting responsible sexual behaviour built on good life skills and strong values. The Syllabus is clear about behavioural goals such as abstinence before marriage, safe sex and being faithful. We will explore this subject in detail so you are prepared for questions and can explain sexual intercourse clearly. It is good for young people to hear an accurate message about sex and positive, healthy sexuality so they can have a better relationship/marriage.

When teaching this it is important to stress that:

- Sex should be private, pleasurable and in a loving relationship
- Sex should be responsible and safe
- Sex always has consequences (e.g. pregnancy)
- Both the man and woman should want to have sex – sex should not be forced, should not break the moral values of the man or woman, should not be when you are too young and should be in a loving relationship. For many in PNG, this means within marriage.
- Sex should not hurt anyone emotionally, physically or spiritually
- Sex should not be against your values or the values of your partner

Making visual aids (50 mins) Organise trainees into same sex groups of 3. Trainees must use their Student Teacher Course Book (p37-41) to prepare a 10 minute presentation using a flow chart or visual aids.

Each student should present a different topic:

1. Sexual response (arousal and orgasm) in women
2. Sexual intercourse between a man and a woman
3. Sexual response (arousal and orgasm) in men

In the next session they will need to present this to their group who will evaluate their teaching.

Self study: Work on the visual aid/flow chart in preparation for the next session.

Session 4: Sexual intercourse 2

Session Outcomes: Student teachers can...

- Confidently peer teach about sexual response using a visual aid
- Evaluate the teaching of peers

Warm up: Tell your peer (15 mins) Ask students to tell their peer at least 5 positive and healthy behavioural messages that we would be promoting when teaching about conception.

E.g. abstinence before marriage; not having sex too young etc

Hear their ideas and collect them onto the board. Remind students of the principles from the last session.

Main Activity: Microteaching (40 mins) Each person presents their 10 minute peer teaching using the visual aid.

On the board have these evaluation questions so students can give each other feedback after their presentation.

“Is the presentation clear and confident? How?”

“How does the teacher use the visual aid? Does it improve the lesson?”

“Does the teacher pronounce key words correctly and use vernacular to check meaning?”

“List three ways the teacher could improve the presentation”

Peers should feedback their comments to their peer.

You may wish to have a confident volunteer present theirs to the class so you can highlight key areas (e.g. eye contact and confidence).

Self study: In your notes summarise the feedback on your presentation. List three things that went well and three things you would do differently next time

Session 5: Questions about sex

Session Outcomes: Student teachers can...

- List likely questions about sex and accurate responses to these
- List issues that a teacher needs to consider when teaching about sexual response

Warm up: Paired discussion (10 mins) Write this statement on the board.

“When is a good time to have sex?”

Ask students to discuss this with their partner. Sex is an important emotional event. When would be a good age? What would need to be in your life? Collect feedback onto the board

E.g. When you are married to someone you love; when you don't feel forced or pressured.

Remind the student teachers about the life skill of **decision making**. We will look at teaching strategies for this skill later in the course like consequence charts and case studies. Also remind them of the behaviour messages we want to get across to young people.

Main Activity: Problem Posing (40 mins) What would young men and women ask about sex? In same sex groups brainstorm likely questions they would ask and what an accurate and positive response should be from the teacher. Students should use the Student Teacher Course Book (p41) to support their answers.

E.g.

Q: Do you have to have an orgasm to have sex?

A: No, sometimes the man or the woman do not have an orgasm. Everyone is different and sex is always different.

Q: Can a girl get pregnant the first time you have sex?

A: Yes, if she has started her periods she can get pregnant the first time she has unprotected sexual intercourse

Ask students to display the questions and check them carefully. Show them a **question wall** which they could use in their classrooms (a place for young people to write up questions anonymously which you can then reply to in writing or in the lesson).

Remind the student teachers that teaching about conception should be carefully planned and is often best taught in same sex groups with a community observer.

Self study: Which teaching strategies would you use for teaching about sexual intercourse? List 5 with reasons why you would use them.

Teaching and learning strategy	Why I would use it for teaching about sex
e.g. Case study	You can explore the consequences of having sex when you are not emotionally ready
e.g. Sorting	You can reinforce the steps of sex in a way which doesn't embarrass the young person (if the sorting is done in same sex groups)

Topic: Fertilisation and pregnancy

Session 6: Fertilisation

Session Outcomes: Student teachers can...

- Define and explain conception and fertilisation
- Present the steps of fertilisation to peers using a timeline

Warm up: Question wall (10 mins) Give each student a few pieces of scrap paper and ask them to write their own questions about conception and sexual intercourse and pin/stick them on the "Question Wall".

Whilst they are completing their timelines of fertilisation please write answers to these questions under their questions. If you don't know the answer don't worry – write "Good question – I am not sure but I will find out" and find out ready for the next lecture.

Remind students that sex should be respected and talk them through the principles of healthy sexuality.

Main Activity: Timeline (45 mins) With a partner of the opposite sex students present the steps of fertilisation as a **timeline with diagrams** using the Student Teacher Course Book (p42-44) and their own notes. Indicate the period of time each step takes and the key information a young person would need to know.

Ask students to display these timelines in the classroom, walk around and chose the most effective.

Self study: Vernacular bridging (10 mins) Write the definition of key vocabulary from fertilisation in another language (Tok Ples or Tok Pisin)

e.g. ova, sperm, DNA, twins, oviduct, uterus, zygote, embryo, foetus

Self study: Read the common questions about fertilisation and complete the self study tasks in the Student Teacher Course Book.

Session 7: Caring for a pregnant mother

Session Outcomes: Student teachers can...

- List how to care for pregnant mother
- Prepare for a visit from a pregnant mother to their class

Warm up: Brainstorming (15 mins) Ask your students to list how to care for a pregnant mother in pairs. Then ask for feedback and write their answers on the board. Remind them that pregnancy is hard work for families and a major responsibility. Sort their answers into Physical Health and Mental and Emotional Health

E.g.

Physical Health Needs	Mental and Emotional Needs
<ul style="list-style-type: none"> • Vaccinations • Regular health checks • Should not smoke • Should not drink alcohol • Should have rest and not work too hard in the garden • Should eat plenty of fish, meat, fresh vegetables and fruits • Should avoid raw eggs or undercooked meat • Should always use a mosquito net 	<ul style="list-style-type: none"> • Love and support of a husband • Friends to give advice • Keep active • Love and support of an older woman in the family • Haus girl to help prepare for the birth • Should learn about how to keep healthy • Prayer • She might also still want to have gentle, loving sex

Main Activity: Microteaching (40 mins) Imagine your class is going to invite in a pregnant mother to interview.

- What would you need to do to prepare for the lesson? (e.g. find a confident and comfortable mother, help students prepare good questions, find a comfortable table for her to lie on).
- What would be the key learning outcomes for students? (e.g. students can feel how hard it is to be pregnant, students know what health checks a mum needs).
- Who else could help with the lesson? (e.g. a trained community midwife or mothers' group, a caring father)

An alternative activity is actually to do this lesson with your student teachers in the role of Grade 7 and 8 students to demonstrate it. This is highly recommended.

The importance of this activity is that young people need to have a detailed understanding of the demands and responsibilities of having a baby to help them avoid unplanned pregnancy, unmarried pregnancy and pregnancy when they are too young.

Remind students that caring for pregnant mothers is an effective way of getting the community involved in supporting your teaching. There are many good links to other subjects (e.g. Making a Living designing healthy diets for pregnant mothers and Language preparing a Big Book for Lower Primary on motherhood entitled "Mama bilong yu em i gat bel")

Plenary/self study: In a group of 4 interview a mother about her pregnancy and needs. Then write this up as an essay (one side of A4) "Life as a Pregnant Mother."

Session 8: Pregnancy

Session Outcomes: Student teachers can...

- Explain the growth and development of the foetus through pregnancy
- Identify what will damage the growth of the baby in the uterus

Warm up: Peer evaluation (15 mins) Ask each student to mark their peer's Life As A Pregnant Mother essay. Use this marking criteria. Mark it out of 20

5 ways a pregnant mother can keep physically healthy (e.g. vaccination, using a mosquito net)	0	1	2	3	4	5
5 ways a pregnant mother can keep happy (e.g. spending time with family, support from her husband)	0	1	2	3	4	5
Emotional feelings of a pregnant mother and father explained (e.g. excited, nervous)	0	1	2	3	4	5
Physical feelings of a pregnant mother explained (e.g. tired, swollen feet)	0	1	2	3	4	5

Tell them to return the marked essay to their peer.

Main Activity: Poster making/cartoons (45 mins) In teams of 2 students prepare a poster showing the development of the foetus in the uterus. They can use the Student Teacher Course Book to help. Display these in the classroom.

Alternative activities include **producing a teaching aid** of jumbled pictures and sentences which the students have to **sort** into the correct order and **role playing good and bad habits** during pregnancy

Plenary/self study: Research What damages a growing baby? List the factors that damage the baby in the uterus. (e.g. domestic violence, drugs, alcohol, smoking, buai, lack of proper nutrition, sicknesses like malaria)

Remind students that PNG has a very high rate of infant and mother mortality and every person has to aware of the importance of good care and food for mother and unborn. The development of PNG depends on safe motherhood and proper care for babies and children.

Remind students about gender roles during pregnancy and the importance of a well educated mother and father. Becoming pregnant too early in life or having too many babies too quickly will damage the mother and the relationship.

Session 9: Birth

Session Outcomes: Student teachers can...

- Describe the different stages of birth
- Empathise with the experience of giving birth
- Understand that birthing mothers need praise and care

Warm up: Empathy word bank for pregnancy (10 mins) Tell each student to write different words that describe the experiences a pregnant mother and father goes through during child birth. In pairs, ask them to list the kind of feelings that a pregnant mother and father feels before and after birth. Ask them to sort them into positive (e.g. brave, strong) and negative words (e.g. pain, worry)

Now ask them how the father would feel (positive and negative). Why is it important the father is supportive during pregnancy and birth?

Main Activity: Presentation (20 mins) In mixed sex groups of 2 students list the stages of birth onto butchers paper. They need to decide on the main ones and how to present them.

Stress to students that labour and birth can take many, many hours and a midwife is essential. Some women like their husbands to be present to support them along with a friend or sister. Birth is difficult, painful and messy. It is important that young people understand this challenge and the responsibility (remembering it is a special time for loving couples)

For example,

1. Contractions of uterus begin; waters break, baby's head fits into her pelvis, cervix opens up
2. Delivery begins, mother pushes down and baby's head becomes visible. Midwife or trained birth attendant helps the baby's shoulders through the vagina; strong contractions and pain; bleeding is likely
3. Baby delivered; umbilical cord is tied and cut
4. After birth; placenta delivered along with remains of the umbilical cord

Main Activity: Brainstorm Caring for the new baby (10 mins) Ask students to suggest ways of caring for the new baby (e.g. check to see if it is breathing, washing the baby and mother in clean, warm water, wrapping the baby in clean blanket, mother holding the baby, bury the placenta, if baby is not breathing hold it upside down, clean the mouth and tap its back, check the mother is not bleeding too heavily, some mothers will need stitches because the vagina and other areas might tear)

Use page 47 in the STCB to help.

Plenary: Teaching tips (10 mins) Ask students to discuss what we need to teach primary school students about birth to make it safer and reduce unplanned pregnancies. How could they look after a mother in labour?

Self study: Research birthing traditions in PNG. Are they safe or unsafe for the mother and baby?

Self study: Interview a woman who has had children about their birth experiences

Self study: Interview your own mother and father about your own birth!

Topic: Marriage and parenthood

Session 10: Marriage

Session Outcomes: Student teachers can...

- Use 2 teaching strategies for life skills about marriage

Warm up: Making an advert (20 mins) Individual students have to make an advert for a boyfriend/girlfriend or husband/wife. What characteristics and personalities and attitudes would you look for?

Remind the students that people have individual **sexuality** and **values** and so will be attracted to different people. Some people are attracted to tall people, some to short, some are attracted to people who share their values, make them laugh, or are good with children. Some are attracted by money or family connections. Some are attracted to their own sex.

Main Activity:

Having children and getting married is a huge responsibility and should be a wonderful experience – it will change their life completely. As teachers we need to help young people STOP AND THINK and make good decisions.

Paired discussion (40 mins) What should young people think about before they get married? In mixed sex pairs ask trainees to list what questions young people should think about before they get married.

e.g. Am I too young to get married?
Am I marrying for spiritual love or for money/support?
Do I communicate well with my future husband or wife?
Are they much older than me?
Do I have enough money or work to support us?

Then **sort** these into order of importance. Explain your top five to pair? Do you agree? Why or why not?

Remind students that a good marriage needs a good foundation. Young people with low self esteem, poor education and poor decision making skills might marry an unsuitable partner which could put them at risk of domestic violence, unfaithfulness and unhappiness.

Marriage is an important part of our lives and must be based on the Christian values of love, care, respect and equality.

Self study: Complete the self study tasks for Marriage in the Student Teacher Course Book (p48-49).

Session 11: Parenthood

Session Outcomes: Student teachers can...

- Use three life skills strategies to examine whether someone is ready for parenthood

Main Activity:

a. Brainstorming qualities (20 mins) Ask the students to divide a piece of paper in half and record the qualities of a good and a bad parent. This is the life skill of **self awareness** (knowing yourself). For example,

A good parent would be...	A bad parent would be...
<ul style="list-style-type: none"> • Kind • Calm but firm • Well prepared • Honest • Open minded • Happily married to a good partner • Have enough money to feed and clothe the child • Happy to have a boy or a girl 	<ul style="list-style-type: none"> • Too busy with work or education • Angry or lose their temper • Travelling a lot • Uninterested in children • Someone who drinks • A wife/husband beater • Someone who is too young or too immature • An adulterer

A follow up activity is a list of **what material things parent needs** (e.g. nappies, sleeping mats, another mosquito net, house, money for medicines and school fees)

Finally, ask them if they think they would make a good parent at the moment. What qualities have they got? Which ones do they still need to develop? Ask them to reflect on this in their notes. Remind them of the work with did on Marriage in the last session.

b. Consequences (20 mins) Write out these statements on pieces of paper and give one to each group. Ask each group to discuss them and identify the problems that these lead to. This is the life skill of **critical analysis**.

I want children because I need company when I get older
I want sex to feel good
I want children because my husband/wife wants them
I want to have children so my partner doesn't leave me
I want children to work the garden
I want more children because I want a boy to inherit the land
I want children to keep my parents happy
I want children because I like children
I want sex to make sure I am not left out
I want children while I am young

c. Questionnaire (20 mins) Ask students to complete the questionnaire **Would I Make a Good Parent** in the Student Teacher Course Book (p49). Then ask them to work individually to adapt the questions so they are suitable for Grade 7 and 8 students. This is another life skill activity for self awareness.

Share your new questions with a friend. Are they relevant to young men and women?

Self study: Read the section on family planning and gender and complete the self study tasks. Record your thoughts on family planning in your notes. What do you think about these issues? Do you think education can overcome some of the problems?

Topic: Family Planning

Session 12: Family planning and the community

Session Outcomes: Student teachers can...

- Define family planning
- Understand and appreciate the importance of family planning to the community

Warm-up activity: Debate Role Play (30 mins) ‘*Population pressure*’ – a village setting with groups role playing members of a community discussing a shortage of land for gardens and homes and how this problem can be solved. The health centre wants to distribute contraceptives such as condoms and Depo Provera to all couples. Each group will take on a **role** and **debate** the issue:

Group 1 will be village elders

Group 2 will be church leaders

Group 3 will be the mothers

Group 4 will be the fathers

Group 5 will be the health workers

Group 6 will be the young men

Group 7 will be the young women

Each group gets 10 mins to prepare their arguments before the debate.

Main Activity: Discussion (30 mins)

1. Get students into groups of four and ask them to define the phrase ‘*family planning*’ in various languages: *English, Tok Pisin* and *Tok Ples*.
2. Further in their groups discuss what is meant by the phrase ‘*family planning*’.
3. Further in their groups discuss the *importance of family planning*, listing down on the butcher’s paper the pros and cons of it. Note the myths related to family planning.
4. Discuss the *religious and cultural beliefs about family planning*

Ask them to record their discussion in their notes.

Self study: Focus on Teaching: In mixed sex pairs ask each other why they think it is important to teach family planning in Personal Development. What would you say to a community member who asked you why you teach it?

Session 13: Family planning methods

Session Outcomes: Student teachers can...

- List the key questions for young people about choosing to have sex and children
- Describe all the common family planning methods available in PNG

This topic must be treated sensitively and accurately as some methods of family planning are against cultural and religious teachings (e.g. Catholic Church and condoms)

Warm up: Discussion (15 mins) In mixed groups of 4 ask students to list reasons why people choose NOT to have children

e.g.

being too young, not being married, being ill, not having enough money for extra mouths or school fees, the woman has recently given birth (spacing), not wanting another child, in order to prevent over population/pressure on land, not a good relationship (e.g. domestic violence)

Now ask them to discuss and list the right time for having children

Main Activity: Family Planning Sorting (40 mins) In pairs ask students to sort the family planning methods from the STCB (p51-53) into different lists. Remind students that effectiveness is measured in the number of women getting pregnant in one year. The list below is in percentages where, for example, “5%” means that if 100 sexually active women were using this method about 5 would get pregnant within a year. Remind them to be use the accurate facts from the Resource Book. For example,

Effectiveness (chance of pregnancy)	Side effects	Which ones you would use
<p>Most effective...</p> <p>Abstain (0%) Vasectomy (<1%) Tubal ligation (<1%) Contraceptive injection (1%) IUD (1%) Breast feeding (1-2%) Contraceptive pill (1-3%) Male condom (2-15%) Female condom (5-21%) Fertility awareness (3-26%) Withdrawal (4 -27%) Spermicide only (18-29%) Traditional herbs and magic (very high) Not using any contraception 85%</p> <p>Least effective...</p>	<p>Least side effects...</p> <p>Most side effects...</p>	<p>Ones I would definitely use....</p> <p>Ones I would definitely not use...</p>

Make sure the trainees know the accurate facts using the Student Teacher Course Book. There are many rumours and myths about contraception in PNG. **It is important that all people have accurate information about family planning so they can make a responsible decision.**

Self study: Make a teachers' resource list of where contraceptives are available in the community and the people a young person could talk to if he/she wanted some advice about family planning.

Session 14: Why people use family planning

Session Outcomes: Student teachers can...

- Respect views and beliefs of students in regards to use and practice of various contraceptive methods.
- Explore why women and men may not use contraceptives
- Identify strategies to enable the use of contraceptives

Warm-up activity: Microteaching Role Play (15 mins) With a partner students practice how to answer these common concerns from parents about family planning. One plays the parent and the other plays the teacher.

“Why are you teaching my child about family planning – they are too young”

“You can’t teach about condoms and pills because they are against my religion”

“Teaching about family planning encourages young people to have sex”

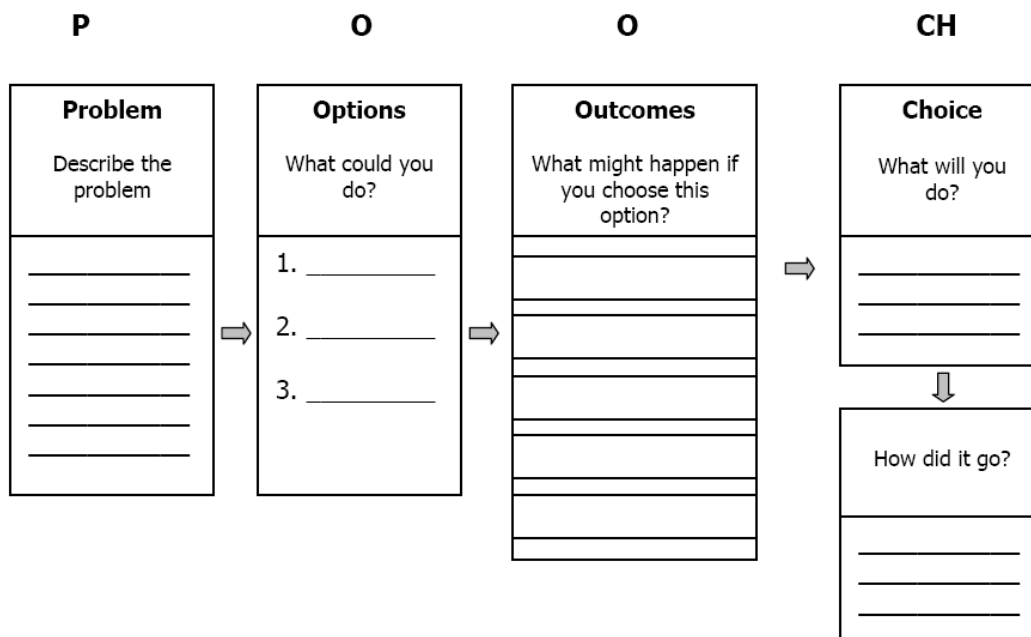
Main Activity: Discussion and presentation (30 mins) Empathy

1. Divide the class into two – **Group A and Group B** and appoint a confident facilitator and a recorder
2. Ask **Group A** to brainstorm all the reasons why women may not use any form of contraception even when they are sexually active and don’t want to get pregnant.
3. Ask **Group B** to brainstorm all the reasons why men may not want to use contraception with their female partner even though they don’t want to have a baby.
4. Swap the pieces of butcher’s paper and ask the group to identify strategies and life skills that could address the reasons given for not using contraception.
5. Sharing time: Each group present their views and make a summary of the views.
6. What could be done to help people who may not want to use any contraceptive methods?

Plenary: Decision Making: (10 mins) Ask students in same sex pairs to indicate which contraceptive methods would be best for them to use when they get married and allow them to share their reasons for using those contraceptives.

One excellent strategy is **POOCH decision making**. Instructions for this activity can be found in the Lower Secondary Personal Development Teacher Guide.

POOCH problem solving model



Module 3: HIV/AIDS and STIs

Remind students that you still want them to make notes and keep a list of good teaching strategies.

Module	Module Outcomes
<p>Module 3: HIV/AIDS and STIs</p> <p>Recommended time = 12-15 hours</p> <p>STCB page 56-91</p>	<p>The student teacher can...</p> <ul style="list-style-type: none"> • Explore the Personal Development and Health (Grade 5) learning outcomes and elaborations for HIV/AIDS and STIs • Have sufficient knowledge and skills to teach this topic confidently • Practice a range of teaching and learning activities for this topic • Confidently use words and phrases about HIV/AIDS and STIs • Discuss and understand the importance of teaching this topic and life skills to young people • Explain issues that affect the teaching of this topic, including gender issues • Show a Christian caring, loving and tolerant attitude to people who have HIV/AIDS • Know the HAMP Act, Department of Education HIV Policy and relevant agency policies and guidelines

Topic: Sexually Transmitted Infections

Session 1: Facts about STIs

Session Outcomes: Student teachers can...

- define what STIs are
- identify different types of STIs and their causes

Warm up: STI Matching Game (15 mins) Make enough sets of the matching game on the next page for 1 between 4 in your class. Ask them to match the STI with the symptoms. These are the correct answers. This is the Basic STI Matching Game and can be found on the Resource CD. There is a more advanced version in the Student Teacher Course Book (p88)

After the matching game, correct the answers and remind the students that this game would be played several times until the students knew the symptoms.

Main Activity: Presentation (10 mins) Present this key information to the class.

- STI stands for Sexually Transmitted Infection (used to be called Sexually Transmitted Diseases (STD) or Venereal Disease (VD))
- PNG has a very high rate of untreated STI infections (ask them why – same reasons as for HIV epidemic such as lots of unprotected sex, lack of knowledge about infections, poor health care etc)
- HIV is an STI so we normally teach about STIs at the same time
- Some STIs are viruses, some are bacteria and some are fungal
- Only the bacteria and fungal infections can be treated using medicines
- People are ashamed to seek help for STIs (ask them why)
- STIs are a result of having unsafe sex with someone who is infected
- Having an STI makes it more likely (about 10 times more likely) you could contract HIV (Why? Because it makes a sore which acts like a doorway for HIV to pass through, an infection attracts white blood cells which HIV infects, and it is also a sign of having unsafe sex)
- STIs must be taught in Grade 5 Health onwards
- STIs can lead to infertility and other complications

Basic STI Matching Game

Itchy penis or vagina. White thick discharge. Inflamed skin.	Thrush
Small pink lumps on the penis or vagina. Sometimes they look like tiny cauliflower shapes. They don't hurt.	Genital warts
Painful tingling around the penis or vagina. Sometimes itchy blisters. Flu symptoms. Can be in the corners of the mouth.	Herpes
No symptoms in women. In men a thick yellow pus when urinating and painful when you go to urinate	Gonorrhoea
Painless sore on the penis or vagina. Later goes away. Rash on hands and feet.	Syphilis
Tiredness, yellow eyes and maybe yellowish skin. Fever.	Hepatitis A or B
Small red bumps on the penis, vagina and around the anus which bleed easily. The sores might be painless. Eventually these can become large ulcers.	Donovanosis
Usually no symptoms in men or women. Sometimes pain when urinating. May lead to infertility	Chlamydia

Main Activity: Expert groups (30 mins) Put the trainees in teams of four. Each member must research, identify and list 2 different types of STIs and the causes using the Student Teacher Course Book (p57-58). Then they must report and present back to the group.

Plenary: Quick quiz (5 mins) Writing the answers on scrap paper...

- 1) Trainees define STIs
- 2) Identify and describe two (2) STIs and the symptoms
- 3) How are STIs transmitted?
- 4) How does having an untreated STI make you more vulnerable to HIV infection?

Self study: Complete the self study task on Gender and STIs in the Student Teacher Course Book (p58).

Session 2: Treatment and prevention of STIs

Session Outcome: Student teachers can...

- identify the prevention methods for common STIs
- list the treatments for common STIs

Warm up: Advanced STI Matching Game (15 mins) Make enough sets of this matching game for 1 between 4 in your class. Ask them to match the STI with the symptoms. These are the correct answers. This is the Advanced STI Matching Game for Upper Primary.

Symptoms of the infection	Name of the Infection	Treatment of the infection
Itchy, smelly penis or vagina. White thick discharge. Inflamed skin.	Thrush (Candida)	Fungus (curable with anti-fungal cream)
Small pink lumps on the penis or vagina. Sometimes they look like tiny cauliflower shapes. They don't hurt.	Genital warts	Virus (lumps can be treated. Virus remains in body)
Painful tingling around the penis or vagina. Sometimes itchy blisters. Flu symptoms. Blisters can be in the corners of the mouth.	Herpes	Virus (clears up by itself but virus remains in body)
No symptoms in women and can lead to infertility and PID. In men a thick yellow pus and pain when urinating	Gonorrhoea	Bacteria (treated with antibiotics)
Painless sore on the penis or vagina. Later goes away. Rash on hands and feet. If untreated leads to heart and brain damage and death.	Syphilis	Bacteria (treated with antibiotics)
Tiredness, yellow eyes and maybe yellowish skin. Fever.	Hepatitis A or B	Virus (vaccine available)
In women causes lower abdominal pain, pain during sex, heavy periods, bleeding and fever. In men swelling of testes and prostate. Can lead to infertility.	PID (pelvic inflammatory disease) Can be caused by other STIs.	Bacteria (treated with antibiotics)
Usually no symptoms in men or women. Sometimes pain when urinating. May lead to infertility	Chlamydia	Bacteria (treated with antibiotics)
No signs or symptoms in men or women. People can be infected for a long time before becoming sick. Leads to gradual immune system failure and death by other infections	HIV (Human Immunodeficiency Virus)	Virus (no vaccine, anti retroviral drugs slow down the virus)
Small red bumps on the penis, vagina and around the anus which bleed easily. The sores might be painless. Eventually these can become large ulcers.	Donovanosis	Bacteria (treated with antibiotics)
Itchiness in pubic area. Can sometimes see lice or mites in pubic hair.	Scabies mites and pubic lice	Parasites (treated with special shampoo)

After the matching game, correct the answers and remind the students that this game would be played several times until the students knew the symptoms.

Main Activity: Making a resource leaflet (45 mins) Make a resource leaflet for Upper Primary on How to Treat and Prevent STIs. Work individually and use your self study time. Your peers will assess your work. They must contain the link between STIs and HIV (i.e. how does having an untreated STI put you at risk of HIV infection?)

Self study: Work on your STI leaflet (maximum 1 page of A4) ready for the next session.

Topic: What is HIV/AIDS?

Session 3: Facts about HIV/AIDS

Session Outcomes: Student teachers can...

- State the meaning of the term HIV/AIDS
- Share basic HIV/AIDS information with others

Warm up: Peer assessment (10 mins) Each trainees STI leaflet is assessed by a peer using this criteria.

- | |
|---|
| <ol style="list-style-type: none">1. Correct treatment for each common STIs (antibiotics for bacteria, antifungal for fungi, no treatment only vaccination for viruses) (10 marks)2. List of 5 prevention strategies for STIs which include both being faithful and using condom (5 marks)3. Clear link between STIs and HIV (how does having an STI mean you are more vulnerable to HIV?) (5 marks)3. Colourful illustrations suitable for Upper Primary (5 marks)4. Presentation (handwriting, layout, spelling of key words) (5 marks) |
|---|

Total: 30/30

Present your peer with their mark and feedback on how to improve the leaflet.

Main Activity: Vote with your feet (15 mins) An interactive and student centred strategy for discussing **attitudes and knowledge** about HIV/AIDS. Place three statements on the floor "I AGREE" "I DISAGREE" and "I DON'T KNOW". The class stands outside and the teacher reads the statement. They then choose where to stand. The teacher can question them. Good questions would be: "Why did you choose to stand there?", "What would it take for you to change your mind?", "How do you know you are right?"

Some possible statements to vote on...

You can contract HIV through someone coughing or sneezing on you
Papua New Guinea will become as badly affected by HIV/AIDS as Africa
Condoms are 100% safe
People living with HIV should be treated equally
Primary school is too soon to teach about sex
Condoms should always be used when having sex
There is no cure for HIV
Breast milk is safe
Mosquito bites sometimes carry HIV
Parents expect teachers to teach their children about HIV/AIDS
Everyone should be forced to be tested for HIV
If you have HIV you must have been a sinful person

Women are more vulnerable to HIV/AIDS than men
The ABC approach will never work in Papua New Guinea
HIV and AIDS are the same thing
Kissing is risky behaviour and you could catch HIV
Men are the big problem with the epidemic
HIV/AIDS is God's punishment for sinners
Having another STI means you are more likely to get infected
HIV/AIDS is the biggest health problem facing Papua New Guinea
Condoms should be distributed freely to all young people

Etc.

Just make sure you know the correct facts!

Main Activity: Microteaching (10 mins) Trainees get into small groups of 4. Discuss and develop simple definitions for use with Grade 5 – 8 for these words. These could be in Tok Ples or Tok Pisin. They should use the Student Teacher Course Book (p59-62) to help.

HIV
 AIDS
 Virus
 Immune system

Plenary: (10 mins) All present their simplified versions to the class. Ask students to choose the most effective definitions. Ask them to explain to their partner why it is important to teach accurate facts about HIV/AIDS.

Self study: Research the sections of the Health and Personal Development Syllabus on HIV/AIDS. Which knowledge, skills and attitudes as well as activities refer to HIV/AIDS and other STIs? Students must record these in their notes.

Knowledge	Skills	Attitudes	Activities

Session 4: How is HIV transmitted?

Session Outcome: Student teachers can...

- Explain how HIV is transmitted

Warm up: The Transmission Game (20 mins)

What you need: The facilitator needs to prepare in advance 30 (or whatever number of participants) small pieces of paper.

- Two pieces of paper should be marked with an 'X'.
 - Two pieces should be marked with 'C'.
 - Two other pieces of paper write 'Refuse to shake hands'.
 - On two other pieces of paper write "Only shake hands once".
 - On two pieces of paper write "Shake hands with 6 people"
 - On the remaining pieces of paper, write 'O'.
1. Randomly distribute a piece of paper to each participant, telling them to keep the information on it secret.
 2. Make sure each person has a pen or pencil. Ask each participant to shake hands with three other participants. They should all write down the names of the people they shook hands with on their piece of paper.
 3. Gather the group together again and ask them to sit in a circle. Ask the person with the 'X' on his/her piece of paper to stand up. Then ask everyone who shook hands with this person to stand up. Now tell the group to pretend that the 'X' person was infected by HIV, and the three people who shook hands with 'X' had unprotected sexual intercourse with 'X'. (Remind the participants that this is only pretending and that HIV is not spread through handshakes).
 4. Now ask the three participants if any of them had a 'C' on their pieces of paper. If they did, that means they used a condom, so they did not get infected, and can sit down.
 5. The ones standing should then list the names of the three people they shook hands with (had sex with). These people should stand up. Anyone in this group with a 'C' (condom card) can sit down again.
 6. Those standing then should name the names on their cards, etc. until no other participants are called to stand up. At the end, only the people who used condoms ('C') cards, and those with the "do not shake hands" instructions which meant "abstain from sex" should be sitting. Often they will also have shaken hands too! (this is peer pressure)
 7. Did being faithful protect people (only shake hands once)? Why not? Reinforce the message of Both being Faithful and Both being tested
 8. What about the promiscuous people (shake hands 6 times)? Having multiple sexual partners is risky. Think about polygamy in PNG.
 9. Ask the participants the following questions:
 - a) How did the 'X' – person feel when they found out they were HIV infected?
 - b) How did the other participants feel towards the 'X' person?
 - c) Why is it difficult not to participate in an activity that everyone else is doing(ask the "abstain and be faithful participants)?
 - d) How did the people who were faithful feel ("only shake hands once) – did it protect them? Why? Why not?
 - e) As person 'X' didn't know he or she was infected, how could we have known ahead of time? (for instance because of past 'risky' sexual behaviour of the person).

Remind students that this is an excellent strategy for beginning lessons on HIV/AIDS.

Main Activity Discussion (40 mins) In mixed sex groups of 4 trainees using the Student Teacher Course Book (p59-62)

- List how HIV is transmitted (e.g. by unsafe vaginal sex with an infected person, parent to child at birth, bloody needles/blades etc)
- List which body fluids HIV is found in (e.g. semen, blood, vaginal fluid, pre-cum and breast milk)
- List how HIV is **not** transmitted (e.g. mosquito bites, kissing, hugging, sharing food and buai etc)
- List factors that put you at risk of HIV. (e.g. drugs and alcohol, having many sexual partners, "line up," having an STI e.g. syphilis, having sex with a sex worker, sex without a condom)

Self study: Research where HIV came from using the Student Teacher Course Book (p60). Did the correct answer surprise you? What myths have you heard about the origin of HIV?

Session 5: The immune system

Session Outcomes: Student teachers can..

- Describe the immune system in their own words
- Correctly describe the effects of HIV on the Immune System
- Present a 5 minute lesson on the immune system and HIV

Warm up activity: Things We Share (15 mins) The class stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or thong or piece of paper or they sit on a chair. The person in the middle calls out something about themselves and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

e.g. "I have no children", "I like dogs" "I know how to use a condom" "I am a Blues supporter" "I was born in January" "I am wearing a shirt" etc

Remind them that strategies like this help students see the similarities and differences between themselves. They also help generate a strong class ethos.

Main Activity: Microteaching (40 mins) Each student has to produce a 5 minute presentation on HIV and the Immune system for their peer.

- What is the immune system and how does it function?
- What happens when HIV enters the body?
- How does HIV attack the body?
- Why can other diseases attack the body after you are infected by HIV?

Plenary: Present the 5 minute presentation to their peer who will assess and evaluate it using these criteria.

1. Four questions answered accurately (10 marks)
2. Confident presentation (5 marks)
3. Accurate pronunciation of key terms (5 marks)

Total: 20/20

Students should give feedback to their peer along with suggestions for improvement.

Self study: Read the section on Parent to Child Transmission in the Student Teacher Course Book (79-80). Note ways to prevent transmission from an infected mother to child.

Topic: HIV/AIDS epidemic

Session 6: The HIV/AIDS epidemic in PNG

Session Outcomes: Student teachers can...

- Describe the trends of the HIV/AIDS epidemic in PNG

Warm up: Paired Discussion (15 mins) Ask students to discuss this statement “**HIV is the biggest threat to development in PNG**” in pairs and share their feedback.

Share these figures with them and ask them to consult the map in the Student Teacher Course Book. What do they notice? Which areas are worst affected? Why?

HIV was first reported by doctors 25 years ago (as a mysterious virus infecting gay men in USA). Now it is found in every country. It is a global **pandemic** (this means it is a disease that spreads over a whole country or across the whole world).

33 million people are infected world wide
25 million people have died of AIDS (5 times the population of PNG)
Every day over 13,000 more people are infected
Every day over 8,000 people die

Main Activity: Interpreting statistics (40 mins) Divide the class into groups of four. Ask them to interpret statistics on the HIV/AIDS epidemic from the Student Teacher Course Book (p63-64).

Try and get up-to-date statistics if you can from your Provincial AIDS Committee.

1. Ask them to **discuss and interpret** the graph on new and cumulative confirmed cases.

Ask for feedback after 10 mins

Key facts: steady but low increase in new cases; estimates show more cases in rural rather than urban areas, blood test results from VCT centres, STI clinics and antenatal testing; reporting system is improving; increase could also be due to more people being tested; virus may have been in PNG before 1987 because there was no awareness or testing then; data collected and reported by the National AIDS Council

Remind them that most people in PNG do not know they have HIV because there are no symptoms. You don't know unless you have an HIV blood test. Real figure of infected people is unknown – 2007 estimate is 60,000 (National AIDS Council, 2007).

2. Ask the to **discuss and interpret** the graph on age/sex infections

Ask for feedback after 10 minutes

Key facts: all age groups at risk; young women are more likely to be infected than young men; older men are more likely to be infected than older women; this could be because young women are tested when they are pregnant; gender issues (older men having sex with younger women, young women's are socially and biologically more at risk of HIV infection; young women have less power etc); equal men and women infections

Remind the students this is an excellent integrated Maths activity

Plenary/self study: Ask students to read the section on Gender and HIV/AIDS (p65) and discuss it with a partner. Answer this question in your pairs.

What are the factors that put young women and young men at risk of infection with HIV?

Session 7: Root causes of the HIV/AIDS epidemic in PNG

Session Outcomes: Student teachers can...

- List the root causes of the HIV/AIDS epidemic in PNG
- Identify which root causes affect young men and women and possible ways education can help

Warm up: Quiz (20 mins) Put the students into pairs and play this revision quiz on HIV/AIDS.

1. What does HIV stand for? *Human Immunodeficiency Virus*
2. What do the letters AIDS stand for? *Acquired Immune Deficiency Syndrome*
3. True or false. HIV/AIDS are the same thing. *False, one is the germ that attacks the immune system and one is what happens when your immune system is badly damaged*
4. How are most people in PNG infected with HIV? *Unprotected sex with an infected person (94% of infections) and parent-to-child at birth or during breast feeding (6% of infections)*
5. Roughly, how many people in PNG are infected with HIV? *60,000 (NACS, 2007)*
6. Name the 4 bodily fluids that transmit HIV? *Blood, semen, vaginal fluid and breast milk*
7. List three ways you cannot get HIV (e.g. shaking hands) *Insect bites, kissing, hugging, touching, sharing food, buai, cutlery, a toilet, clothes*
8. How does HIV attack the human body? *The virus infects a type of white blood cells (called CD4 cells) which are a key part of the immune system and would normally help defend the body against other infections. The virus hijacks the cell and makes them produce lots of HIV. Over time the immune system is weakened and other infections attack the body.*
9. T or F. Young women are more vulnerable to HIV infection than young men. *True for biological, social and cultural reasons. Their vaginas are not as resistant to HIV, they often have less power and money and education and they are often married young and to older men. Young men are also vulnerable because of macho peer pressure to drink, have sex and fight.*
10. Where did HIV come from? *Africa, Cameroon, chimps, about 100 years ago. HIV is a natural virus.*
11. In which subjects in primary school would you teach about HIV and STIs? *Health and Personal Development*
12. T or F. If you have an untreated STI you are twice as likely to get HIV. *False! You are 10 times as likely!*
13. T or F. Single people are more likely to be infected with HIV. *False. Over 50% of new cases are married people*
14. T or F. A mother with HIV/AIDS should breastfeed. *True but a complicated message. There is more chance the baby getting sick and dying from dirty water if bottle fed. There is a risk of HIV infection but this is lessened if the baby does not eat mashed food (3 months is ok).*
15. T or F. Insect bites sometimes transmit HIV. *False*

Main Activity: Brainstorming (30 mins) In mixed sex groups of 4 list reasons for the rapid spread of HIV/AIDS in PNG. Which are the most important factors? Feedback and record on the board.

E.g. Gender power imbalance (i.e. girls are less likely to go to school and have less power in sexual relationships), low use of condoms and stigma towards condom use, stigma prevents testing, lack of good quality education in primary school, poor literacy, weak Government services, low knowledge about HIV, myths about HIV, moral battles, cultural change, high STI rate, lots of extra marital sex and unfaithfulness, lots of teenage sex, teachers too scared to teach about it, older men having sex with young girls and women; etc etc

Plenary: Students now list which root causes can be address by education and life skills training in primary schools in PNG.

Self study: Complete self study tasks on the causes of the epidemic and the possible impact of the HIV/AIDS epidemic on PNG (p65-67).

Session 8: DoE HIV/AIDS Policy and the HAMP Act

Session Outcomes: Student teachers can...

- Explain the key parts of the DoE HIV/AIDS Policy and the HAMP Act
- Share their opinion on the documents and how a school can implement them

For this session you will need enough copies of the DoE HIV/AIDS Policy and HAMP Act User Guide for one between two students. HAMP Act User Guide is available from your Provincial AIDS Committee. Both are summarised on p67-69.

Warm Up Activity: Discussion (10 mins) Key discussion question: **Are teachers at risk? Why?** Reflect on the question from the previous session. Feedback from individuals.

The Government believes teachers are especially at risk. Why? Mobile population, access to money, regularly go to town without their wives/husbands, important people in the country's development, support large extended families, young teachers travel to remote areas

Main Activity: Skim and highlight HAMP Act (25 mins) Give each pair a copy of the HAMP Act User Guide. Highlight these key facts:

- Based on human rights and Christian values
- Passed unanimously by PNG Parliament in 2003
- Protects the rights of people with or who are affected by HIV/AIDS
- Protects the rights of people who do not have HIV/AIDS
- Fights stigma and discrimination and encourages testing

Next ask them to skim read the bullet points from p7 to p11 in the HAMP Act and ask them to make a note of the examples that affect young people, schools and teachers.

Ask them for their thoughts on the law. What do they think about it?

Main Activity 2: Skim and highlight the DoE HIV/AIDS Policy (25 mins) Give each pair a copy of the DoE HIV/AIDS Policy (on p68-69). Highlight these key facts:

- Based on the HAMP Act, human rights and the national response to the HIV/AIDS epidemic including the need of the education system to protect staff and students
- Department of Education is the largest employer in the country
- Became legal policy for all teachers and students in the education system (including agency) in December 2005 on World AIDS Day
- Schools and teachers need to plan how to implement the Policy

Next ask them to skim through the first three key strategic areas and think about their own college or school. Note the bullet points that your college or school has implemented and ones that it has not implemented yet. How can they do that in the next year? What would they need to do?

Ask students for their opinion about the DoE HIV/AIDS Policy. What do they think about it?

Self study: Ask students to find a copy of the DoE HIV/AIDS/STI Implementation Plan 2007-2012 and examine the targets for their schools. Are they achievable? Which ones have already been met? They can also examine the HIV/AIDS Guidance posters for schools if available.

Church agencies have developed their own HIV/AIDS Policies and resource materials to guide their workers. The Catholic and Anglican churches have both got excellent ones. If students plan to teach in an agency school then they should be able to find a copy of their policy. Find a copy of your church HIV/AIDS policy if they have one. Analyse the policy. What are the key values and behavioural messages? What will it mean to you when you are teaching? **It may be necessary for lecturers at agency institutions to spend a session examining the HIV/AIDS Policy for their agency.**

Topic: Prevention of HIV and STIs

Session 9: Prevention strategies

Session Outcomes: Student teachers can...

- Describe the HIV prevention strategies promoted in PNG

Warm up: Brainstorming (30 mins) Trainees will be put into groups of 4. First they will discuss and write about the situations when young people are at risk of HIV at home, in the school and in the community.

Risks of contracting HIV in...		
...the home	...the school	...the community

Then they will write the prevention measures against HIV/AIDS at home, school and the community

Prevention measures in...		
...the home	...the school	...the community

Collect feedback onto the board. Remind them there is more to fighting the spread of HIV than ABCD! (e.g. helping girls complete their education; reducing the level of rape and domestic violence; teaching about life skills, gender and human rights, making sure new born babies and rape victims have ART treatment etc)

Main Activity: Critical analysis of ABCD prevention (30 mins) Ask the students "What is ABCD?" Feedback and check their responses (i.e. **both** be faithful)

A = abstain from penetrative sex or abstain from sex before marriage or abstain from sex when you are away from your partner

B = both be faithful to your sexual partner and both get tested

C = use a condom correctly every time you have sex

D = delay the time of first sex (delay the time you lose your virginity)

Divide them into small groups of 3-4. They have to find advantages and disadvantages for ABCD and display these on butcher's paper.

Abstain from sex		Both be faithful and both get tested		Use a condom correctly every time you have sex		Delay time of first sex	
+	-	+	-	+	-	+	-

Each group displays their poster. Other groups can question them on their choices. Discuss their feedback. Correct any misconceptions (for example, many people think being faithful is good protection but 65-75% of HIV infections in PNG are married people. Therefore **both** husband and wife must be faithful). Ask students to list other strategies (e.g. avoid alcohol)

Self study: Ask the groups to consider these questions:

"Which group of people is each strategy ABCD aimed at?"

"Can people use more than one strategy?"

"Which strategies would you teach about in Grade 5, Grade 6, Grade 7 and Grade 8?"

Self study: Syllabus study What safe sex messages are in the Personal Development Syllabus and Teacher Guide? Are there any missing in your opinion?

Session 10: Unsafe sex and risky behaviour

Outcomes: Student teachers can...

- List what is safe and what are unsafe sexual practices
- List the key messages to get across to young people

This session will explore risky sexual practices. It is important you feel confident and knowledgeable. All of these practices occur in PNG.

Warm up: Paired brainstorm (10 mins) Explain that sex can be safe and it can be unsafe. Unsafe can be described as “risk of harm”. Ask the students to tell their partner what consequences having sex could lead to for young people.

For example, unplanned pregnancy; HIV infection; STIs; pain; feeling bad or unhappy; breaking traditional rules; breaking Church teachings; losing your virginity; getting a bad reputation

Main Activity: Risk sorting (30 mins) Arrange the students into same groups of 4. In the Student Teacher Course Book (p73) there is a list of sexual behaviours. Ask the groups to sort them along a line in order from VERY HIGH RISK to HIGH RISK to LOW RISK to NO RISK. Also allow them to put behaviours in DON'T KNOW place. Ask them to justify their reasons. **There will be a lot of debate into the risks!**

Correct answers (for the risk of contracting HIV from an HIV positive partner):

No risk of HIV transmission

Abstaining from sex; Masturbating yourself; Kissing; Deep kissing (kissing with tongues) Masturbation by someone else (rubbing or stroking the penis or vagina), hugging, fingering, talking

Low risk of HIV transmission

Oral sex (sucking or licking the penis, vagina or clitoris); Vaginal sex using a condom correctly and consistently; anal sex with a condom (this is still more risky than vaginal sex with a condom)

High risk of HIV transmission

Vaginal sex without a condom; Polygamy (multiple sexual partners); Unprotected sex during a woman's period, Man withdraws before ejaculating

Very high risk of HIV transmission

Anal sex without a condom; Sex when you are drunk or on drugs; Rape/gang rape/line up sex; Sex for money/food; Sex within a cult; Sexual abuse; Unprotected sex if you or your partner has an STI, Having sex too young

Depends

Being faithful (your partner may not be faithful to you so you need to both be tested and both be faithful for this to be effective)

Ask the students if there are any missing (e.g. sex before marriage, sex during adolescence, child abuse). Place these on the scale.

Remind students that **values** play an important part in this. Some Churches would oppose condoms and masturbation. Some cultures allow multiple wives. Some behaviours are illegal. We are looking at the relative risks of HIV infection. Many people do not do some of these sexual practices.

Remind them that risk depends on the possible harm. E.g. it is unlikely that anal sex would lead to pregnancy but it might cause pain and bleeding and a high risk contracting STIs or HIV.

Remind them that all sex has consequences (e.g. emotional, physical) and that sex should be loving, healthy and safe.

Plenary: Consequences Look at the list of sexual behaviours again. What are the other possible consequences for young men and women who engage in these (especially before marriage)?

Emotional consequences	Physical consequences	Other consequences

Self study: Complete the self study tasks on risky times and high risk groups in the Student Teacher Course Book (p74).

Session 11: Abstinence

Session Outcomes: Student teachers can...

- Practice life skills activities for abstaining from sex before marriage

Warm up: Icebreaker (5 mins) Write with your body. Great physical warm up. Choose a name from the group and ask the participants to stand up and write this name with...an arm, their head, a leg, their whole body!

Main Activity: Resisting pressure strategies (45 mins) Remind participants that resisting pressure to have sex too young or before marriage is very important in protecting young men and women against risk. Abstinence depends on **strong values, good decision making, high self esteem and strong assertiveness**. Demonstrate this life skill activity for Upper Primary.

1. In their books students divide their page into three columns as below and on p79.

What you could say to resist this pressure	What they would say to persuade you...	What you would say or do if they said this...
<i>e.g. "No, even though I like you I don't want to have sex before I am married"</i>	<i>e.g. "Well, don't worry because I love you and I will marry you next year"</i>	<i>e.g. "No, if you loved me you would respect my views. Think about it. I will see you tomorrow." (and leave)</i>

2. Tell them this dilemma:

Dilemma: Your boyfriend/girlfriend wants to have sex with you
--

3. Next students brainstorm possible responses to the pressure in the first column. Ask them to write the responses in "" marks because later we might role play them. Ask them to write as many. 5 mins

E.g. "No, having sex before marriage is against my values and I don't feel ready yet"

4. Stop the class and hear some examples. Remind them that all the sentences must begin with the word "no" to be assertive and must give a strong personal reason.

5. Next ask them to imagine what the boyfriend/girlfriend would say to persuade you. E.g. "I feel ready and you were very keen last night in the garden". Again they should write the responses to each "no" sentence in speech marks in column 2. 5 mins.

6. Stop the class and hear some example conversations. How might someone try and persuade you?

E.g. Emotional pressure (e.g. “If you loved me, you would”), physical pressure (a threat like “If you don’t I will bash you”), material pressure (a bribe or gift like “I’ll pay for your school fees”), a promise (e.g. “But I will use a condom”), using previous events (e.g. “You were happy to have sex last month”) or peer pressure (e.g. “All your friends do it, why don’t you?”)

7. Finally ask them to write a reply or action you would make to each of the possible boyfriend/girlfriend responses. Remind them to be assertiveness and avoid conflict. 5 mins

8. Stop the class and hear the complete conversations with their final action or speech.

9. Next we would ask students to rate their first responses (column 1). Which ones would work best for you? Which would be the most effective way of resisting pressure? Why?

10. Finally, with a partner and observer triangle role play the best responses and practice the right body language. The observer can give you feedback on whether you were assertive or not!

Remind them that by practicing how to resist pressure we can prepare young people for risky times.

Plenary: Adapting the resisting pressure strategy (10 mins) Working with a partner students can brainstorm other likely dilemmas for young men and young women where they need to resist pressure to take risks. Discuss this for 5 mins and then collect ideas for other dilemmas on the board. Remember many of these apply to young men and young women.

Dilemmas for young women	Dilemmas for young men
e.g. An older man wants you to marry him/have sex with him e.g. A friend wants you to stay away from school for the day and go to the beach	e.g. A peer wants you to drink homebrew with the gang e.g. Your friend wants you to help them steal something from the trade store

Self study: Complete the self study tasks for abstinence in the Student Teacher Course Book (p74).

Session 12: Both being faithful, both being tested

Session Outcomes: Student teachers can...

- List ways a husband and wife can strengthen their marriage
- List risky situations that could lead to unfaithfulness in marriage

Warm up: Paired discussion (15 mins) Why are married people sometimes unfaithful? What are risky situations? For example,

- *older man tempted by a younger woman*
- *going to a party without your wife*
- *drinking*
- *traveling to town on your own*
- *not having a healthy loving sex life with your partner*
- *domestic violence*
- *having weak values*

Main Activity: Faithfulness strategies discussion (40 mins) Remind students that marriage should be based on love, care, respect and healthy sexuality. Many people in PNG are infected by HIV because of unfaithfulness (especially many women who are infected by unfaithful husbands).

How can we help married people stay faithful? In the same groups list as many practical strategies as you can for married couples for a successful, faithful marriage. This activity could be used with older pupils and people preparing for marriage (p75).

E.g.

- *Do everything together (going to town, working the garden)*
- *Sharing roles (gender equality)*
- *Finding privacy at least once a month to have a good healthy sex life*
- *Socializing together*
- *Asking for help from a pastor or another couple if you need guidance*
- *Marrying carefully and for the right reasons (i.e. love not for money)*
- *Not drinking alcohol*
- *Not marrying someone who is married*
- *Not marrying too young*
- *Not marrying someone much older than you*
- *Being secure financially*
- *Completing your education before you get married*
- *Not having too many children*
- *Etc*

Next ask students to select their Top Ten pieces of advice for young people who are planning to get married. Feedback these onto the board and discuss (Q: Which ones are practical? Which ones should we promote in schools?)

Self study: Research Bible stories that promote good, healthy marriage and faithfulness in marriage (p112).

Session 13: Safer sex

The DoE HIV/AIDS Policy states that students must receive information on the correct use of condoms when developmentally appropriate. This session must be taught to all student teachers. It is not optional. If you do not feel comfortable, please ask a colleague to help or have the demonstration led by an external resource person (e.g. HIV/AIDS trainer from the Provincial AIDS Committee)

Session Outcomes: Student teachers can...

- Demonstrate how to use a male and female condom confidently and accurately

You may wish to teach this in same sex groups. Before the session begins remind students of the rules of this class. Remind them of the DoE HIV/AIDS Policy and the need to prepare young people for safe sex. Remind them that using condoms is a responsible choice – some people choose not to use them (i.e. for religious reasons) and accept the risk. Even if you as the teacher do not use condoms it is part of your job to demonstrate them. If you feel very uncomfortable you should ask someone to help you.

Warm up: Brainstorm (10 mins) With a partner list reasons why people use or do not use condoms.

Why people use condoms	Why people do not use condoms

Main Activity: Condom demonstration (20 mins) Demonstrate how to use a male and female condom carefully. If you feel very uncomfortable you should ask a PAC worker, colleague, health worker or NGO worker to assist you. Show the students at least twice slowly. They will have to micro-teach this next so they can demonstrate confidently and protect themselves.

Remind students that condoms are free in PNG from health centres and Provincial AIDS Committees. Each institution has a class set of carved wooden penises to demonstrate. One between 2 students is ideal.

Condoms would be taught as part of a life skills package along with A, B and D (probably in Grade 7 or 8, but this depends on the community needs)

Key points to remember...

- Male condoms are 95-99% effective at stopping the transmission of HIV when used correctly and consistently
- Female condoms are 95% effective when used correctly and consistently
- You only need to use one condom at a time
- A condom should only be used once
- Condoms can be used by single or married people
- Male condoms are more widely available than female condoms
- Female condoms are made of a stronger material
- HIV cannot pass through the material of either a male or female condom

Male condoms	Female condoms
<ul style="list-style-type: none"> a. Do you really want sex? Does your partner? Are you both feeling comfortable or are you under any pressure? Abstinence is 100% safe or you could use alternatives like hugging, kissing or masturbation b. Make sure the condom packet is in date and not damaged. You only need to use one condom at a time. c. Do not put the erect penis near the vagina until the condom is on d. Open the packet carefully by squeezing the condom to one side—watch out for sharp nails and jewellery tearing the condom e. Pinch the teat end, check which way the condom unrolls and unroll the condom slowly down the erect penis f. The condom does not cover the scrotum, just the penis g. Putting lubricant and spermicide on the condom makes sex better and safer h. Don't use oil as a lubricant because it damages the condom i. Have sex j. When the man has ejaculated he should withdraw straight away holding onto the condom k. The condom acts as a barrier to sperm, vaginal fluid, HIV and other STIs l. Never use a condom twice m. Tie the condom in a knot and throw in a pit latrine or bury or burn it (do not flush down a Western toilet!) 	<ul style="list-style-type: none"> a. Do you really want sex? Does your partner? Are you both feeling comfortable or are you under any pressure? Abstinence is 100% safe or you could use alternatives like hugging, kissing or masturbation b. Make sure the condom packet is in date and not damaged. You only need to use one condom at a time. c. Do not put the erect penis near the vagina until the condom is inside the vagina d. Open the packet carefully by squeezing the condom to one side—watch out for sharp nails and jewellery e. Fold the smaller rubber hoop inside the condom into a figure of 8 f. Insert this ring and the condom deep up inside the vagina so when it springs open it will hold the condom in place securely g. The outer, larger ring should be outside the vagina h. Putting lubricant and spermicide inside the condom makes sex better and safer i. The man can now enter the woman (guide the penis inside the condom) and ejaculate safely j. The condom acts as a barrier to sperm, vaginal fluid, HIV and other STIs k. When you remove the condom, tie it in a knot and throw in a pit latrine or bury or burn it (do not flush down a Western toilet!)

Main Activity: Microteaching (20 mins) Working in same sex pairs students should demonstrate correct use of both the male and female condoms. Their partner should assess them using the key points in the Student Teacher Course Book (p77-79). They should also assess their confidence. **Do not force anyone to demonstrate if they don't want to. They can still observe and assess.**

E.g. Your partner should suggest 3 ways for you to improve your condom demonstration. Do it again and try and improve. Imagine you are talking to a class.

Plenary: Syllabus studies (10 mins) When should we teach about condoms in primary school? Look in the PD Teacher Guide and DoE HIV/AIDS Guidance Posters and HIV/AIDS Policy.

Self study: Research What do your peers think about condoms? Design a small research questionnaire about condoms (maximum 5 questions) and ask 10 peers.

Possible topics include: condom dispensers, condoms in primary school, condoms in your college, availability of condoms, pros and cons of condoms

Session 14: Negotiating safer sex

Session Outcomes: Student teachers can...

- Role play assertive strategies for safe sex and abstinence
- List good answers to peer pressure about sex and abstinence

Warm up: Case study (20 mins) Put this case study up on the board.

Kabo and Lindi are in Grade 8. They are starting to feel serious about each other. One day, after school, they go to the garden when no one else is home. They start to hug and kiss each other, and Kabo tells Lindi he loves her. She is happy to hear that, but when he says he wants to have sex with her, she doesn't know what to say. She remembers a friend of hers telling her that everyone is having sex.

In pairs discuss what they should do using this life skill format.

What someone might say to persuade you to have sex...	
What might someone say....	What could be an assertive response...(words or actions)
e.g. <i>I'm sure I don't have a disease—do I look sick to you?</i>	e.g. <i>No, you look good, but sometimes you can have a disease and not even know it. I want to take care of myself and not take any risks.</i>

Main Activity: Role play (25 mins) Another excellent strategy is role play. Primary aged students need to demonstrate how to resist pressure to have sex, especially unprotected sex. We have to train them in the assertive skills of abstinence and negotiating safe sex to help protect them later in life. In groups of 3 students should act out this play script and then edit the ending.

Ask them to act out the play script in the Student Teacher Course Book (p80, copy below) on resisting pressure. Ask them to brainstorm possible responses from the two people. Role play possible answers and ways to negotiate safer sex.

Example script for resisting pressure to have unprotected sex

Jim: What about spending a quiet, romantic weekend with me?

Elly: I would like that very much.

(At Jim's House)

Elly: Jim, it's so wonderful to be with you. I've been longing for this moment for a long time.

(In the bedroom, Jim is now proposing to have sex with Elly)

Elly: I also feel like having sex with you, but on the condition that we use a condom.

Jim: Hey, Elly, a condom? Why do you want to spoil our sexy evening?

Elly: But, Jim, I don't want to get sick or infected with HIV.

Jim: But you know I don't have a disease. Look at me—do I look sick to you?

Elly: Not at all. But we both could be sick and not even know it.

Jim: I can't believe it—I thought you trusted me!

Elly: It's not about trust. It's about making sure we take care of ourselves.

Jim: But if we use a condom, our sex taste won't be natural.

Ask the group to add additional dialogue . . .

Jim: [What else might he say? How would he say it?]

Elly: [What else can she say? How could she say it?]

Plenary: Performance and feedback (15 mins) Each trio then presents their drama to another group of three who assess it and give constructive feedback.

Self study: Prepare another case study like the one used in the warm up.

If each student writes a case study for use in primary school then the lecturer could photocopy and distribute them to all the student teachers for their school

Self study: Prepare another script for abstinence before marriage. If each student writes one script for use in primary school then the lecturer could photocopy and distribute them to all the student teachers for their school

For example,

Kefilwe and Glody are walking down a deserted road in the late evening. They are enjoying each other's company and flirting with each other. Glody suggests that they walk down a small path and Kefilwe agrees. When they get to an open area, Glody begins to pressure Kefilwe to have sex with him. Even though they have had sex before, Kefilwe does not want to have sex now. She has heard of HIV and AIDS, and does not want to have sex again until she is older.

Glody: *Kefilwe, why don't you want to have sex with me?*

Kefilwe: *It is not only with you. I just don't want to have sex now.*

Glody: *We already had sex before. Why are you changing now?*

Kefilwe: *It would be better for the both of us to be safe. We don't want to catch a disease or something.*

Glody: *You think I have HIV? I cannot believe it!*

Kefilwe: *I don't think you have HIV. But we can both have an infection and not know about it.*

Glody: *You are being ridiculous. You walked here with me, so you must want to have sex.*

Kefilwe: *I already said no. I do not want to have sex with you or anyone else right now. Please respect me and my feelings.*

What would they say and do next?

Topic: Care and support for people living with HIV/AIDS

Session 15: Signs and symptoms of HIV/AIDS

Session Outcomes: Trainees can...

- Identify signs and symptoms of AIDS
- Know that a person living with HIV has no symptoms
- Know that the only way to know if you have HIV is to have an HIV blood test

Warm Up Activity: Revision Quiz (10 mins) In pairs students can try and answer these questions. The answers are on p82 onwards in the STCB.

1. T or F. There is a bush cure for HIV. *False*
2. T or F. People who are infected by HIV die quickly. *False. They can live for many years*
3. T or F. You can tell someone has HIV by looking at them. *False. People living with HIV do not have any symptoms*
4. T or F. You can tell if someone has AIDS. *False. AIDS looks like other illnesses. Only an HIV blood test can tell.*
5. List three ways a PLWHA could live positively (e.g. good diet)
6. How long does it take to have an HIV blood test? *10-15 mins plus pre- and post test counselling*
7. Name one Biblical story that promotes love and care for sick people.
8. T or F. Being infected with HIV will shorten your life. *True but you can live a long time if you fight the infection. Remember lots of things could shorten your life: smoking, diabetes, eating too much fatty food, not using a mosquito net, drinking too much alcohol*

Main Activity: Presentation (10 mins) List the signs and symptoms of HIV infection and AIDS. Remind them that many other illnesses cause sores, fever and weight loss etc. AIDS can only be confirmed by an HIV blood test. Also remind them that people who are HIV-positive can live a long time before getting sick. **It is unchristian to gossip about people's sicknesses.**

Symptoms of HIV	Symptoms of AIDS
<ul style="list-style-type: none"> • None – person looks and feels perfectly normal • People do not know they are infected and could spread the virus • People cannot tell if their sexual partner has HIV • If you think you are at risk (you have had unprotected sexual intercourse) you should get an HIV blood test 	<ul style="list-style-type: none"> • Rapid weight loss • Sores that won't heal • Fever • Tuberculosis (TB) • Persistent diarrhoea • Fungal infections like oral thrush • Pneumonia • Mouth and throat infections • Pain and night sweats • Rare cancers

Paired poster making (30 mins) With a partner design a poster with clear instructions on how to care for someone with AIDS. For example,

- | |
|--|
| <ul style="list-style-type: none"> • Carers are safe and can still look after the person with AIDS • Person with AIDS should be kept clean and comfortable • They should have good fresh food and plenty of clean fresh water • They should avoid people who are sick (because their immune systems are weak) • Medical help, ART and advice should be sought • Prayer, love and having friends and family close are important • They should take medicines for opportunistic infections like TB and pneumonia <p>Etc.</p> |
|--|

Display the best 10 posters in the classroom (the best ones are the ones with the clearest message about caring for people with AIDS).

Plenary: Reflection (10 mins) Why is it important we teach children how to care for people who have AIDS? Think about the future of the epidemic. Think about what could happen in your own community. Record your opinion in your notes.

(Some reasons could include: many children will have HIV; children will have to care for people in their families; most people with AIDS will be their homes not hospitals; caring is a Christian value; so young people don't stigmatize people with HIV/AIDS; so young people know that other disease symptoms are like AIDS and don't spread gossip).

Students should read p83-84 in the STCB and complete the self study tasks.

Session 16: Treatment for HIV/AIDS

Session Outcomes: Student teachers can...

- Answer common questions about treating HIV

Warm up: True or false (15 mins) Play this game with your class. Ask them to record the answer and then tell them the correct one.

- Modern, expensive Western medicines cure HIV. True or false? (*FALSE – anti-retroviral drugs or ART only slow the disease down by slowing the reproduction of the virus. They are free in PNG*)
- There are bush cures for HIV. True or false? (*FALSE – no cure has been found for HIV. People who tell you they are selling one are lying and making money from people's desperation*)
- If you commit your life to God and confess your sins you will be cured by God (*FALSE – many committed and faithful Christians (and Muslims, Hindus, Jews and others) have prayed to be cured and none have been. There is no cure for HIV. Prayer does help some people feel better*)
- There are people who have miraculously recovered from HIV (*FALSE – no recovery has been proved. It is more likely the HIV test wasn't accurate*)
- You can get better from AIDS (*TRUE – sometimes, in rare cases, your immune system can recover enough to suppress the virus. But you will still have HIV and will develop AIDS later in life. ARTs can also help your immune system recover from AIDS but can't remove the virus from your body*)
- ARTs are only found in Western countries (*FALSE – they are found in PNG but not many people have access to them yet. This is changing quickly*)
- There will be a vaccine or cure soon (*FALSE – viruses like HIV are very difficult to vaccinate against because they change so often. They also attack the immune cells which are supposed to stop the virus. Doctors are trying to find a cure. They have been looking for since 1981 and have not found one yet. The only option is prevention*)
- HIV was invented by man so can be cured by man (*FALSE – HIV is a natural virus. No-one made it. It has probably been infecting humans since at least the 1930's and originally came from African chimpanzees. Other animals get viruses like HIV*)
- Only sinners are at risk of HIV (*FALSE – HIV can infect anyone who has sex. It also infects babies and faithful wives. Many people lead very moral lives and still get HIV because their partner has the virus. It is dangerous to say only sinners are at risk.*)

Main Activity: Role play (30 mins) With a partner design a role play about cures for HIV (e.g. a street seller selling herbs that "cure" HIV or a pastor saying that God will cure people) which gets across the key messages for young people (e.g. there is **no** cure for HIV). Write a simple script which would work with Upper Primary and promote accurate information about the epidemic.

Plenary: Discussion (15 mins) What are the challenges in getting access to ART in PNG? Discuss this with your group and feedback.

Possible answers: many people live in remote areas, hard to get the dose right, side effects, poor health infrastructure, need expert health workers to help get dose right, need to take pills every single day

Remind them that Post Exposure Prophylaxis (PEP) is available for rape victims and for babies born to mothers who are HIV-positive. Ask them where they can get ART and PEP in their local area (your Provincial AIDS Committee, local health centre and VCT centre can tell you where).

Self study: Prepare for the next session by reading the Student Teacher Course Book section on VCT (p84-86)

Session 17: Positive living with HIV/AIDS

Session Outcomes: Student teachers can...

- List how HIV-positive people can live positively
- Discuss why positive living is important
- Empathise how people who are HIV-positive feel

Warm up: In someone else's shoes... (10 mins) Imagine you have had a positive HIV test. How would you feel? List some words to describe your emotions.

Tell students that the only way they can find out about their HIV status is to have an HIV blood test. Tell them that HIV/AIDS are new problems in our culture so it is natural people have strong feelings. Many people are frightened because they don't understand it. This fear is based on **ignorance**. It can lead to discrimination, stigma and people with HIV being isolated. It is unhealthy and un-Christian. It is not the Melanesian way.

People who are diagnosed with HIV feel many emotions: **shock, denial, anger, guilt, loneliness, fear, self consciousness, depression**. Later on, some people manage to feel **acceptance and hope**. Remind students that they must put themselves in the shoes of others – feel what they feel. Care and love was the message of Jesus.

People's feelings change from day to day. Depression can weaken your immune system. That is why **positive living** is important.

Main Activity: Discussion (30 mins) In mixed groups trainees should discuss these two questions:

How can people live positively with HIV?

Why is it important to live positively?
--

Some possible answers:

How can people live positively with HIV?	Why is it important to live positively?
<ul style="list-style-type: none"> • Eating fresh fruit and vegetables • Eating fish and protein • Eating energy foods like taro • Drinking clean water • Using a mosquito net • Using a condom for sex • Working • Raising your children 	<ul style="list-style-type: none"> • Strengthen your immune system • Live longer and be more productive • Live longer and see children grow up • Save the lives of others • Fight the epidemic • Earn money for your family • Not spread HIV to someone else • Prepare for the future

How can people live positively with HIV?	Why is it important to live positively?
<ul style="list-style-type: none"> • Church and prayer • Helping others • Having friends and family • Keeping active • Working your garden • Sharing your story • Planning for the future • Having a loving family • Seeking medical advice • Not having scar cuts or tattoos • Rest and relaxation • Storying • Avoid cigarettes, drugs and alcohol 	<ul style="list-style-type: none"> • Live longer with your husband/wife • Contribute to your family, community and Church • Continue your education • Plan for the future

Ask for feedback and then highlight the Home Based Care instructions from p83 in the STCB. Remind them that they may well have to care for people who are dying of AIDS in their family and community and so it is important they know the right way to care for others.

Remind them it is their Christian duty to care for people who are sick.

Plenary: Case study (15 mins) Read this true story from an MTC graduate.

Lisa, student teacher

During the semester break I went to Lae to my family. While I was there I found out one of the ladies from our street was HIV positive. That lady had been my best auntie when I had been in Lae. All her family had left her alone in the house and they took off to live with their relatives. They were scared to live with her. I felt sorry for her because she's a really nice lady.

One night I was sitting down in front of the house when she walked past me and said goodnight. I didn't recognise her at first and said "goodnight". She recognised my voice and called my name. I walked up to her and hugged her. All my family didn't want me to hug her but I encouraged them to do so. On my holiday I just talked to the girls my age especially my friends and sisters about this incurable disease AIDS and encouraged them to treat that auntie of ours equally to make her happy.

Think about yourself. What three messages about caring for people with HIV should you try and live by? You could choose a Biblical message if you wish.

Additional activity: Personal testimony from a person living with HIV: It is highly recommended you invite a person living with HIV to come in and share their life with the students. If possible invite them in for two sessions (in the first one they can be a trainer or helper and will not tell the students their HIV-positive status...they could share buai, smokes, shake hands etc with the students.

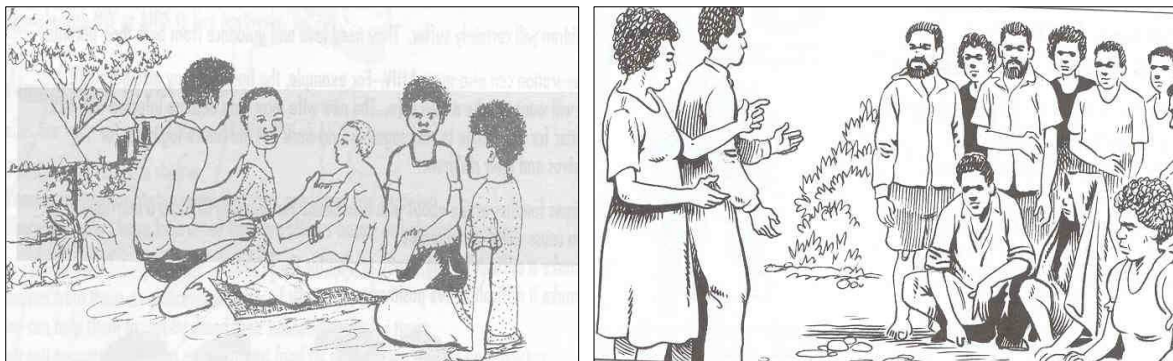
Then in the next session they could share their story and this is very powerful). Contact local NGOs, agencies and your PAC for people living with HIV/AIDS who could come and speak with your class.

See p110-111 in the STCB for advice on how to work well with PLWHA.

Session 18: Voluntary Counselling and Testing

Session Outcome: Student teachers can...

- Explain the process of voluntary counselling and testing



Warm up Activity: Picture reflection (15 mins) Use a picture for thinking about how to treat people with HIV/AIDS. What would be your advice to your pupils, friends or family? What would you do or say if someone in your family was living with HIV/AIDS?

Ask students to reflect on these pictures for 5 minutes and then tell a partner how they would respond if someone in their own family was diagnosed as HIV-positive.

Treat this session sensitively because some students may have family members who are affected by HIV/AIDS.

Main Activity: Guest speaker (30 mins) Invite in a guest speaker from your local VCT centre to conduct an interview in relation to HIV blood testing procedures (why, how, when it is done) and by who.

Make sure they stress the key points of VCT from the Student Teacher Course Book (especially the window period, confidentiality, the need for the test to be voluntary, confirmatory testing etc) from p84-86.

Plenary: Tell a peer (15 mins) Tell the students to find a peer and tell them 10 things they have learnt about VCT from the guest speaker.

Remind the students of:

- The location of the nearest VCT centre to your college
- The principles of VCT (voluntary, confidentiality, support and counselling)
- The need to get tested so people can change their behaviour and avoid future risk or get support to live with HIV

Encourage students to get tested. You may also want to talk about your own experiences of being tested. This is a powerful way to role model good behaviour.

Self study: Why would you get tested? Think about the circumstances that would **you** go and be tested. Complete the self study tasks for VCT in the Student Teacher Course Book.

Topic: Human Rights, stigma and discrimination

Session 19: Human rights and HIV

Session Outcomes: Student teachers can...

- Understand the importance of human rights in the fight against HIV
- Empathise with people living with (and affected by) HIV/AIDS

Warm up: Stigma v Love (15 mins)

1. Ask students to write phrases and words that stigmatise people living with HIV/AIDS on squares of paper and pin these to the wall (e.g. You are a sinner; I am scared of you, get out of here)
2. Next ask them how these would make people living with HIV/AIDS feel (the life skill of empathy). E.g. scared, lonely, angry, denial. They can tell a partner and share these feelings
3. Next ask them to tell a partner what the consequences of these feelings would be (the life skill of critical analysis). E.g. not wanting to get tested, revenge, loss of hope and early death, breakdown in Christian and traditional culture
4. Now ask the students to write love hearts containing Christian words of love, hope and care and pin these over the words of hate and stigma on the wall. E.g. I will care for you, you are not alone, I am not afraid of HIV

Remind them of the Christian message of love and care and the Melanesian tradition of caring for the sick. These are important moral values for young people.

Main Activity: Case studies (45 mins) Read the case studies on stigma and discrimination in the Student Teacher Course Book (in the Teaching and Learning Activities on p91-92). Try and answer the questions with a friend. How would you feel? What would you do?

Tell the students they could use all these strategies – especially asking pupils to think of the consequence to people of saying hurtful things or spreading rumours. Remind them of God's message of love and care.

Self study: Complete the activities in the human rights, stigma and discrimination section of the Student Teacher Course Book (p86-87)

You may wish to finish the lesson with prayers of love and care.

Session 20: Teaching and Learning Activities for HIV/AIDS and STIs

Session Outcomes: Student teachers can...

- Play Follow Me game for HIV/AIDS
- Evaluate the teaching and learning activities covered in this Module

Warm up: Follow Me Cards (15 mins) Prepare the HIV/AIDS Follow Me cards from the Student Teacher Course Book (p88 and a copy is also on the Resource CD). Play the game with the students twice against the clock and see if they can beat their time.

Remind the students that they would play the game each day for a week to reinforce key facts. Students also like designing their own!

Main Activity: Evaluation (45 mins) In pairs review at least 4 of the teaching and learning activities from the Module in your notes. For each one list advantages and disadvantages using the format from the Student Teacher Course Book. Also ask them to evaluate the Teaching and Learning Activities at the end of the Module. **Remind the students that they need to collect effective teaching strategies to help them teach these subjects in primary school.**

e.g.

Teaching strategies	How to organise them	What I think of them
<i>Icebreaker game "Three Truths and A Lie"</i>	<i>Each person writes 4 statements on scrap paper – 3 are true and 1 is a lie about themselves. Other students have to guess which one is the lie. 15 minutes.</i>	<i>Really good for finding out about students. Not good if students have poor literacy skills – they could speak them instead or write in vernacular. Must give an example first</i>

Then ask them to review the teaching and learning activities from the Health and Personal Development Teachers Guides and other resource material (e.g. life skills manuals) available in the library.

The Lower Secondary Personal Development Teacher Guide also has some excellent ideas.

Remind students that when they go out to schools teachers will want to learn new teaching and learning activities. In-service is part of the School Learning Improvement Plans and new graduates will be asked to lead in-service on HIV/AIDS, reproductive health, Health and Personal Development.

Self study: Reflect on what you have learnt so far in the course. How has your knowledge, skills and attitudes changed?

Module 4: Planning and Programming

Module	Module Outcomes
<p>Module 4: Planning and Programming Personal Development and Health</p> <p>Recommended time = 6-10 hours</p> <p>STCB page 92-113</p>	<p>The student teacher can...</p> <ul style="list-style-type: none"> • Plan, programme, teach and assess Personal Development (PD) and Health • Write a PD unit of work, weekly plan and lesson plans • Know the importance of a life skills based approach • Work sensitively and constructively with their local communities • Work sensitively and constructively with their local Churches • List possible areas of resistance to the teaching of these topics and how to overcome them

Topic: Syllabus Studies

Session 1: Personal Development Syllabus

Remind students that you expect them to complete self study tasks and record all the teaching and learning activities and strategies in their notes.

In this Module they will look at how to plan, programme and teach HIV/AIDS and Reproductive Health within the Personal Development subject in Upper Primary. Remind them that Grade 5 Health also has learning outcomes that include puberty, HIV/AIDS and STIs.

It is important they learn how to plan and programme so they can in-service their colleagues in the field. Remind them that under the reform there is a lot of flexibility for teachers and that they should use their imagination, keep the work relevant and use local resources.

You will need enough copies of the Personal Development (PD) Syllabus and Teacher Guide for one between two students. You will also need the NDoE Personal Development Supplementary units of work book (one between two) which has exemplar units of work.

Session Outcomes: Student teachers can.....

- Identify and list the main features of the PD Syllabus.
- List the strand and sub-strands of the PD Syllabus for HIV/AIDS and reproductive health.

Tell the students that today's session will be on studying the PD Syllabus in preparation for the planning and programming of an integrated unit of work in PD subject based on HIV/AIDS and Reproductive Health. Students will have to analyse the Health Syllabus and Teacher Guide for self study.

Warm up activity: Brainstorming (10 mins). Put the students in pairs to brainstorm the main features of the PD Syllabus and Teacher Guide (TG). Which sections should be there? Then ask them to check their own copies of the Syllabus and TG. Which sections did they miss out in their brainstorm? Check these answers against the sections in the Student Teacher Course Book.

Main Activity: Expert groups (40 mins). Put the students into small **expert groups** of 6 students. Ensure that each expert group member is asked to read a section of the Syllabus or

TG. After 10 minutes, ask the expert students to return to their original groups to explain what they have read and understood.

Expert group 1: Syllabus Rationale (p2), Curriculum Principles (p3) and Aims (p8). Also the PD teaching strategies (in the TG p 5-11)

Expert group 2: Syllabus Strands and Sub strands (p9-13) and Learning Outcomes

Expert group 3: Teacher Guide Key Features (p3) and Teaching and learning strategies (p5-11)

Expert group 4: Teacher Guide Assessment (p12-20)

Expert group 5: Teacher Guide Programming (p21-24)

Expert group 6: Teacher Guide Units of work (p56-68)

Key question: **What is that section about?** Tell them to summarise the section in 5 short sentences. Then report back to the group using those sentences.

Plenary: Summary (10 mins) With a partner list 5 main features of the PD Syllabus and 5 main features of the PD Teacher Guide

Note: It may be useful to have 2 separate sessions – one for the Syllabus and one for the TG - if the students are still unfamiliar with the reform curriculum.

Self study: Now students should examine the Health Syllabus and Teacher Guide.

Self study: Students should read the outcomes and indicators for PD for one grade in preparation for the next session.

Session 2: Planning and Programming Personal Development and Health

Session Outcomes: Student teachers can...

- List why it is better to block and integrate Personal Development and Health
- Cluster Personal Development learning outcomes
- Prepare a Yearly plan for PD

Warm up activity Reasons for teaching (15 mins): Write these statements on the board. Tell the students to work with a partner and to think of 3 reasons why a teacher should do that.

It is best to programme HIV/AIDS and Reproductive Health in a block (all day, all week or every afternoon for 3 weeks) rather than individual lessons

It is best to try and integrate other subjects with HIV/AIDS and Reproductive Health rather than teaching it on its own

It is best to spend a lot of time and effort on planning the units of work

Main Activity: Yearly programming (45 mins + self study time) Students will work through planning PD in steps. In their pairs they will programme a yearly plan and then design a unit of work based on a theme. E.g: "Sex- Keeping Safe and Healthy". Refer to the samples in the Student Teacher Course Book and the samples on the Resource CD. Students should work in pairs and should have a copy of the Syllabus and Teacher Guide. It is recommended they have a photocopy of the PD outcomes so they can cut and sort the outcomes more easily.

Remind the students that there are several ways of planning units of work. They can find others in the Teacher Guides.

- a. Choose a Grade for PD (6, 7 or 8)
- b. Study all the learning outcomes for PD in that Grade (there are about 30). Look at the indicators and TG Elaborations if you are not sure what the outcome means
- c. Cluster about 3-5 learning outcomes that naturally link to each other. Cluster these learning outcomes according to their sameness or similarities. You should end up with about 6-10 units. Some will be health orientated, some will be physical education, some will be HIV, some may be drugs and alcohol.
- d. Identify a theme for each cluster. The theme should be imaginative, clear and relevant (e.g. My Changing Body” Students like a catchy theme! This will be the name of your **unit of work**
- e. Divide the units of work into the four (4) terms. For example, units of work with HIV content might be good to teach near World AIDS Day, 1st December.
- f. Now ask the students to choose **one** of their units of work that is about either HIV/AIDS or puberty or reproductive health (the content from this course). **We will not plan units of work for drugs, alcohol, PE or nutrition at this time. Field teachers have to write detailed units of work for all their subjects and all the outcomes!**
- g. Students look at the group of outcomes for their chosen unit and write the “**purpose**” of Unit of work. They should write this carefully and ask another group to suggest any changes. The Purpose should start with the words: “The purpose of this unit is for the students to...”

e.g.

Purpose: The purpose of this unit is for the students to identify and outline their cultural beliefs and values about sexuality. They will also discuss issues of concern including safe sexual behaviour and sexual responsibility. All these issues will be linked to their health (for example, HIV/AIDS and STIs)

They should summarize in two or three sentences what the students will be learning during this unit of work (refer back to the learning outcomes).

Self study: Look at the sample unit of work in the handbook and start to think about activities from the HIV/AIDS and reproductive health that could help you achieve those outcomes.

Session 3: Writing a stand alone unit of work for PD 1

Session Outcomes: Student teachers can...

- Write a unit of work for Personal Development

Warm up: Buzz walk (10 mins) Ask the students to leave their Cluster and Purpose for their chosen unit of work on their table and go and read three other groups. If they spot an error or something that group could improve they can add comments.

Main Activity: Writing a unit of work (50 mins) Stress to students writing units of work gets easier with practice and they will need to in-service field colleagues on it later. It is best that students have photocopies of the Elaborations from the TG to save time – they can cut them out and paste them into the Knowledge, Skills and Attitudes section. **There is a sample of a good unit of work for HIV/AIDS and Reproductive Health in the Student Teacher Course Book (p98-100) and many samples in the NDoE Personal Development supplementary materials units of work book.**

So far the students should have clustered the outcomes, named the units of work, chosen one to work on in detail and written the purpose

- Next, ask the students to write the Knowledge, Skills and Attitudes section for their unit of work. They can cut and paste from the Teacher Guide Elaborations. Then they must use their professional judgement to add any K, S or A that are missing or that are important to teach in that community. **Remember Elaborations are suggestions.**

Knowledge	Skills	Attitudes
<p>Cultural beliefs and values about sexuality</p> <ul style="list-style-type: none"> - sexuality is everything about a person to do with sex and females and males have equal rights concerning sexuality. Sexuality includes: <ul style="list-style-type: none"> - sexual intercourse - changes during puberty - sexual feelings and thoughts - relations with others of the same and opposite sex - sexuality is influenced by media, family beliefs, values, religions, cultures, peers, emotional and physical feelings and personal values, being male and female <ul style="list-style-type: none"> • Current HIV/AIDS statistics • Gender issues and human rights (the HAMP Act) – stigma and discrimination • Facts on HIV (modes of transmission, treatment, prevention including ABCD) • Discussion about the causes of the HIV epidemic in PNG with a focus on youth • Facts on STIs and their treatment <p>Sexual intercourse and arousal</p>	<p>Recommended processes and skills</p> <ul style="list-style-type: none"> - discuss negative sexual behaviour - identify sexual responsibilities of males and females - recognise importance of using condoms - demonstrate ways to promote healthy living <p>Recommended processes and skills</p> <ul style="list-style-type: none"> - demonstrating responsibility for handling sexuality - making decisions about sexuality <ul style="list-style-type: none"> • Collecting data and presenting • Interpretation of graphical statistics • Persuasive writing and speaking 	<p>Sexual responsibilities</p> <ul style="list-style-type: none"> - respect yourself and others - stay faithful - use condoms <ul style="list-style-type: none"> • Showing positive attitude and actions among peers, opposite sex, at home and in the community • Fighting discrimination and stigma • Moral lessons from the Bible <p>Safe sexual behaviour</p> <ul style="list-style-type: none"> - have only one sexual partner - no sex outside of marriage - use condoms for protection - avoid unwanted pregnancies

- b. Next they should list the Teaching and Learning Activities that will achieve the outcomes for the unit. They can cut and paste from the Teacher Guide Elaborations, from the TG list of teaching strategies and also use the ones they have modelled and learnt in this course. They should write them as a numbered list in the order they will teach them. For each one they can indicate grouping and any links to other subjects

E.g.

Learning and teaching activities: bold = assessment task

1. Interview fellow students to get their views on cultural beliefs and values and compare these to modern values (including religious values). Paired. (*Social Science and Religious Education*) e.g. birth beliefs, death beliefs, marriage beliefs, dressing beliefs, harvesting and food gardens, gender roles (e.g. work men and women can do) etc.
2. Discuss how personal and community practices reflect different beliefs or values about sex and sexuality. Groups of 4; same sex. (*Social Science*) e.g. Polygamy, Initiation, No sex before marriage, No sex during pregnancy, Divorce, Wife beating/domestic violence, Monogamy, Sexual taboos in the community (*find examples*), Menstruation taboos, Etc

Personal or community practice (sex or sexuality)	What belief is this based on?	What value is this based on?
<i>Bride price</i>	<i>That it binds families together</i>	<i>That men are more important than women</i>

3. Write a report on how personal and community practices reflect the different beliefs and values about sexuality. Individual. (Language)

Self study: Work with your partner of the T&L activities. Highlight any which will need vernacular. Highlight the ones you will use for assessment (you need one activity to assess each outcome at the very least). You should usually have 2-5 T&L activities for each learning outcome.

Session 4: Writing a stand alone unit of work for PD 2

Session Outcomes: Student teachers can...

- Write a unit of work for Personal Development

Warm up: Buzz walk (15 mins) Ask the students to leave their K, S and A and T&L activities for their chosen unit of work on their table and go and read three other groups. If the spot an error or something that group could improve they can add comments.

Is the list of activities in a logical order?

Do the activities work towards the learning outcomes?

Are they relevant, student centred and interesting?

Main Activity: Writing assessment tasks and resource lists (45 mins) Now the students need to write the assessment tasks for their unit of work. They need one assessment task for each outcome in their cluster (at least) and the assessment tasks should be ones that are in the T&L activity list.

a. Ask them to write the tasks in this format. Assessment methods can be found in the TG

E.g.

Method	Task	Criteria	Recording
Written (individual) Assessing 8.4.3	Write a report on how personal and community practices reflect the different beliefs and values about sexuality	<ul style="list-style-type: none"> ➤ List and explain at least 3 personal and 3 community practices about sexuality (10 marks) ➤ List and explain at least 2 positive and 2 negative taboos about sexuality in the local community (10 marks) ➤ Explain your own point of view about these taboos (Do you agree with them or not? Why?) (5 marks) ➤ Give at least 3 clear reasons for your opinion (5 marks) ➤ Write at least one side of A4. This must be neat and tidy. Writing should be in sensible paragraphs (including an introduction and conclusion). (10 marks) ➤ Use and spell key words correctly: taboo, community, cultural, personal, practices, sexuality, behaviour, gender, belief, value (10 marks) 	Reports collected and marked by the teacher Total=50 marks

Make sure the criteria are detailed and focused on the outcome.

b. Now students should write a resource list for the unit. It must be relevant and include resource people

Resources: PD Teachers Guide, Male and female condoms (enough for one for each student), wooden penis or large carrots/bananas (enough for one between 2 students), HIV posters and leaflets from Provincial AIDS Committee, Personal Development student text books, access to a health worker or NGO/PAC worker, community elder to discuss sexual roles and responsibilities

c. Finally, students should list any programming issues (e.g. the need to have community observers in certain lessons) and choose a time for the unit (how many weeks of 240 minutes?). Remember they can **block** the teaching!

Congratulations – they have written a stand-alone unit of work for PD

Self study: Check through your unit of work carefully. Do you achieve the learning outcomes?

Self study: Working with the same partner choose another Grade (Grades 5-8) and do the same process of clustering, choosing one of work with content on HIV/AIDS and reproductive health and writing a detailed unit of work.

Session 5: Weekly planning for PD

Session Outcomes: Student teachers can...

- Plan weekly plans using their unit of work

Warm up activity: Buzz walk (15 mins) Ask the students to leave their Assessment plan and Resources list for their chosen unit of work on their table and go and read three other groups. If the spot an error or something that group could improve they can add comments.

Main Activity: Writing weekly plans for a PD unit of work (45 mins) Present the following information to students

- Block the teaching of Personal Development (e.g. every afternoon for 2 weeks or every day for a week) rather than try and teach in little chunks. It is much more effective in a block where the pupils can focus on it without distraction. Plus many of the activities, like role play, take time.
- Teachers are expected to plan imaginatively and flexibly. Your weekly plan should change from week to week – it should not be the same all term!
- Plan with a colleague to share ideas
- Be creative, be imaginative, improvise, use other resource people
- At the start of the work set **rules and expectations** for the students – this reduces embarrassment. Plan this into your weekly plan
- If you are not sure, say so and ask for help

Ask the students to write the weekly plans for their unit of work blocking the teaching and integrating subjects if they can. **They only need to show the T&L activities for their unit of work though!** They should make enough weekly plans to cover all the T&L activities and outcomes for their units (2-4 weeks).

An example weekly plan is in the Student Teacher Course Book (p104-105). **They may write more than one weekly plan depending on the number of learning outcomes.** Remind them that each school has different times for recess, lunch and productive work.

Make sure they cover all their T&L activities and look for places where they can integrate sensibly.

Finally, ask students to write a **running total for time for each weekly plan (p105)**. This is a good method for monitoring blocks of teaching. Remind students most UP teachers do not integrate their subjects yet even though the reform would like them too. LP teachers do) **Teachers can make up times for other subjects later. HIV/AIDS and reproductive health topics are best taught in a concentrated block.**

Plenary: Ask students these questions to discuss in their groups.

What do teachers need to watch out for when planning weekly plans? Why is it important to keep a record of this?

Why is it important to integrate subjects in UP?

Is it ok to “under-spend” time in a subject and make it up later? Which subjects would be good for this and why? (e.g. MAL)

Self study: When you are finished, keep working with your peer and write a daily plan for one PD lesson using the college’s standard lesson plan. This should include HIV/AIDS lesson and other subjects/lessons. Don’t forget the **outcome, warm up/icebreaker, main activity, conclusion/plenary, self study/homework**. There is a sample in the Student Teacher Course Book on 105.

Session 6: Lesson planning and textbooks

Session Outcomes: Student teachers can...

- Know which text books are available in primary schools and how to use them effectively
- Evaluate their sample lesson plan they made from their unit of work

Warm up: Evaluation (20 mins) Each pair swaps their lesson plan which they wrote in self study with another group. Their peers assess the plan and give feedback as 3 positive points and 3 areas for improvement. Use this criteria:

Does the activity match the learning outcome?

Is the warm-up interesting, relevant and active (are all the students involved?)

Is the main activity student centred?

Does the main activity address the knowledge, skills and attitudes from the TG Elaborations?

Is the timing sensible?

Does the plenary reinforce the work or extend students learning or prepare for the next session?

Is the homework or self study relevant and achievable?

Display and copy the best lesson plans

Main Activity: Presentation (10 mins) Tell the students about the approved text books that are currently available in PNG primary schools to support their teaching. Bring in samples (enough for one between two)

For example,

- Personal Development Book 1 (for Grade 6)
- Personal Development Book 2 (for Grade 7 and 8)
- Personal Development Teacher Resource Books
- Oxford University Press Health for the Pacific HIV/AIDS/STIs Revised Edition

You should also be able to find copies of the HIV/AIDS/STI Implementation Plan 2007-2012 and the HIV/AIDS Guidance posters. All these should be in the college library.

Main Activity: Textbook Do's and Don'ts (30 mins) In groups of 4 think discuss how to use textbooks well and how not to use them!

E.g.

Do's for teachers when using text books	Don'ts for teachers when using text books
<ul style="list-style-type: none"> • Read it before hand • Select only the activities you need • Evaluate the activities – are they really better? • Use it for integrating for Language • Teach students how to look after the book 	<ul style="list-style-type: none"> • Rely on the textbook – it is not a teacher • Use it more than once a week • Assume everything is in there – many things are not! • Forget you need one between two students • Let students mistreat them
Etc	

Remind the students that the text book is a resource not a teacher. It should be used as a tool and strategy and not to replace your imagination and skills.

Self study: Visit your local school and interview an UP teacher about the text books they use and how they use them. Ask them for their opinion on the books.

Self study: Evaluate the Personal Development textbooks and the Teacher Resource Book. What are the pros and cons? What do you like? What don't you like?

Topic: Working with communities and churches

Session 7: Working with communities

Session Outcomes: Student teachers can...

- Predict and suggest solutions to problems which may arise between the school and community as a result of teaching about HIV/AIDS and reproductive health.

Warm up activity: Brainstorming (10 mins). In pairs brainstorm factors that are seen as **barriers** to the discussion of sexuality, HIV/AIDS and reproductive health. Why are these barriers there? Do we want to overcome them? Feedback from pairs.

E.g.

Teacher's lack of knowledge and skills
 Cultural taboos
 Traditional beliefs
 Religious beliefs
 Use of special or technical vocabulary
 Lack of resources and human resources
 Lack of confidence (pupils and teachers and Headteachers)
 Gender issues
 Age of the teacher – too young/too old/not married etc
 Relationship between teacher and pupils
 Embarrassment of teachers and students
 Parental and community resistance and lack of knowledge
 Stereotypes

Main Activity: Strategies for working with communities (40 mins): In groups of 4 discuss three possible problem issues and how you would overcome them. Record in a table and feedback the ideas. Each group should present 1 of their problems and possible solutions to the class.

e.g. Some potential problems and solutions...

Issues/potential problems	Responses/Actions
<i>Parents oppose the teaching of HIV/AIDS and reproductive health in the school</i>	<p><i>Create good relationships with parents in the community</i></p> <p><i>Inform the Board of Management and arrange for parental meetings. Then explain to the parents the policies of the Government and the Department, show them the planning and syllabus and allow them to ask questions.</i></p> <p><i>Community observer in the lessons.</i></p> <p><i>Involve health officers as guest speakers</i></p>
<i>Other teachers oppose the teaching of HIV/AIDS and reproductive health in the school</i>	<p><i>Inform the Head teacher and arrange for a staff meeting. Then explain to the teachers the policies of the Government and the Education Department. Talk about the need to cover HIV/AIDS in the School Learning Improvement Plan and Teacher In-service Plan.</i></p> <p><i>You can also provide in –service to the rest of the staff for NIST and in-service activities.</i></p>
<i>Language barriers</i>	<i>Teachers must talk straight in English and Tok Pisin. Use diagrams, charts and books to convey meanings of sensitive words. Find out from the community the common words for sexual organs.</i>

Plenary: Research (10 mins) Teachers can **network** with other organisations. With a partner list 5 organisations that teachers could use for resources. Bonus points if you find their addresses!

Examples of some organizations are.....

Organisation	What do they do?
<i>Provincial AIDS Committee</i>	<i>Conduct awareness in community, provide resources, posters, condoms, leaflets, source of trainers and information on VCT and ART etc</i>
<i>Population Education</i>	<i>Train teachers and Standards officers in reproductive sexual health and peer education</i>
<i>Anglicare Stop AIDS PNG</i>	<i>In service- workers to combat HIV/AIDS Peer Education in work place. Awareness and Advocacy</i>
<i>UNICEF</i>	<i>Integrate their program to make awareness in schools with their HIV/AIDS and Child Friendly School program, under their education plan in line with the DoE.</i>
<i>Voluntary Counselling and Testing (VCT) by Catholic Church</i>	<i>Guidance and Counselling, Voluntary Counselling and Testing (VCT) programmes</i>
<i>Etc.</i>	

Self study: Students should read p108-110 in the STCB on working with communities and NGOs and community groups and complete the self study tasks.

Session 8: Working with churches

Session Outcomes: Student teachers can...

- Predict and suggest solutions to problems which may arise between the school and churches as a result of teaching HIV/AIDS and reproductive health.
- Suggest ways of integrating HIV/AIDS program with church programs.

Warm up activity: Alpha ladder (10 mins). Students write any words describing their feelings or emotions about teaching reproductive health. Work with a partner (A = anger, B = bravery, C = care etc)

Main activity: Strategies for working with churches. (40 mins) In groups of 4 discuss three possible problem issues when working alongside churches and how they would overcome them. Record in a table and feedback the ideas. Refer them to the Student Teacher Course Book – are there any they have missed out?

e.g. Some potential problems are.....

Issues/ potential problems	Responses/Action
<i>Church against contraceptive methods</i>	<p><i>Invite clergies to discuss alternative contraceptive methods with students. Remind students that they have a choice and that depends on their belief. Ask students to debate the issue.</i></p> <p><i>Share the DoE syllabus and the reasons behind it with your church. Explain HIV/AIDS is part of the School Learning Improvement Plan (SLIP).</i></p> <p><i>Share the life skills teaching strategies (i.e. abstinence role plays, negotiating safe sex). Share accurate facts on family planning</i></p>

Issues/problems	potential	Responses/Action
Agency against teaching	schools HIV/AIDS	Use Biblical scriptures for teaching and awareness. Explain it is a national policy. Explain HIV/AIDS is part of the School Learning Improvement Plan (SLIP), primary syllabus and DoE HIV/AIDS Policy and HAMP Act. Offer to host a debate as part of the teaching. Give copies of these resources to the local church.
Congregation of particular churches against the teaching of Personal Development	of churches	Conduct church meeting to make for teachers to make awareness about the new Syllabus and the Education and the Government policies on HIV/AIDS. Run training for parents. Share planning and ask for observers
Etc		

Plenary: Self reflection (10 mins) How do **you** feel about teaching reproductive health and HIV/AIDS? How do your beliefs affect your teaching?

Self study task: Research. Teachers can network with other church organisations. Many do great work with youths (e.g. Anglicare). With a partner list 5 church oriented groups that teachers could work with. Bonus points if you find their addresses! Some are excellent for peer education.

Some church groups that teachers can work with are.....

	Organization	What can a teacher do?
1	Fellowship groups	Conduct workshop and educate especially young people on the issue of HIV/AIDS Train young people to be become peer educators Help keep young people away from drugs, alcohol and risky situations
2	Church women organizations	Conduct trainers' workshop. Train women to be active advocates at their family level with regard to HIV/AIDS.
3	Church counselling and care programs	Invite church agents to help in teaching. Extend the work of the organization with counselling and care programs.

Thank the students for their time during the course. Encourage them to ask questions and improve their learning. Revisit the outcomes and the aims. Ask them for their feedback and wish them luck teaching about HIV/AIDS and reproductive health.

Remind all students they will need to educate their students, their families, their fellow teachers and their communities about HIV/AIDS and reproductive health.

Self study: Reflect on the Biblical message in the final section (p113) and the Story of Don Liriope on p112. Complete the final self study tasks.

Sample Exams

You may wish to use these sample exams after teaching each Module to student teachers or you might use these questions to adapt and set your own exam.

Sample For Module 1: Puberty and Sexuality Exam

1. List three life skills that are taught in Personal Development?

- 1.
- 2.
- 3.

2. What are the four main influences on sexuality?

- 1.
- 2.
- 3.
- 4.

3. What is the difference between gender and sex?

4. Complete this table with two examples of each

Positive sexual behaviour	Negative or harmful sexual behaviour
1.	1.
2.	2.

5. What is the difference between homosexual and heterosexual?

6. Why are young people with low self esteem vulnerable to HIV and STIs and unplanned pregnancy?

7. What behaviours strengthen relationships? List three.

- 1.
- 2.
- 3.

8. Draw a line to match the word to the correct definition

Puberty

Vaginal bleeding that occurs once a month for women who are not pregnant

Menstruation

Physical changes from a child to an adult

Orgasm

The moment a woman's ovaries produce an egg

Fertility

The ability of men and women to have children

Ovulation

A sexual climax that makes the person feel good

9. List three differences between puberty in boys and girls

- 1.
- 2.
- 3.

10. Write one practical strategy for each of these puberty issues teachers might face in primary school

Puberty issue	Practical strategy a teacher could use
A child is bullied because they have not yet started puberty	
Students start to have boyfriends or girlfriends	
Local church objects to the teaching of puberty in the school	

11. Correctly label the reproductive organs of a man

a.



b. Draw an arrow from the word to the correct body part.

Urethra

Penis

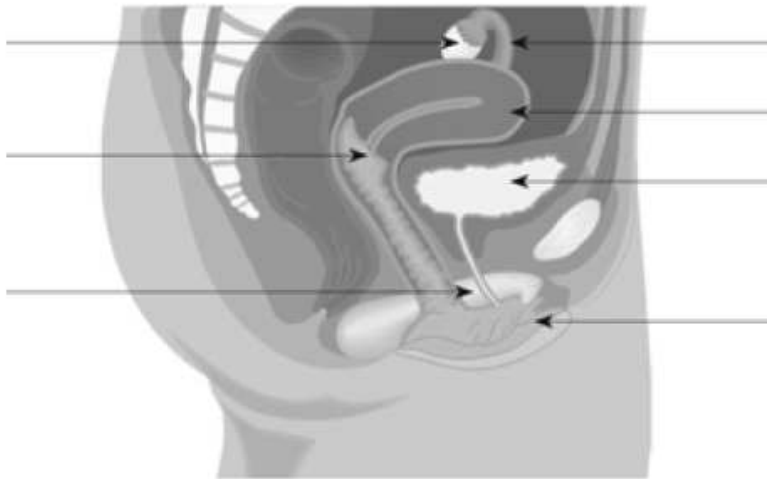
Scrotum

Foreskin



12. Correctly label the reproductive organs of a woman

a.



b. Write the correct names of the female external reproductive organs next to the correct numbers

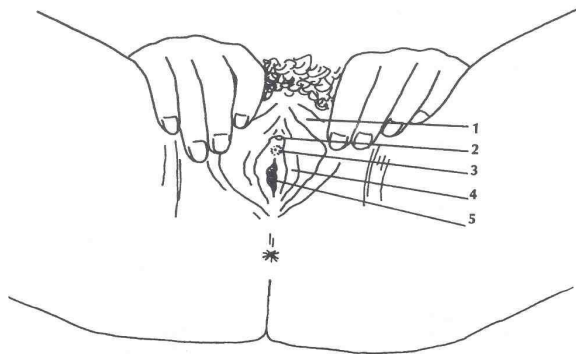
1.

2.

3.

4.

5.



13. Complete this table on the functions of the reproductive system

Name of organ	Function
Ovary	
	Produces sperm
Clitoris	
Uterus	
Prostate gland	
	The egg passes along this to the uterus

Sample for Module 2: Reproduction and family planning Exam

1. A parent says “teaching about sex will make the students have sex earlier”. Write one effective answer to the concerns of this parent.

2. List three principles of safe and healthy sex

- 1.
- 2.
- 3.

3. List three reasons why young people have sex

- 1.
- 2.
- 3.

4. Why do families try and limit the number of children they have? Give two reasons.

- 1.
- 2.

5. Complete this table

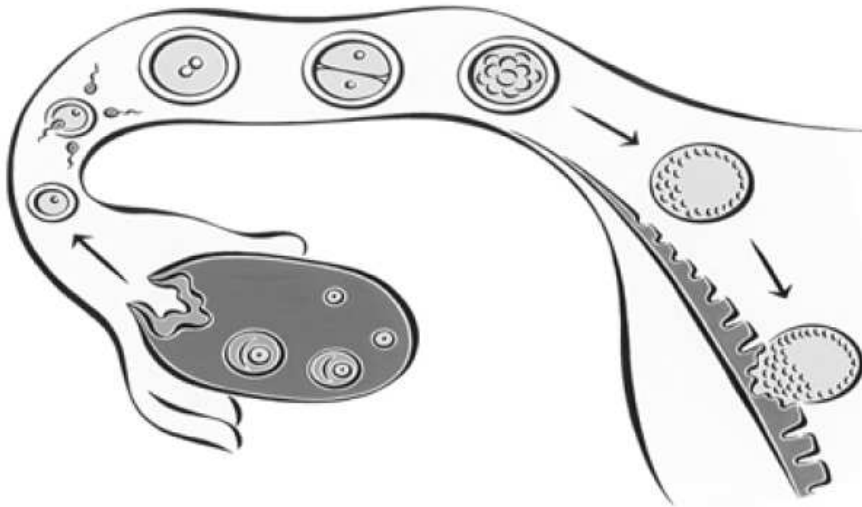
Signs of sexual arousal in men	Signs of sexual arousal in women
1.	1.
2.	2.
3.	3.

6. Write the correct answer to these questions from students about sexual intercourse

Question from a student	Correct answer from the teacher
1. Does sex hurt?	
2. Can I get pregnant the first time I have sex?	
3. Will people know if I have had sex?	
4. How will I know when I am ready to have sex?	
5. How do I tell my boyfriend/girlfriend I want to use a condom?	

7. Label each step of fertilisation and conception correctly

ovary, ovulation, fertilisation, cluster of dividing cells, implantation into wall of uterus



8. Complete this table on how to care for a pregnant mother

Physical health needs	Emotional and spiritual needs
1.	1.
2.	2.
3.	3.

9. List three risks for a pregnant mother and an unborn baby and why they are harmful

Risk	Why is this harmful?
1.	
2.	
3.	

10. In PNG many mothers and babies die during childbirth. Explain what the community, the health sector and the education systems can do about this.

- a. The health system could...
- b. The education system could...
- c. The community could...

11. List three questions young people should think about before they decide to get married

- 1.
- 2.
- 3.

12. Complete this table about reasons people have children

Why people may have children	What problem could this lead to?
<i>I want children because my husband/wife wants them</i>	
<i>I want children because I like children</i>	
<i>I want to have children so my partner doesn't leave me</i>	

13. Number these family planning methods in terms of effectiveness in preventing pregnancy. Number 1 is the most effective and number 5 is the least effective.

Family planning method	Ranking
Male condom	
Withdrawing the penis before ejaculating	
Contraceptive injection (e.g. Depo Provera)	
Vasectomy	
Fertility awareness or rhythm method	

14. Give two reasons for why couples would use or not use family planning methods

Why couples <u>would</u> use family planning	Why couples <u>would not</u> use family planning

15. Why should people planning to have children get an HIV and STI test?

16. List two teaching and learning strategies you could use to teach these learning outcomes.

Learning outcome	Two effective teaching and learning activities
6.1.4 Describe changing roles and responsibilities in families as they grow	1. 2.
8.4.1 Identify and describe behaviour that promotes growth and development, taking into account heredity and environment	1. 2.
8.4.10 Describe the effects of family size and growing communities on the provision of health services and community facilities	1. 2.
7.4.1 Explore the functions of different systems and parts of the body	1. 2.

14. Write two effective teaching and learning activities against each of these learning outcomes

Learning outcome	Two effective teaching and learning activities
5.1.1 Identify changes that occur during puberty and propose actions to promote health and growth	1. 2.
7.4.1 Explore the functions of different systems and parts of the body	1. 2.
8.4.2 Outline issues arising from differences in rates of growth and development and how individuals manage the changes	1. 2.
8.4.3 Identify different cultural beliefs and values about sexuality	1. 2.

Sample For Module 3: HIV/AIDS and STIs Exam

1. What do the letters S – T – I stand for?

2. Complete this table on STIs with three examples of each:

STI	Signs and Symptoms	Treatment
1.		
2.		
3.		

3. Why does having an untreated STI increase the risk of being infected with HIV?

4. What do the letters HIV and AIDS stand for?

5. What is the difference between HIV and AIDS?

6. What are the three common ways that HIV enters the human body?

1.

2.

3.

7. What impact does HIV in the human body after it attacks the immune system?

8. A student is obviously worried and asks “is HIV a killer disease?” Write one effective answer to the concerns of the student.

9. If a person has three or four signs of AIDS (e.g. rapid weight loss, constant diarrhoea, sores that won't heal or fatigue) how can they be sure they have AIDS and not another illness?

10. Complete the following table with three reasons why young females and young males are vulnerable to HIV.

Young women are vulnerable to HIV because:	1.
--	----

	2.
	3.
Young men are vulnerable to HIV because:	1.
	2.
	3.

11. List three reasons that contribute to the spread of HIV in PNG.

- 1.
- 2.
- 3.

12. What is the HAMP Act (HIV/AIDS Management and Prevention Act) and why is this important for people living with HIV/AIDS?

13. What do the letters A-B-C-D stand for when we talk about preventing HIV?

- A
- B
- C
- D

14. Your local pastor does not want you to show students how to use male and female condoms in your class. How do you explain to the pastor that this is an important skill?

15. Write down two effective teaching and learning activities to teach about resisting pressure and negotiating safe sex?

- 1.
- 2.

16. Why is it important to love and care for someone who is HIV positive or has AIDS?

17. Complete the following information of the four principles of VCT.

Principle of VCT	Explanation of Principle
VCT is _____	This means the person being tested owns the decision and they decide to come to be tested.
Confidentiality of testing	All testing is confidential. This means that: _____
_____	This happens right at the VCT centre so there is no doubt about the result.
VCT centres provide support	People may come to VCT centres by themselves or with: _____

18. What does ART mean and what does it do?

19. Give definitions for the following words:

Stigma

Discrimination

Module 4 Sample Exam: Planning and Programming

1. Develop a stand alone unit of work based on the given outcome below:

8.4.7 Discuss safe sexual behaviours and sexual responsibilities

In answering this question you need to clearly include the following:

- Grade
- Topic
- Theme
- Purpose
- Duration
- Knowledge Skills and Attitudes
- Five Teaching and Learning Activities
- Two assessment tasks
- Two resources and materials

2. Name two problems that may arise in the community when teaching the Personal Development syllabus?

1.

2.

3. Explain two ways that you could integrate your HIV/AIDS program with church programs in your school community?

1.

2.

4. Name three organisations that you could work with for the teaching of Personal Development?

5. Complete the following table with two suitable responses:

Issues/ potential problems	Responses/Action
Church against contraceptive methods	1. 2.
Agency schools against HIV/AIDS teaching	1. 2.

References

Resource materials are available from your local Provincial AIDS Committee, Churches and various NGOs (including Save the Children, HELP Resources, FPCD, PNG Family Health Association, VSO, UNICEF and others).

This course should be accompanied with a Resource CD – multiple copies were distributed to all colleges

The following books are commonly available in PNG and were used extensively in writing this course

Available in all primary schools and institutions

Personal Development Upper Primary Syllabus, DoE (2003)
Personal Development Upper Primary Teachers' Guide, DoE (2003)
Personal Development Supplementary Sample Units of Work, DoE (2008)
Health Lower Primary Syllabus and Teacher Guide, DoE (2004)
HIV/AIDS Policy for the National Education System of PNG, DoE (2005)
HIV/AIDS/STI Implementation Plan 2007-2012, DoE (2007)
HIV/AIDS Guidelines for Schools (posters), DoE (2007 & 2008)
Gender Equity Policy for the National Education System of PNG, DoE (2002)
Personal Development Book 1, 2 and Teacher Resource Book – Outcomes Edition for PNG, Rouse, K., OUP (2005)
Health for the Pacific HIV/AIDS & STI Revised Edition, OUP, (2007)

Available from partners

HIV/AIDS Management and Prevention Act – A User's Guide, National AIDS Council (2004)
Teachers' Training Manual Sexual Reproductive Health Education – Facilitator's Manual, Population Education Project, DoE (2003)
Sexual Health Education – A Training Manual for the Pacific (3rd Ed.), FPA (2002)
Reproductive Health Education – A Manual for Teachers in the South Pacific (2nd Ed), FPA (2002)
Growing Up and Feeling Good – strategies for Teaching and Learning about Puberty, FPV (2001)
VCT, Living with HIV/AIDS and Caring for someone with AIDS – 3 guides, NACS (2001)
Life Skills (7 booklets), NACS/NHASP (2006)
Health for the Pacific - HIV/AIDS and STIs in PNG, Solien, A., OUP (2006)
Teaching HIV and AIDS in Schools to Grades 4-8 Teachers' Manual and Resource Book, Anglican Education Division
Personality Development and Human Sexuality, Catholic Education (2005)
Training and Resources Manual for HIV/AIDS Prevention, Education International/World Health Organisation (2004)
My Changing Body - Fertility Awareness for Young People, Institute for Reproductive Health and Family Health International (2003)
HIV/AIDS Fact sheets (Gender and Youth), UNAIDS (2004)
The 2008 STI, HIV and AIDS Annual Surveillance Report, NDoH (2009)
Family Planning: A Global Handbook for Providers, WHO, John Hopkins Bloomberg School of Public Health and USAID (2007)

Contacts for training and resources

If you need more information or training:

There are many organisations in PNG that provide HIV and AIDS and STI services. They have many resources that they can share with you. They are ready and willing to listen and help. The Provincial AIDS Committee will also be able to tell you where to go for a confidential HIV blood test. They also have free posters, leaflets and condoms.

**National AIDS Council
323-6161**

Provincial AIDS Committees

Bougainville (Buka) 973-9191	Morobe (Lae) 472-8676
Central (Konedobu) 321-6032	NCD (Port Moresby) 323-0515
East Sepik (Wewak) 856-1844	Oro (Popondetta) 329-7782
East New Britain (Rabaul) 982-8677	Sandaun (Vanimo) 857-1404
Eastern Highlands (Goroka) 732-2199	Simbu (Kundiawa) 735-1389
Enga (Wabag) 547-1141	Southern Highlands (Mendi) 549-1710
Gulf (Kerema) 648-1058	West New Britain (Kimbe) 983-5492
Madang (Madang) 852-3422	Western (Daru) 645-9090
Manus (Lorengau) 470-9643	Western Highlands (Mt. Hagen) 542-3835
Milne Bay (Alotau) 641-0433	New Ireland (Kavieng) 984-1134

Other organisations working with teachers and young people

Basic Education Development Project (AusAID) 323 2210

Department of Education Population Education (UNFPA) 324 6487

All teachers colleges, University of Goroka, PAU, DWU and PNGEI. All Church Education Offices, Standards and Guidance officers

PNG Family Health Association, Lae 472-6523

Anglicare StopAIDS 325 1855

VSO Tokaut AIDS 852 3385

Save the Children PNG 732 1825

UNICEF 321 3000

IEA 321 4720

Hope Worldwide 325 6901

ChildFund PNG 323 2544

Department of Education HIV/AIDS Desk

HIV/AIDS Desk
Department of Education
3rd Floor, A wing, Fincorp Haus
PO Box 446, Waigani, NCD

(t) 301 3394 (f) 301 3398

BAHA HIV/AIDS Advice line (free) 7200 2242

Yangpela Hotline, Sexual and Reproductive Health (free) 7200 5314

Meri Seif Ples Hotline (free) 7222 1234

Good website: www.avert.org

Training teachers and officers

Every school, every teacher and their community can make a difference to the epidemic through in-service, training of life skills and by providing accurate information and a safe environment for students and staff. This is part of the national teacher in-service plan and School Learning Improvement Plans (SLIPs). You and your students may be asked to run in-service for fellow teachers.

You are encouraged to use your own students as well as external trainers, teachers from other schools, NGOs, Standards officers and Churches to facilitate sessions.

Session	In-service session (approx 1 ½ hours)	Session Outcomes By the end of the session teachers can...	Who could help facilitate this session?
1	<p>The Department of Education HIV/AIDS Policy and Implementation Plan 2007-2012</p> <p>What does your school need to do? How will you inform the community?</p> <p>Teachers should look at the NDoE Guidance posters checklist</p>	<ul style="list-style-type: none"> Understand and use the DoE HIV/AIDS Policy including the responsibilities of schools and teachers List reasons why teachers and students are especially vulnerable to HIV/AIDS & STIs Plan school activities to implement the Policy and Plan Inform the community of the Policy and Plan 	<p>BEDP District Women Facilitators, Population Education trained teachers, Teachers College HIV/AIDS trainers, PEAs, Standards & Guidance officers</p>
2	<p>Basic facts about HIV/AIDS & STIs</p> <p>Difference between HIV and AIDS, common STIs and their symptoms, causes and treatments, how STIs make HIV transmission worse, how HIV is transmitted, how HIV is not transmitted, how HIV attacks the immune system</p>	<ul style="list-style-type: none"> Explain what HIV and AIDS are List common STIs, their causes and symptoms Explain the link between HIV and STIs Explain how HIV is transmitted and how it is not transmitted Explain how HIV attacks the immune system 	<p>Provincial AIDS Committee or local Church AIDS Group or local HIV/AIDS NGO, Population Education trained teachers, Teachers College HIV/AIDS trainers</p>
3	<p>The state of the HIV epidemic in Papua New Guinea</p> <p>The root causes of the spread of HIV and STIs, the relationship between gender and HIV, taboos</p>	<ul style="list-style-type: none"> Discuss the HIV epidemic in PNG List root causes including gender inequity, poverty, taboos about sex and opposition to condoms Predict possible effects of the HIV epidemic in PNG, their community and school 	<p>Provincial AIDS Committee, local NGO and Church, Teachers College recent graduates and HIV/AIDS trainers</p>
4	<p>Stigma and discrimination of people living with HIV/AIDS.</p> <p>The effects of stigma and discrimination.</p> <p>The Christian and Melanesian messages of love and care for people who are sick.</p>	<ul style="list-style-type: none"> Explain what stigma and discrimination is and know how it is affecting the epidemic in PNG Discuss the consequences of stigma and discrimination including fear, few people getting tested, victimisation, isolation and early death Empathise with people affected by HIV/AIDS Explore Christian and Melanesian 	<p>Church leaders, Provincial AIDS Council, local HIV/AIDS NGOs, Teachers Colleges</p> <p>Teachers should meet a person living with</p>

		messages about care, love and looking after the sick	HIV/AIDS if possible
5	<p>ABC: changing behaviour</p> <p>Pros and cons of each strategy, behaviour change and choosing A and/or B and/or C</p> <p>Risky and safer sexual behaviours</p>	<ul style="list-style-type: none"> • Explain the key advantages and disadvantages of Abstain from sex, Both be faithful and both be tested, Use a condom consistently and correctly • Understand behaviour change is personal and should be all of these strategies (e.g. be faithful and use a condom) • List other risk reduction strategies (e.g. education, reducing the number of sexual partners, avoiding alcohol, being treated for STIs, circumcision) • Sort sexual behaviours into NO RISK (e.g. kissing), LOW RISK (e.g. sex with a condom), HIGH RISK (e.g. anal sex without a condom) of HIV infection 	Provincial AIDS Committee, local HIV/AIDS NGO, Teachers Colleges, Population Education trained teachers, health workers, Churches
6	<p>ABC: life skills</p> <p>Strategies for abstinence – saying “no”</p> <p>Strategies for faithfulness – strengthening marriage</p> <p>Male and female condom demonstration and microteaching (this is essential for all staff under the DoE HIV Policy)</p> <p>Note: If a teacher is not comfortable microteaching the correct use of condoms, they should just observe.</p>	<ul style="list-style-type: none"> • List practical strategies for abstinence and saying “no” for young people • List practical strategies for being faithful • Confidently demonstrate the correct use of a male and female condom to peers <p>There are several activities for ABC in this booklet for use with staff and students</p> <p>All teachers and officers must be shown the correct use of condoms and must be provided with them at the workplace as part of the HIV Policy and HAMP Act.</p>	Provincial AIDS Committee, local HIV/AIDS NGO, Teachers Colleges, Population Education trained teachers, health workers, Churches
7	<p>VCT, ART and Positive Living</p> <p>Voluntary Counselling and Testing, anti retro viral medicines (ART), Positive Living and caring for people who have AIDS</p>	<ul style="list-style-type: none"> • Understand the importance of voluntary counselling and testing (VCT) and know the steps involved • Know where to get tested and where to get support for people living with HIV/AIDS • Know the importance of Positive Living for people infected by HIV and be able to list at least 15 practical strategies for Positive Living • Know what anti-retro viral medicines (ART) are, where to get them and how they can help people infected by HIV • List practical strategies for caring for people who are sick with AIDS 	<p>Local VCT clinic or Church HIV group, Provincial AIDS Committee, Teachers College, health worker</p> <p>Teachers should be encouraged to go for an HIV blood test</p> <p>Teachers should know about the BAHA free advice line 7200 2242</p>

8	<p>Programming HIV/AIDS&STIs</p> <p>How to work with the community, parents and the church so they support your teaching, when to teach in same sex groups, selecting the best teacher role model to teach these subjects, finding resource people etc.</p>	<ul style="list-style-type: none"> • Explore the syllabus and see where HIV/AIDS&STIs and life skills are taught (and related topics such as puberty) • Brainstorm practical strategies for working well with your local community and parents • Brainstorm practical strategies for working well with your local churches • List programming issues for these topics and how you can overcome them (e.g. same sex teaching) 	<p>Teachers College, Inspectors, CRIP assessors, community members, experienced teachers</p>
<p>9</p> <p><i>This session will take one complete day and should be integrated with OBE sessions</i></p>	<p>New teaching & learning activities for HIV/AIDS&STIs</p> <p>New interesting, student centred, participatory strategies that are relevant to the community. These should be aimed at developing life skills in young men and women such as: communication, resisting pressure, decision making, empathy, correct use of male and female condoms, conflict resolution, strong values and morals, assertiveness and goal setting.</p>	<ul style="list-style-type: none"> • Microteach and evaluate at least 5 new teaching strategies for life skills (e.g. case study, games, sorting activities) • Discuss how to adapt and use these in the classroom and community 	<p>Teachers Colleges, Inspectors, recent graduates from Teachers Colleges, Population Education trained teachers</p> <p>Teachers should look at the NDoE Personal Development sample units of work book</p>
<p>10</p> <p><i>This session will take one complete day and should be integrated with OBE sessions</i></p>	<p>Writing a unit of work where the focus is HIV/AIDS and reproductive health and life skills</p> <p>Elementary: focus on care and love for people who are sick</p> <p>Primary: either Health or Personal Development</p> <p>Secondary: Personal Development</p> <p>Brainstorming interesting, participatory, student centred teaching and learning activities, listing assessment tasks and resource people</p>	<ul style="list-style-type: none"> • In pairs, write a detailed and high quality unit of work <p>This includes HIV/AIDS&STIs and reproductive health issues and will have a focus on life skills for young people (e.g. resisting pressure to take risks)</p> <p>A sample unit for Grade 8 is enclosed in this book.</p> <p>All students from Grade 5 should be shown the correct use of male and female condom (with consultation with community)</p> <p>All boarding students must have access to male and female condoms to protect themselves under the HIV/AIDS Policy.</p>	<p>Teachers Colleges, CRIP assessors, Inspectors, recent graduates from Teachers Colleges</p> <p>Teachers should use the NDoE Personal Development sample units of work book</p>

BEDP can help train and mobilise the community and BOM.