

Six Developmentally Appropriate, Participatory Skills -Building Activities that Teachers Can Use With Pupils and other Young People



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Health-Promoting Schools
Interactive Learning
Methods





ACKNOWLEDGEMENT

In this preface, we wish to acknowledge the people who made this manual possible. We also wish to echo the words of the Educational International General Secretary, Fred van Leeuwen, who said that with regard to HIV/AIDS there is no unique and miracle solution but many solutions which have to include many elements. The most important of these, are the mobilisation of all sectors of society, the openness to change and the determination to break the silence on HIV/AIDS. He further stated that, "We now know, more than ever before that education for prevention is an order of the day. The role of education is capital in reducing the spread of the disease through teaching activities and life-skills and prevention programmes with well trained and well supported teachers". There can be no doubt regarding the truth of this assertion. This manual is intended to contribute to those solutions. It is an important contribution to school health promotion and mitigation efforts against the effects of the HIV/AIDS pandemic.

The original document from which this particular manual was adapted was actively pre-tested in the Africa Region by School health focal point persons at a number of international workshops and proved useable. We therefore, wish to give credit to the originators of the ideas in the initial manual, which were very well thought-out. In addition, we wish to commend our local School health focal point person in the Central Board of Health and all those partners in the Zambia National Union of Teacher's, Ministry of Education, Ministry of Health, the Community at large and the WHO country office. They all provided valuable support once the idea of 'unbundling' the rather bulky manual was accepted. The expeditious conclusion of this vital exercise which has culminated into the reproduction of three easy - to - carry friendly manuals, and in particular this manual, *Six developmentally appropriate, participatory skills-building activities that teachers can use with pupils and other young people* is commendable.

We are confident that used together with 'Local Action- Guidelines for Developing Health-Promoting Schools', our teachers and other educators will certainly find this resource book beneficial in their health education programmes.

Finally, we would be most grateful to receive any comments that would help to improve upon the methods, techniques and activities suggested in this and the other two manuals.

Together we can make that difference.

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Introduction

Drawing upon lessons learned in regional and local seminars, the Central Board of Health and its partners, 'unbundled' the original and rather bulky, 'Training and Resource Manual On School Health and HIV/AIDS Prevention' which was developed by Educational International and World Health Organisation (Health and Human Development Programmes, Education Development Centre, Inc-EDC and the WHO Collaborating Centre to Promote Health through Schools and Communities): The manuals have been produced separately as :

1. *Six developmentally appropriate, participatory skills-building activities that teachers can use with pupils and other young people*
2. *Participatory Learning Activities for Strengthening teachers Skills to Advocate and Build Support for Effective HIV Prevention in Schools*
3. *Participatory Learning Activities for Teachers and Adults to Reduce Their Risk for HIV Infection*

The activities and materials in these manuals were originally developed by Phyllis Scattergood, Athi Myint-U, Lydia, O'Donnell, Cheryl Vince –Whitman, Elizabeth Pery and Molly McBride with technical support from Jack T. Jones of the WHO's Department of Health Promotion, Non Communicable Diseases Prevention and Surveillance Cluster. They provide resources and examples of interactive skill-building activities.

Together, these tools can strengthen teaching and advocacy skills of teachers and other leaders especially, in the school setting who feel committed to the prevention of HIV/AIDS in schools and related institutions. The manual can also support and increase unions' efforts to apply their capacities and experiences to strengthen HIV-Related curricula and training programmes for teachers and other members of the community.

The initial manual was presented to School health focal point persons and teacher trade unionists drawn from Botswana, Malawi, South Africa, Swaziland, Zambia, Zimbabwe, Lesotho who found the manual effective for learning and teaching, especially if it was adapted to each participating county's local conditions. In addition, facilitators were selected from Zambia (Crispin Melele – Central Board of Health and Felix Simona- Zambia National Union of Teachers), two Namibian health and education representatives and a teacher trade unionist from South Africa to present parts of the manual at the ECOWAS Senior Experts Conference on HIV/AIDS Prevention in Schools which was held in Ghana in 2000.

The objectives of the three Manuals

- Provide teachers and other community leaders with a product they can use in their countries to strengthen school health programmes, in general and to prevent HIV infections, in particular.
- Support ongoing seminars in different provinces and assist educational institutions implementing and the Educational International recommendations and resolutions on Health Promotion and Education for HIV prevention
- Involve trade unions leaders in the education sector and teachers throughout the design, development and revision of the manuals
- Provide teachers and other educators with useful activities and resources to strengthen their advocacy skills and their use of participatory teaching methods to prevent HIV/STI and related discrimination

- Provide teacher trade unionists, teachers and other leaders with resources and learning activities to address their own risks and concerns about HIV/STI and other health issues
- Enable teachers and other leaders, to use modern, interactive learning experiences to help young people acquire the skills needed to avoid HIV/STI and reduce related discrimination.

Together, these tools can strengthen teaching and advocacy skills of teachers and other leaders especially, in the school setting who feel committed to the prevention of HIV/AIDS in schools and related institutions. The manual can also support and increase unions' efforts to apply their capacities and experiences to strengthen HIV-related curricula and training programmes for teachers and other community members.

What is the purpose of the activities in this particular manual?

In this particular manual, "Six developmentally appropriate, participatory skills-building activities that teachers can use with pupils and other young people", there are six classroom activities, which use participatory, interactive teaching methods. Because these activities focus primarily on skill-building activities, it is important to first establish a knowledge base that students can use to effectively support the activities.

➤ What Activities are In the Manual?

- | | |
|-------------|--|
| ACTIVITY 1: | Talking with Our Family and Friends (Develop fundamental skills for health interpersonal communication) |
| ACTIVITY 2: | What To Do When I Feel.... (Acquire practical and positive Methods for dealing with emotions and stress) |
| ACTIVITY 3: | Getting The Right Information Out (Communicate Messages about HIV prevention to families, peers, and members of the community) |
| ACTIVITY 4: | It's Okay to Wait (Communicate clearly and effectively a to delay initiation of intercourse) |
| ACTIVITY 5: | What's Risky and How Do I Stay Safe? (Assess risk and negotiate for less risky alternative) |
| ACTIVITY 6: | All About Condoms (Appropriately use health products, e.g., condoms) |

➤ How Long Will It Take To Implement This Entire Section?

It should take about four hours to complete all the activities in this manual, though the time may vary depending on the audience. However, the activities are meant to stand-alone and be used with student at different developmental phases.

➤ **What Skills Do these Activities Help Build? ***

Young Children

- Fundamental skills for healthy interpersonal Communication *25 minutes*
- Practical and positive methods for dealing with emotions and stress *25 minutes*

Pre-Adolescents

- Skills for communicating messages about HIV prevention to families, peers and members of the community *35 minutes*
- Skills for communicating clearly and effectively a desire to delay initiation of intercourse *60 minutes*

Adolescents

- Skills for assessing risk and negotiating for less risky alternative *60 minutes*
- Skills for appropriately use health products, e.g. Condoms *30 minutes*

➤ **Who Are These Activities For?**

Students and school-aged children (Young children, pre-adolescents, and adolescents)

ACTIVITY ONE:
OUR FAMILY AND FRIENDS

Purpose:	To help pupils understand the importance of communicating with friends and family in a positive way. Students will think about the ways in which what they say, and how they say it, can make a difference in how another person feels or reacts. They will also understand the important of communication with an adult if something or someone makes them nervous, frightened or uncomfortable
Skills:	Healthy communication skills for young children, including Decision-making skills
Age Group:	Young children
Methods:	Case studies, group discussion
Materials:	Case studies
Time:	25 minutes
Overview:	In this activity, young students are presented with four different situations and then asked for their disease on what the people in Stations should say or do, and why.

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, relevance and appropriateness of the activity for the students you plan to teach
- 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 pupils to think about ways they might want to change the activity (e.g., coming up with some addition stories to read aloud) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role-plays.
- Let pupils know in advance that you will ask for some volunteers at the end of the practice session to demonstrate examples of healthy communication and decision-making skills.
- Be sure to let pupils know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask pupils if they have any questions or need clarification regarding the instructions.

- Let them know how much time they have to practice each of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION TO ACTIVITY: 5 minutes

➤ **You might start this activity by saying:**

"We're going to read four very short stories about boys and girls who find themselves in different situations. As you listen to the stories think about the kinds of feelings and thoughts the boys and girls might have"

- Guiding questions are listed below each situation. After reading each story, engage pupils in a conversation using the guiding questions.

NOTE TO THE TEACHER:

Try to help pupils understand that it is important for them to think before they say anything, and that what they say to someone can make that person feel better or worse. At the same time, pupils should understand that if something or someone makes them feel scared, nervous or worried, they should tell a family member or adult who cares about them.

FOUR STORIES AND CLASS DISCUSSION: 20 minutes

➤ **Read aloud situation #1.**

Bwalya is walking with his friend Mundia when they see Chisala, another boy in their class, walking towards them. Chisala has been sick lately, so he is coughing and sneezing. As he gets closer to them, Chisala begins to say "Hi, Mundia and Bwalya -", but before Chisala can finish, Mundia says loudly so Chisala can hear, "Hmmp, I don't want to get me sick. Quick, Bwalya, let's get out of here before he gets too close".

➤ **Ask the students:**

- How do you think Chisala felt when he heard Mundia say that?
- What do you think Bwalya can do or say to Chisala to make him feel better?
- What could Bwalya do or say that would make Chisala feel even worse?
- What do you think Bwalya can say to Mundia to try to make sure he doesn't say something like that to someone else?

➤ **Read aloud situation #2.**

James is with her friend Sarah. They are outside their school when two other boys, Moses and Paul, ask James if he wants to play football with them. James says yes and looks at Sarah. Sarah says, "I want to play too! My brother taught me how". But Moses laughs and says, "You? You're just a girl! You can't do anything as well as us boys!"

➤ **Ask the students:**

- How do you think Sarah felt when Moses said that?

- Do you think what he said about girls is true? Why or why not?
- What do you think James could do or say to Moses to make Sarah feel better?
- What could Sarah say to Moses?

Read aloud situation #3

Silvia is waiting for her auntie to pick her up from school. A man that she does not know comes over to her. He asks her who she is waiting for, and she tells him she waiting for her auntie. "Oh, I know your auntie," he says. "We are good friends. Why don't you come with me, and we can meet her down near the market." He is smiling and looks friendly.

➤ Ask the students

- What do you think Silvia should do? (Explain the importance of not going anywhere with strangers, etc.)
- What can she say to this man?
- When she sees her aunt, do you think she should tell her about this man?
- Who else do you think she should tell about this man?

Read aloud situation #4

Sana and Bupe are sitting outside the steps of Sana's house. Bupe says, "I'm bored; there's nothing to do here. Maybe I'll just go home." Sana says, "I know what we can do... I took a cigarette from my uncle's jacket yesterday. What to try it with me?" Bupe is not sure what he should do because he heard from his mother that cigarettes are not good for you. Bupe doesn't say anything, so Sana says, "Don't be boring! Are you scared?"

➤ Ask the students:

- Do you think Bupe should smoke the cigarette? Why or why not?
- How do you think Bupe is feeling?
- What do you think Bupe should say to Sana?

ACTIVITY CLOSING: 5 minutes

You might end this activity by saying:

When we are talking with our friends and people in our family, it is important for us to think about what we are saying and how we are saying it before we actually speak. Sometimes we say something quickly without thinking about how it will make someone else feel. Sometimes it will make them feel bad or angry even though we didn't mean it to. At the same time, we need to make sure that if somebody or something is making us feel uncomfortable, scared or nervous, we let another adult who cares about us (like your parents, sisters and brothers, or an aunt or uncle) know about this."

ACTIVITY TWO:
WHAT TO DO WHEN I FEEL.....

Purpose:	To help younger pupils build skills for dealing with negative emotions in a positive way; to help them understand what they can do when experiencing feelings of anger or sadness
Skills:	Acquire practical and positive methods (by building decision-making skills and emotional-coping skills) for dealing with emotional and stress.
Age Group:	Young children
Methods:	Brainstorming, small group discussion, case studies
Materials:	Chalkboard or flipchart, chalk or markers, case study
Time:	25 minutes
Overview:	Pupils are asked to list things that make them feel bad and things that make them feel good. They then hear a story about young girl, and what she did when she felt sad and angry about something. Then, students think about other things they can do when they are feeling unhappy that could make them feel better.

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, relevance and appropriateness of the activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used
- Ask pupils to think about ways they might want to change the activity (e.g., another situation to use in place of the Story) to make it more useful for them.
- Consider the best ways to divide students into small groups for practice, discussion and role plays
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate some ways they practised to *deal with emotions and stress*.
- Be sure to let pupils know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.

Before they begin, ask pupils if they have any questions or need clarification regarding the instructions.

Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION AND CLASS DISCUSSION: 5 minutes

➤ You might start this activity by saying:

"We all have different feelings that can make us feel good or bad. When we are feeling angry with someone or worried about something, for example, we don't feel very good. When we are doing something we like and having fun with friends, we feel good."

➤ Ask pupils to answer the following questions, and write their answers on the board:

- What are some things that make you feel bad?
- What are some things that make you feel good?

CHONALWENDO'S STORY: 15 minutes

➤ Continue by saying: "These are great answers! Sometimes when we're angry or sad, we do things that make us feel worse instead of better. That's because we might not always know what we could do better. I'm going to read you a short story about Chonalwendo. She had a day when she felt both good and bad. Let's see what she did".

➤ Chonalwendo was seven years old. She was living with her mother and father and three brothers and sisters. It was her sister's birthday, so her mother was going to cook a nice meal for the family. Chonalwendo was very happy because she loved to eat a lot of food! But later that day, her mother told her and her brothers and sisters that she was not feeling well. She needed to rest and would not be able to cook dinner that day. Chonalwendo and her brothers and sisters all felt sad and a little angry because they were looking forward to the meal.

Her sister Chita cried behind the house and refused to talk to anyone. Her brothers Mundia yelled, "You're always sick! It's not fair!" and ran out of the house.

Chonalwendo and her other brother Chileshe decided to do something that could make themselves and other people feel better. They got a piece of paper and some markers, and two cards: A card for their mother and a birthday card for their sister Chita. When they finished and gave their mother and Chita the cards, Chonalwendo and Chileshe felt much better. Chita also looked happier, and their mother promised to cook a nice big meal as soon as she felt stronger.

➤ Next ask pupils the following questions:

- How did Chonalwendo feel about the birthday meal that her mother was supposed to cook?

- How did she feel when she found out that her mother could not cook because she felt sick?
- How did her brothers and sisters feel?
- What did her sister Chita do?
- What did her brother Mundia do?
- What did Chonalwendo and her brother Chileshe do?
- Who felt better afterwards?
- What else do you think Chonalwendo could have done to make her and other people in her family feel better?

WHAT YOU CAN DO (CLASS DISCUSSION): 5 minutes

➤ **Continue by saying:**

"Now let's look at some of the things that you said make you feel bad. Together let's think of some of the things you can do by yourself or with friends or family that can help you feel better when these things happen".

- Ask the class to come up with suggestions on what they can do. Praise all ideas.

ACTIVITY CLOSING: 5 minutes

➤ **You can end the activity by saying.**

"We all have times when we feel bad and don't know what to do about it. So, sometimes we'll do things that just make us feel worse. We won't talk to anyone, or we'll yell or throw things. But, you've just come up with some great ideas about things that you can do when you're feeling angry or worried that can make you feel better without hurting anyone else. You might do something that makes you happy, like play jump rope or football with your friends, or you can talk with someone, like a friend or someone in your family, about how you feel and what you can do. Talking with someone can help you understand that you are not alone and there are people who might be able to make you feel better".

ACTIVITY THREE:

GETTING THE RIGHT INFORMATION OUT

Purpose:	To practice communicating about HIV/AIDS to family members, friends and other community members in an accurate and effect way.
Skills:	Effectively communicate messages about HIV prevention to families, peers, and members of the community by developing communication and interpersonal skills
Age Group:	Pre-Adolescents
Methods:	Responding to questions through role-playing
Materials:	Worksheet 8: Questions/Statements about HIV, facts sheets
Time:	35 minutes
Overview:	This activity should follow a learning session on basic information about HIV/AIDS, modes of Transmission, and what can be done to prevent infection. Pupils are paired into groups of two to practice answering questions they might hear when talking to friends or family members about HIV.

CHECKLIST – *Before You Begin*

- Read the activity completely and carefully
- Prepare overheads and gather or duplicate any materials you might need
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask pupils to think about ways they might want to change the activity (e.g. additional statements and questions you might hear about HIV) to make it more useful for them.
- Consider the best ways to divide pupils into small groups for practice, discussion and role-plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate communication and interpersonal skills necessary to convey messages about HIV prevention to family, peers and members of the community.

Be sure to let pupils know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.

Before they begin, ask pupils if they have any questions or need clarification regarding the instructions.

Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporter, etc.).

INTRODUCTION: 5 minutes

➤ You may want to start off by saying to the class:

"Now that you've learned about what HIV/AIDS is, and how we can get it or pass it on to others, you have a lot of information that could be useful to other people. There is not only one setting where HIV education can be communicated – so it's important for everyone in the community to be educated about this disease. If they hear that you are learning about HIV at school, they might come to you with some questions. Even if they don't know you're learning about HIV in class, you might hear things outside the classroom that people are saying about HIV that you know are not correct. It's important for people to get the right information so that they can protect themselves and also treat people who have HIV with respect. You can help make sure that people you know and love have the right information. But first, we're going to practice here so that you feel ready to communicate information about HIV to your family and friends."

WHAT WOULD I SAY? (ROLE-PLAYS): 20 minutes

- Give each group Worksheet 8 that includes a list of possible questions or situations that pupils may encounter outside of the classroom. Ask students if they have any other questions they would like to add to this list.
- Divide the class into pairs. Ask pupils to take turns reading a question or statement with the other student trying to answer or correct it. Tell the students to provide feedback to one another on how they felt when their questions were answered or their statements corrected.

NOTE TO THE TEACHER.

The size of the class will determine how to best divide the pupils. You may need to divide into small groups of 3-4 rather than pairs. You may also want to consider whether it will be more effective to use mixed gender to same-gender pairs.

WORKSHEET 8

Questions/Statements You Might Hear about HIV

- What is HIV?
 - What is AIDS?
 - How does someone get AIDS?
 - Who can get HIV?
 - How do I know if I might be HIV infected?
 - I'm too young to get AIDS
 - I don't think I should hang around her too much; I heard she is HIV positive
 - I heard there's a cure for HIV
 - It's harder for a girl to get HIV than it is for a boy
 - I don't think he has AIDS – he looks too healthy
 - I feel nervous using the toilet after she has because I'm afraid I'll get HIV
 - Ask student to add their own
- Go around the room while students are role playing these questions to make sure they have the correct information

NOTE TO TEACHER:

Pupils may want to try one round using fact sheets and other materials, and one round without using any materials to see how much they remember on their own.

CLASS DISCUSSION: 10 minutes

- After about 15 minutes, reconvene the class ask for volunteers to describe how they responded to the questions or the statements. Get feedback from the class to see if any of them responded differently or if they have any suggestions. Some questions you might ask:
- Were some of the questions harder to respond to than others? Why?
 - What did you do to make sure the person wouldn't get angry with you?
 - How did you respond to someone with the wrong information without sounding too critical? Without making them angry?
- Praise the efforts of the volunteers and the entire class.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

"By communicating HIV information to our family and friends, we can play a big role in making sure they stay healthy. We can also play an important role in making sure that we live in a community where people with HIV are supported and respected. When people have the right information about HIV and how it is passed from one person to another, they may not be as scared or nervous about interacting with people who have HIV".

**ACTIVITY FOUR:
IT'S OKAY TO WAIT**

- Purpose:** To enable young people to communicate a desire to delay sexual Intercourse.
- Skills:** Communicate clearly and effectively a desired to delay initiation of intercourse by building communication, negotiation and decision-making skills
- Age Group:** Pre-Adolescents
- Methods:** Brainstorming, role-playing, group discussion
- Material:** Chalkboard or flipchart, chalk or makers, worksheets 9: what someone might say to persuade you to have sex
- Time:** 60 minutes
- Overview:** This activity allows pupils to brainstorm reasons why it is okay to delay sex; they will then practice developing communication skills to defend these reasons.
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CHECKLIST- Before you Begin:

- Read the activity completely and carefully
- Prepare overheads and gather or duplicate any materials you might need.
- Assess the usefulness, relevance and appropriateness of the activity for the students you plan to teach
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask pupils to think about ways they might want to change the activity (e.g. additional statements and questions you might hear about HIV) to make it more useful for them.
- Consider the best ways to divide pupils into small group for practice, discussion and role-plays.
- Let pupils know in advance that you will ask for some volunteers at the end of the practice session to demonstrate skills necessary to communicate clearly and effectively a desire to delay initiation of intercourse.
- Be sure to let pupils know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.

- Before they begin, ask pupils if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporters, etc).

INTRODUCTION AND WHY IT'S OKAY (BRAINSTORMING): 10 minutes

➤ You might start this activity by saying:

"There are lots of good reasons why you should wait before having sex. But, some people might also feel pressured by friends or boyfriends and girlfriends to have sex soon. Let's think first about some of the reasons why it's okay not to have sex right now."

- Ask the class to list reasons why it is okay to wait until you are older to have sex, or to decide not to have sex for a while even if you've already had sex with someone before. Remind students that there is not right or wrong answer, and you just want the group to come up with things they might have heard. Write their responses on the chalkboard or flipchart.

NOTE TO TEACHER:

If the class is large, it might be helpful to divide into smaller groups. Also, depending on the comfort level of students in talking about this topic with one another, it might be helpful to divide up by gender. If smaller groups are used, ask for a volunteer to serve as recorder of the group's ideas.

Reasons pupils may mention:

- You don't want to get pregnant
- You don't want to get HIV and other Sexually Transmitted Infections
- Parents expect you to not have sex
- You don't feel ready to have sex
- The other person is drunk
- Someone is forcing you to have sex or is getting violent
- Your religion says you shouldn't have sex until you are married
- You don't love the person
- You feel pressured by an older person or someone in an authority role

What Someone Might Say: 15 minutes

➤ You might then say:

"Even with all these good reasons, you might still feel pressure from another person or other people around you to have sex. For each of the reasons we just listed in our groups, let's think of something someone might say to try to convince you that this is not a good reason. Let's also think about how someone might act in that situation."

- Ask pupils to take out Worksheet 9 and, in the column provided, to write down some examples of what someone might say to them to try to persuade them to have sex

Responses pupils may give:

Reason to Delay

- You don't want to get pregnant
- You don't want to get HIV or an STI
- Parents expect you to not have sex
- Your partner is drunk
- Someone is forcing you to have sex or is getting violent
- Your religion says you shouldn't have sex until you are married
- You don't love the person
- You feel pressured by an authority figure

What someone might say to you to try to persuade you to have sex

- You can't get pregnant the first time you have sex
- I'm sure I don't have a disease – do I look sick to you?
- Your parents will never know
- Everyone else is doing it-do you want to be the last one?
- Come on, have a drink. It will get you in the mood.
- You're my girlfriend, so you have to do what I say!
- No one will ever know, so it doesn't matter
- You won't get another chance like this.
- You should listen to what I say

- Keep the energy level up, but try to make sure you cover all the different reasons

WHAT I COULD SAY BACK: 15 minutes

- Opposite each "line" on the worksheet, have the students write down what they could say or do in response.

What someone might say to you to try to persuade you to have sex	what can you say or do in response?
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- You can't pregnant the first time you have sex
- I'm sure I don't have a disease-do I look sick to you?
- Your parents will never know
- Everyone else is doing it-do you want to be the last one?
- Come on, have a drink. It will get you in the mood
- You're my girlfriend, so you have to do what I say!
- No one will ever know, so it doesn't matter
- You won't get another chance like this
- You should listen to what I say

LET'S PRACTICE: 10 minutes

- Once a list of responses has been created, break students into groups of three, and have them practice these responses with each other (ask students to take turns serving as the observer).

NOTE TO THE TEACHER :

Pupils may want to write the "lines" and the "responses" into their worksheets before beginning the role-plays

- Before they begin, ask them to also think about the importance of the following:
 - Use body language. Non-verbal expressions (eye contact, standing tall, being serious) can reinforce your message
 - Be clear about what you don't want to happen. Use the word "No!" to demonstrate that this is not what you want. (e.g. "No! I won't have sex, even if we use a condom!")
 - Try to explain why you won't do something
 - Suggest alternative. If you still want to be in an intimate relationship with this person, suggest other things you can do while still staying safe (e.g. kiss and hug; go to a movie).
 - Communicate your feelings to the other person. Use "I" statements (e.g. , "I really like you, but I just don't want to have sex without a condom") Vs "You" statements (e.g. "You are so selfish!")
 - Find alternatives to talking if a situation gets violent or uncomfortable (e.g. Try to leave the room. You should also let a friend or family member know).

CLASS DISCUSSION: 10 minutes

- After the groups have had time to practice their responses, ask them to share their experiences with the rest of the class
 - Which situations or statements were the hardest to respond to, ask them to share their experiences with the rest of the class
 - Do you think the other person was convinced? Why or why not?
 - Do you think these situations are realistic?
 - Are there any other things you could have said or done?
- Also, remind pupils that sometimes there are things they can do so that they don't find themselves in a potentially risky situation. For example, they might go out with a group of friends who they think might help prevent them from getting into a risky situation. Ask for other suggestions about what they can do to keep themselves in a safe situation at all time.

Possible examples

- Go out with a group of friends
- Avoid places that seem dangerous
- Don't go anywhere alone with someone you don't know well
- Let family members know where you will be before going out

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

"It's not always easy to make the best decisions for ourselves, especially if we are feeling pressured by someone else to do something. But, we've just seen through this activity that there are things we can do or say if someone is trying to make us do something we don't want to do, or don't feel ready to do, like having sex."

ACTIVITY FIVE:

WHAT'S RISKY AND HOW DO I STAY SAFE?

- Purpose:** To provide pupils with knowledge to assess the level of risk of specific behaviours and to develop skills to effectively negotiate safer sex
- Skills:** Assess risk and negotiate for less risky alternative by building decision-making, communication, and negotiation skills
- Age Group:** Adolescents
- Methods:** Game, role playing, group discussion
- Materials:** Index cards, chalk or markers, chalkboard or flipchart
- Time:** 60 minutes
- Overview:** Pupils play a game in which they decide whether specific behaviours would put someone at "no risk, "low risk," or high risk" for getting HIV. They then practice role-playing situations to negotiate for safer sex.
-

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, relevance and appropriateness of the activity for the pupils you plan to teach
- Consider whether the methods, skills and knowledge taught in this activity can be applied to pupils' real life situations.
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask pupils to think about ways they might want to change the activity (e.g. additional statements and questions you might hear about HIV) to make it more useful for them.
- Consider the best ways to divide pupils into small groups for practice, discussion and role-plays.
- Let students know in advance that you will ask for some volunteers at the end of the practice session to demonstrate skills necessary to communicate clearly and effectively a desire to delay initiation of intercourse.
- Be sure to let pupils know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.

- Before they begin, ask pupils if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporters, etc).

INTRODUCTION: 5 minutes

- You might start this activity by saying:

"In order to act responsibly and keep ourselves and those we love safe, we need to understand what behaviours are more or less risky than others. There are lots of ways that we can show our affection and love to another person, and we're going to talk about some of those ways."

LOW RISK.. HIGH RISK: 10 minutes

- **Write the following diagram on the chalkboard or on pieces of paper on a wall**

No Risk.....Low Risk.....High Risk

- Divide the class into two groups, and give each group index cards or slips of paper with all of the behaviours listed below and a roll of tape

- **Explain the following to the class:**

- Each card contains behaviour. It is up to each group to decide whether or not that behaviour would put someone at "no risk," "low risk," or high risk" for getting HIV.
- "High Risk" behaviours involve an exchange of blood, semen, breast milk, or vaginal secretions and pose a definite risk of transmitting HIV.
- "Low Risk" behaviours involve a barrier, such as a condom, but they are activities during which exchange of body fluids may create some danger of transmitting HIV.
- "No Risk" behaviour involves no exchange of blood, semen, or vaginal secretions and therefore pose no risk of HIV transmission.

High Risk.....Low Risk Behaviours

Write these on separate slips of paper

Vaginal sex without a condom	<i>High Risk</i>
Vaginal sex with a condom	<i>Low Risk</i>
Anal sex without a condom	<i>High Risk</i>
Anal sex with a condom	<i>High/Low Risk</i>
Self masturbation	<i>No Risk</i>
Mutual masturbation	<i>Low Risk</i>
Wet kissing	<i>Low/No Risk</i>
Dry kissing	<i>No Risk</i>
Massage	<i>No Risk</i>
Sharing needles	<i>No High Risk</i>
Reusing a needle that was cleaned with water	<i>High Risk</i>
Hugging someone	<i>No Risk</i>

Flirting with someone	No Risk
Sharing eating utensils with someone who is HIV+	No Risk
Touching someone who is HIV+	No Risk

- Give each group a stack of cards or slips of paper with each of the behaviours. Explain that they have five minutes to decide which category each one falls.
- Afterwards, reconvene the entire class. Go through each behaviour on the list and see if each team placed them in the correct categories.
- Ask pupils to explain their decisions

WHAT WOULD WE SAY/DO IF...: 10 minutes

- **Continue by saying:**

"Knowing what kinds of behaviour are safe or not safe can help us decide how to stay responsible and healthy for the sake of ourselves, our families and our friends. Sometimes, though, even though we know which activities can put us at risk, we feel pressured by someone else to engage in that activity. Our friends might make us feel that we should have sex with a lot of people, or our boyfriend or girlfriend might not want to use or condom during sexual intercourse. Now that we each have the knowledge of what can keep us safe, let's think about ways that we can convince others to do the same."

- Ask pupils to list excuses that they might hear from someone who wants to have unsafe sex with them (sex without a condom). You may need to provide an example or two to get started. Write these excuses on the chalkboard or flipchart.
- When the class has agreed on a list, ask pupils what they think they could say back to someone who uses each excuse

TEACHER'S NOTE:

You may want to remind students about the previous exercises and what sexual behaviours are "safer" than having sexual intercourse without a condom.

Possible excuses that pupils may mention and possible responses:

If they don't have a condom:

Excuse: I don't have/can't get a condom

Response(s): Let's do other things that will make us both feel good
Let's wait and have sex another time when we have a condom
I know how we can do other things that feel just as good.

Excuse: I love you-would I give you an infection?

Response: No. But, most people don't know if they are infected with a STI. We could both have a disease and not even know.

If they have a condom

Excuse: Condoms kill the mood for sex

Response: I won't be in the mood if I'm worried. Feeling safe will make

me much more relaxed

Excuse: None of my friends use condoms!

Responses: Maybe they aren't as responsible as you are
Maybe they don't know where to get them-you can tell them

Excuse: I heard that condoms can get stuck inside you and make you sick.

Response: I know that's not true. If I condom is put on the right way, it will not come off.

Excuse: Condoms are for people with diseases – Do I look sick to you?

Response: Not at all-but a lot of times, you can't tell by looking at someone if they have STI. I just want both us to be safe.

LET'S PRACTICE (ROLE- PLAYS): 20 minutes

➤ Continue by saying

"These were great answers! We're going to take some time now to actually practice saying these responses. That's because even when we know what we want to say in our heads, sometimes it becomes harder to say the words in the right way when we are in the actual situation. By practising, we develop skills that we can use to translate the knowledge we have into action"

- Ask students to break up into groups of three. Ask them to choose three scenarios that they can role play with each other, and to take turns so that one person serves as an "observer" for each of the scenarios. Before they begin, ask them to also think about the importance of the following:
- Use body language. Non-verbal expressions (eye contact, standing tall, being serious) can reinforce your message.
 - Be clear about what you don't want to happen. Use the word "No!" to demonstrate that this is not what you want. (e.g. "No! I won't have sex, even if we use a condom!")
 - Try to explain why you won't do something
 - Suggest alternatives. If you still want to be in an intimate relationship with this person, suggest other things you can do while still staying safe (e.g. kiss and hug; go to a movie).
 - Communicate your feelings to the other person. Use "I" statements (e.g., "I really like you, but I just don't want to have sex without a condom") vs. "You" statements (e.g., "You are so selfish!")
 - Find alternatives to talking if a situation gets violent or uncomfortable (e.g. Try to leave the room. You should also let a friend or family member know).
- Give pupils 20 minutes to practice role playing the three situations they choose. Go around the room and offer feedback and/or praise

CLASS DISCUSSION: 5 minutes

- After 20 minutes, reconvene the entire class and engage them in a discussion about what happened
- You might use the following guiding questions:
 - Which situation did you choose? Why?
 - Who is having sex?
 - Which situations were the hardest to role-play? Which were easiest? Why?
 - Did you feel that your responses now that you've seen its effect?
 - How did you use body language to convey your message? What body language was most/least effective?
 - What alternatives did you suggest?

ACTIVITY CLOSING: 5 minutes

- You might close the activity by saying:

"It might seem hard at first to try to convince someone to use a condom or to engage in behaviours that are not as risky as sex without a condom. But we've just seen here that there are things we can do or say when we are in different situations that can help us act responsibly and stay healthy for our families and ourselves. You can support your friends by practising these skills with each other and encouraging safe behaviour when you're together."

ACTIVITY SIX:
ALL ABOUT CONDOMS

- Purpose:** To increase pupils' knowledge about obtaining condoms and developing their skills for using them effectively
- Skills:** Effective use of health projects (i.e. condoms) and increased comfort in talking with others about condoms
- Age Group:** Adolescents
- Methods:** Demonstration, group discussion, and condom use practice
- Materials:** Condoms
- Time:** 30 minutes
- Overview:** The class will discuss condoms, controversies that exist about condoms, and how condoms used effectively can help reduce HIV/STIs. The teacher will demonstrate the correct use of a condom and, depending on level of comfort, pupils will practice putting on and taking off a condom using their fingers as models.
-

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, relevance and appropriateness of the activity for the students you plan to teach
- Consider whether the methods, skills and knowledge taught in this activity can be applied to students' real life situations
- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.
- Ask pupils to think about ways they might want to change the activity (e.g. additional statements and questions you might health about HIV) to make it more useful for them.
- Consider the best ways to divide students into small group for practice, discussion and role-plays.
- Let pupils know in advance that you will ask for some volunteers at the end of the practice session to demonstrate skills necessary to communicate clearly and effectively a desire to delay initiation of intercourse.

- Be sure to let pupils know before you begin that you will ask them for their reactions, conclusions and recommendations regarding this activity.
- Before they begin, ask pupils if they have any questions or need clarification regarding the instructions.
- Let them know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups (recorder, reporters, etc).

INTRODUCTION AND CLASS DISCUSSION: 5 minutes

➤ **You might start this activity by saying**

"Sometimes even when both people agree to use a condom, they are not always sure how to use one correctly, or they don't know where to get one. It may also be hard to get a condom. Let's talk about condoms before we practice using one."

➤ **Engage the class in a brief discussion**

- Do you think most people of your age use condoms? Why or why not?
- Where can you get condoms?
- Can you talk to your friends about condoms?
- What have you heard about condoms?
- Can both boys and girls get condoms

CONDOM DEMONSTRATION: 25 minutes

- Ask pupils to turn to their worksheets on correct condom use. Explain that you will now demonstrate how to correctly use a condom, and will then ask participants, if they are will to practice using a condom by trying it on their fingers.
- Demonstrate, using your fingers as a model, the correct way to use a condom. After the demonstration continue to engage the group in a conversation on the following issues:
 - How to avoid any breakage during condom use (check expiration date; don't reuse a condom)
 - How to increase sensuality while using a condom
 - How to get a condom on and off without disrupting intimacy
 - What lubricants should be used with condoms
 - Things they have heard about condoms or any questions they may have about them (e.g., they break easily, they can get stuck inside)
 - The female condom; other options (e.g., spermicide)
- Depending on comfort level, pass condoms round the class. Encourage students to open the packet, examine the different types of condoms and become familiar with them. Have pupils practice putting on and taking off a condom using their fingers as models.

NOTE TO TEACHER:

Be sensitive to the comfort level of your students. Pupils who have been raped or abused, for example, may feel uncomfortable during this activity, and should not be required to participate.

- Continue to engage the class in any discussion or questions they may have about condoms, now that they have had a chance to familiarise themselves with them.

ACTIVITY CLOSING: 5 minutes

- You might end this activity by saying:

"AIDS is preventable. If we act responsibly, we can do a lot to protect ourselves and the ones we love. Each one of you is a worthwhile and unique individual who has a lot to contribute to your community. By making informed and healthy decisions now and with each other, you can reach your future goals for both you and your families."

WORKSHEET 8 - For Pupils

Questions/Statements You Might Hear about HIV

What is HIV?

What is AIDS?

How does someone get AIDS?

Who can get HIV?

How do I know if I might be HIV infected?

Who can get HIV?

How do I know if I might be HIV infected?

I'm too young to get AIDS

I don't think I should hang around her too much; I heard she is HIV positive

I heard there's a cure for HIV

It's harder for a girl to get HIV than it is for a boy

I don't think he has AIDS – he looks too healthy

I feel nervous using the toilet after she has because I'm afraid I'll get HIV.

Add your own.

Questions/Statements You Might Hear about HIV

If pupils have difficulty coming up with answer to the questions, use the following responses to prompt them

What is HIV?

HIV, Human Immuno-deficiency Virus, is the virus that causes AIDS. It slowly makes an infected person sicker and sicker.

What is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome. It is an illness that occurs in the body when its immune or defence system is weakened.

How does someone get AIDS?

HIV transmission can occur when blood, semen (including pre-seminal fluid, or "pre-cum"), vaginal fluid, or breast milk from an infected person enters the body of an uninfected person. These fluids are often exchanged through sharing injection drug needles, having unprotected sexual intercourse (anal, vaginal, or oral sex without a condom), breast feeding, or any other time fluids come in contact with a cut or sore.

Who can get HIV?

Anyone who engages in risky behaviour can catch the AIDS virus (HIV). It does not matter if you are young or older, rich or poor, big or small, man or woman.

How do I know if I might be HIV infected?

Often there are no symptoms for many years, so you may not be able to tell if you have HIV. Usually the first symptoms to appear are like those of many other common illnesses such as swollen glands, fatigue, and weight loss, fever, or diarrhoea. Different people have different symptoms. The only way to find out for sure if you have HIV is to have a blood test.

I' am too young to get AIDS

There is no age limited on AIDS. Anyone who is engaging in risky behaviour has a chance of contracting the virus. In fact, young girls who engage in unprotected sex are seven more susceptible to HIV infection than older women because they are more likely to experience vaginal tearing during intercourse.

I don't think I should hang around her too much; I heard she is HIV positive.

You can't catch HIV/AIDS by coming into casual contact with a person who has the disease. HIV is only transmitted through bodily fluids such as semen, blood, vaginal fluid, and breast milk. It is safe to hang out with a person who has HIV as long as your aren't exchanging any fluids.

I heard there's a cure for HIV

There is NO cure or vaccine for AIDS. Some medications have been proven to lessen the effects or prolong the life of someone infected with the virus. However, these medications ARE NOT a cure.

It's harder for a girl to get HIV than it is for a boy

Any one can contract HIV if he OR she engages in risky behaviour. Activities like exchanging needles for intravenous drug use are equally dangerous for men and women. However, women are more vulnerable to HIV infection through sexual intercourse for both biological and social/cultural reasons. Because they are always the receptive partner and there is more virus in sperm than vaginal secretions, women are exposed to more of the virus more often. Further, it is often not socially or culturally acceptable for women to say no to sex or talk about using condoms with a partner, putting them at higher risk for unprotected sex.

I don't think he has AIDS- he looks too healthy

You often can't tell by looking at someone if they are infected with HIV. It can take years for symptoms to show up so many people who have the disease actually look quite healthy, can exercise and work normally, and feel good.

I feel nervous using the toilet after she has because I'm afraid I'll get HIV.

HIV can only be transmitted through bodily fluids including blood semen, vaginal fluid, and breast milk. You can not catch HIV by sitting on the same toilet as someone who has the virus.