

# Section Twelve:

## Appendices

### A. Supplementary Materials for Activities

- Overheads to introduce activities
- Evaluations
- New Activity Templates

### B. Resources

- Local Action: Creating Health Promoting Schools
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- Bibliography

# **Appendices**

## **Supplementary Materials for Activities**

### **Overheads to Introduce Activities**

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# ACTIVITY OVERHEADS

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1. **Activity One - Understanding HIV/AIDS**
2. **Activity Two – Would You Take That Risk?**
3. **Activity Three - Why We Take Risks (for getting HIV)**
4. **Activity Four - Skills to Protect Ourselves (communicating and negotiating for safer sex)**
5. **Activity Five - Using condoms (male and female)**
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12. **Activity Twelve – It's Okay to wait**
13. **Activity Thirteen - What's Risky and How Do I Stay Safe?**
14. **Activity Fourteen - All about condoms**
15. **Activity Fifteen - I Need to Know**
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17. **Activity Seventeen - The Choices We Make**
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# **Appendices**

## **Supplementary Materials for Activities**

# **Evaluations**

**Name/Number of activity:** Activity One: Understanding HIV/AIDS

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To assess and strengthen participants' knowledge of HIV/AIDS and its modes of transmission

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    Yes                       No
- use appropriate teaching methods for your culture/country?    Yes                       No
- use appropriate examples, case studies and role plays for your culture/country?    Yes                       No

If no, what changes would you make to improve the cultural appropriateness of the activity?

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3. **Is this activity:**
- developmentally appropriate for the intended audience? Yes  No
  - likely to engage the intended audience? Yes  No

**If no, what would you change to make it more developmentally appropriate or engaging?**

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4. **Does the activity:**
- address the needs of both genders appropriately for your culture/country? Yes  No

**If no, what would you change?**

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5. **Does the activity?**
- use materials that are available in your setting? Yes  No

**If no, do you have suggestions for other, more available, materials?**

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6. **Will you use this activity when you return to your country? Yes  Maybe  No**

**If no or maybe, why not?**

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7. Would you be comfortable training others to use this activity? Yes  Maybe  No

If no or maybe, what else would you need to feel more comfortable?

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8. a. What did you like best about the activity? Why?

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b. What did you find least useful about the activity? Are there any exercises you would eliminate to make it more effective?

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9. Are there specific examples, illustrations/art work, resources, scenarios, songs, poems, etc. that would make this activity more appealing and culturally relevant to students and others in the school community? *(Please use the back of this sheet if you need additional space.)*

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**Name/Number of activity:** Activity Two: I Remember When...(I Took a Risk)

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** For participants to look at why we take risks and reflect on how we judge others who take the same risk

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    Yes                       No
- use appropriate teaching methods for your culture/country?    Yes                       No
- use appropriate examples, case studies and role plays for your culture/country?    Yes                       No

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Three: Why we Take Risks

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To look at the reasons why people put themselves at risk for HIV and how factors in their lives may affect their decisions or actions

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Four: Skills to Protect Ourselves

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To increase participants' communication and negotiation skills to help them reduce their risk for HIV

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    Yes                       No
- use appropriate teaching methods for your culture/country?    Yes                       No
- use appropriate examples, case studies and role plays for your culture/country?    Yes                       No

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Five: Using Condoms

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To increase participants' knowledge of how to buy and use condoms as well as how to increase condom safety

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Six: Using Role Plays & Small Groups to Develop Skills

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To strengthen participants' skills in using role plays to teach about HIV/AIDS and advocating for effective HIV prevention programs

1. How well do you think this activity achieves its intended purpose (see above)?

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Seven: Thank You for Your Question

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To demonstrate brainstorming as an effective teaching method and build participants' communication and interpersonal skills

1. How well do you think this activity achieves its intended purpose (see above)?

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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2. **Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Eight: Breaking the Silence - Advocating for HIV/AIDS Education in Schools

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To enable participants to mobilise support and resources for implementing and institutionalising interventions that can prevent HIV/AIDS and related discrimination through schools.

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    Yes                       No
- use appropriate teaching methods for your culture/country?    Yes                       No
- use appropriate examples, case studies and role plays for your culture/country?    Yes                       No

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Nine: Our Family and Friends

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To help students understand the importance of communicating  
With friends and family, especially if they feel scared or  
uncomfortable

**3. How well do you think this activity achieves its intended purpose (see above)?**

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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**4. Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role  
plays for your culture/country?                      **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Ten: What to do When I Feel...

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To help younger students build skills for dealing with negative emotions in a positive way

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Eleven: *Getting the Right Information Out*

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To practice communicating about HIV/AIDS to family members, friends and community members in an accurate and effective way

1. How well do you think this activity achieves its intended purpose (see above)?

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Twelve: It's Okay to Wait

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To enable young people to communicate a desire to delay sexual intercourse

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Thirteen: What's Risky and How Do I Stay Safe?

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To provide students with the skills to assess the level of risk around specific behaviours and to negotiate safer sex

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    Yes                       No
- use appropriate teaching methods for your culture/country?    Yes                       No
- use appropriate examples, case studies and role plays for your culture/country?    Yes                       No

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Fourteen: All About Condoms

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To increase students' knowledge about accessing condoms and using them effectively

1. How well do you think this activity achieves its intended purpose (see above)?

Not very well 1                      2                      3                      4                      5                      very well

Please use the space below to explain your answer.

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2. Does the activity:

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

If no, what changes would you make to improve the cultural appropriateness of the activity?

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**Name/Number of activity:** Activity Fifteen: I Need to Know

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To increase students' knowledge about sexuality, health services or substance abuse that are relevant to their health and well-being

**1. How well do you think this activity achieves its intended purpose (see above)?**

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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**2. Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Sixteen: Growing Up

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To increase students' ability to communicate about sexuality with their peers and adults.

**1. How well do you think this activity achieves its intended purpose (see above)?**

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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**2. Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Seventeen: The Choices We Make

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To develop students' critical-thinking skills to analyze complex situations that require decisions from a variety of alternatives

**1. How well do you think this activity achieves its intended purpose (see above)?**

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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**2. Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Eighteen: Healthy Decisions

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To use problem-solving skills to identify a range of decisions and their consequences in relation to health issues that are experienced by young persons

**1. How well do you think this activity achieves its intended purpose (see above)?**

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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**2. Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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**Name/Number of activity:** Activity Nineteen: Refusing To Have Sex

**Reviewer's Name:** \_\_\_\_\_ **Reviewer's Country:** \_\_\_\_\_

**Purpose of activity:** To learn skills to refuse to have sexual intercourse

**1. How well do you think this activity achieves its intended purpose (see above)?**

*Not very well* 1                      2                      3                      4                      5                      *very well*

**Please use the space below to explain your answer.**

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**2. Does the activity:**

- use appropriate language/vocabulary for your culture/country?    **Yes**                       **No**
- use appropriate teaching methods for your culture/country?    **Yes**                       **No**
- use appropriate examples, case studies and role plays for your culture/country?    **Yes**                       **No**

**If no, what changes would you make to improve the cultural appropriateness of the activity?**

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# **Appendices**

## **Supplementary Materials for Activities**

### **New Activity Templates**

ACTIVITY 1: \_\_\_\_\_

ACTIVITY NAME: \_\_\_\_\_

Purpose:

**Skill: Ability to build a personal value system independent of peer influence**

**Developmental phase:** Pre-Adolescents

Methods:

Materials:

Time:

Overview:

INTRODUCTION: 5 minutes

EXERCISES:

EXERCISES cont.:

ACTIVITY CLOSING: 5 minutes

ACTIVITY 2: \_\_\_\_\_

ACTIVITY NAME: \_\_\_\_\_

Purpose:

**Skill: Ability to discuss sexual behaviour and other personal issues with confidence and positive self-esteem**

**Developmental phase: Pre-Adolescents**

Methods:

Materials:

Time:

Overview:

INTRODUCTION: 5 minutes

ACTIVITY 3: \_\_\_\_\_

ACTIVITY NAME: \_\_\_\_\_

Purpose:

**Skill: Ability to express empathy toward persons who may be infected with HIV**

**Developmental phase: Pre-Adolescents**

Methods:

Materials:

Time:

Overview:

INTRODUCTION: 5 minutes

ACTIVITY 4: \_\_\_\_\_

ACTIVITY NAME: \_\_\_\_\_

Purpose:

**Skill: Ability to seek out and identify sources from which condoms can be obtained**

**Developmental phase: Adolescents**

Methods:

Materials:

Time:

Overview:

INTRODUCTION: 5 minutes



ACTIVITY 5: \_\_\_\_\_

ACTIVITY NAME: \_\_\_\_\_

Purpose:

**Skill: Ability to seek out and identify sources of help with substance use problems, including sources of clean needles or needle exchange**

**Developmental phase:** Adolescents

Methods:

Materials:

Time:

Overview:

INTRODUCTION: 5 minutes

# Appendices

## Resources

### **Local Action: Creating Health Promoting School**

From the World Health Organisation's Information Series on School Health

# Appendices

## Resources

### **Preventing HIV/AIDS/STI and Related Discrimination: An Important Responsibility of Health-Promoting Schools**

From the World Health Organisation's Information Series on School Health – Document Six

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# RESOURCES

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## PREVENTION OF HIV INFECTION

### To prevent HIV infection:

- Do not have sex with an infected person.
- Do not share needles with an infected person.

To prevent the spread of HIV infection, avoid behaviour that might result in contact with blood, semen, vaginal secretions, or body fluids with visible blood. Specifically, avoid sex with anyone who might be infected with HIV, and do not share "injecting drug works."

### The following prevention measures apply to personal sex practices and injecting drug use:

1. To prevent sexual transmission of HIV, abstain from sex with an infected person.
2. Ask about the sexual history of current and future sex partners.
3. Practising abstinence or fidelity to one partner. Reducing the number of sex partners also minimises the risk of HIV infection.
4. Always use a condom from start to finish during any type of sex (vaginal, anal, and oral). Use latex condoms rather than natural membrane condoms. If used properly, latex condoms offer greater protection against sexually transmitted disease agents, including HIV.
5. Use only water-based lubricants. Do not use saliva or oil-based lubricants such as petroleum jelly or vegetable shortening. If you decide to use a spermicide along with a condom, it is preferable to use spermicide in the vagina according to manufacturer's instructions.
6. Avoid anal or rough vaginal intercourse. Do not do anything that could tear the skin or moist lining of the genitals, anus, or mouth and cause bleeding.
7. Condoms should be used even for oral sex.
8. Avoid deep, wet, or "French" kissing with an infected person. Possible trauma to the mouth may occur, which could result in the exchange of blood. It is safe, however, to hug, cuddle, rub, or dry kiss your partner.
9. Avoid alcohol and illicit drugs. Alcohol and drugs can impair your immune system and your judgement. If you use drugs, do not share "injecting drug works." Do not share needles, syringes, or cookers.
10. Do not share personal items such as toothbrushes, razors, and devices used during sex which may be contaminated with blood, semen, or vaginal fluids.
11. If you are infected with HIV or have engaged in sex or needle-sharing behaviours that lead to infection with HIV, do not donate blood, plasma, sperm, body organs, or tissues.

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Last Updated: October 1, 1997. Centers for Disease Control & Prevention, National Center for HIV, STD, and TB Prevention, Divisions of HIV/AIDS Prevention. <http://www.cdc.gov/hiv/hivinfo/vfax/260040.htm>

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# RESOURCES

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## Universal Precautions to Prevent Transmission of HIV

Normal teaching and learning activities do not put you at risk for HIV infection, but accidents and injuries at school can present situations where you may be exposed to another person's body fluids. Because people often do not know they are infected with HIV, and it is not possible to tell, by sight, who is infected, you should apply Universal Precautions to every person and every body fluid in every situation.

1. Do not make direct contact with any person's blood or body fluids. **Wear gloves** when attending to someone who is bleeding or when cleaning up blood, vomit, faeces, pus, urine, non-intact skin or mucous membranes (eyes, nose, mouth). Gloves should be changed after each use. Learners should not touch blood or wounds but should ask for help from a staff member if there is an injury or nosebleed.
2. Stop any bleeding as quickly as possible. Apply pressure directly over the area with the nearest available cloth or towel. Unless the injured person is unconscious or very severely injured, they should be helped to do this themselves. In the case of a nosebleed, show how to apply pressure to the bridge of the nose.
3. Help injured person to wash graze or wound in clean water with antiseptic, if it is available, or household bleach diluted in water (1 part bleach, 9 parts water). Cover wounds with a waterproof dressing or plaster. Keep all wounds, sores, grazes or lesions (where the skin is split) covered at all times.
4. Wash hands or other skin surfaces that become exposed to blood or other body fluids immediately and thoroughly. Hands should be washed immediately after gloves are removed. Cleaning should be done with running water. If this is not available, pour clean water from a container over the area to be cleaned. If antiseptic is available, clean the area with antiseptic. If not, use household bleach diluted in water (1 part bleach, 9 parts water). If blood has splashed on the face, particularly eyes or the mucous membranes of the nose and mouth, these should be flushed with running water for three minutes.
5. Clean contaminated surfaces or floors with bleach and water (1 part bleach, 9 parts water). Seal in a plastic bag and incinerate (burn to ashes) bandages and cloths that become bloody, or send them to an appropriate disposal firm. Any contaminated instruments or equipment should be washed, soaked in bleach for an hour and dried. Ensure that bathrooms and toilets are clean, hygienic and free from blood spills.
6. Every school must ensure that there are arrangements for the disposal of sanitary towels and tampons. All female staff and learners must know of these arrangements so that no other person has contact with these items.

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Adapted from: Centers for Disease Control. Recommendations for prevention of HIV transmission in health-care settings. MMWR 1987;36 (suppl no. 2S) : <http://aepo-xdv-www.epo.edc.gov/wonder/prevguid/p0000318/p0000318.htm#head0010000000000000>; and : Ministry of Education of South Africa. The HIV/AIDS Emergency Guidelines for Educators. [http://education.pwv.gov.za/HIVAIDS/Emergency\\_AIDS.htm](http://education.pwv.gov.za/HIVAIDS/Emergency_AIDS.htm)

# RESOURCES

## SUPPLIES FOR PREVENTING HIV TRANSMISSION WHEN ACCIDENTS HAPPEN IN SCHOOL

**EACH SCHOOL SHOULD HAVE ON HAND THE FOLLOWING SUPPLIES FOR THE PREVENTION OF HIV TRANSMISSION:**

- ◆ **TWO FIRST AID KITS, EACH CONTAINING:**
  - **Four pairs of latex gloves (two medium, two large)**  
**To be worn at all times when attending a person who is bleeding from injury or nosebleed.**
  - **Four pairs of rubber household gloves (two medium, two large)**  
**Anyone who cleans blood from a surface or floor or from cloths should also wear gloves**
  - **Materials to cover wounds, cuts or grazes (ex: lint or gauze), waterproof plasters, disinfectant (ex. Household bleach), scissors, cotton wool, tape for securing dressings, tissues**
  - **A mouth piece, for mouth to mouth resuscitation**  
**Although saliva has not been implicated in HIV transmission, to minimise the need for emergency mouth-to-mouth resuscitation, mouth-pieces should be available.**

### ◆ A BOTTLE OF HOUSEHOLD BLEACH

- ◆ **A STOCK OF PLASTIC SHOPPING BAGS CHECKED FOR HOLES**  
If there are no gloves available, plastic bags can be put on your hands, so long as they have no holes and care is taken not to get blood or cleaning water on the inside.
- ◆ **A CONTAINER FOR POURING WATER**  
If your school has no running water, a 25 litre drum of clean water should be kept at all times for use in emergencies

Adapted from: Centers for Disease Control. Recommendations for prevention of HIV transmission in health-care settings. MMWR 1987;36 (suppl no. 2S) : <http://aepo-xdv-www.epo.cdc.gov/wonder/prevguid/p0000318/p0000318.htm#head001000000000000>; and : Ministry of Education of South Africa. The HIV/AIDS Emergency Guidelines for Educators. [http://education.pwv.gov.za/HIVAIDS/Emergency\\_AIDS.htm](http://education.pwv.gov.za/HIVAIDS/Emergency_AIDS.htm)

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