

ACTIVITY EIGHT: BREAKING THE SILENCE- ADVOCATING FOR HIV/AIDS EDUCATION IN SCHOOLS

Purpose:	To enable participants to mobilise support and resources for implementing and institutionalising interventions that can prevent HIV/AIDS and related discrimination through schools
Skills:	Advocacy skills to support the implementation of effective HIV/AIDS education programmes and the development of school policies that minimise stigma and discrimination around HIV+ students and teachers; classroom skills for teaching about HIV/AIDS and related sensitive topics.
Methods:	Small group work, analysis and application of existing information, modelling/role playing
Materials:	Facilitator instructions, materials for creating presentation reports (overhead transparency sheets, markers, flip charts and paper, writing tablets, pens, etc.), Worksheets 4 - 7
Time:	120 - 125 minutes
Overview:	Participants will be convened in five working groups. Each group will focus on a specific challenge or controversy that teachers and schools routinely face in attempting to implement HIV prevention efforts and prevent related discrimination in schools. Participants will discuss their challenge, construct possible arguments to respond to this challenge, and spend time preparing for group presentations by practising and demonstrating the effective communication of these arguments and reporting any additional findings.

CHECK LIST - *Before You Begin.*

- Read the activity completely and carefully.
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness and relevance of the activity for the target population.
- Consider whether the methods, skills and knowledge taught in this activity can be applied to participants' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask participants to think about ways to adapt the activity (e.g., adding some additional challenges and objectives) to make it more relevant to their setting.
- Be sure to let participants know before you begin that each small group will be asked to briefly report back their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask participants if they have any questions or need clarification regarding the instructions.

INTRODUCTION: 10 minutes

- Introduce yourself and ask participants to introduce themselves.
- Open the activity with a brief overview of the activity. You might say:

“As teachers and community leaders advocating for HIV/AIDS education programmes in our schools, we are or will be faced with numerous challenges as a result of our efforts. By anticipating these challenges and considering how we can most effectively respond to them, we can better prepare ourselves to be effective advocates and supporters of these programmes.

In this activity we will divide into five groups. One facilitator will lead each group. (See note below.) Each group will be given their own challenge related to HIV/AIDS education. Using the materials in the manual (e.g., fact sheets) and related worksheets, each group will work together to reach the objective related to that challenge.”

NOTE TO OVERALL FACILITATOR: *If you do not have five assigned facilitators beforehand, you may wish to select five participants who you think would be effective facilitators, and ask them to serve as group facilitators. If you are unable to designate group facilitators, it is possible for groups to discuss their challenges together as a group without a facilitator. In this case, they will each need to get copies of the written questions and talking points included in this manual. Remind all groups, however, to designate one person as a recorder who will record reasons and arguments as discussed/agreed by the group on the worksheets. These will then be used for the group presentations.*

- Describe the structure and time frame of this activity.

To begin, each group will start by discussing their assigned challenge. After this discussion, your group will write into Worksheet #5 possible reasons behind this challenge. [For groups without facilitators: There will be guiding questions on your handouts to help you think of these reasons.] Once the group has spent time thinking about the challenge and reasons why this challenge exists, you will then discuss your group’s assigned objective, and try to construct effective arguments that a teacher/community leader could use to address each reason.

At the end of the working groups (60 – 70 minutes), we will all reconvene. Each group will then present what they learned, share their challenge, and demonstrate their convincing arguments.

- Introduce the five facilitators (if available), and assign each participant to a working group.
- Ask facilitators and groups to decide who will serve as recorder and presenters(s) for the group.

- Pass out the necessary materials for each working group.
- Note the current time, and ask groups to meet for approximately 40 -45 minutes to discuss their challenge and reasons behind the challenge, and to construct their arguments.

WORKING GROUPS: 40-45 MINUTES

NOTE TO FACILITATOR: If there are assigned facilitators for each group, only the facilitator needs to get copies of the following written instructions, questions and talking points for each working group. The other group members only need their worksheets, on which they will write their group challenge, objective, reasons, and constructive arguments. **If there are no facilitators**, each group member should get a copy of or share the written materials for their group.

WORKING GROUP A

GROUP CHALLENGE:

Parents and teachers at your local primary school (grades 1-5) believe that any instruction that includes HIV prevention education is not appropriate for young pupils.

MATERIALS TO DRAW UPON

- *HIV/AIDS/STI Prevention: An Important Responsibility of a Health-Promoting School* (WHO) – pp. 4-10; p. 19
- “Common Questions and Controversies Concerning HIV and Suggested Responses”
- Fact Sheets

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Is this challenge realistic? Would parents and teachers feel this way? (**Groups may choose to revise or reshape their challenge to make it more suitable to their experiences and write it on Worksheet #4.**)
- Why might these parents and teachers be against implementing an HIV education program for younger students?
- What are some of the cultural, social, religious, gender, political and/or economic norms that may have to be addressed to overcome this challenge?

Record some of the reasons presented on worksheet #5 and a flipchart/chalkboard, so they can be referred to later when trying to construct arguments.

REASONS THAT MAY BE MENTIONED BY THE GROUP:

- Parents don't think that HIV is something that young children need to know about.
- Parents think that it is more important to spend time teaching children other things.
- Teachers are afraid that they will get in trouble with parents
- Teachers are unsure about how to respond to some sensitive issues or questions

Once the group has spent time thinking about the challenge and reasons why this challenge exists, present the group with the group objective.

GROUP OBJECTIVE:

Make a convincing argument to the parents and teachers about why it is essential for all schools, including primary schools, to create and implement developmentally appropriate interventions for preventing HIV and related discrimination.

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you agree with this objective? Why or why not? If not, how would you change the objective to make it more agreeable to the group? **(Have a designated group member make any changes to the objective on worksheet #4.)**
- What are some of the reasons why it is important for young children to receive education and develop skills related to HIV prevention?
- What does it mean to be developmentally appropriate?
- Looking at the reasons why they might be against implementing such a program, let's construct some possible arguments that could address each reason.
- What additional information might you need to construct an effective argument?

Depending on how the facilitator and the group believe they would make the best use of their time, they may choose to:

- Brainstorm constructive arguments to each reason, with one group member acting as recorder of ideas.
- List additional information that would be useful to have in order to effectively construct these arguments **(you may want to refer to any additional materials provided).**
- Model specific arguments with one another.

EXAMPLES OF WAYS IN WHICH TO SUPPORT YOUR ARGUMENTS:

REASONS BEHIND THE CHALLENGE	POSSIBLE CONSTRUCTIVE ARGUMENTS	ADDITIONAL INFORMATION NEEDED
<ul style="list-style-type: none"> • [parents] HIV is something that young children don't need to know about. • [parents] It is more important to spend time teaching children other things. • [teachers] We will get in trouble with parents. • [parents] I want to teach my children about these things. • [teachers] I am unsure about how to respond to some sensitive issues or questions. • [parents] Teaching about these subjects may make young children more curious about and interested in sex. 	<ul style="list-style-type: none"> • Young children in our community are already aware of HIV. HIV education can help reduce their fear and provide them with the knowledge to make positive decisions about themselves and develop empathy for those who are infected. • HIV education can be taught in conjunction with other school subjects, and can help students develop skills which foster respect, caring, and enhance positive decision-making. • All parents and local stakeholders will be invited to participate in all stages of programme and policy development. • We can work with school administrators to provide teachers with training on how to implement classroom activities, and respond to difficult questions. • Studies (e.g., by UNAIDS) have shown that sex education does not lead to earlier or increased sexual activity among young people. 	<ul style="list-style-type: none"> • Epidemiological data about HIV infection rates in your community, particularly in families with young children • Information on parents and community leaders who are supportive to enlist their involvement • Examples of HIV curricula that have been used in the younger grades • Resources on how to set up a school task force or community advisory board to involve and educate parents • Examples of existing training resources for teachers on implementing HIV/AIDS programmes • Examples of existing HIV prevention curricula that are developmentally appropriate for young children

WORKING GROUP B

GROUP CHALLENGE:

The principal in your middle school (grades 6-8) is upset that teachers are using HIV prevention curricula that includes activities such as role plays, dramatic skits, and small-group discussions among boys and girls. Parents and other community leaders also feel the same way, and are asking for a more traditional approach to teaching this information in which the teacher provides information through lectures and written materials.

MATERIALS TO DRAW UPON

- “Common Questions and Controversies Concerning HIV and Suggested Responses”
- Fact Sheets

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Is the challenge realistic? If not, what would make it more realistic? (**Groups may choose to revise or reshape their challenge to make it more suitable to their experiences and record it on Worksheet #4.**)
- Why do you think the principal is upset about using these different types of learning activities?
- Why might the parents be upset?
- What are some of the cultural, social, religious, gender and/or economic norms that may be influencing this challenge?

Record some of the reasons presented on flipchart/chalkboard and worksheet #5, so they can be referred to later when trying to construct arguments.

REASONS THAT MAY BE MENTIONED BY THE GROUP:

- Parents think teachers should be in charge of what is being taught and said in the classroom.
- Parents don't believe that girls and boys should be interacting in this way.
- The principal is afraid that he will get in trouble with parents if something is discussed that is controversial.
- The teacher doesn't know how to teach using these methods, and doesn't want to embarrass herself.
- Content of the curriculum may conflict with family and community values.
- Parents and school staff think talking about and role playing risky behaviours may encourage youth to engage in these behaviours.

Once the group has spent time thinking about the challenge and reasons why this challenge exists, present the group with the group objective.

GROUP OBJECTIVE:

Convince the principal that it is important and necessary to provide students with an HIV prevention education programme that uses activities which have been proven effective in reducing risks among young people.

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you agree with this objective? Why or why not? If not, how would you change the objective to make it more agreeable to the group? **(Have a designated group member make any changes to the objective on worksheet #4.)**
- Why is it important to use these kinds of learning activities (e.g., role plays, small groups) when teaching about HIV/AIDS?
- Looking at the reasons why they might be against implementing such a program, let's construct some possible arguments that could address each reason.
- What additional information might you need to construct an effective argument?

Depending on how the facilitator and the group believe they would make the best use of their time, they may choose to:

- Brainstorm constructive arguments to each reason, with one group member acting as recorder of ideas on flipchart/chalkboard.
- List additional information that would be useful to have in order to effectively construct these arguments **(You may want to refer to any additional materials provided).**
- Model specific arguments with one another.

EXAMPLES OF WAYS IN WHICH TO SUPPORT YOUR ARGUMENTS:

REASONS BEHIND THE CHALLENGE	POSSIBLE CONSTRUCTIVE ARGUMENTS	ADDITIONAL INFORMATION NEEDED
<ul style="list-style-type: none"> • [parents] Teachers should be in charge of what is being taught and said in the classroom. • [parents, staff] Talking about and role playing risky behaviours may encourage youth to engage in these behaviours. • [parents] Girls and boys should not be interacting in this way. • [principal] I am afraid that I will get in trouble with parents if something is discussed that is controversial. • [teachers] I don't know how to teach using these methods, and don't want to embarrass myself. • [teachers] I can't implement these activities with such a large class size. 	<ul style="list-style-type: none"> • Teachers will still be guiding students through the activities. These methods allow students to think about their own knowledge, behaviour and real-life experiences, so that they can develop skills that have a practical impact on their lives. • Through these interactions, boys and girls model what they are already experiencing outside the classroom. These activities help them develop skills they can use to protect themselves in these situations. • Parents should be invited to a school meeting which helps them understand the importance of implementing HIV education programmes and invites them to participate on a community advisory board. • We can work with school administrators to provide teachers with training on how to effectively implement classroom activities (including classroom management), and respond to difficult questions. 	<ul style="list-style-type: none"> • Examples of studies which have demonstrated how programmes using these teaching methods are more effective in reducing risk behaviours than programs which use traditional teaching methods • Evidence that sex education does not lead to an increase in sexual activity. • Behavioural and epidemiological data on middle-school aged students in the community • Resources on how to set up a school task force or community advisory board to involve and educate parents • Examples of existing training resources for teachers on implementing HIV/AIDS programmes (including management of large class size)

WORKING GROUP C

GROUP CHALLENGE:

A teacher tells a colleague she is HIV positive. This information has spread, and local community members, including parents, are pressuring school administrators to fire the teacher.

MATERIALS TO DRAW UPON:

- *HIV/AIDS/STI Prevention: An Important Responsibility of a Health-Promoting School* (WHO) – pp. 7-8
- “Common Questions and Controversies Concerning HIV and Suggested Responses”
- Fact Sheets
- El Harare Recommendations

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you think community members would react in this way? If not, how would they react? (**Groups may choose to alter their challenge on their worksheet to make it more suitable to their experiences. Any changes can be recorded on Worksheet #4.**)
- Why might local community members want the teacher fired?

Record some of the reasons presented on Worksheet #5 and a flipchart/chalkboard, so they can be referred to later when trying to construct arguments.

- Should the teacher be fired?
- How do you think other teachers would feel?
- How might such discrimination and stigmatisation affect the school environment and the community?
- What services are available to counsel teachers who are infected?

REASONS THAT MAY BE MENTIONED BY THE GROUP:

- They are afraid that HIV might be spread from the teacher to their children.
- They think teachers who are HIV+ are bad role models for their children.
- They don't want their children to have a teacher who is sick.
- There are no good reasons to keep HIV+ teachers and students in school.

Once the group has spent time thinking about the challenge and reasons why this challenge exists, present the group with the group objective.

GROUP OBJECTIVE:

Convince school administrators that the teacher has a right to remain employed in the school setting and that discrimination and stigmatisation can be harmful to the entire school community.

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you agree with this objective? Why or why not? If not, how would you change the objective to make it more agreeable to the group? **[Have a designated group member make any changes to the objective on Worksheet #4.]**
- Why is it important for both teachers and students who are HIV infected to be allowed to work and study at the school?
- Looking at the reasons why they might be against implementing such a program, let's construct some possible arguments that could address each reason.
- What additional information might you need to construct an effective argument?

Depending on how the facilitator and the group believe they would make the best use of their time, they may choose to:

- Brainstorm constructive arguments with which to respond to each reason, with one group member acting as recorder of ideas on flipchart/chalkboard.
- List additional information that would be useful to have in order to effectively construct these arguments **(You may want to refer to any additional materials provided).**
- Model specific arguments with one another.

EXAMPLES OF WAYS IN WHICH TO SUPPORT YOUR ARGUMENTS:

REASONS BEHIND THE CHALLENGE	POSSIBLE CONSTRUCTIVE ARGUMENTS	ADDITIONAL INFORMATION NEEDED
<ul style="list-style-type: none"> • I don't want HIV to be spread from the teacher to my child. • Teachers who are HIV+ are bad role models for my children. • I don't want my child to have a teacher who is sick. • There are no good reasons to keep HIV+ students and teachers in the school 	<ul style="list-style-type: none"> • HIV is not transmitted by casual contact, such as shaking hands, hugging or using toilet seats. It would be very difficult for your child to get HIV from his/her teacher. • There are different reasons why people become infected with HIV. It is the infection and not the infected against which we should fight. • People can be infected with the HIV virus for many years before developing any symptoms of AIDS. They can look and feel entirely healthy. • By developing school policies that prevent discrimination and stigmatisation towards individuals, schools can help to create a healthy school environment, free of fear, tension, isolation and misinformation. This can positively affect all health outcomes. 	<ul style="list-style-type: none"> • Fact sheets about HIV/AIDS and the modes of transmission • Epidemiological data about rates of HIV in your community • Fact sheets about HIV/AIDS • Examples of existing legislation/policies that exist in other schools and communities around discrimination.

WORKING GROUP D

GROUP CHALLENGE:

Two teachers have just started to teach about HIV/AIDS in their classrooms, and they recently had two difficult experiences in front of their students. They have come to you with advice on what to do.

MATERIALS TO DRAW UPON

- “Common Questions and Controversies Concerning HIV and Suggested Responses”
- Fact Sheets

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you think teachers will encounter “difficulties” when trying to teach about HIV/AIDS (**Groups may choose to revise their challenge on Worksheet #1 to make it more suitable to their experiences.**)
- What specific kind of “difficulties” do you think the teachers may have had?
- How might they differ among male and female teachers? Why?
- Why do you think these events may have occurred?

Record some of the reasons presented on worksheet #5 and a flipchart/chalkboard, so they can be referred to later when trying to construct arguments.

REASONS THAT MAY BE MENTIONED BY THE GROUP:

- Teachers feel unprepared to answer specific questions because they do not have sufficient information.
- Teachers feel uncomfortable talking about certain sensitive issues with mixed genders.
- Teacher’s own religious beliefs make her feel unsettled about discussing sex with male students.
- Students feel uncomfortable and try to make themselves feel better by making jokes about other students and/or the teacher.
- A student mentions to a teacher that he heard she is HIV+.

Once the group has spent time thinking about the challenge and reasons why this challenge exists, present the group with the group objective.

GROUP OBJECTIVE:

Advise these teachers on some skills and strategies they can use in the classroom setting to respond to such difficult situations and experiences.

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you agree with this objective? Why or why not? If not, how would you change the objective to make it more agreeable to the group? **(Have a designated group member make any changes to the objective on worksheet #1.)**
- What specific skills is it important for teachers to have before going into a classroom to teach HIV/AIDS education?
- Looking at some of the reasons we have just listed, what are some possible things that teachers can do or say to effectively respond to these situations?
- How might these skills and strategies relate to advocating for or creating institutionalised school policies that encourage professional development and training for teachers?

Depending on how the facilitator and the group believe they would make the best use of their time, they may choose to:

- ➔ Brainstorm constructive arguments with which to respond to each reason, with one group member acting as recorder of ideas.
- ➔ List additional information that would be useful to have in order to effectively construct these arguments **(You may want to refer to any additional materials provided).**
- ➔ Model specific arguments with one another.

EXAMPLES OF WAYS IN WHICH TO RESPOND TO THE SITUATIONS:

REASONS BEHIND THE CHALLENGE	POSSIBLE WAYS THAT TEACHERS CAN RESPOND	ADDITIONAL INFORMATION NEEDED
<ul style="list-style-type: none"> • Teachers feel unprepared to answer specific questions because they do not have sufficient information. • Teachers feel uncomfortable talking about certain sensitive issues with mixed genders. • Students make jokes about other students and/or the teacher. • A student mentions to a teacher that he heard she is HIV+. 	<ul style="list-style-type: none"> • It's okay not to know the answer. You might say, "I don't know the answer to that, but I'll try to find out and let you know" OR "Let's see if we can find the answer together." • It's okay to feel embarrassed or uncomfortable. Don't try to pretend you are not when you are. You might say, "It isn't easy for me to answer that question, but I'll try" OR "This is difficult for me to talk about, but it is too important not to talk about it." • Start the class by saying it is often embarrassing to talk about these issues, and that when people are uncomfortable they may laugh or make jokes to cover up their nervousness. • You may choose to ignore a situation by saying 'okay' and going on with the discussion. • You may tell the student that you do not wish to discuss information about your personal life in class, and that no one in the class should feel that they need to talk about things they don't want to discuss. 	<ul style="list-style-type: none"> • Accurate curricula and training materials related to HIV/AIDS • Fact sheets and other data about HIV/AIDS • Resources on developing school health policies that institutionalise training and professional development opportunities for teachers who are implementing HIV education programmes

WORKING GROUP E

GROUP CHALLENGE:

School administrators and local leaders are in the process of discussing an HIV education programme to be implemented at your school. They have agreed to implement a program as long as the curriculum uses an abstinence-only approach. This would mean there could be no discussion in the classroom about safer sex, condoms, or intravenous drug use.

MATERIALS TO DRAW UPON

- *HIV/AIDS/STI Prevention: An Important Responsibility of a Health-Promoting School* (WHO) – pp. 23-24
- Fact Sheets
- “Common Issues and Controversies Concerning HIV and Suggested Responses” (EDC)

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Is the challenge being presented a realistic one? If not, what would make it more realistic? (**Groups may choose to alter their challenge on their worksheet to make it more suitable to their experiences. Any changes can be recorded on worksheet #1.**)
- Why might school administrators and local leaders advocate an abstinence-only approach?

Record some of the reasons presented on worksheet #5 and a flipchart/chalkboard, so they can be referred to later when trying to construct arguments.

REASONS THAT MAY BE MENTIONED BY THE GROUP:

- They believe that teaching students about sex, condoms, or drugs will encourage them to be sexually active or encourage drug use.
- They believe it is wrong for girls and young women to talk about sex or sexuality at school.
- School administrators think parents and teachers will only support an abstinence-only approach.

Once the group has spent time thinking about the challenge and reasons why this challenge exists, present the group with the group objective.

GROUP OBJECTIVE:

Construct effective arguments for the implementation of an HIV education programme that includes information on safer sex, condoms, and intravenous drug use.

POSSIBLE TALKING POINTS FOR DISCUSSION:

- Do you agree with this objective? Why or why not? If not, how would you change the objective to make it more agreeable to the group? **[Have a designated group rapporteur make any changes to the objective on worksheet #1.]**
- Why is it important to include information about safer sex and condoms in a programme?
- What kind of information do you need about existing HIV programmes to make your argument?
- Looking at some of the reasons we have just listed, what are some possible ways that the group can construct their argument?

Depending on how the facilitator and the group believes they would make the best use of their time, they may choose to:

- Brainstorm constructive arguments with which to respond to each reason, with one group member acting as recorder of ideas.
- List additional information that would be useful to have in order to effectively construct these arguments (**You may want to refer to any additional materials provided**).
- Model specific arguments with one another.

EXAMPLES OF WAYS IN WHICH TO SUPPORT YOUR ARGUMENTS:

<p style="text-align: center;">REASONS BEHIND THE CHALLENGE</p>	<p style="text-align: center;">POSSIBLE CONSTRUCTIVE ARGUMENTS</p>	<p style="text-align: center;">ADDITIONAL INFORMATION NEEDED</p>
<ul style="list-style-type: none"> • Teaching students about sex, condoms, and drugs will encourage them to be sexually active and/or use drugs. • It is wrong for girls and young women to talk about sex or sexuality at school. • Parents and teachers will only support an abstinence-only approach. • The only way to prevent HIV infection is by abstinence. 	<ul style="list-style-type: none"> • Studies (e.g., by UNAIDS) have found that sex and drug education programmes do not lead to earlier or increased sexual activity or drug use among young people. In fact, a large percentage of these programmes either delayed the onset of sexual activity, reduced the number of sexual partners, or reduced unplanned pregnancy. • Rates of HIV infection among women worldwide are increasing and women are more vulnerable to the virus than men. It is very important that young women and girls develop the skills they need to protect themselves. • Both parents and teachers should be invited to participate in school-wide meeting to address this issue. This meeting can familiarise them with the characteristics of effective programs and the fact that they do not result in increased sexual activity among students. They also choose to participate in a community advisory board. • Programmes that promote postponement of sex or protected sex are more successful than programmes that promote abstinence-only. 	<ul style="list-style-type: none"> • Evidence that sex/drug education programmes do not lead to increased sexual activity or drug use. • Evidence that programmes that promote postponement of sex or protected sex are more successful than programmes that promote abstinence-only. • Epidemiological data on HIV rates in the community and other parts of the country, especially among women and girls. • Resources on how to set up a school task force or community advisory board to involve and educate parents • Behavioural data on school-aged children in your community.

PREPARING FOR THE GROUP PRESENTATION: 20-25 MINUTES

➤ After approximately 40 - 45 minutes, ask each group to spend time preparing for the group demonstration by reviewing the arguments, shaping a convincing argument to be presented, and practising how to effectively communicate these arguments with other members of their group.

➤ Specifically, ask groups to do the following steps:

- I. **Review constructive arguments determined during the exercise. (See Worksheets #4 and #5.)**
 - What arguments seem most effective in responding to this challenge (e.g., providing examples of existing legislation, presenting results from research and evaluation studies)? Why?
 - What additional information (e.g. country- or province-specific statistics about HIV rates; research on the effectiveness of HIV prevention programmes in other schools) would have been helpful to have to respond to this challenge?
 - Where might you get this information?
- II. **Shape convincing arguments in a way that can be presented/demonstrated to the whole group.** (Use “Additional Notes” space in Worksheet #6.)
- III. **Practice communicating and modelling these arguments within the group.**
- IV. **Determine what will be presented/demonstrated to the whole group, how it will be presented (e.g., through role plays, by presenting a speech using convincing arguments, etc.), and who the presenters will be.**

NOTE TO FACILITATOR AND GROUP: *Group presentations can be made a variety of ways, e.g., through skits, role-plays, speeches, songs, etc.*

- V. **In addition to the argument(s) to be demonstrated to the entire group, group members may also consider presenting answers to the following questions (Worksheet #7):**
 - What were some of the major things you learned in your group particularly among the challenges faced by teachers and schools?
 - What communications and/or negotiation skills did you find useful when modelling and role playing your arguments (e.g., creating analogies)?

GROUP PRESENTATIONS: 45 – 60 MINUTES

- After 20 – 25 minutes of preparation time, ask the entire group to reconvene.
- Ask the designated presenter(s) of each group to share their group's challenge, objective, reasons behind the challenge and constructive arguments (allocate approximately 10 minutes per working group).
- Ask each group to share any lessons learned, including lessons about effective communication and negotiation when advocating for HIV/AIDS education programmes.
- Provide other participants with the opportunity to ask questions, share their thoughts about the specific challenge and give their feedback.

ACTIVITY CLOSING: 5 minutes

- You might conclude by saying:

We've just discussed some of the many challenges that teachers and/or community leaders may face when they advocate for HIV/AIDS education programmes in their schools and communities. Through our group work, however, we have come up with some very effective ways that we can respond to these challenges through constructive arguments, the use of effective communication and negotiation skills and a better understanding of the kinds of related information and knowledge we need as advocates and supporters of these programmes. By anticipating the challenges we may encounter in our communities, we can better prepare ourselves to respond effectively during real-life situations.

WORKSHEET 4 - For Participants
RECORDING SHEET FOR GROUP RAPPORTEUR

OUR GROUP CHALLENGE

OUR GROUP OBJECTIVE

[TO RECORD ON WORKSHEET #5]

- What were some of the reasons behind your challenge as determined by your group?

- What were the arguments your group determined to be most effective in responding to these reasons (e.g., providing examples of existing legislation, presenting results from research and evaluation studies)?

- What additional information (e.g. country- or province-specific statistics about HIV rates; research on the effectiveness of HIV prevention programmes in other schools) would have been helpful to have to respond to this challenge?

WORKSHEET 5 - For Participants
EXAMPLES OF WAYS IN WHICH TO SUPPORT YOUR ARGUMENTS:

REASONS BEHIND THE CHALLENGE	POSSIBLE CONSTRUCTIVE ARGUMENTS	ADDITIONAL INFORMATION NEEDED

WORKSHEET 6 - For Participants
ADDITIONAL NOTES TO PREPARE FOR GROUP PRESENTATION

WORKSHEET 7 - For Participants

LESSONS LEARNED

What were some of the major things you learned in your group about the challenges faced by teachers and schools?

What communications and/or negotiation skills did you find useful when modelling your arguments? (e.g., creating analogies)