

Department of Education
TVET Division
Health Education to Prevent
HIV/AIDS & STIs

Teacher Guide

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Teachers and schools in Papua New Guinea have permission to use, share and adapt these materials.

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Contents Page

Secretary's Message.....	5
Teaching about HIV/AIDS & STIs in TVET institutions	6
Course Overview	7
What about student's prior learning?	8
What you need to teach this course?.....	8
Do I need to use the sample lesson plans?	8
How do I assess my students?	8
How should I use the Self Study tasks?.....	9
How do I involve the community and church?.....	9
How to work well with your community	9
How to work well with your Church	10
How to work well with NGOs and community groups.....	10
How to work well with people living with HIV&AIDS	11
Module descriptions	12
Module 1 Basic knowledge of HIV/AIDS & STIs	27
Sample lesson plans	27
Learning outcome 1: Explain what HIV/AIDS is and how people get infected. .	27
Learning outcome 2: Explain how HIV damages the body	33
Learning outcome 3: Explain about the HIV and STI epidemics in Papua New Guinea.....	38
Learning outcome 4: Explain what STIs are, their symptoms and treatments. .	43
Sample assessments	47
Module 1 test.....	47
Module 1 assignment	48
Module 1 attitude and participation	49
Module 2 Protecting yourself and others	50
Learning outcome 1: List safe and unsafe sexual practices	50
Learning outcome 2: Identify strategies for reducing risk of HIV	53
Learning outcome 3: Demonstrate how to resist pressure to have unsafe sex. .	61
Learning outcome 4: Demonstrate correct use of the male and female condom	66
Learning outcome 5: State strategies for a healthy and faithful relationship.....	69
Learning outcome 6: Explain the importance of having an HIV blood test.....	71
Sample assessments	72
Module 2 test.....	72
Module 2 assignment	73
Module 2 attitude and participation	75
Module 3 Care and support for people living with HIV/AIDS.....	76
Learning outcome 1: Explain the effects of stigma and discrimination on people living with HIV/AIDS.....	76
Learning outcome 2: List services, treatment and support available to people living with HIV/AIDS.....	84
Learning outcome 3: Explain how to care for people living with HIV/AIDS	87
Learning outcome 4: Demonstrate responsible and caring behaviour towards people living with HIV/AIDS	92
Sample assessments	94
Module 3 test.....	94

Module 3 assignment	95
Module 3 attitude and participation	96
Module 4 Sexuality, sex and responsible living	97
Learning outcome 1: Confidently discuss personal sexuality and values.	97
Learning outcome 2: Explain factors that lead to healthy responsible sex	99
Learning outcome 3: State the importance of responsible parenthood.....	103
Learning outcome 4: Demonstrate leadership for safer healthier communities.	108
Sample assessments	114
Module 4 test.....	114
Module 4 assignment	115
Module 4 attitude and participation	116
Sample certificate	117
References.....	118
Contact list	119

Secretary's Message

Young men and women need to learn about HIV/AIDS & STIs to protect themselves and their future. During their time in vocational education, students should have the opportunity to learn practical life skills. They should have the chance to discuss, debate, role play and explore the issues around sexuality, relationships, reproduction and sexual health. They should also learn how to be a leader in their community, helping and caring for others and raising awareness about HIV/AIDS & STIs.

In response to the HIV/AIDS & STI epidemics and the future needs of the country all TVET institutions will teach this 40 hour course to all their students. Teachers will use the Teacher Resource Book to help plan and deliver student centred, participatory lessons. Students will use the Student Resource Book as a source of accurate information and self study tasks.

I commend the writers for their effort and approve these books for use in TVET institutions throughout Papua New Guinea. I encourage all teachers and students to become fully involved in the fight against HIV/AIDS. God bless you and your efforts.



Dr Joseph Pagelio
Secretary of Education

Teaching about HIV/AIDS & STIs in TVET institutions

This book is designed to help you teach vocational and technical students about HIV/AIDS & STIs. These are important and challenging subjects for teachers. The course will:

- build upon the Personal Development subject in Grade 6-8.
- be honest, accurate and “tok stret” about HIV/AIDS, STIs and reproductive health.
- be practical, student centred and participatory.
- be sensitive to the feelings, backgrounds and culture of students.
- follow the principles of the Department of Education (DoE) HIV/AIDS Policy (2005).
- promote a life skills approach based on universal human values of care, love and respect.
- be written by Papua New Guinean teachers for Papua New Guinean teachers.

Unplanned pregnancies, HIV/AIDS, STIs, abuse, intolerance and ignorance all damage the lives of young men and women. It is crucial that all schools in PNG teach young men and women about how to protect themselves from HIV/AIDS & STIs.

This Teacher Guide contains the information, assessment tasks and sample lesson plans for teaching about HIV/AIDS & STIs in TVET institutions.

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

Course Overview

- 40 contact hours
- Compulsory
- Taught in conjunction with the Student Resource Book

Module	Learning Outcomes	Time
1. Basic knowledge of HIV/AIDS & STIs	<ol style="list-style-type: none"> 1. Explain what HIV/AIDS is and how people get infected. 2. Explain how HIV damages the body 3. Explain about the HIV and STI epidemics in Papua New Guinea. 4. Explain what STIs are, their symptoms and treatments. 	10 hours contact time
2. Protecting yourself and others	<ol style="list-style-type: none"> 1. List safe and unsafe sexual practices 2. Identify strategies for reducing risk of HIV 3. Demonstrate how to resist pressure to have unsafe sex 4. Demonstrate correct use of the male and female condom 5. State strategies for a healthy and faithful relationship 6. Explain the importance of having an HIV blood test 	10 hours contact time
3. Care and support for people living with HIV/AIDS	<ol style="list-style-type: none"> 1. Explain the effects of stigma and discrimination on people living with HIV/AIDS 2. List services, treatment and support available to people living with HIV/AIDS 3. Explain how to care for people living with HIV/AIDS 4. Demonstrate responsible and caring behaviour towards people living with HIV/AIDS 	10 hours contact time
4. Sexuality, sex and responsible living	<ol style="list-style-type: none"> 1. Confidently discuss personal sexuality and values. 2. Explain factors that lead to healthy responsible sex. 3. State the importance of responsible parenthood. 4. Demonstrate leadership for safer healthier communities. 	10 hours contact time

What about student's prior learning?

The course design assumes that all your students have completed Primary Grade 6-8 Personal Development. It is important you assess their prior learning before beginning each Module so you can adjust your teaching to match their learning needs.

The Module descriptions contain the details of the assessment criteria, content knowledge and key competencies of this course.

What you need to teach this course?

The most important resource is you. You should be:

- Passionate about teaching young people life skills and about HIV/AIDS
- Open minded and tolerant
- Have a basic understanding of HIV/AIDS and reproductive health
- Interested in new participatory ways of teaching

Each student will need a copy of the Student Resource Book. The Department of Education will provide your institution with a free library class set (45 copies). You are encouraged to make more copies for your students.

The course is designed to need few resources. You will need markers, butcher paper and scrap paper for lessons. Sometimes you will need to prepare activities and games before the lesson.

Posters, leaflets, male and female condoms and lubricant are available free from your Provincial AIDS Committee and local health centre.

There is a list of approved trainers and resource organisations for HIV/AIDS at the back of the book.

Do I need to use the sample lesson plans?

No, you should use your professional experience. If you can think of a better way to teach that learning outcome, you should replace or adapt the sample lesson plan.

HIV/AIDS & STIs are new subjects for many TVET teachers so the sample lesson plans are a guide for teaching students in a participatory and interesting way.

How do I assess my students?

Formative assessment of students is based on the assessment criteria for the Modules. Each student will complete one test and one assignment for each Module. Each student will also be assessed for attitude and participation.

One sample test and one sample assignment is included at the end of each Module in this book. Teachers are encouraged to develop their own assessment tests and assignments.

Module	Test	Assignment	Attitude and participation
1 Basic knowledge of HIV/AIDS & STIs	10 % 20 questions	12% E.g. poster making	3%
2. Protecting yourself and others	10% 20 questions	12% E.g. Condom demonstration	3%
3. Care and support for people living with HIV/AIDS	10% 20 questions	12% E.g. Role play	3%
4. Sexuality, sex and responsible living	10% 20 questions	12% E.g. Community awareness	3%
	40%	48%	12%
Total		100%	

Grade students using this table:

% score	Grade	Quality of work	CBT grade
90-100	A	High distinction	High Competence
80-89	B	Distinction	Competent
70-79	C	Credit	Competent
60-69	D	Upper pass	Competent
50-59	E	Pass	Competent
Below 50	F	Fail	Not yet competent

All students who successfully complete the course should be awarded a Certificate which includes all the Modules studied and their results. A sample Certificate is included at the end of this Book.

How should I use the Self Study tasks?

The Student Resource Book has many self study tasks. These can be used as part of the lesson or as homework or independent learning. They may also give you ideas for activities and exercises in your lessons.

How do I involve the community and church?

It is important your community and your church are involved. Communities need to know what you are going to teach, why it is important and when you will be teaching it.

How to work well with your community

- Conduct awareness on this new course, the DoE HIV/AIDS Policy and HIV/AIDS Implementation Plan

- In-service your Board of Management (BOM) and identify parents and community leaders who are supportive
- Invite a BOM observer to watch your lessons
- Research local customs and traditions about sex, puberty and reproduction.
- Invite community members in to help with as many lessons as possible
 - A local pastor can lead lessons on fighting stigma or on Christian messages of care
 - Mothers and fathers can talk about pregnancy or how to keep a marriage healthy and faithful
 - A local police officer can talk about HAMP Act
 - Good youth role models can discuss how to avoid risky situations
 - Community elders can talk about traditions like initiation
- Same sex teachers can teach same sex classes for challenging lesson topics like sexual intercourse
- Put on a video show or night school so parents know what you will be teaching the students. Use World AIDS Day (1st December) as a special day at your institution.
- Use the community as teaching resources so they feel part of the learning (ask students to interview them, carry out research at home and collect stories from their families)

But the most important factor is you. You must be a good role model for the community and your students at all times. If the community trust you and your behaviour they will support your teaching of reproductive health.

How to work well with your Church

Many churches and pastors will support your work. They are important people in the community. They may be trained in HIV/AIDS and reproductive health and often have many good contributions to make (e.g. offering ways to resist pressure to have sex and knowing how to care for people who have HIV/AIDS). The Church is a vital partner in educating young people and promoting life skills. Often there will be Parish or Diocesan AIDS Committees, Mothers and Fathers Groups, Couples for Christ and youth groups you could work with.

- Invite pastors in as guest speakers when you teach about ways to resist pressure to have sex or caring for people with AIDS
- Begin each lesson with a thought provoking Bible message. Students can debate and discuss these.
- Role play how to use personal religious beliefs and values to resist risky situations
- Train your local pastor and congregation in reproductive health and HIV/AIDS. Give them a copy of the Student Resource Book.
- Ask students to write prayers, hymns and find readings to support your topic
- Raise awareness of this course and DoE HIV/AIDS Policy with the pastor and the congregation
- Ask if students could design awareness posters for the church. Display students' work in the church or on the church notice board.

How to work well with NGOs and community groups

There are many non-government organisations (NGOs) and community groups who could help you teach these subjects. They might be theatre troupes or trainers or

peer educators. Make sure they are approved by the National Department of Education (speak to your Provincial Education Advisor or Provincial AIDS Committee if you are not sure about them). Their behaviour change message and information must be in line with the DoE HIV/AIDS Policy and this course. **Approved trainers, groups or troupes will not need any payment.**

How to work well with people living with HIV/AIDS

At the moment there are few men and women living with HIV/AIDS brave enough to talk openly about their lives. If you are fortunate to have someone who can visit your institution and talk to the students then this is a powerful teaching strategy. Usually your Provincial AIDS Committee can help. You need to prepare for this visit.

Some teachers prefer their students not to know the person has HIV/AIDS. They reveal their status later. This depends on the guest speaker.

Before they visit...

- Discuss the message and their story with them. What will they tell the students about? Which language will they use? Is this the message you want your class to hear? Does it match the learning outcome and age of your students?
- Prepare questions for the guest speaker and give the questions to them in advance
- Inform the community, your Headteacher or Principal, and invite in an observer
- Prepare activities for after their visit

After the visit students can...

- Re-tell their story in writing or orally
- Write a letter to them with questions, with thanks and asking for more information
- Write ideas on how to live positively with HIV
- Explain what they have learnt from the guest speaker and how it applies to their life
- Draw a time line or map of the life and experiences of the person living with HIV/AIDS

Module descriptions

Module Name	Basic knowledge of HIV/AIDS and STIs
Module Code	HIV 101- 07
Nominal Duration	10 HOURS
Module Purpose	After completing this module successfully the student should be able to understand the nature of the HIV/AIDS and STI, tell the differences between them and know the root causes of the epidemic in PNG
Summary of Learning Outcomes	
	<p>On completion of this module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Explain what HIV/AIDS is and how people get infected. 2. Explain how HIV damages the body 3. Explain about the HIV and STI epidemics in Papua New Guinea. 4. Explain what STIs are, their symptoms and treatments.
Assessment Strategy for the Module	
Methods of Assessment	<p>Test = 10% Assignment = 12% Attitude and participation = 3%</p> <p>Total = 25% of overall course mark</p> <p>A sample test and sample assignment are to be found after the Module lesson plans. For example, poster making</p>
Content of Module	Basic knowledge on HIV/AIDS and STIs <p>What HIV is The origin of HIV What AIDS is The symptoms of AIDS</p> <p>3 modes of transmission (unprotected sex, parent-to-child transmission, blood-to-blood) 4 body fluids that transmit HIV (blood, semen, vaginal fluid, breast milk) HIV is not transmitted by kissing, hugging, shaking hands, sharing utensils, insect bites, sharing buai, smokes, food, sharing a toilet, water etc</p> <p>The immune system and how it protects the body HIV infects CD4 white blood cells HIV forces the CD4 cell to make more HIV</p>

People show no signs and symptoms of HIV infection
People can be infected for a long time
AIDS is when the immune system is badly damaged
Opportunistic infections include pneumonia, malaria, diarrhoea, TB, common cold, sores that won't heal, thrush etc.

Root causes of the HIV epidemic in PNG include gender inequality, poverty, broken families, abuse and rape, sexual violence, polygamy, drug and alcohol abuse, migration and mobility, poor health care, low condom use, high STI rates, cultural taboos and practices (including bride price) etc

Latest figures by age and sex
Latest quarterly total of new infections
Trends in the figures
All Provinces and all age groups affected
Critical analysis of the data (e.g. unreported cases, places where there many testing sites, difficulty in collecting data)

Vulnerable groups include women and children, young people, middle aged men, mobile working people, polygamous relationships, sex workers and their clients etc

Young women are vulnerable because they are sexually active, may not complete education, married young to older men, inability to negotiate for safer sex, limited money, peer pressure, cultural factors, rape, violence and abuse etc

Young men are vulnerable because sexually active, cultural and peer pressure to have lots of sexual partners, alcohol and drug abuse, violence and poverty etc

Possible future impacts include lot of deaths and sickness, economic pressure on families, loss of students and teachers, young women and girls leave school to care for relatives, orphans, huge pressure on a weak health care system etc

Common STIs, their germs, signs and symptoms and treatments syphilis, gonorrhoea, Chlamydia, PID, hepatitis, herpes, donovanosis, genital warts, thrush

Having an STI increases your chance of getting HIV

Delivery Strategy for the Module

	<p>Teaching young people, this module requires a frank and explicit discussion of sexuality. Don't pretend, admit that it is difficult for you but it is too important not to talk about it.</p> <ul style="list-style-type: none"> • Put group rules in place. • Discussions can be held in small groups (no more than 4) which may include a case study. • Questioning; try one word response e.g. Yes or No/True or False. Open questions can be used with pairs of students. • Brainstorming, encourage students who don't enter discussion, collect more ideas quickly. • Role play, involve yourself in one of the main roles. • Group work, it is best to start with pairs, or threes. <p>Following the factual lessons about AIDS, students may carry out group projects, and report back in various ways. Charts, drama, etc.</p>
Learning Outcome Details	
Learning Outcome 1	Explain what HIV/AIDS is and how people get infected.
Assessment Criteria	<p>1.1 State what HIV is and its origin</p> <p>1.2 State what AIDS is and its symptoms</p> <p>1.3 Explain the 3 common modes of HIV transmission</p> <p>1.4 State the 4 body fluids that transmit HIV</p> <p>1.5. State ways HIV is <u>not</u> transmitted</p>
Learning Outcome 2	Explain how HIV damages the body
Assessment Criteria	<p>2.1 Explain what happens when HIV enters the blood system</p> <p>2.2 Explain how the immune system works and how it reacts to HIV</p> <p>2.3 Explain what happens when the immune system cannot protect the body (AIDS)</p> <p>2.4 State the signs and symptoms of AIDS</p> <p>2.5 State common opportunistic infections</p>
Learning Outcome 3	Explain about the HIV epidemic in Papua New Guinea

<p>Assessment Criteria</p>	<p>3.1 State the root causes of the HIV epidemics</p> <p>3.2 Explain the current state of the epidemic (which groups of people are infected, how many, etc)F</p> <p>3.3 Explain which groups are most vulnerable and why</p> <p>3.4 Explain how and why young women and young men are vulnerable to HIV</p> <p>3.5 Predict possible future impacts of HIV/AIDS on young people, families, schools and communities</p> <p>3.6 Explain how individuals, families, communities, other groups and the Government can help fight the HIV epidemic</p>
<p>Learning Outcome 4</p>	<p>Explain what STIs are, their symptoms and treatments</p>
<p>Assessment Criteria</p>	<p>4.1 Explain the meaning of STI</p> <p>4.2 List the common STIs and the germs that cause them</p> <p>4.3 Describe the signs and symptoms of the common STIs</p> <p>4.4 State the treatments of common STIs</p> <p>4.5 Explain how people can prevent STIs</p> <p>4.6 Explain how having an STI makes you more vulnerable to HIV</p>
<p>Resource Requirements for the Module</p>	
<p>Reference Materials</p>	<p>See References in this book</p>
<p>Qualifications and Experiences of Facilitator</p>	<p>Trained and Certified Teachers.</p>
<p>Learner requirements</p>	<p>Grade 8 and above.</p>

Module Name	Protecting yourself and others
Module Code	HIV 102-07
Nominal Duration	10 HOURS
Module Purpose	After completing this module successfully the student should be able to behave responsibly, protecting themselves and others in a variety of ways and accept protected sex as a habit.
Summary of Learning Outcomes	
	On completion of this module, the student should be able to; <ul style="list-style-type: none"> 1. List safe and unsafe sexual practices 2. Identify strategies for reducing risk of HIV 3. Demonstrate how to resist pressure to have unsafe sex 4. Demonstrate correct use of the male and female condom 5. State strategies for a healthy and faithful relationship 6. Explain the importance of having an HIV blood test
Assessment Strategy for the Module	
Methods of Assessment	<p>Test = 10%</p> <p>Assignment = 12%</p> <p>Attitude and participation = 3%</p> <p>Total = 25% of overall course mark</p> <p>A sample test and sample assignment are to be found after the Module lesson plans. For example, condom demonstration</p>
Content of Module	<p>Common sexual practices include vaginal sex, anal sex, oral sex, masturbation, fingering, kissing</p> <p>High risk practices include vaginal sex without a condom, anal sex without a condom, rape, sex when drunk or on drugs, sex when one partner has an STI, sex with a sex worker without a condom, multiple sexual partners, line up, polygamy, sex when you or your partner are too young</p> <p>Low risk sexual practices include vaginal sex with a condom, oral sex</p> <p>No risk sexual practices include all types of kissing, hugging, talking, masturbation, stroking, abstinence</p> <p>High risk is when the 4 body fluids that can carry HIV enter the body of the uninfected person through a cut or sore or soft tissues</p> <p>Abstain from sex: + 100% safe, make informed choices, cultural and religious acceptance,</p>

gives body and mind time to mature properly, complete education
- need skills and values to resist pressure, not an option if sex is forced

Both be faithful

+ building trust, Biblical principle, builds a strong family and healthy home, good environment for kids, reduces risk of HIV, increase resources
- relies on trust, relies on a good choice of marriage partner, needs shared values, life long, sexual dissatisfaction if couple does not communicate

Use a condom

+ very effective barrier to HIV and STIs, 98% effective, free, family planning
- you need to know how to use them, need to practice, both partners must agree and negotiate use, consistent use needed, some church groups are discouraged from using them, fear that condoms encourage people to have sex (no evidence for this).

Other strategies: delay first sexual experience, stay in school longer, don't marry too young, don't marry someone much older than you, reduce number of sexual partners, don't use sex workers, full male circumcision, avoiding tattooing and scar cutting etc

Exclusive breastfeeding protects children born to women who are HIV-positive

Life skills that help reduce the risk of HIV include communication, negotiation, entrepreneurial skills, coping with stress and anger, developing healthy relationships etc

Risky situations include parties, sing-sings, youth rallies, drinking, drug abuse, sports tournaments, discos, harvests, campaigns, pay day, royalty payouts

Correct use of male and female condom, one condom – one use, use of lubricant to reduce risk of condom failure. Condoms are a barrier method – HIV cannot pass through

People use condoms to prevent HIV, protect themselves and their partners, because they are confident users, because they have access to them, for family planning

People don't use condoms because of embarrassment, lack of training, not having them, religious reasons, lack of negotiation skills, unfamiliar feelings

Condoms are free from health centres and Provincial AIDS Committees. Schools should provide access for boarder.

Behaviours that promote a healthy faithful relationship include trust, respect, honesty, not drinking heavily, socialising and travelling together, not living away, not having too many children, time to discuss and agree, patience, open communication, marrying for love, shared interests and goals, same level of education/power/finances, completing your education, financial security before marriage and children, no violence etc

Characteristics of a suitable partner: honesty, gentleness, patience,

	<p>understanding, good communicator, comfortable with sex, willingness to share and to love and provide, faithfulness, sober, mature, not too old or too young</p> <p>Characteristics of an unsuitable partner: demanding, aggressive, drinking too much, unfaithfulness, violent, having multiple partners, poor communicator, too young or too old, big difference in age or education or power, liar</p> <p>Positive reasons for relationships and marriage: love</p> <p>Negative reasons: money, power, status, violence, cultural obligations, unrealistic expectations, lust, pregnancy or wanting children</p> <p>HIV blood test: rapid test that takes 15 mins, Voluntary Counselling and Testing, confidential, knowing your status changes your behaviour</p>
<p>Delivery Strategy for the Module:</p>	
	<p>See Module 1</p>
<p>Learning Outcome Details</p>	
<p>Learning Outcome 1</p>	<p>List safe and unsafe sexual practices</p>
<p>Assessment Criteria</p>	<p>1.1 List common sexual practices</p> <p>1.2 List high risk, low risk and no risk sexual practices</p> <p>1.3 Explain why these behaviours are classified high, low and no risk.</p> <p>1.4 Explain how practicing safe sex leads to a healthier relationship</p>
<p>Learning Outcome 2</p>	<p>Identify strategies for reducing risk of HIV transmission</p>
<p>Assessment Criteria</p>	<p>2.1 State the advantages and disadvantages of ABC</p> <p>2.2 Identify other strategies people can use to reduce the risk of HIV</p> <p>2.3 Explain which life skills help reduce the risk of HIV</p>
<p>Learning Outcome 3</p>	<p>Demonstrate how to resist pressure to have unsafe sex</p>

<p>Assessment Criteria</p>	<p>3.1 Demonstrate negotiation skills for safe sex</p> <p>3.2 Demonstrate saying no to sex in an assertive way using the steps to deliver an assertive message</p> <p>3.3 List reasons for abstaining from sex</p> <p>3.4 Explain the importance of young people delaying first sexual contact</p> <p>3.5 Identify risky situations and role play how to deal with them</p>
<p>Learning Outcome 4</p>	<p>Demonstrate correct use of the male and female condom</p>
<p>Assessment Criteria</p>	<p>4.1 Demonstrate the correct use of the male condom and lubricant</p> <p>4.2 Demonstrate the correct use of the female condom and lubricant</p> <p>4.3 List reasons people chose to use condoms</p> <p>4.4 List reasons why people do not use condoms</p> <p>4.5 Explain how condoms protect people against HIV and STIs and unplanned pregnancy</p> <p>4.6 State where people can get condoms</p>
<p>Learning Outcome 5</p>	<p>State strategies for a healthy and faithful relationship</p>
<p>Assessment Criteria</p>	<p>5.1 List behaviours that promote a healthy faithful relationship between boyfriend/girlfriend & husband/wife</p> <p>5.2 List characteristics of a suitable partner</p> <p>5.3 List characteristics of unsuitable partners</p> <p>5.4 Explain positive and negative reasons for why people begin relationships and get married</p>
<p>Learning Outcome 6</p>	<p>Explain the importance of having an HIV blood test</p>

**Assessment
Criteria**

- 6.1 Explain the importance of having an HIV blood test
- 6.2 Describe the process of having an HIV blood test
- 6.3 State where you can get an HIV blood test nearby
- 6.4 Explain why the HIV blood test is confidential, voluntary and free

Resource Requirements for the Module

As Module 1

Module Name:	Care and support for people living with HIV/AIDS
Module Code	HIV 103-07
Nominal Duration	10 HOURS
Module Purpose	After completing this module successfully the student should be able to provide care and support to people living with HIV/AIDS in their community.
Summary of Learning Outcomes	
	<p>On completion of this module, the student should be able to;</p> <ol style="list-style-type: none"> 1. Explain the effects of stigma and discrimination on people living with HIV/AIDS 2. List services, treatment and support available to people living with HIV/AIDS 3. Explain how to care for people living with HIV/AIDS 4. Demonstrate responsible and caring behaviour towards people living with HIV/AIDS
Assessment Strategy for the Module	
Methods of Assessment	<p>Test = 10% Assignment = 12% Attitude and participation = 3%</p> <p>Total = 25% of overall course mark</p> <p>A sample test and sample assignment are to be found after the Module lesson plans. For example, role play</p>
Content of Module	<p>Negative consequences of stigma and discrimination include: shame, isolation, guilt, lack of opportunity, early death, low income, stress and unhappiness, depression, breakdown in traditional caring practices, unchristian, fear, people scared to get tested etc</p> <p>HIV/AIDS Management and Prevention Act (2003) Department of Education HIV/AIDS Policy (2005)</p> <p>Identify local VCT centres, STI clinics and services Contact details of local PACS, Guidance Officers, Inspectors, DEA, DoE HIV/AIDS Desk National organisations: NACS, Save the Children, Anglicare, Churches, UNICEF, Igat Hope, VSO, ADRA etc</p> <p>Anti retro viral therapy: benefits, side effects, where to get access to ART, free</p>

	<p>Importance of caring for people living with HIV/AIDS: extend their life, more productive, character building for carer, strengthens the family, learn about HIV/AIDS, right thing to do, Christian and Melanesian culture of caring for others etc</p> <p>Positive Living includes: ART, good nutrition, clean water, positive thinking, exercise, continuing to work, socialising, safe sex, avoiding and quick treatment for opportunistic infections, avoiding alcohol and drugs, prayer, learning about HIV/AIDS, counselling and support etc</p>
Delivery Strategy for the Module	
	See Module 1
Learning Outcome Details	
Learning Outcome 1	Explain the effects of stigma and discrimination on people living with HIV/AIDS
Assessment Criteria	<p>1.1 Describe situations when people who are affected by HIV are harmed by stigma and discrimination</p> <p>1.2 Describe situations when people who are infected with HIV are harmed by stigma and discrimination</p> <p>1.3 Explain the negative consequences of stigma and discrimination on people affected or infected by HIV</p> <p>1.4 Explain how the rights of those affected or infected can be protected</p>
Learning Outcome 2	List services, treatment and support available to people living with HIV/AIDS
Assessment Criteria	<p>2.1 List local VCT centres</p> <p>2.2 List local STI clinics</p> <p>2.3 List organisations and groups that support people infected or affected by HIV/AIDS</p> <p>2.4 Explain what ART is</p> <p>2.5 List where to get access to ART</p>

Learning Outcome 3	Explain how to care for people living with HIV/AIDS
Assessment Criteria	<p>3.1 Explain the importance of caring for people living with HIV/AIDS</p> <p>3.2 List Positive Living strategies</p> <p>3.3 Explain how to give emotional support.</p> <p>3.4. Explain how to give physical support and care.</p> <p>3.5 Explain what Home Based Care is</p>
Learning Outcome 4	Demonstrate responsible and caring behaviour towards people living with HIV/AIDS
Assessment Criteria	<p>4.1 Demonstrate responsible and caring behaviour towards a person affected or infected with HIV</p> <p>4.2. Empathise with the feelings of someone affected or infected with HIV</p> <p>4.3 Explain the importance of showing compassion, empathy and understanding towards people affected or infected with HIV</p> <p>4.4 Retell/share positive experiences of how people have cared for people who are infected with HIV</p>
Resource Requirements for the Module	
See Module 1	

Module Name	Sexuality, sex and responsible living.
Module Code	HIV 104-07
Nominal Duration	10 HOURS
Module Purpose	After completing this module successfully the student should be able to talk confidently about sex and sexuality, behave responsibly in relationships and live a safe, healthy life.
Summary of Learning Outcomes	
	<p>On completion of this module, the student should be able to:</p> <ol style="list-style-type: none"> 1. Confidently discuss personal sexuality and values. 2. Explain factors that lead to healthy responsible sex. 3. State the importance of responsible parenthood. 4. Demonstrate leadership for safer healthier communities.
Assessment Strategy for the Module	
Methods of Assessment	<p>Test = 10% Assignment = 12% Attitude and participation = 3%</p> <p>Total = 25% of overall course mark</p> <p>A sample test and sample assignment are to be found after the Module lesson plans. For example, community awareness</p>
Content of Module	<p>Culture, values, social groups, gender and environment shapes sexuality. Sexuality can change. Values can change over time.</p> <p>Healthy sexuality includes: strong marriage, respect for the opposite sex, honesty, mutual understanding, non-violent, consensual, good communication, safe sex, good sex etc</p> <p>Unhealthy sexuality includes: rape, abuse, sex for money or goods, pressure, inappropriate dressing, unfaithfulness, multiple partners, unsafe sex, polygamy, inappropriate sexual acts, incest, adultery, violence, poor communication etc</p> <p>Sexual intercourse: attraction, arousal, foreplay, sex, orgasm</p> <p>Sexual response in men: erection, raised heart beat, sensitive skin, pleasurable sensations, ejaculation</p>

	<p>Sexual response in women: erect nipples, lubricated vagina, sensitive skin, raised heart rate, pleasurable sensations, orgasm</p> <p>Factors that lead to a healthy responsible sex life: knowledge, accurate information, good communication, respect, assertiveness, safe sex, sex within a strong relationship, not having sex too young, not having sex with someone much older, resisting temptation, strong values etc</p> <p>Conception, pregnancy and birth. How to have a healthy pregnancy</p> <p>Importance of family planning: economics, school fees, improves diet and life quality, population pressure, less stress on the family etc</p> <p>Family planning methods: natural ovulation method, male and female condom, contraceptive pill, contraceptive injection, breast feeding, withdrawal, loop (IUD), tubal ligation, vasectomy</p> <p>Suitable time for becoming a parent: early 20's, finished education, income, steady healthy loving relationship, decent partner, not under pressure, planned</p> <p>Awareness examples include: poster making, drama, songs, slogans, speakers, World AIDS Day. Themes: fighting stigma and discrimination, ABC, marriage, condoms, ART, Positive Living, life skills etc</p>
<p>Delivery Strategy for the Module</p>	
	<p>See Module 1</p>
<p>Learning Outcome Details</p>	
<p>Learning Outcome 1</p>	<p>Confidently discuss personal sexuality and values.</p>
<p>Assessment Criteria</p>	<p>1.1 Explain what sexuality is and what shapes sexuality</p> <p>1.2 Explain how values affect sexuality</p> <p>1.3 Explain what is healthy sexuality</p> <p>1.4 Explain what is unhealthy sexuality</p>
<p>Learning Outcome 2</p>	<p>Explain factors that lead to healthy responsible sex.</p>

<p>Assessment Criteria</p>	<p>2.1 List the stages of sexual intercourse</p> <p>2.2 Describe healthy sexual response in men</p> <p>2.3 Describe healthy sexual response in women</p> <p>2.4 Discuss common questions and concerns about sex</p> <p>2.5 List factors that lead to a healthy responsible sex life</p>
<p>Learning Outcome 3</p>	<p>State the importance of responsible parenthood</p>
<p>Assessment Criteria</p>	<p>3.1 Explain the steps of conception, pregnancy and birth</p> <p>3.2 Explain the importance of family planning and a small family size</p> <p>3.3 List family planning methods, their effectiveness, their advantages and disadvantages</p> <p>3.4 State where to access family planning services</p> <p>3.5 Explain the most suitable time to become a parent</p>
<p>Learning Outcome 4</p>	<p>Demonstrate leadership for safer healthier communities.</p>
<p>Assessment Criteria</p>	<p>4.1 Run awareness on HIV/AIDS or STIs in the school or community</p> <p>4.2 List ways individuals, couples, families, schools, communities and other groups can improve their sexual health</p> <p>4.3 Explain the importance of equal roles and opportunities for women, girls, boys and men</p> <p>4.4 Plan individual action plan for a safer healthier sexual life</p>
<p>Resource Requirements for the Module</p>	
<p>See Module 1</p>	

Module 1 Basic knowledge of HIV/AIDS & STIs

Sample lesson plans

Learning outcome 1: Explain what HIV/AIDS is and how people get infected.

Lesson 1

By the end of this lesson students can...

- **Explain the importance of group rules when learning about HIV/AIDS**

Resources: Scrap paper with the Transmission Game labels, butcher paper for group rules

a. Introduction: (30 mins) Transmission Game

Prepare in advance 30 (or whatever number of students) small pieces of paper.

- Two pieces of paper should be marked with an 'X'.
 - Two pieces should be marked with 'C'.
 - Two other pieces of paper write 'Refuse to shake hands'.
 - On two other pieces of paper write "Only shake hands once".
 - On two pieces of paper write "Shake hands with 6 people"
 - On the remaining pieces of paper, write 'O'.
1. Randomly distribute a piece of paper to each student, telling them to keep the information on it secret.
 2. Make sure each person has a pen or pencil. Ask each student to shake hands with three other students. They should all write down the names of the people they shook hands with on their piece of paper.
 3. Gather the group together again and ask them to sit in a circle. Ask the person with the 'X' on their piece of paper to stand up. Then ask everyone who shook hands with this person to stand up. Now tell the group to pretend that the 'X' person was infected by HIV, and the three people who shook hands with 'X' had unprotected sexual intercourse with 'X'. (Remind the students that this is only pretending and that HIV is not spread through handshakes).
 4. Now ask the three students if any of them had a 'C' on their pieces of paper. If they did, that means they used a condom, so they did not get infected, and can sit down.
 5. The ones standing should then list the names of the three people they shook hands with (had sex with). These people should stand up. Anyone in this group with a 'C' (condom card) can sit down again.
 6. Those standing then should name the names on their cards, etc. until no other students are called to stand up. At the end, only the people who used condoms ('C') cards, and those with the "do not shake hands" instructions which meant "abstain from sex" should be sitting. Often they will also have shaken hands too! (this is peer pressure)
 7. Did being faithful protect people (only shake hands once)? Why not? Reinforce the message of Both being Faithful and Both being tested

8. What about the promiscuous people (shake hands 6 times)? Having multiple sexual partners is risky. Think about polygamy in PNG.
9. Ask the students the following questions:
 - a) How did the 'X' – person feel when they found out they were HIV infected?
 - b) How did the other students feel towards the 'X' person?
 - c) Why is it difficult not to participate in an activity that everyone else is doing(ask the “abstain and be faithful students)?
 - d) How did the people who were faithful feel (“only shake hands once) – did it protect them? Why? Why not?
 - e) As person 'X' didn't know he or she was infected, how could we have known ahead of time? (for instance because of past 'risky' sexual behaviour of the person).

b. Main Activity: (25 mins) Writing group rules

In pairs students brainstorm rules for these lessons. Then these are shared and discussed with the class. Record these on butcher paper. Tell the students that they must observe and follow these rules when attending the HIV/AIDS lessons.

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

Ask each student to sign the rules and display them in the classroom for all the lessons.

c. Conclusion: (5 mins)

Distribute the HIV/AIDS & STIs Student Resource Books (at least one book between 2 students). Ask them to read the first Learning Outcome from the Resource Book before the next lesson.

Lesson 2

By the end of this lesson students can...

1.1 State what HIV is and its origin

1.2 State what AIDS is and its symptoms

Resources:

a. Introduction (10 mins)

Ask students to tell a partner 3 things they already know about HIV. Hear some of these. Introduce a question wall where students can write up questions to answer.

Say, "There are many stories about HIV. Some are true and some are false. In this course you will learn accurate information and facts. Use your Resource Book to help educate others."

b. Main Activity (40 mins)

Explain,

- HIV stands for **H**uman **I**mmunodeficiency **V**irus.
- HIV belongs to the group of viruses or germs called the retroviruses. A retrovirus is a weak virus which enters the body through a break in the skin.
- HIV attacks white blood cells in the immune system. These cells are produced by the body to defend against any invading viruses or bacteria and thus prevent infections.
- HIV is a natural virus that has been infecting humans since about 1930. Recent research (Oct 2008) suggests HIV has been infecting humans for almost 100 years. HIV originally came from Africa.
- Over 33 million people are infected with HIV around the world
- Over 60,000 people are infected with HIV in PNG

Ask the students to read the section on HIV (1.1) in their Resource Book and underline the new information to them.

Ask them to discuss the Self Study task with their partner. Why did HIV spread quickly around the world?

Say, "HIV is the virus that causes AIDS. HIV and AIDS are not the same thing."

- AIDS stands for **A**cquired **I**mmunodeficiency **S**ndrome.
- AIDS refers to the group of diseases that an HIV-infected person becomes sick with when their immune system is damaged by HIV
- These infections are called **opportunistic infections** because they take advantage of the weakened immune system.
- The symptoms of AIDS are like the symptoms of other illnesses (rapid weight loss, persistent cough, persistent diarrhoea, fatigue, fever and sores that won't heal) so the only way to know if you or anybody else is infected with HIV is to have an HIV test.
- You can have HIV and not have AIDS. You can live for many years with HIV and look and feel healthy. AIDS is when HIV has worn down your immune system and other illnesses attack you.

Ask students to read the section on AIDS (1.2) in their Resource Book and underline the new information to them.

Then ask them to write one question about HIV and one question about AIDS and pin/stick them on the Question Wall. You will have to write the answer before the next lesson. If you do not know the answer, please ask an HIV worker or health worker. The answer should be in the Resource Book.

c. Conclusion (10 mins)

Ask the individual students to state whether these statements are true or false.

HIV is a man-made virus (*False*)

HIV originally came from America (*False*)

HIV and AIDS are the same thing (*False*)

You can tell someone has HIV just by looking at them (*False*)

You can tell someone has AIDS just by looking at them (*False*)

People with AIDS die from opportunistic infections (*True*)

HIV attacks the immune system of your body (*True*)

Ask students to read through the next section of their Resource Book.

Lesson 3

By the end of this lesson students can...

1.3 Explain the 3 common modes of HIV transmission

1.4 State the 4 body fluids that transmit HIV

1.5. State ways HIV is not transmitted

Resources: Butcher paper, Posters and leaflets on HIV/AIDS from the Provincial AIDS Committee, Student Resource Book (at least one between 2), questions displayed on butcher paper

Introduction (15 mins)

Ask the following questions to probe the students' general knowledge on diseases.

Which diseases seriously affect Papua New Guinea? Ask them to list these diseases and the causes of these diseases. Ask volunteers to present their responses or answers to these questions. Then ask the pairs to sort them into order of seriousness.

For example,

Name of Disease	Cause of Disease
Malaria	Malaria parasite transmitted by mosquitoes
Boil	Bacteria
Flu	Virus
Syphilis	Bacteria
Worms	Parasite
HIV/AIDS	Virus
Tuberculosis (TB)	Bacteria
Etc	Etc

Main body (40 mins)

In the previous lesson students were asked to read through the first Module.

Students are assigned into small groups of 3-4. They need to answer these questions using their Resource Book.

- What are the signs and symptoms of HIV infection?
- What are the signs and symptoms of AIDS?
- What are the three main modes of HIV transmission?
- What are the four body fluids that transmit HIV?
- How is HIV not transmitted? List at least 8 ways.
- What is the origin of HIV?
- Should women with HIV breast feed or not?

Ask one group to present each answers and the other groups can correct and add information.

Ask students to write one more question about this section of the Resource Book. They should ask a friend to try and answer this question.

Conclusion (20 mins)

Ask the students to work and complete the assessment instruments.

Ask students to read the next section for Self Study.

Learning outcome 2: Explain how HIV damages the body

Lesson 4

By the end of the lesson the students can.....

2.1 Explain what happens when HIV enters the blood system

2.2 Explain how the immune system works and how it reacts to HIV

2.3 Explain what happens when the immune system cannot protect the body (AIDS)

Resources: Scrap paper

a. Introduction (20 mins) Quiz

Put the participants in pairs. Give them scrap paper to use. Ask them these 8 quiz questions.

- i) HIV and AIDS are the same thing. True or false?
- ii) What do the letters H and I and V stand for?
- iii) What do the letters A and I and D and S stand for?
- iv) Which **four** body fluids can transmit HIV?
- v) People are infected by HIV in three ways. What are these three modes of transmission?
- vi) List three things you can do which do not have any risk of HIV transmission.
- vii) Most people with HIV in PNG do not know they are infected. True or false?
- viii) Where did HIV come from?

3) Once they have completed the test, they can self mark. Here are the answers. Use them to explain key information about the virus. Refer them to the Resource Book and the Question Wall if they have questions.

The Answers

- i) HIV and AIDS are the same thing. True or false?

False. HIV is the germ (a virus) that causes AIDS. AIDS when HIV has damaged your immune system so other diseases can attack your body (like pneumonia, diarrhoea and TB). You can be HIV positive for a long time and look healthy. Only when your immune system fails are you said to have AIDS.

- ii) What do the letters H and I and V stand for?

Human Immunodeficiency Virus – a natural virus that infects humans and attacks and destroys their immune system.

- iii) What do the letters A and I and D and S stand for?

Acquired Immune Deficiency Syndrome – a collection of illnesses and diseases that you get when your immune system is damaged by HIV

- iv) Which **four** body fluids can transmit HIV?

Blood, semen (kok wara), vaginal fluid (kan wara) and breast milk

v) People are infected by HIV in three ways. What are these three modes of transmission?

*Through unprotected vaginal or anal sex with a person who is infected with HIV
From an infected mother to their baby through breast feeding or during birth
By HIV infected blood getting into your blood (through tattooing or scar cutting or in a bloody injury)*

Almost all infections are through unprotected sex. The next most common route is parent-to-child. The rarest form of transmission is through blood.

vi) List three things you can do which do not have any risk of HIV transmission.

There are many things! Hugging, kissing, holding hands, shaking hands, sharing buai, sharing smokes, sharing a toilet, sharing a mosquito net, sharing clothes, washing in the same river, talking, working together, sharing a dorm.

Insect bites do not transmit HIV.

vii) Most people with HIV in PNG do not know they are infected. True or false?

True! About 28,300 people have had a positive HIV blood test. An HIV blood test is the only way to know you have HIV or not. The National AIDS Council estimate that about 60,000 people have HIV. Most people do not get tested. (These figures are correct for 2007. Your Provincial AIDS Committee will have the latest figures). HIV is in every Province.

viii) Where did HIV come from?

HIV is a natural virus. It is not man-made. Scientists know that it crossed from chimpanzees to humans in the 1930's in Africa. It was probably transmitted when hunters were butchering bush meat. From Africa it spread around the world. Because AIDS looks like lots of other diseases HIV was not identified as a new disease until the early 1980's. Now over 33 million people are infected around the world.

Ask groups for their scores and give a suitable prize to the winners (like some posters or leaflets).

b. Main Activity (30 mins)

Explain the key points from the Student Resource Book.

- When a person is infected with HIV, the virus soon enters the white blood cells and makes them a home
- HIV multiplies in the white blood cell
- HIV kills the white blood cell
- The immune system is slowly destroyed
- When the immune system is destroyed opportunistic infections attack the body
- This called AIDS

Immune System game

The stress that HIV/AIDS places on the immune system can be highlighted through this exercise.

1. Ask everyone to stand up
2. Ask students to use their right hand and pat their head
3. When everyone is doing that, ask them to use their left hand to draw circles on their stomachs
4. When participants are doing that ask them to stand on one foot
5. Then ask students to jump on one foot while doing everything else
6. Then ask them to turn around jumping on one foot. By now people should be struggling and starting to fall over and be laughing

The purpose of this game is to illustrate that when a person has HIV their body is constantly fighting the HIV (it's like us constantly needing to pat our heads). When other sicknesses come into the body (like us introducing the new instructions like drawing circles on our stomachs, or jump on one foot), their body has to then fight those as well. The body functions OK when it has to fight one disease but when it has many to fight, it gets worn out and cannot continue. This activity provides a picture of the stress on a person's immune system when they are living with HIV.

Ask students to write at least two questions about how HIV attacks the immune system for you to answer.

c. Conclusion (10 mins)

Ask the students to work and complete the assessment instruments. Ask the students to read the next section in the Resource Book and complete the Self Study tasks.

Lesson 5

By the end of this lesson students can...

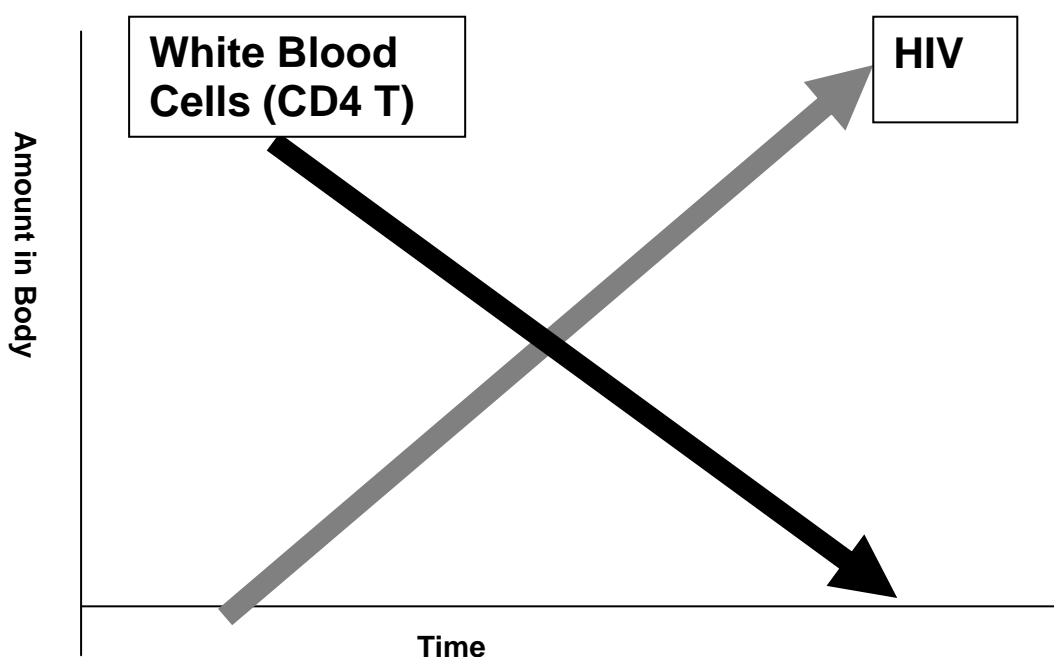
2.4 State the signs and symptoms of AIDS

2.5 State common opportunistic infections

Resources: Simple graph of CD4 v HIV prepared on butcher paper or on the board

a. **Introduction:** (15 mins)

Show the students this simple graph. Ask them to explain to their partner what the graph shows.



Say, "AIDS is when your body's immune system is weakened by many years of HIV infection. As the numbers of HIV go up, the numbers of white blood cells go down. When you have HIV you feel normal and look healthy but the virus is reproducing in your cells. When other illnesses infect your body, this is called AIDS. People with AIDS are very sick. Their immune system is badly damaged."

b. **Main Activity:** (30 mins) Body mapping

In pairs students use the information in the Resource Book to label a person who has AIDS. What illnesses (opportunistic infections) affect them? What are the signs and symptoms of AIDS?

Display the best ones on the board.

Say, "People with AIDS are sick. People who are HIV positive look and feel healthy. You can live with HIV for many years. Some people have lived with HIV for more than 10 years. Signs and symptoms include:"

- Rapid weight loss
- Sores that won't heal

- Constant diarrhoea
- Oral thrush
- TB
- Constant fever
- Pneumonia
- Fatigue

c. **Conclusion:** (15 mins)

Put these questions on the board and ask students to discuss them in groups of 4.

What are the common opportunistic infections that attack people with AIDS?

Hear some answers and then say, "Common opportunistic infections include diarrhoea, oral thrush, TB, pneumonia and malaria"

Why does a patient need an HIV blood test to confirm they have AIDS?

Say, "Many illnesses have symptoms like AIDS so we must be careful saying someone has AIDS if they are sick. The only way to know would be to have an HIV blood test. Don't say someone has AIDS or HIV if you don't know."

Learning outcome 3: Explain about the HIV and STI epidemics in Papua New Guinea

Lesson 6

By the end of this lesson students can...

3.1 State the root causes of the HIV epidemics

3.2 Explain the current state of the epidemic (which groups of people are infected, how many, etc)

3.3 Explain which groups are most vulnerable and why

Resources: Statement prepared on board or butcher paper

a. **Introduction:** (15 mins)

Ask students to discuss this statement “**HIV is the biggest threat to development in PNG**” in pairs and share their feedback.

Then ask them to brainstorm as a class what the root causes of the epidemic in PNG are and to think about what root causes impact on their own lives. Use the Resource Book to double check these. Record them on the board.

b. **Main Activity:** (40 mins)

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

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

Divide the class into groups of four. Ask them to interpret the two graphs on the HIV/AIDS epidemic from the Students’ Resource Book. **Try and get up-to-date statistics if you can from your Provincial AIDS Committee.**

i) Ask them to discuss and interpret the graph on new and cumulative confirmed cases.

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

Say, “Most people in PNG do not know they have HIV because there are no symptoms. You don’t know unless you have an HIV blood test. The real number of infected people is unknown – 2007 estimate is 60,000 (NACS)”

ii) Ask the groups to discuss and interpret the graph on age/sex and feedback to the class.

Make sure the include in the feedback: Young women and older men, many babies but few children, young women are vulnerable because...., older men are vulnerable because..., young women are tested more because they are tested at pregnancy, all age groups affected, productive generation.

c. **Conclusion:** (5 mins)

Ask students to add 2 more questions each to the Question Wall.

Lesson 7

By the end of this lesson students can...

3.4 Explain how and why young women and young men are vulnerable to HIV

Resources: I AGREE, I DISAGREE, I AM NOT SURE statements for the Introduction

a. Introduction (20 mins)

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

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

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

b. Main Activity (30 mins)

Say, “Gender issues make a significant difference to whether a person is vulnerable to HIV/AIDS or not. It is one of the root causes of the epidemic.”

Q: What are the other root causes you discussed in the last lesson?

Now ask students to work in groups of 4 and brainstorm the reasons young men and young women are vulnerable to HIV. Show them one or two examples first.

Why young women are at risk of HIV...	Why young men are at risk of HIV...
<ul style="list-style-type: none"> • Older boyfriends and husbands have more power than them • Need money for school fees • Many do not finish school • Vaginas are more vulnerable to HIV • High levels of rape • Abused by boyfriend/husband <p>Etc.</p>	<ul style="list-style-type: none"> • Pressure to have lots of sexual partners • Might get drunk • Tattooing and scar cutting • Too embarrassed to use condoms • Peer pressure to take part in rape and line up • Violence and tribal fighting <p>Etc.</p>

c. Conclusion (10 mins)

Now ask students to tell you the reasons and record them on the board. Make sure they include all the ones above.

Finally, ask students to read the section on Gender and HIV and discuss it with a partner for homework.

Lesson 8

By the end of this lesson students can...

3.5 Predict possible future impacts of HIV/AIDS on young people, families, schools and communities

3.6 Explain how individuals, families, communities, other groups and the Government can help fight the HIV epidemic

Resources: Scrap paper

a. Introduction: (15 mins) “Why” and “Because”

Divide the students into two equal rows of students. Distribute a slip of paper to each student in both rows. In one row each person writes a “Why” question (e.g. “Why do we make love?”). The other row writes “Because” answers (e.g. Because HIV is spreading so quickly”). The two rows should not know what the others are writing. Shuffle the people up and get them to read out their Why and Because alternately. Very funny and a good warm up.

b. Main Activity 1 (20 mins)

Say, “The HIV epidemic in PNG is “generalized” – everyone who is sexually active is at risk.” In groups of four, students should discuss and list what they think the future effects of HIV/AIDS will be on one of these groups. They should record these on butcher paper and then present them to the class:

- | | |
|-----------------------|------------------------------------|
| i) Young men | v) Urban communities |
| ii) Young women | vi) Families |
| iii) Schools | vii) Papua New Guinea as a country |
| iv) Rural communities | |

c. Main Activity 2 (20 mins)

In the same groups ask them to discuss this question:

<p>If we depend on each other, then what can we do to help each other to fight the HIV epidemic?</p>

Discuss feedback in general class discussion.

d. Conclusion (15 mins)

Ask some review questions to summarize the lesson, e.g. What will happen to the working population in the next ten years if we don’t fight the HIV epidemic now?

Ask students to list some activities started in their communities to fight the HIV epidemic for a Self Study task. They should read the Resource Book section and complete other tasks before the next lesson.

Learning outcome 4: Explain what STIs are, their symptoms and treatments.

Lesson 9

By the end of this lesson students can...

4.1 Explain the meaning of STI

4.2 List the common STIs and the germs that cause them

4.3 Describe the signs and symptoms of the common STIs

4.4 State the treatments of common STIs

Resources: STI Matching Game cards (1 set for each 4 students)

a. Introduction: (15 mins) Lion, Man, Meri (a variation on Paper, Stone, Scissors) **(10mins)**

Stand the students in two rows facing each other. Show them the body gestures for lion (Roar!), man (Muscles!) and meri (Hips!). The man will beat the lion. The meri will beat the man. The lion will eat the meri. Count 1,2,3 and they have to make their symbol and see who wins. Play offs and finals are optional.

b. Main Activity: (40 mins) STI Matching Game

Say, "STIs are Sexually Transmitted Infections. These are caused by germs that enter the body from an infected person to an uninfected person during sexual intercourse. They can cause many diseases. The most important infections are; Gonorrhoea, Chlamydia, Syphilis, Donovanosis, herpes, and HIV."

"Each STI causes its own problems. STI is a very common problem in PNG. PNG also has the highest number of STI cases in the South East Asia/Pacific region. In PNG STIs used to be called STDs, Sexually Transmitted Diseases or Venereal Disease (VD)"

Distribute the sets of cards to groups of 4 students. Ask them to match the STI with the symptoms and the treatment. These are the correct answers and the students can also check using their Resource Book,

Symptoms of the STI	Name of the STI	What kind of germ is the STI? How is it treated?
Itchy, smelly penis or vagina. White thick discharge. Inflamed skin.	Thrush (Candida)	Fungus (curable with anti-fungal cream)
Small pink lumps on the penis or vagina. Sometimes they look like tiny cauliflower shapes. They don't hurt.	Genital warts	Virus (lumps can be treated. Virus remains in body)
Painful tingling around the penis or vagina. Sometimes itchy blisters. Flu symptoms. Blisters can be in the corners of the mouth.	Herpes	Virus (clears up by itself but virus remains in body)
No symptoms in women and can lead to infertility and PID. In men a thick yellow pus and pain when urinating	Gonorrhoea	Bacteria (treated with antibiotics)
Painless sore on the penis or vagina. Later goes away. Rash on hands and feet. If untreated leads to heart and brain damage and death.	Syphilis	Bacteria (treated with antibiotics)
Tiredness, yellow eyes and maybe yellowish skin. Fever.	Hepatitis A or B	Virus (vaccine available)
In women causes lower abdominal pain, pain during sex, heavy periods, bleeding and fever. In men swelling of testes and prostrate. Can lead to infertility.	PID (pelvic inflammatory disease) Can be caused by other STI's.	Bacteria (treated with antibiotics)
Usually no symptoms in men or women. Sometimes pain when urinating. May lead to infertility	Chlamydia	Bacteria (treated with antibiotics)

Symptoms of the STI	Name of the STI	What kind of germ is the STI? How is it treated?
No signs or symptoms in men or women. People can be infected for a long time before becoming sick. Leads to gradual immune system failure and death by other infections	HIV (Human Immunodeficiency Virus)	Virus (no vaccine, anti retroviral drugs slow down the virus)
Small red bumps on the penis, vagina and around the anus which bleed easily. The sores might be painless. Eventually these can become large ulcers.	Donovanosis	Bacteria (treated with antibiotics)
Itchiness in pubic area. Can sometimes see lice or mites in pubic hair.	Scabies mites and pubic lice	Parasites (treated with special shampoo)

c. Conclusion: (5 mins)

Say, “Some STIs have no symptoms but most do. Most have treatments but some viruses do not have treatments. HIV does not have any cure, for example.”

Ask students to tell their partner the answer to these questions:

- 1) What are the signs and symptoms of having an STI?
 - 2) What damage can an STI do to your body?
 - 3) How do people get infected with an STI?
-

Lesson 10

By the end of this lesson students can...

4.5 Explain how people can prevent STIs

4.6 Explain how having an STI makes you more vulnerable to HIV

Resources: STI Matching Game - 1 for each group of 4, statements for debates on the board

a. Introduction: (15 mins)

Play the STI Matching Game again with the students. Can they beat their previous score? Again they can check their answers using the Resource Book.

b. Main Activity: (30 mins)

Say,

- Any sore on the genitals acts as a “doorway” for HIV to pass into the body
- White blood cells are found in large numbers at the site of the infection and HIV infects white blood cells
- Getting an STI is a sign you have had unprotected sex and your sexual partner also had unprotected sex with someone else
- Having an untreated STI makes you more than 10 times more likely to get HIV. Many patients at STI clinics are also HIV positive.

Divide the class into groups of 4 for a debate. Ask them to choose one of these statements to debate in their group.

- Alcohol should be banned because it leads to risky sexual behaviour
- HIV is more dangerous than other STIs
- Prevention of STIs needs more than ABC
- Women are more likely to be given STIs by their unfaithful husbands

Ask groups for their debate conclusions.

c. Conclusion: (15 mins)

Finally, ask how STIs can be prevented. Record the different ideas on the board and ask students which are the most effective and why. For example,

- Abstain from sex
 - Use a male or female condom every time you have sex
 - Be faithful to one sexual partner who is faithful to you
 - See a health worker if you have signs of an STI
 - Reduce the number of sexual partners
 - Don't have sex with someone who has signs of an STI
 - Learn the signs and symptoms of STIs
 - Examine your genitals for sores and smells
 - Avoid having sex while drunk or on drugs
 - Don't use sex workers
-

Sample assessments

Module	Test	Assignment	Attitude and participation
1. Basic knowledge of HIV/AIDS & STIs	10 % 20 questions	12% E.g. Poster making	3%

Module 1 test

Listen to the questions carefully and then write True or False (6 marks)

1. There is no cure for HIV/AIDS True or False.
 2. HIV and AIDS are the same thing True or False.
 3. People with HIV look and feel healthy True or False.
 4. HIV can be transmitted by insect bites True or False.
 5. AIDS is when your immune system is damaged by HIV True or False.
 6. Write down the three ways HIV can be transmitted to another person. (3 marks)
 - (a)
 - (b)
 - (c)
 7. What do the letters HIV stand for? (1 mark)
 8. In what year was HIV first noticed in the USA? (1mark).....
 9. Name the monkey in Africa the HIV virus originated from. (1mark)
 10. Write down what the letters STI stand for (1 mark)
 11. Name two common STIs in Papua New Guinea. (2 marks)
 12. Which 4 bodily fluids transmit HIV? List all four. (1 mark)
 13. List 2 root causes of the HIV epidemic in PNG (2 marks)
 14. List one opportunistic infection that affects people who have AIDS (1 mark)
 15. List one possible consequence of the HIV epidemic in PNG (1 mark)
- TOTAL MARKS...../20

Module 1 assignment

ASSIGNMENT: POSTER MAKING		Student Activity Sheet																							
Module Name: BASIC KNOWLEDGE of HIV/AIDS and STIs		Competent √																							
Module Code: HIV 101 – 07		Not Yet Competent X																							
<p>Plan and produce a colourful and relevant poster for young men and women on A3 paper which conveys clear and accurate information about how HIV is and is not transmitted. This should be of a high standard and be able to read clearly from the back of the room. It should be in English and vernacular. There should be one powerful image drawn by you.</p> <p>Value: This assignment is worth 12% of the overall course marks</p> <p>Length: One poster. Minimum size: A3</p> <p>Assessment criteria:</p> <table border="1"> <tbody> <tr> <td>1. Poster: Neat and colourful? Does it have a border? Can it be read from the back of the room? Does it have one main hand drawn image outlined in black ink? Is it A3 or larger?</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>2. Behavioural message: Does the poster have clear and accurate information about how HIV is transmitted and not transmitted? Does it show gender equality?</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>3. Slogan: Is the main slogan catchy and large enough to be read from the back of the room? Is it written in language a young person would understand? Does it have a clear message?</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4. Information: Does the poster have more information on it written in smaller text than the slogan? Is the information correct? Is it written in both vernacular and English? (e.g. You cannot catch HIV from caring for someone, from hugging them, from sharing food or buai etc)</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Total: _____ / 12</p>						1. Poster: Neat and colourful? Does it have a border? Can it be read from the back of the room? Does it have one main hand drawn image outlined in black ink? Is it A3 or larger?	0	1	2	3	2. Behavioural message: Does the poster have clear and accurate information about how HIV is transmitted and not transmitted? Does it show gender equality?	0	1	2	3	3. Slogan: Is the main slogan catchy and large enough to be read from the back of the room? Is it written in language a young person would understand? Does it have a clear message?	0	1	2	3	4. Information: Does the poster have more information on it written in smaller text than the slogan? Is the information correct? Is it written in both vernacular and English? (e.g. You cannot catch HIV from caring for someone, from hugging them, from sharing food or buai etc)	0	1	2	3
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Feedback																									
Assessment Outcome:		Competent		Not Yet Competent																					
Student's Name:		Facilitator's Name:																							
Date:		Work Place:																							
Student's Signature:		Facilitator's Signature:																							

Module 1 attitude and participation

ATTITUDE & PARTICIPATION		Student Activity Sheet	
Module Name: BASIC KNOWLEDGE of HIV/AIDS and STIs		Competent √	
Module Code: HIV 101 – 07		Not Yet Competent X	
Marks: 3% of overall course total			
1. Participation: Does the student involve themselves enthusiastically in group tasks? Do they work well with both sexes?		0	1
2. Punctuality: Does the student arrive in class on time and well prepared?		0	1
3. Questioning and self study: Does the student make notes? Do they ask questions? Do they complete the Self Study tasks on time?		0	1
Feedback			
Assessment Outcome:		Competent	Not Yet Competent
Student's Name:		Facilitator's Name:	
Date:		Work Place:	
Student's Signature:		Facilitator's Signature:	

Module 2 Protecting yourself and others

Learning outcome 1: List safe and unsafe sexual practices

Lesson 11

By the end of this lesson students can...

1.1 List common sexual practices

1.2 List high risk, low risk and no risk sexual practices

Resources: Set of sexual behaviour sorting cards (enough for one set for 4 students)

a. Introduction: (15 mins) Brainstorm

Tell students that nearly every one practices sex at some point in their lives. The most common sexual practices include vaginal sex, anal sex, oral sex, masturbation, fingering, touching and kissing.

Say, "Some practices are safe and carry no risk of HIV transmission and others are not." In groups of 4 (mixed sex if possible), list as many safe and unsafe sexual practices as you can. Hear feedback and summarise these on the board.

Safe sexual practices	Unsafe sexual practices
<i>e.g. holding hands</i>	<i>e.g. anal sex</i>

b. Main Activity: (40 mins)

Tell students that they will discuss sexual practices. All of these occur in PNG even though they may be taboo in some cultures or illegal. Young people will often know about them and it is important they know the accurate facts about the risks.

Arrange the students into same groups of 4. Give them a set of sexual behaviour sorting cards. Ask the groups to sort them along a line in order from VERY HIGH RISK OF HIV TRANSMISSION to HIGH RISK to LOW RISK to NO RISK. Also allow them to put behaviours in DON'T KNOW place. **There will be a lot of debate into the risks!**

NO RISK – LOW RISK – HIGH RISK – VERY HIGH RISK of HIV transmission

- Masturbating yourself
- Anal sex without a condom
- Oral sex (sucking or licking the penis)
- Oral sex (licking or sucking the vagina or clitoris)
- Having sex too young
- Kissing
- Deep kissing (kissing with tongues)
- Masturbating someone else or them masturbating you
- Sex when you are drunk or on drugs
- Abstaining from sex
- Rape/gang rape
- Vaginal sex using a condom correctly

- Forced sex (partner is not ready)
- Vaginal sex without a condom
- Anal sex with a condom
- Sex for money/food
- Being faithful to your partner
- Sex within a cult
- Sex with a condom when one of the couple has an STI
- Polygamy
- Unprotected sex during a woman's period (menstruation)
- Unprotected sex if you or your partner has an STI
- Withdrawal (sex without a condom when the man pulls out and ejaculates outside the woman)

The correct answers (for the risk of contracting HIV from a partner who is infected with HIV). They can use the Resource Book for this.

No risk of HIV transmission

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

Low risk of HIV transmission

Oral sex (sucking or licking the penis, vagina or clitoris); Vaginal sex using a condom correctly every time you have sex; Anal sex with a condom (slightly more risky than vaginal sex with a condom)

High risk of HIV transmission

Vaginal sex without a condom; Having sex too young; Polygamy; Multiple sexual partners; Unprotected sex during a woman's period; Withdrawal

Very high risk of HIV transmission

Anal sex without a condom; Sex when you are drunk or on drugs; Rape/gang rape; Sex for money/food; Sex within a cult (usually risky sex); Sexual abuse; Unprotected sex if you or your partner has an STI

Don't know

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

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

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

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

Remind them that all sex has consequences (e.g. emotional, physical) and that sex should be loving, healthy and safe. Young people need to know the risks and consequences.

c. **Conclusion:** (15 mins)

Say, "Safe sex is either non-penetrative sex (e.g. masturbation, stroking, kissing) or sex with a condom (either male or female condom). Abstinence is 100% safe. Practicing safe sex leads to a healthier relationship."

Ask them to read the section in the Resource Book and complete the Self Study tasks.

Lesson 12

By the end of this lesson students can...

1.3 Explain why these behaviours are classified high, low and no risk.

1.4 Explain how practicing safe sex leads to a healthier relationship

Resources: Conclusion questions on the board or butcher paper

a. **Introduction:** (15 mins) Quick quiz

Ask the students to answer these questions in pairs.

Q: Why are some behaviours described as low risk?

Q: Why are some behaviours described as high risk?

Q: Why are some behaviours described as no risk?

Ask them to check their Resource Book if needed.

Say, “**No risk behaviour** means there is no contact between your penis, anus or vagina and the four body fluids that transmit HIV (blood, semen, vaginal fluid, breast milk).”

“**Low risk behaviour** means that there is only a small chance of HIV transmission. There might be contact between body fluids but there will be a barrier or other reason why this is not likely to lead to HIV transmission.”

“**High risk behaviour** is when the four body fluids that can carry HIV enter the body of the uninfected person through a cut or sore or soft tissues.”

Ask them to tell their peer 3 behaviours that are low risk, 3 which are high risk and 3 which are no risk.

b. **Main Activity:** (20 mins) Group discussion

In groups of 4 ask students to discuss why practicing safe sex leads to a healthier relationship

E.g. Safe sex is a way of showing that you love your partner. Safe sex reduces the risk of HIV or STI transmission, reduces the risk of unplanned pregnancy, reduces the risk of worry or fear and reinforces the importance and value of sex.

Collect feedback from the group and summarise on the board.

c. **Conclusion:** (15 mins) Paired questions

With a partner students should answer one of these questions.

<p>Why is vaginal sex with a condom safe? Why is anal sex without a condom not safe? Why is sex when drunk or on drugs not safe? Why is sex when one partner has an STI not safe?</p>

Learning outcome 2: Identify strategies for reducing risk of HIV

Lesson 13

By the end of this lesson students can...

2.1 State the advantages and disadvantages of ABC

Resources: ABC statements on display on butcher paper or on the board

a. Introduction: (15 mins)

Tell students that this session will discuss ABC. Under the Department of Education HIV/AIDS Policy and the national HAMP Act young people have the right to know about ABC knowledge and skills, including how to use condoms correctly.

Explain the ABC strategy. Display the ABC on the board.

A = abstain from sex or abstain from penetrative sex or abstain from sex before marriage

Say, "This could mean abstaining from sex if you are away from your spouse, for example or using masturbation instead of vaginal sex or waiting until you are older, wiser and more mature before marrying."

B = both be faithful and both get tested

Say, "This means that you are faithful to one sexual partner and they are faithful to you. Married people are actually more likely to be tested positive for HIV than single people because of unfaithfulness. Both of you should be tested. It is important that young people marry a good faithful partner."

C = use a condom correctly every time you have sex

Say, "Male and female condoms are very effective at preventing HIV transmission. They can be used married and single people. They are free in PNG. You should use condoms every time you have sex unless you are trying to have a baby."

b. Main Activity: (40 mins)

Put the students in groups and ask them to discuss the advantages and disadvantages of each strategy. After they have done this summarise their answers on the board.

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

Refer the students to the Resource Book to check they have covered all the advantages and disadvantages.

c. Conclusion: (15 mins)

Say, "Each of us needs to protect ourselves from the risk of HIV/AIDS. ABC has advantages and disadvantages. It is recommended you use A and B and C."

Say, "These are some of the ways you can protect yourself and others from HIV/AIDS"

- Use safer sex practices (condoms) every time you have sex
- Learn as much as you can about HIV
- When you have symptoms that could be related to HIV, don't allow yourself or your doctor to overlook the possibility of HIV infection
- Consider getting tested.

Ask the students to tell a friend which strategies they will use and why.

Lesson 14

By the end of this lesson students can...

2.2 Identify other strategies people can use to reduce the risk of HIV

Resources: Set of Follow Me cards

a. **Introduction:** (25 mins) Follow Me game

Make a large version of the cards on the next page (there should be enough for one for each student in your class). Shuffle and deal them all out. Students have to read out what is on their card (the student with “START THE CLOCK” goes first), listen to the questions and answer if they have that answer on their card. The teacher times them. Play twice and see if the students can beat their time.

b. **Main Activity:** (30 mins) Group discussion

Say, “ABC are three strategies to reduce your risk of HIV/AIDS and STIs. But there are more than these three. Which other ones can you think of? Which ones are the most effective?”

In groups of 4 students discuss strategies people use to reduce the risk of HIV/AIDS.

For example,

- Delay the time of first sexual experience
- Complete your education
- Don't marry when you are too young
- Don't marry someone much older than you
- Reduce the number of sexual partners you have
- Don't use sex workers
- Full male circumcision (removing the whole foreskin)
- Avoid tattooing and scar cutting
- Avoid getting drunk
- Don't live away from your husband or wife
- Get an HIV blood test
- Find out about HIV/AIDS and STIs
- Get treated if you think you have an STI
- Follow breast feeding guidelines

Hear feedback and summarise on the board. Make sure all of the above are included.

c. **Conclusion:** (5 mins)

Ask students to look at the list on the board and select the most effective 3 strategies and tell these to a friend explaining why. Now ask them to read the section on breast feeding – another way of reducing the risk of HIV transmission for mothers and babies.

<p>START THE CLOCK!</p> <p>HIV stands for....?</p>	<p>Human Immunodeficiency Virus</p> <p>Which cells does HIV infect?</p>	<p>White blood cells are infected by HIV</p> <p>What does STI stand for?</p>	<p>Sexually Transmitted Infection</p> <p>The A in ABC stands for...?</p>	<p>Abstain from penetrative sex or abstain from sex before marriage</p> <p>How are most people infected by HIV?</p>	<p>By unprotected sex</p> <p>What does AIDS stand for?</p>
<p>AIDS stands for Acquired Immune Deficiency Syndrome</p> <p>Which 4 bodily fluids carry HIV?</p>	<p>Blood, semen, vaginal fluid and breast milk carry HIV</p> <p>Can a mother who is HIV positive breast feed?</p>	<p>Yes, for about 6 months until the baby starts eating mashed food</p> <p>What does the B in ABC stand for?</p>	<p>Both be faithful and both get tested</p> <p>What are the HIV laws called in PNG?</p>	<p>The HAMP Act</p> <p>What does VCT stand for?</p>	<p>Voluntary Counselling and Testing</p> <p>What percentage of HIV infections are through breast feeding?</p>
<p>6% of HIV infections have been caused by breast feeding</p> <p>When was HIV first detected with a blood test in PNG?</p>	<p>1987 was the first HIV positive blood test in PNG</p> <p>What does the C in ABC stand for?</p>	<p>Use a condom correctly every time you have sex</p> <p>What are the drugs that slow down HIV called?</p>	<p>The drugs that slow down HIV are called ART – anti-retro viral therapy</p> <p>How long is the window period?</p>	<p>The window period is 3-4 months</p> <p>How should you sterilise needles and blades?</p>	<p>Boil them in water or put in strong bleach</p> <p>Name three safer sex practices</p>
<p>Touching and kissing, using a condom, masturbation are safer sex practices</p> <p>Roughly how many people have HIV in PNG?</p>	<p>60,000 people</p> <p>Where did HIV come from?</p>	<p>Chimpanzees in Africa</p> <p>Where can you get tested for HIV?</p>	<p>You can get tested at VCT centres, STI clinics and hospitals</p> <p>What is stigma?</p>	<p>Talking about people with HIV in a bad, unchristian way.</p> <p>Where can we get more information about HIV&AIDS?</p>	<p>PACs, NGOs, Churches and health centres are all places to get more information</p> <p>Do you need to pay for condoms?</p>

<p>No – you do not need to pay for condoms</p> <p>True or false. Testing costs lots of money</p>	<p>False – HIV blood testing is free</p> <p>What does PTCT stand for?</p>	<p>Parent to Child Transmission</p> <p>What is more risky? Anal sex, oral sex or vaginal sex?</p>	<p>Anal sex is the most risky followed by vaginal sex. Oral sex is low risk.</p> <p>How long does it take to have a rapid blood test for HIV?</p>	<p>10-15 mins but you will need pre- and post-test counselling</p> <p>What is the name of this teaching strategy?</p>	<p>Follow Me Game!</p> <p>STOP THE CLOCK!</p>
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Lesson 15

By the end of this lesson students can...

2.3 Explain which life skills help reduce the risk of HIV

Resources: Scrap paper, sticky tape, bridge model on the board (without life skills bridge)

a. **Introduction:** (15 mins) Things We Share.

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

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

Say, "Life skills are important because people with good life skills are more likely to take care of themselves and others. One life skill is empathy which is thinking about others – we have just practiced seeing how we are similar and different."

b. **Main Activity:** (20 mins) Life Skills

Say, "These are some key life skills,"

- Young people who feel themselves of high value(self esteem) are less likely to put their health and life at risk by having unsafe sex)
- People with self-confidence are able to make their own decisions they can withstand peer pressure.
- People who feel insecure with low self-esteem will tend to do what they are told by others.
- People with good communication skills can negotiate safe sex or ' say no' to (abstinence)
- People with good communication skills and strong values do not need to show off displaying risky behaviour such as drinking alcohol and chasing women
- Women with high self-esteem and strong values do not need to be sexy or to adapt a risky life-style to feel that they are worth something.

There are many teaching and learning strategies for helping young people develop life skills, both practical and social. Life skills lead to personal development and a healthier lifestyle.

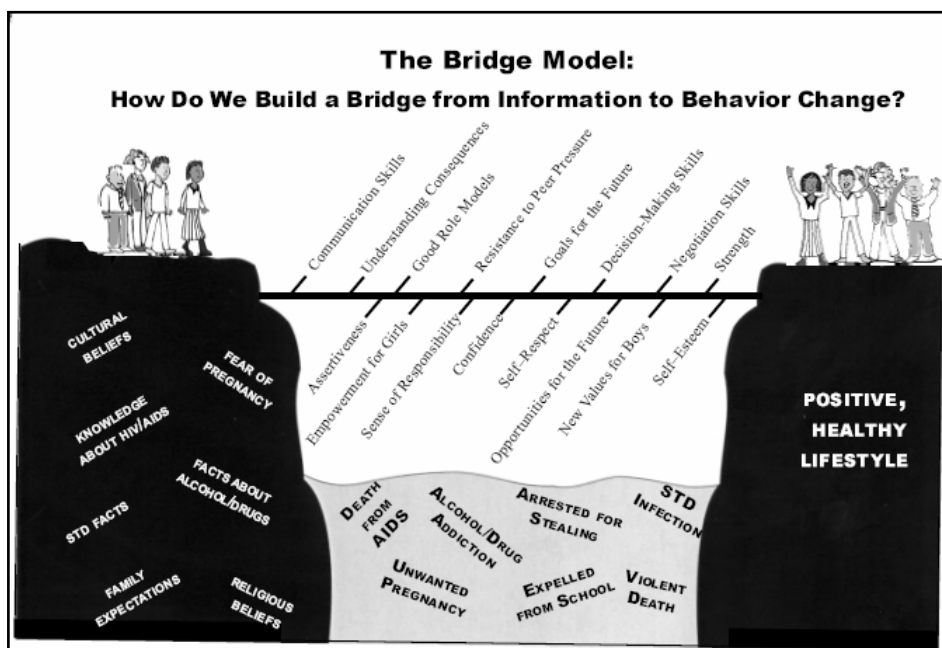


Figure 1 Bridge Model (Peace Corps, 2001)

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

For example,

- Self awareness
- Communication
- Decision making
- Strong values
- Critical analysis
- Assertiveness
- Goal setting
- Empathy
- Problem solving
- Self esteem
- Self confidence
- Conflict resolution & managing emotions
- Correct use of male and female condom

Say, "Abstinence, faithfulness and using condoms correctly are all life skills to protect yourself against HIV/AIDS and STIs"

c. **Conclusion:** (15 mins) Quiz

In pairs students answer these questions.

- i) True or false. Women with HIV always give HIV to their babies (*False*)
- ii) True or false. Women with HIV should never breast feed. (*False*)
- iii) True or false. ART can prevent parent to child transmission. (*True*)
- iv) True or false. Breast milk is better than powered milk. (*True*)
- v) True or false. If you get infected blood on your skin you could become HIV positive (*False*)

Students should read the rest of the section on life skills and complete the Self Study tasks.

Learning outcome 3: Demonstrate how to resist pressure to have unsafe sex

Lesson 16

By the end of this lesson students can...

3.1 Demonstrate negotiation skills for safe sex

Resources: Role play negotiation case studies written out on cards (enough for one case study for each pair)

a. Introduction: (5 mins) Yes! No! game

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

Say, “Negotiating safer sex is very important to protect yourself from HIV/AIDS and STIs and unplanned pregnancy. You can also negotiate to avoid other risks, like drinking home brew. Try to make a decision that both of you can accept...”

- “Let’s do....instead”
- “I won’t do that, but maybe we could do...”
- “What would make both of us happy?”
- “I don’t feel like doing that now, why don’t we....?”

b. Main Activity: (30 mins)

Read the Jim and Elly role play from the Resource Book. Ask students in pairs to role play what happens next. How can Elly persuade Jim to use a condom?

Ask several pairs to demonstrate their role plays.

Q: How do good negotiators use their voices?

Q: Which options do negotiators offer?

Q: How do good negotiators use their body language?

c. Conclusion: (25 mins)

Distribute these negotiation case studies among the groups. Ask them to role play these and be prepared to show the role play to others showing negotiation techniques. Participants should give each other positive and constructive feedback on their body language and speech.

Role play 1

Your friend wants you to skip school to go and drink home brew. He says all of your friends are going. You got caught last month off the school grounds and don’t want to get caught again. Negotiate with your friend.

Role play 2

You are in a classroom one evening with another class mate studying. After finishing the homework they sit close to you. You feel uncomfortable. They seem to want to kiss you. Negotiate with your friend.

Role play 3

You want to start a relationship with someone you are attracted to. They are keen to be serious straight away and start to kiss you and touch you. You are not comfortable – you want to know them better. Negotiate with them.

Role play 4

A friend gets drunk and breaks your CD player in the dorm. They apologise the next day but you want them to compensate you for it. Negotiate this.

Role play 5

Your older family member wants you to meet them in town. They are the opposite sex and this is a strange request. However they have helped with school fees. Negotiate a meeting which will be safe for you.

Role play 6

Your friend keeps offering you marijuana to smoke. You don't want to smoke. Negotiate how to refuse.

Explain that negotiation:

- Is bargaining to reach an agreement;
- Is a dynamic process;
- Involves discussion and communication.

In negotiating a situation, identify:

- What is it you want; and
- What your bottom line is

Know that:

- Only behaviours can be negotiated, not a difference in values.

Ask students to read the steps to delivering an assertive message in the Resource Book for next lesson.

Lesson 17

By the end of this lesson students can...

3.2 Demonstrate saying no to sex in an assertive way using the steps to deliver an assertive message

3.3 List reasons for abstaining from sex

3.4 Explain the importance of young people delaying first sexual contact

3.5 Identify risky situations and role play how to deal with them

Resources: Scrap paper

a. Introduction: (15 mins)

Say, "Saying no to risky situations is very important to protect your body from HIV/AIDS and other risks. You can learn how to say no assertively. If you are not in a position when you can say no, you can always negotiate. Abstinence is 100% safe."

The best behaviour is assertive behaviour (see below). What the advantages and features of this? Ask students to discuss in pairs.

For example,

Assertive behaviour

Telling someone exactly what you want in a way that is not rude or threatening

Standing up for your own rights without putting down the rights of others

Respecting yourself as well as the other person

Listening and talking

Expressing positive and negative feelings clearly

Being confident but not pushy

Knowing what to say

Saying "I feel" not "I think"

Being specific and using "I"

Talking face to face

Standing your ground and looking confident

Standing tall and looking people in the eye

Smiling or relaxed

Even calm voice and tone

Asking questions

Well prepared

Then ask students why it is important to abstain from sex. Hear their feedback.

For example,

- 100% protection from HIV/AIDS and STIs
- Cultural and religious beliefs
- Completing your education without distraction
- Not wanting to get pregnant
- Not believing in sex before marriage
- Because you are not ready and feel under pressure
- Because you do not trust the person
- Because you do not have a condom

b. Main Activity: (20 mins)

Say, "There are ways of resisting pressure which we can learn. In this session we will practice these so we can protect ourselves from risks like HIV/AIDS."

Students should divide their scrap paper into three columns as below.

What you could say to resist this pressure	What they would say to persuade you...	What you would say or do if they said this...

Tell them this dilemma:

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

Next participants brainstorm possible responses to the pressure in the first column. Ask them to write the responses in "" marks because later they can role play them. Ask them to write as many as they can think of.

For example,

What you could say to resist this pressure	What they would say to persuade you...	What you would say or do if they said this...
e.g. "No, even though I like you I don't want to have sex before I am married"		

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

Next ask them to imagine what the boyfriend/girlfriend would say to persuade you. Again they should write the responses to each "no" sentence in speech marks in column 2. For example,

What you could say to resist this pressure	What they would say to persuade you...	What you would say or do if they said this...
e.g. "No, even though I like you I don't want to have sex before I am married"	e.g. "Well, don't worry because I love you and I will marry you next year"	

Stop the group and hear some example conversations.

Q: How might someone try and persuade you?

E.g. Emotional pressure (e.g. "If you loved me, you would"), physical pressure (a threat like "If you don't I will bash you"), material pressure (a bribe or gift like "I'll pay for your school fees"), a promise (e.g. "But I will use a condom"), using previous

events (e.g. “You were happy to have sex last month”) or peer pressure (e.g. “All your friends do it, why don’t you?”)

Finally ask the participants to write a reply or action they could make to each of the possible boyfriend/girlfriend responses. Remind them to be assertive and avoid conflict.

For example,

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

Now hear some example complete conversations with their final action or speech.

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

Finally, with a partner, students can role play the best responses and practice the right body language.

Say, “By practicing how to resist pressure and be assertive you will be prepared and protected against risk later in life.”

c. Conclusion: (15 mins)

Ask the class to brainstorm other risky situations (e.g. being pressured to have sex without a condom, being pressured by an older man, being pressured to drink home brew or smoke drugs).

Finally ask the class to list reasons why it is better for young men and women to delay the time of first sexual experience. Summarise these on the board.

For example,

- Young people may be physically mature but emotionally immature
- Sex before marriage is against their values
- Might not know enough about HIV/AIDS and pregnancy risks yet
- Might not be confident to talk about sex or condoms
- Might need to chose a better partner
- Need more experience of the world
- Wanting to complete their education and get a job
- Wanting to be independent
- Reduces the risk of HIV/AIDS and STIs

Learning outcome 4: Demonstrate correct use of the male and female condom

Lesson 18

By the end of this lesson students can...

- 4.1 Demonstrate the correct use of the male condom and lubricant
- 4.2 Demonstrate the correct use of the female condom and lubricant
- 4.3 List reasons people chose to use condoms
- 4.4 List reasons why people do not use condoms
- 4.5 Explain how condoms protect people against HIV and STIs and unplanned pregnancy
- 4.6 State where people can get condoms

Resources: Enough male and female condoms for 2 for each student, lubricant (enough for 1 packet between 2 students) wooden penises (fingers make a good substitute)

It may be better to teach this lesson to same sex groups. Both sexes should learn about male and female condoms. All TVET students must be taught how to use condoms correctly under the DoE HIV/AIDS Policy. If you do not feel comfortable demonstrating, please seek help from other teachers, health workers or Provincial AIDS Committee.

a. Introduction: (15 mins)

Say, "Using condoms is a responsible choice – some people choose not to use them (i.e. for religious reasons) and accept the risk. They are a barrier to semen and vaginal fluid. They are a barrier for HIV and STIs and prevent pregnancy. You need to know how to use them properly and confidently to protect yourself. Condoms are very effective."

With a same sex partner students should list reasons why young people use or do not use condoms. Summarise this on the board.

For example,

Why young people use condoms	Why young people do not use condoms
<ul style="list-style-type: none"> • Know the risks of HIV, STIs and pregnancy • Confident in how to use them • Have access to condoms • Communicates well and negotiates with their partner • Responsible • Sexually active 	<ul style="list-style-type: none"> • Embarrassed to use them • Don't know where to get them • Think they will be safe • Persuaded not to use them • Catholic • Can't ask their sexual partner • Think that condoms are only for promiscuous people

b. Main Activity: (20 mins) Condom demonstration

Demonstrate how to use a male and female condom correctly. Show the participants twice slowly. They will have to demonstrate this next. Answer any questions.

Remind students that condoms and lubricant are free in PNG from health centres and Provincial AIDS Committees. Boarding schools have to provide access to them for students and staff under the HIV/AIDS Implementation Plan and DoE HIV/AIDS Policy.

Key points:

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

Condom demonstration steps

Male condoms	Female condoms
<p>a. Do you really want sex? Does your partner? Are you both feeling comfortable or are you under any pressure? Abstinence is 100% safe or you could use alternatives like hugging, kissing or masturbation</p> <p>b. Make sure the condom packet is in date and not damaged</p> <p>c. Do not put the erect penis near the vagina until the condom is on</p> <p>d. Open the packet carefully by squeezing the condom to one side– watch out for sharp nails and jewellery tearing the condom</p> <p>e. Pinch the teat end, check which way the condom unrolls and unroll the condom slowly down the erect penis</p> <p>f. The condom does not cover the scrotum, just the penis</p> <p>g. Putting lubricant on the condom makes sex better and safer</p> <p>h. Don't use oil as a lubricant because it damages the condom</p> <p>i. Have sex</p> <p>j. When the man has ejaculated he should withdraw straight away holding onto the condom</p> <p>k. The condom acts as a barrier to sperm, vaginal fluid, HIV and other STIs</p> <p>l. Never use a condom twice</p>	<p>a. Do you really want sex? Does your partner? Are you both feeling comfortable or are you under any pressure? Abstinence is 100% safe or you could use alternatives like hugging, kissing or masturbation</p> <p>b. Make sure the condom packet is in date and not damaged</p> <p>c. Do not put the erect penis near the vagina until the condom is inside the vagina</p> <p>d. Open the packet carefully by squeezing the condom to one side– watch out for sharp nails and jewellery</p> <p>e. Fold the smaller rubber hoop inside the condom into a figure of 8</p> <p>f. Insert this ring and the condom deep up inside the vagina so when it springs open it will hold the condom in place securely</p> <p>g. The outer, larger ring should be outside the vagina</p> <p>h. Putting lubricant inside the condom makes sex better and safer</p> <p>i. The man can now enter the woman (guide the penis inside the condom) and ejaculate safely</p> <p>j. The condom acts as a barrier to sperm, vaginal fluid, HIV and</p>

m. Tie the condom in a knot and throw it away in a pit latrine, wrapped and in a rubbish bin or bury it (do not flush down a Western toilet!)	other STIs k. Twist the condom when you remove it. l. Tie it in a knot and throw in a pit latrine, rubbish bin or bury it (do not flush down a Western toilet!)
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c. **Conclusion:** (15 mins)

Working in same sex pairs participants should demonstrate correct use of both the male and female condoms. Their partner should assess them using the key points in the Resource Book. They should also assess their confidence. **Do not force anyone to demonstrate if they don't want to. They can still observe and assess.**

Ask students to look at the list of why condoms fail. Say, "Condoms are very effective at preventing the transmission of HIV but only if you use them correctly and every time you have sex." Ask them to complete the Self Study tasks in the Resource Book.

Learning outcome 5: State strategies for a healthy and faithful relationship

Lesson 19

By the end of this lesson students can...

5.1 List behaviours that promote a healthy faithful relationship between boyfriend/girlfriend & husband/wife

5.2 List characteristics of a suitable partner

5.3 List characteristics of unsuitable partners

5.4 Explain positive and negative reasons for why people begin relationships and get married

Resources: Value questionnaire statements on board or butcher paper, 1 piece of butcher paper per group

a. Introduction: (15 mins)

Ask students to note their answer to each of these statements as you read them out. They can AGREE, DISAGREE or say NOT SURE

Marriage is a shared and equal journey
Marriage is about serving your husband
The husband is in charge of the marriage
Marriage is about having sex
Marriage should always be based on love
Money is the most important thing in marriage
Polygamy is ok
A marriage without children is ok

b. Main Activity: (40 mins)

Divide the class into groups of 4. Give each group one different area to discuss and brainstorm.

- 1) List behaviours that promote a healthy faithful relationship between girlfriend and boyfriend
- 2) List behaviours that promote a healthy faithful relationship between wife and husband
- 3) List characteristics of a suitable partner
- 4) List characteristics of an unsuitable partner
- 5) List the signs of a healthy marriage
- 6) List the signs of an unhealthy marriage

Ask students to present their findings and then ask the class to add any missing ideas.

c. Conclusion: (5 mins)

Say, "There are many reasons why people get married. Some are positive and some are negative. These reasons might be different for different people. Forced marriage and forced sex are always wrong."

"Choose your husband/ wife wisely

- Someone who is similar in age
- Someone who has similar interests and values
- Someone that you love and care for
- Someone who does not lie or hit you or put pressure on you

Treat your husband/ wife as your equal. Treat them the way you would like to be treated. Work with your husband/ wife to have a strong, faithful and loving relationship”

Ask the students to complete the self study tasks on relationships with a partner before the next lesson. They should also read the section on VCT before the next lesson.

Learning outcome 6: Explain the importance of having an HIV blood test

Lesson 20

By the end of this lesson students can...

6.1 Explain the importance of having an HIV blood test

6.2 Describe the process of having an HIV blood test

6.3 State where you can get an HIV blood test nearby

6.4 Explain why the HIV blood test is confidential, voluntary and free

Resources:

a. **Introduction:** (10 mins)

Say, "VCT stands for Voluntary Counselling and Testing. An HIV test at a VCT centre is the only way of knowing if you have the HIV virus. Remember there are no signs or symptoms of HIV infection." Ask the class to brainstorm where VCT centres are near their school or community. **Your Provincial AIDS Committee can help you with an up-to-date list.**

b. **Main Activity:** (40 mins)

Ask the students these questions to discuss with a partner. They should discuss for 2 minutes and then you can hear quick feedback.

Why is it important to have an HIV blood test?

Why is it important the test is voluntary?

Why is it important the test is confidential?

Why is it important the test includes counselling?

Then ask the students to work with a partner to draw a simple flow chart showing the main steps of VCT. They should use their Resource Book to help.

c. **Conclusion:** (10 mins)

Ask students to swap their flow chart with another pair who will mark it using their Resource Book. Are there any errors? Have they missed out any steps?

Say, "VCT is very important for PNG. Anyone who has had sex without a condom is vulnerable to HIV and needs to have a test. If you are negative you can change your behaviour and protect yourself and your loved ones. If you are positive you can have access to free treatment and support. You can change your life to help live longer." Ask them to complete the Self Study tasks for this outcome in the Resource Book.

Sample assessments

Module	Test	Assignment	Attitude and participation
2. Protecting yourself and others	10% 20 questions	12% E.g. condom demonstration	3%

Module 2 test

Listen carefully to the questions and write down the answers.

1. List four sexual practices which do not transmit HIV. (4 marks)

- (a)
- (b)
- (c)
- (d)

2. List two low risk sexual practices. (2 marks).

3. List two high risk sexual practices. (2 marks).

4. List three ways of reducing your risk of HIV and STIs (3 marks)

5. List 2 life skills that are needed to protect yourself from risks (2 marks)

6. True or false. (3 marks)

- a) Using two condoms at the same time is more risky True or false
- b) Condoms are free in PNG True or false
- c) The HIV virus can pass through a condom True or false

7. What do the letters VCT stand for? (1 mark)

8. Where is the nearest VCT HIV testing centre to your institution? (1 mark)

9. How long is the window period? (1 mark)

10. Why is it important that the HIV blood test is free, voluntary and confidential? (1 mark)

TOTAL MARKS SCORED...../20.

Module 2 assignment

ASSIGNMENT: CONDOM DEMONSTRATION	Student Activity Sheet			
Module Name: PROTECTING YOURSELF AND OTHERS	Competent √			
Module Code: HIV 102 – 07	Not Yet Competent X			
<p>Students will demonstrate the correct use of a male and a female condom to a small group (4-6) of same sex peers. They will state accurate facts and correct common misconceptions about condoms. They will stress safer sex messages and abstinence/saying no/resisting pressure strategies. They will be observed and assessed by the lecturer.</p> <p>Value: This assignment is worth 12% of the overall course marks</p> <p>Length: One 15 minute demonstration</p> <p>Assessment criteria:</p>				
<p>1. Accurate facts about condoms: when used properly 95-98% effective in prevention transmission on HIV, also prevents STI and unwanted pregnancy, free from clinics and Provincial AIDS Committees, part of the Government's HIV strategy, research shows they do not encourage promiscuity, we need to resist pressure to have unsafe sex which puts us at risk of HIV/AIDS</p>	0	1	2	3
<p>2. Correct demonstration of male condom using a wooden penis or banana/carrot: Include these points...</p> <ul style="list-style-type: none"> • Do you and your partner really want sex? If either is unsure or uncomfortable – NO! Abstinence is 100% safe. A man must wear the condom before entering the woman's vagina • Check the expiry date on the packet • Squeeze the condom to one side in the packet • Tear from the serrated edge • Pinch the tip and carefully unroll the condom down the erect penis (be careful it is the right way around!) • Have sex – some couples use water based lubricant • After the man ejaculates he must withdraw straight away before he loses his erection • Tie a knot in the condom so it can't be used again • Throw the condom and wrapper away in a sensible place – wrapped in plastic bag in the bin, thrown in the pit latrine, NOT flushed down the Western toilet 	0	1	2	3
<p>3. Correct demonstration of female condom using a wooden penis or banana/carrot: Include these points...</p> <ul style="list-style-type: none"> • Do you and your partner really want sex? If either is unsure or uncomfortable – NO! Abstinence is 100% safe. A woman must be wearing the condom before the man's penis enters her body • Check the expiry date on the packet • Squeeze the condom to one side in the packet 	0	1	2	3

<ul style="list-style-type: none"> • Tear from the arrow mark or serrated corner • Squeeze the inner smaller ring into a figure of 8 and insert it up inside the vagina (to the cervix) • Some women find it easier to lift up their leg or lie on their back. It is easier with practice. • The larger outer ring should stay outside of the vagina and labia • The woman should carefully guide the man's penis inside the condom • Have sex – some couples use water based lubricant inside the condom. The man should ejaculate inside the condom • Twist the condom to remove it from the vagina • Tie a knot in the condom so it can't be used again • Throw the condom and wrapper away in a sensible place – wrapped in plastic bag in the bin, thrown in the pit latrine, NOT flushed down the Western toilet 				
<p>4. Correct facts about how to make sure the condom works. Include these points...</p> <ul style="list-style-type: none"> • Both partners must be happy to have sex (i.e. if one feels sex before marriage is wrong, they should not have sex) They should know how to use a condom properly and discussed it. • Only use one condom (else they rub against each other and tear) • Drunk or nervous men sometimes lose their erection and the male condom could come off • Roll the male condom on the right way round or it will tear • Use water based lubricants – the woman should be well lubricated and aroused before sex • Be careful of sharp nails, jewellery etc tearing the condom 	0	1	2	3

Total: _____ / 12

Feedback

Assessment Outcome:	Competent	Not Yet Competent
Student's Name:	Facilitator's Name:	
Date:	Work Place:	
Student's Signature:	Facilitator's Signature:	

Module 2 attitude and participation

ATTITUDE & PARTICIPATION		Student Activity Sheet	
Module Name: PROTECTING YOURSELF AND OTHERS		Competent √	
Module Code: HIV 102 – 07		Not Yet Competent X	
Marks: 3% of overall course total			
1. Participation: Does the student involve themselves enthusiastically in group tasks? Do they work well with both sexes?		0	1
2. Punctuality: Does the student arrive in class on time and well prepared?		0	1
3. Questioning and self study: Does the student make notes? Do they ask questions? Do they complete the Self Study tasks on time?		0	1
Feedback			
Assessment Outcome:		Competent	Not Yet
		Competent	
Student's Name:		Facilitator's Name:	
Date:		Work Place:	
Student's Signature:		Facilitator's Signature:	

Module 3 Care and support for people living with HIV/AIDS

Learning outcome 1: Explain the effects of stigma and discrimination on people living with HIV/AIDS

Lesson 21

By the end of this lesson students can...

1.1 Describe the situations when people who are affected with HIV are harmed by stigma and discrimination

1.2 Describe situations when people who are infected with HIV are harmed by stigma and discrimination

1.3 Explain the negative consequences of stigma and discrimination on people affected or infected by HIV

Resources: None

a. Introduction: (15 mins)

Say, "People living with HIV/AIDS have the same rights as anyone who is not infected by HIV/AIDS."

With a partner ask students to list down at least 10 basic human rights. Ask the class to tell you what these would be.

b. Main Activity: (20 mins)

Say, "Stigma is when we say something hurtful about someone living with HIV/AIDS. Discrimination is when we treat someone with HIV/AIDS differently."

Say, "Words of stigmatisation and discrimination that hurt PLWHA very much."

In pairs students must write words and phrases that stigmatise and discriminate PLWHA in their work books.

Words that Stigmatise PLWHA	Words that Discriminate PLWHA
<i>E.g. People with HIV are sinners</i>	<i>E.g. You can't work here – you have HIV</i>

Ask students to share these with the class.

c. Conclusion: (15 mins)

Ask the students to work on their own and empathise how you would feel if a friend, brother or sister, father, mother, son or daughter told you they were HIV positive. How would you feel? Reflect this own your own. Write down how you would feel, how they would feel and what you would say or do.

Ask the students to share their thoughts with a friend.

Say, “It is very important we fight stigma and discrimination. If people think that they might be rejected by their family and friends or lose their jobs if they are tested positive for HIV then they won’t get tested. In our culture family and community are very important. People rejected by their family or community get sick and die quickly. Stigma is against our Christian values and Melanesian tradition of love and care.”

Finally, set a self study task. Ask students to write a prayer to start the next lesson about loving and caring for people living with HIV/AIDS.

Lesson 22

By the end of this lesson students can...

1.1 Describe the situations when people who are affected with HIV are harmed by stigma and discrimination

1.2 Describe situations when people who are infected with HIV are harmed by stigma and discrimination

1.3 Explain the negative consequences of stigma and discrimination on people affected or infected by HIV

Resources: Statement on the board before the lesson begins, picture of bridge model, scrap paper (enough for 2 for each student), case studies written onto butcher paper or photocopied from book (enough for 2 case studies between 4 students)

a. **Introduction:** (10 mins)

Write this sentence on the board:

How do people infected and affected by HIV/AIDS feel when they are being stigmatised?

Ask students to work in pairs for 5 mins and list words or phrase which describe how PLWHA would feel. E.g. The sooner I die the better, no one cares about me, lonely, rejection

Make a list of these words and phrases with the class.

Say, "PLWHA should not feel out of place when meeting with people who are not infected and affected. It is a Christian duty to make them welcome."

Now choose one student to start the lesson with the prayer they wrote for their self study task.

b. **Main Activity:** (30 mins) Stigma and discrimination case studies

In groups of 4 (mixed sex if possible) ask students to read two of the case studies. Say, "How would you feel if you were the person in the case study? What would you do if you were there?"

Case study 1

One of the teachers at your school has been sick recently. They recover and return to class but the rumour is that this teacher has got HIV. Some of your peers in the dorm decide that they won't go to that teacher's class until the Headteacher sacks them. What will you do?

Case study 2

Matthew's uncle has contracted HIV. He has started to work with the local Provincial AIDS Committee and sharing his story. When he comes to Matthew's village he walks over to hug him and share buai but Matthew backs away. His uncle is upset but tries not to show it. Later that night he notices that the cutlery he has used has

been thrown in the rubbish pit and his usual bed is not in the house. Instead it is in the haus win. If you were a member of this family what would you do?

Case study 3

You are playing volleyball and one of your team mates leaps for the ball and smashes their head open. It is bleeding a lot. No-one goes to help and you hear someone mutter about AIDS. What will you do?

Case study 4

You are on the PMV with your mates and having a great time. One of the women on the bus complains about the noise and your best friend yells out, "Shut up, AIDS meri". All your friends laugh. What will you do?

Ask groups to give their answers to the questions and discuss these with them. Remind them that a Christian would not show fear or stigmatise someone because of their sickness. Jesus ministered to the sick.

c. Conclusion: (20 mins) The Bridge Model

Draw a picture of a bridge on the board. On one side draw pictures of your students. On the other draw pictures labelled PLWHA.

Say, "The model of a bridge binds the positive healthy life style with religious beliefs, education success, better sustainable livelihood and cultural beliefs. How can we build a bridge between us and PLWHA?"

Ask the students to write words of love and care for PLWHA person in a Christian and Melanesian Culture and stick them between the people to make a bridge. For example, words like; I still love you, God will forgive your sins, you are useful, wanbel stap, we are with you. etc.

Finally, ask students to read the section in their Resource Book and complete the Self Study tasks. Thank them for their thoughtfulness and empathy.

Lesson 23

By the end of this lesson students can...

1.1 Describe the situations when people who are affected with HIV are harmed by stigma and discrimination

1.2 Describe situations when people who are infected with HIV are harmed by stigma and discrimination

1.3 Explain the negative consequences of stigma and discrimination on people affected or infected by HIV

Resources: 3 statements on board or on butcher paper before the lesson, main activity cards prepared and sticky tape

a. Introduction: (15 mins)

Say, "Many people living with HIV/AIDS feel an outcast and have no hope of living anymore. Many people with HIV are stigmatised: people have a bad attitude towards them and treat them differently (look down on them, make fun of them). For instance, PLWHA may be prevented from using health services or their employment will be terminated because of their HIV status. This is discrimination."

Display these statements on the board. Ask the students to work with a partner and discuss the following statements:

A time I became aware of people being discriminated against...

A time I was discriminated against...

A time that I discriminated against someone else...

Say, "Discrimination is a big issue. There are many different forms of discrimination ranging from silent neglected to violent persecution. Discrimination is based upon learned human beliefs, attitudes and practices. These influence how we relate to others. As Christians and Melanesians we have to fight discrimination."

b. Main Activity: (35 mins)

Now put these cards on the board one at a time and ask students to complete the sentence in groups of 4. For example, "All Highlanders are good business people"

All Highlanders are...

All coastal people are...

All women are...

All men are...

All sex workers are...

All people with HIV are...

Now stop them and say, "You have listed lots of stereotypes! A stereotype is a view of a group based often based on rumour, cultural values or discrimination. For

example, saying people with HIV are sinners or sex workers are bad people. We must fight against this stereotyping and see people as individuals.”

c. Conclusion: (10 mins)

Say, “Outside forces such as discrimination and poverty affect people who get HIV and how they are treated when they get sick. Some people would rather think that only “bad” people get HIV. That would then protect them because they are, of course, ‘good’ people. This is not true. We need to accept that HIV is everyone’ problem and well all need to work together to stop the spread of the disease.”

“Most of us have some type of prejudice. These biases cab obviously get in the way of any counselling or caring. The good news is that biases can be unlearnt. No-one is born with any feeling or beliefs that make them judge people they don’t know We learn prejudice. The first step is to recognise it.”

Ask the students to tell a partner three things they have learnt or changed since this Module began. Remind them to complete the Self Study tasks.

Lesson 24

By the end of this lesson students can...

1.4 Explain how the rights of those affected or infected can be protected

Resources: Copy of the DoE HIV/AIDS Policy (all schools, Inspectors, DEA and PEA have these), copy of HAMP Act booklet (available from your PAC)

a. **Introduction:** (15 mins) Brainstorming

In a group of 4 ask students to brainstorm the effects of stigma and discrimination on people living with HIV/AIDS.

E.g. People are scared to get tested, PLWHA die quickly

Hear the feedback and remind them PLWHA have the same rights and responsibility as them.

b. **Main Activity:** (35 mins) The HAMP Act and DoE HIV/AIDS Policy

Say, "Stigma and discrimination are walls that prevents people being loved and getting help and tested."

Tell the students about the HIV Policy and the HAMP Act. Show them copies if available and point them out in their Resource Book.

Highlight these key points:

i. **HAMP Act**

- Made law in June 2003, passed unanimously in Parliament by all MP's
- Based on human rights and Christian principals
- Accepts that repression and abuse of people living with HIV&AIDS makes people too afraid to talk about HIV&AIDS, too afraid to be tested and, worst of all, too afraid to find out what to do to protect themselves and their families and loved ones from infection. The HAMP Act encourages voluntary counselling and testing (VCT).
- All people must be protected by law whether they have HIV&AIDS or not
- All people affected by HIV should have the same human rights as everyone else (right to work, housing, education, respect etc)
- People with the virus should act responsibly to make sure they do not pass HIV on to anyone else

For example, it is against the law to...

...expel a pupil from school because they are HIV positive or have HIV positive families

...say people with HIV should be locked up

...refuse permission for HIV&AIDS awareness educators to talk to students

...fail to provide condoms and lubricant to staff and students (when they are old enough)

...screen students and teachers for HIV

...not to tell your sexual partner if you are infected

...not to use a condom when having sex if you are infected

Now ask students to discuss the HAMP Act in groups of 4. What do they think about the Act? Hear some feedback.

ii. Department of Education HIV/AIDS Policy

- Launched on World AIDS Day 2005
- Based on human rights and the HAMP Act
- A significant number of pupils will die or need to care for family members. Families will be unable to pay school fees, especially for girls. Girls are especially vulnerable because of biological factors, school fee problems and because they will have to care for sick relatives.
- Boarding students are a high risk group because they are away from their families.
- Teachers, students and schools in the national education system must all follow this Policy. This includes all agency schools.
- Accurate HIV&AIDS information and materials made available to all schools, institutions, teachers and students.
- Peer education in boarding schools
- Male and female trained counsellors in boarding schools
- Flexible learning for affected students
- Condoms are to be made available in the workplace for all teachers
- Condoms should be available to boarding students

Ask students to discuss with a partner why it is important for young people to know their rights and responsibilities. Hear their feedback.

c. Conclusion: (10 mins) Revision Quiz

In pairs students can try and answer these questions

1. T or F. There is a bush cure for HIV. (False)
2. T or F. People who are infected by HIV die quickly. (False)
3. T or F. You can tell someone has HIV by looking at them. (False)
4. T or F. You can tell if someone has AIDS just by looking at them. (False)
5. T or F. List three ways a PLWHA could live positively (e.g. good diet)

Ask students to read the section in the Resource Book and complete the Self Study tasks.

Learning outcome 2: List services, treatment and support available to people living with HIV/AIDS

Lesson 25

By the end of this lesson students can...

2.1. List local VCT centres

2.2. List local STI clinics

2.3. List organisations and groups that support people infected and affected by HIV/AIDS.

Resources: None.

a) **Introduction:** (15 mins)

Say, "VCT centres are vital for everyone to have their HIV status check and there are local VCT Centres available for people to go to for their HIV status check."

In pairs write down the local VCT centres and who runs them. Ask students to tell the whole class their list. Summarise these on the board.

Now ask them to do the same for places where they could be tested for STIs.

Main Activity: (30 mins)

Ask students to list why it is important to care for people living with HIV/AIDS.

Now in pairs ask students to identify organisations and groups that support people who are infected and affected with HIV/AIDS.

Alternative activity: Visit a local VCT centre or ask a VCT worker to come and speak to the students and answer their questions.

Conclusion: (15 mins) Individually, design a poster to inform people which organisations and groups support people who are infected and affected by HIV/AIDS. Ask students to read the section on ART and treatment.

Lesson 26

By the end of this lesson students can...

2.4 Explain what ART is

2.5 List where to get access to ART

Resources:

a. **Introduction:** (15 mins) Students present their findings to their group of 4 from Self Study about ART and where to get access to ART

Say 'ART stands for anti-retro viral therapy. Sometimes you might hear these called ARV or anti-HIV drugs. There are lots of different types and combinations of ART. These are powerful medicines that slow down the reproduction of HIV in your body. People living with HIV on ART can live a long time if they take the pills every day for the rest of their lives. However there are some disadvantages. Many people live in remote areas away from health services, it is hard to get the dose right, there can be side effects, you need an expert health workers to help get the right ART and you need a special blood test, and you need to take pills every single day.'

b. **Main Activity 1** (15 mins) True or false

Play this game with your class. Ask them to record the answer individually and then tell them the correct one.

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

and still get HIV because their partner has the virus. It is dangerous to say only sinners are at risk.)

Main Activity 2: (15 mins) Put this question on the board. Ask students to discuss it and give feedback.

What are the challenges with providing ART in PNG?

c. **Conclusion:** (15 mins)

Ask the students to tell their partner where they can get ART. Can you get it locally?

Self Study: In groups of four come up with strategies for caring for people living with HIV/AIDS for the next lesson.

Learning outcome 3: Explain how to care for people living with HIV/AIDS

Lesson 27

By the end of this lesson students can...

3.1 Explain the importance of caring for people living with HIV/AIDS

Resources: None

a. **Introduction:** (15 mins) Read this true story from a student.

Lisa, student

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

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

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

Collect some of these messages from the class.

b. **Main Activity:** (30 mins)

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

Students should work in groups of 4. Ask them to discuss the two questions and give feedback in class.

Why is it important to care for people living with HIV/AIDS?

Why is it important for people living with HIV/AIDS to live positively?

Say "Depression can weaken your immune system. That is why positive living and caring is important."

c. **Conclusion:** (15 minutes)

Students can share personal experiences about how they would care for a person living with HIV/AIDS. Some students may already have family members or wantoks who have HIV or AIDS. They might want to share their stories.

Finally, ask students to think about what will happen to the country if we do not care and love people living with HIV/AIDS. Hear this feedback and then set Self Study tasks. Say, “A person with HIV can live a long life if they have love and support and if they live a positive life”

Lesson 28

By the end of this lesson students can...

3.2 List Positive Living strategies

Resources: None

a. Introduction: (15 mins)

Ask students to suggest prayers or readings that would encourage people to care and love people living with HIV/AIDS.

Ask students to work with a partner to write a short 4 line prayer about caring for people and making sure they are not isolated.

Say, "A person with HIV can live a long life if they have love and support and if they live a Positive life"

b. Main Activity: (30 mins)

In mixed groups participants should discuss these two questions:

How can people live positively with HIV?

Why is it important to live positively?
--

Some possible answers:

How can people live positively with HIV?	Why is it important to live positively?
<ul style="list-style-type: none"> • Eating fresh fruit and vegetables • Eating fish and protein • Eating energy foods like taro • Drinking clean water • Using a mosquito net • Using a condom for sex • Working • Raising your children • Church and prayer • Helping others • Having friends and family • Keeping active • Working your garden • Sharing your story • Planning for the future • Having a loving family • Seeking medical advice • Not having scar cuts or tattoos • Rest and relaxation • Storying • Avoid cigarettes, drugs and alcohol 	<ul style="list-style-type: none"> • Strengthen your immune system • Live longer and be more productive • Live longer and see children grow up • Save the lives of others • Fight the epidemic • Earn money for your family • Not spread HIV to someone else • Prepare for the future • Live longer with your husband/wife • Contribute to your family, community and Church • Continue your education • Plan for the future

<ul style="list-style-type: none">• Taking anti-retro viral medicines (ART)• Getting treatment for opportunistic infections like TB	
--	--

Hear feedback and summarise on the board.

c. **Conclusion:** (15 mins)

Ask students to read the true story of Don Liriope for Self Study and answer the questions in the Resource Book.

Lesson 29

By the end of this lesson students can...

3.3 Explain how to give emotional support.

3.4. Explain how to give physical support and care.

3.5 Explain what Home Based Care is

Resources: 3 statements prepared on butcher paper or on the board

a. **Introduction:** (15 mins)

In groups of four students discuss and give feedback on this discussion question.

How would you provide emotional and physical support to a person living with HIV/AIDS?

b. **Main Activity:** (30 mins) Home Based Care

Say, "People who have developed AIDS are very sick. It is better for them to be cared for at home. Home Based Care is important because in PNG care is traditionally given in the home. As the epidemic has developed the health system is also struggling to developing services to help support the needs of someone living with HIV/AIDS. People cared for at home are healthier, happier and live longer. It is better than being isolated in hospital. Home carers are not at risk of HIV."

i) In groups of four students discuss and give feedback.

What do you see as benefits of a person living with HIV getting care at home rather than at the Health Centre or Hospital?

What are the disadvantages of Home Based Care?

c. **Conclusion:** (15 mins)

Ask students individually to design a poster with 10 tips for Home Based Care using the Resource Book. These will be displayed in the next lesson.

Learning outcome 4: Demonstrate responsible and caring behaviour towards people living with HIV/AIDS

Lesson 30

By the end of this lesson students can...

4.1 Demonstrate responsible and caring behaviour towards a person affected or infected with HIV

4.2. Empathise with the feelings of someone affected or infected with HIV

4.3 Explain the importance of showing compassion, empathy and understanding towards people affected or infected with HIV

4.4 Retell/share positive experiences of how people have cared for people who are infected with HIV

Resources: Statement on the board

The best strategy for this lesson is to ask a person living with HIV/AIDS to come and speak to the class and answer questions. Your Provincial AIDS Committee and local AIDS support group could help find a trained speaker.

This sample lesson plan assumes you cannot find a person living with HIV/AIDS to talk to the class.

a. **Introduction:** (10 mins)

You have just had an HIV blood test and the result is positive. How would you feel?

Students brainstorm how they would feel and share these with a friend.

Q: Why is it important we show Christian love and understanding to people living with HIV/AIDS?

b. **Main Activity:** (40 mins) Drama

In pairs students prepare a RIGHT WAY and WRONG WAY drama.

Say, "Imagine your best friend tells you that they are HIV positive. How would you react? What is the right way? What is the wrong way?"

Students must develop a simple 2 minute role play showing the right way to react and the wrong way to react. The emotions should be clear and the moral message straightforward.

Ask students to show their two role plays.

c. Conclusion: (10 mins)

Say, “Living with HIV/AIDS is not the end of your life. Through Positive Living, care and support and ART you can live a productive life. Having HIV will make your life different and will probably make it shorter but you can fight it with the love and understanding of your friends and family.”

Ask students to read about the right and wrong words to use in the Resource Book. Remind them to complete the Self Study tasks.

Sample assessments

Module	Test	Assignment	Attitude and participation
3. Care and support for people living with HIV/AIDS	10% 20 questions	12% E.g. role play	3%

Module 3 test

Listen to the questions carefully and write down the answers.

1. The HAMP Act is the PNG law about HIV/AIDS. Explain what each letter represent (1 mark)

- (a) H.....
- (b) A.....
- (c) M.....
- (d) P.....

2. List 2 negative consequences of stigma and discrimination. (2 marks)

3. The Department of Education has an HIV Policy. Why? (1 mark)

4. What do the letters ART stand for? (1 mark)

5. True or false. There are bush medicine cures for HIV. True or False (1 mark)

6. What are some of the difficulties with taking ART? List 2 problems or side effects. (2 marks)

7. List 5 strategies for Positive Living. (5 marks)

8. Why is it important for people to care for people who are living with HIV/AIDS? (1 mark)

9. List four steps in Home Based Care (4 marks).

10. What should you do to safely clean up blood spills in the workplace or at school? (1 mark)

11. List 3 symptoms of AIDS. Remember the only way to know for sure is an HIV blood test (1 mark)

TOTAL MARKS/20.

Module 3 assignment

ASSIGNMENT: ROLE PLAY		Student Activity Sheet																							
Module Name: CARE AND SUPPORT FOR PLWHA		Competent √																							
Module Code: HIV 103 – 07		Not Yet Competent X																							
<p>Students will present a role play in groups of 3 which demonstrate the Christian and Melanesian way of caring and supporting people living with HIV/AIDS. The role play must show the negative harmful affects of stigma and discrimination and how people are healthier if loved and cared for by their friends and family.</p> <p>Value: This assignment is worth 12% of the overall course marks</p> <p>Length: One role play, 15 minutes maximum</p> <p>Assessment criteria:</p> <table border="1"> <tbody> <tr> <td>1. Participation and preparation: Student is actively involved in planning, finding props and acting in the role play.</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>2. Behavioural message: The behavioural message is clear and accurate (e.g. caring for people living with HIV/AIDS is better for the community and the individual), and the alterative (stigma and discrimination) is shown to be very harmful; the drama is interesting to watch</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>3. Acting: Voice and body skills are engaging and interesting; loud enough to be heard from the back, faces audience, dramatic and powerful gestures; well rehearsed and well organised</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4. Accurate facts about people living with HIV/AIDS: key facts are stressed such as how to live positively, how to care for someone sick with AIDS, where to get a blood test etc.</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Total: _____ / 12</p>						1. Participation and preparation: Student is actively involved in planning, finding props and acting in the role play.	0	1	2	3	2. Behavioural message: The behavioural message is clear and accurate (e.g. caring for people living with HIV/AIDS is better for the community and the individual), and the alterative (stigma and discrimination) is shown to be very harmful; the drama is interesting to watch	0	1	2	3	3. Acting: Voice and body skills are engaging and interesting; loud enough to be heard from the back, faces audience, dramatic and powerful gestures; well rehearsed and well organised	0	1	2	3	4. Accurate facts about people living with HIV/AIDS: key facts are stressed such as how to live positively, how to care for someone sick with AIDS, where to get a blood test etc.	0	1	2	3
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Feedback																									
Assessment Outcome:		Competent		Not Yet Competent																					
Student's Name:		Facilitator's Name:																							
Date:		Work Place:																							
Student's Signature:		Facilitator's Signature:																							

Module 3 attitude and participation

ATTITUDE & PARTICIPATION		Student Activity Sheet	
Module Name: CARE AND SUPPORT FOR PLWHA		Competent √	
Module Code: HIV 103 – 07		Not Yet Competent X	
Marks: 3% of overall course total			
1. Participation: Does the student involve themselves enthusiastically in group tasks? Do they work well with both sexes?		0	1
2. Punctuality: Does the student arrive in class on time and well prepared?		0	1
3. Questioning and self study: Does the student make notes? Do they ask questions? Do they complete the Self Study tasks on time?		0	1
Feedback			
Assessment Outcome:		Competent	Not Yet Competent
Student's Name:		Facilitator's Name:	
Date:		Work Place:	
Student's Signature:		Facilitator's Signature:	

Module 4 Sexuality, sex and responsible living

Learning outcome 1: Confidently discuss personal sexuality and values.

Lesson 31

By the end of this lesson students can...

1.1 Explain what sexuality is and what shapes sexuality

1.2 Explain how values affect sexuality

Resources: Photos cut from newspapers and magazines (enough for 10 per group), definition of sexuality on butcher paper,

a. Introduction: (10 mins)

Show the students a collection of photographs cut from newspapers and magazines of men and women. Ask them to select two which best show the word “sexuality” and explain their choice to their group. Ask the groups to come up with a definition of sexuality. Hear these and then read them one prepared on butcher paper.

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

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

b. Main Activity: (40 mins)

Ask the students to work in a group of 4 (mixed sex if possible) to list the factors that affect sexuality in 4 categories: **social, physical, emotional, spiritual**. Ask the groups to present their work on butcher paper.

Now ask the students to complete the values questionnaire in their Student Resource Book. Ask them to share their answers with a friend. How are they the same and how are they different? What factors affect your values?

c. Conclusion: (10 mins)

Q: True or false. A man’s sexuality is the same as a woman’s.

Ask students to discuss this with a partner. Hear some answers and then ask the students to read through the section in the Student Resource Book and complete the Self Study tasks.

Lesson 32

By the end of this lesson students can...

1.3 Explain what is healthy sexuality

1.4 Explain what is unhealthy sexuality

Resources: 5 statements for discussion on the board,

a. **Introduction:** (25 mins)

Ask groups of 4 (mixed sex if possible) to discuss **one** of these statements for 10 minutes

Why rape is so common in our country

Sex before marriage

Men are more likely to be unfaithful than women

It is ok to have more than one sexual partner

Hear some of the responses for 15 minutes. Remind the students that it is important they have an open mind about sexuality. In every human society, for example, there are people who are homosexual. Remind them that discussing these issues openly is healthy and that values change as you experience life.

b. **Main Activity:** (30 mins)

Working with a partner students should try list the negative and positive sexual behaviours from PNG society. Remember some (like homosexuality, polygamy and sex before marriage) are acceptable in some cultures and not in others! E.g.

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

c. **Conclusion:** (5 mins)

Q: What is sexual abuse and what should we do about it?

Ask students to discuss this question in pairs. Remind them that there is a zero tolerance policy towards sexual abuse in all schools. Finally, ask students to read the next section in the Resource Book on sexual intercourse and sexual response in men and women and complete the Self Study tasks.

Learning outcome 2: Explain factors that lead to healthy responsible sex

Lesson 33

By the end of this lesson students can...

2.1 List the stages of sexual intercourse

2.2 Describe healthy sexual response in men

2.3 Describe healthy sexual response in women

Resources: Scrap paper for each group

a. Introduction: (5 mins)

Welcome the class and introduce the 3 new topics they read for Self Study:

- The stages of sexual intercourse
- Healthy sexual responses men
- Healthy sexual response in women

Say, "These are sensitive subjects and may have once been taboo in your community. However it is very important that everyone learns about healthy and responsible sexual intercourse because a good sexual relationship between a wife and husband strengthens a marriage and reduces the risk of unfaithfulness".

b. Main Activity: (30 mins) Question posing

Each group of 4 chooses a group leader to record their questions and answers. Divide the tasks between the groups. Students will write questions about the subject for their peers to answer. They should use the Resource Book to help.

Task 1: List stages of sexual intercourse and design 5 or more open ended questions about the stages (with answers)

E.g. True or false. Withdrawing the penis and ejaculating outside the woman is a safe sex method. (*False!*)

Task 2: Describe healthy sexual responses in men and design 5 or more open ended questions for their peers (with answers)

E.g. True or false. Wet dreams are a sign of illness. (*False!*)

Task 3: Describe healthy sexual response in women and design 5 or more open ended questions (with answers)

E.g. True or false. A woman can only orgasm if she is penetrated by a penis. (*False!*)

c. Conclusion: (15 mins) Quiz

Collect the question sheets and the answers and read them out. In pairs students try and answer them. Select a range of questions rather than read them all out.

Say, "The principles of healthy sexual intercourse are:"

- Both the man and woman should want to have sex – sex should not be forced, should not break the moral values of the man or woman and should not be when you are too young
- Sex should be private, pleasurable and in a loving relationship
- Sex should be responsible and safe
- Sex should not hurt anyone emotionally, physically or spiritually
- Sex should not be against your values
- Sex may have consequences – physical and emotional

Remind the students if they have any questions they can ask you.

Lesson 34

By the end of this lesson students can...

- 2.4 Discuss common questions and concerns about sex
- 2.5 List factors that lead to a healthy responsible sex life

Resources: Statement prepared for the board

a. **Introduction:** (15 mins)

Write this statement on the board.

When is a good time to have sex?

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

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

Say, "Remember the principles of healthy and responsible sex:

- Both the man and woman should want to have sex – sex should not be forced, should not break the moral values of the man or woman and should not be when you are too young
- Sex should be private, pleasurable and in a loving relationship
- Sex should be responsible and safe
- Sex should not hurt anyone emotionally, physically or spiritually
- Sex should not be against your values
- Sex may have consequences – physical and emotional

b. **Main Activity:** (30 mins) What would young men and women ask about sex?

In same sex groups students should brainstorm likely questions young men and women would ask and what an accurate and positive response should be from a peer. Students should use the Resource Book to plan the answers. For example,

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

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

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

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

Ask students to display the questions on scrap paper and ask them to walk around, read at least three and check them carefully.

Highlight good questions and accurate answers.

c. **Conclusion:** (15 mins) Top Ten!

Ask students to brainstorm individually 10 factors that lead to a healthy responsible sex life. They have 5 mins only!

E.g. Accurate information about sex and HIV/AIDS & STIs, good communication skills, respect, assertiveness, knowing about safe sex and being confident to use condoms, sex within a strong relationship, not having sex too young, not having sex with someone much older, resisting temptation, strong values

Say, "Sex is special and always has consequences. It is an important part of married life. Everyone has sex. Everyone should have a healthy and responsible sex life"

Ask the students to revise the section from the Resource Book and prepare for the next lesson by reading about conception, pregnancy and birth.

Learning outcome 3: State the importance of responsible parenthood

Lesson 35

By the end of this lesson students can...

3.1 Explain the steps of conception, pregnancy and birth

3.2 Explain the importance of family planning and a small family size

Resources: A4 paper (one per student), Two questions on board or butcher paper

a. **Introduction:** (20 mins)

In groups of 4 ask students to discuss this question:

“Why is it important to have a small family?”

Hear feedback and discuss the possible reasons:

E.g. Reduce pressure on land and resources, more money for school fees, healthier well fed children, less pressure on the married couple

Q: Are there any reasons for people to have larger families?

b. **Main Activity:** (35 mins)

Individual students design a simple flow chart showing the main steps of conception, pregnancy and birth on A4 paper. Display these.

c. **Conclusion:** (5 mins)

Ask students to answer this question with a partner.

“How should we support and care for pregnant mothers?”

Ask students to interview a pregnant mother in their community/school. What does she feel? How does she stay healthy? Ask them to read the information about family planning methods in their Resource Book.

Lesson 36

By the end of this lesson students can...

3.3 List family planning methods, their effectiveness, their advantages and disadvantages

3.4 State where to access family planning services

Resources: Question on board or butcher paper, example table on board or butcher paper

a. Introduction: (5 mins)

Say “It is vital to have family planning. It prevents the population from expanding rapidly. There are advantages and disadvantages of having family planning.”

In pairs students discuss this question and give feedback in class.

“How will good family planning improve the economy and community?”

b. Main Activity: (50 mins)

In pairs ask students to sort the family planning methods from the Resource Book into different lists. Remind students that effectiveness is measured in the % chance of a woman getting pregnant in one year. So, “5%” means that if 100 sexually active women were using this method about 5 would get pregnant within a year. Remind them to be use the accurate facts from the Resource Book. For example,

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

c. Conclusion: (15 mins)

Say, “There are advantages and disadvantages to every method of family planning. We know how important family planning is and all couples should discuss it openly and plan their family. Family planning is a basic human right and should be available at your health centre and at the hospital.”

Ask students to tell a partner where they could access family planning services in their community, District and Province.

Lesson 37

By the end of this lesson students can...

3.5 Explain the most suitable time to become a parent

Resources:

a. Introduction: (15 mins)

Ask students to work in pairs to list their 10 Top Tips for when to become a parent.

E.g. 1) When you have completed your education

2) When you have a strong faithful marriage

Etc.

Ask groups to read out their Top Tips

b. Main Activity: (20 mins)

Ask students to complete the Self Study task for parenthood in the Resource Book.

Self study: *Would you make a good parent? Assess yourself using the questions below:*

1. *Have I had experience with children of all ages?*
2. *Do I have the patience to raise a child?*
3. *How do I handle anger? Would I abuse my child if I lost my temper?*
4. *How do I like doing the things parents have to do?*
5. *Could I find happiness in teaching and guiding a child, a teenager, a young adult?*
6. *Would I expect my child to take care of me in my old age?*
7. *Do I enjoy child-centred activities? Could I play with and teach my child?*
8. *Am I financially able to support a child?*
9. *Would a child interfere with my freedom, my work or educational plans?*
10. *Would I be willing to devote a large part of 18 years of my life to being a parent?*
11. *Could I accept and love a child who was born disabled?*
12. *Do I really want a child? Am I under pressure?*
13. *Would my partner make a good parent?*
14. *Would my family support us?*

Then ask them to discuss this question in groups of 4.

“What is the suitable age for someone to become a parent?”

Hear feedback from the groups.

c. Conclusion: (15 mins)

Say, “Having children and getting married is a huge responsibility and should be a wonderful experience – it will change your life completely.”

Finally, read these statements to students and ask them to either agree or disagree by telling their classmate.

1. Having children when you are younger than 20 years old is ok
 2. The maximum size of a family should be 3
 3. Family planning is a basic human right
 4. People should always be married before having children
 5. Having children strengthens a marriage
 6. Pregnant students should not have to leave school
-

Learning outcome 4: Demonstrate leadership for safer healthier communities.

Lesson 38

By the end of this lesson students can...

4.1 Run awareness on HIV/AIDS or STIs in the school or community

Resources: None

a. Introduction: (5 mins)

Say, "Before you run awareness for your school or community you need to know what they know and what they want to find out about HIV/AIDS." Ask students to discuss in pairs this question:

"How could you find out what your community knows about HIV/AIDS?"

b. Main Activity: (45 mins)

Say, "You are going to carry out awareness for your community in one area of this course. For example, you could run awareness on ABC or on stigma and discrimination or on Home Based Care. You will work in pairs or threes to plan and run the awareness." Put this simple template on the board

- 1) Who will you run awareness for? Our target group is...
- 2) How will we find out what they know? Our needs analysis is...
- 3) Which topic will we run awareness on? Our **message** will be...
- 4) How will we share this information? Our method will be...
- 5) When will we do this?
- 6) How will we know we have made an impact?
- 7) Who will we need to speak to before doing the awareness? What will we need to prepare?

In pairs or threes students use this plan to prepare their awareness. Once you approve their plan for self study they can carry the awareness out and report back to you. This should be an assessment task.

c. Conclusion: (10 mins)

Say, “Young people like you should be leading the fight against HIV/AIDS. Good luck with your awareness. Make sure I have checked your plan and you have permission from the school or community before doing your work. Keep your message simple and entertaining. Do no harm – only give the facts. If you don’t know, ask me”

Ask students to read the section on Drugs and Alcohol and complete the self study tasks.

Lesson 39

By the end of this lesson students can...

4.3 Explain the importance of equal roles and opportunities for women, girls, boys and men

Resources: None

a. **Introduction:** (5 mins)

Say, "One of the root causes of ill health and the spread of HIV/AIDS and STIs is inequality between men and women, boys and girls. The Department of Education has a Gender Equity Policy – we want more girls and young women in school to help the development of PNG."

b. **Main Activity:** (50 mins)

Divide the class into groups of 4. Give each group a family member: mother, father, teenage daughter, teenage son, boy, girl, grandmother, grandfather. Each group should plot the activities their person would do during a normal day.

Then ask the groups to present their findings and compare them.

Q: When the father is sick who will do his work?

Q: What happens if the mother gets sick for 1 week?

Q: When the daughter comes home late what happens?

Q: What happens if the son comes home late?

Q: If there is not enough food in the house, who eats first?

Q And who eats last? Why?

Q: What happens if both parents are sick with HIV/AIDS?

Q: Do you think other family members will support? Who? Why?

Q: What will happen if only the son or daughter was sick of HIV/AIDS? Why?

Q: Do you think the division of tasks in the family is fair? Why?

Q: Why is it important that men and women are treated equally?

Q: What does this family have to change to improve the opportunities and life of the women and girls?

c. Conclusion: (5 mins)

Say, "Think about how much contribution you make to your family after school or before school in the morning. Is there anything you need to change to make it better for yourself and your family?"

Ask the students to tell a friend the answer to this question. Now ask students to read the Resource Book and complete the self study question on gender equality.

Lesson 40

By the end of this lesson students can...

4.2 List ways individuals, couples, families, schools, communities and other groups can improve their sexual health

4.4 Plan individual action plan for a safer healthier sexual life

Resources: Template of the action plan on the board, A4 paper

a. Introduction: (25 mins)

In groups of 4 students should discuss and brainstorm how these people can improve their sexual health. One group should discuss one heading.

- 1) How can couples improve their sexual health?
- 2) How can families improve the sexual health of their children and young people?
- 3) How can schools improve the sexual health of their students and teachers?
- 4) How can communities improve the sexual health of their men and women?
- 5) How can Churches improve the sexual health of their congregation?
- 6) How can the Government improve the sexual health of their people?

Each group should feedback their answers and have an opportunity to add to the ideas of the other groups.

b. Main Activity: (25 mins)

Ask each student to write a personal action plan to improve their own sexual health.

It should follow this format.

I aim to improve my sexual health

I will....

I will....

I will....

Signed: _____ Date: _____

Witness: _____

The witness should be a trusted friend or mentor. Students should stick this into their Resource Book or note book or Bible – somewhere they will always be able to find it,

c. Conclusion: (10 mins)

Say, “This Plan will help you if you want to improve your sexual health and live a safer, healthier, happier life. Sex is an important part of life – we should treat it responsibly and morally. This is the end of the course but you should keep learning about HIV/AIDS, STIs and reproductive health. You should also keep teaching others.”

Finish with a prayer which stresses the need to learn to live a safer, responsible and healthy life.

Sample assessments

Module	Test	Assignment	Attitude and participation
4. Sexuality, sex and responsible living	10% 20 questions	12% E.g. Community awareness	3%

Module 4 test

Listen carefully to the questions and write the answers.

1. Sexuality is shaped by many factors. List 2 factors. (2 marks)
2. Explain in a short sentence what healthy sexuality is. (1 mark)
3. Explain in short sentence what unhealthy sexuality is. (1 mark)
4. Define these words: (5 marks)

a. Sexual intercourse	d. Orgasm
b. Homosexuality	e. Masturbation
c. Arousal	f. Conception
5. True or false (4 marks)
 - a. A woman can become pregnant the first time she has sex
 - b. The sex of a baby is determined by the woman's body
 - c. Young women are more at risk of HIV and STIs than young men
 - d. Some STIs can make you infertile if they are not treated
6. List 3 effective family planning methods (3 marks)
7. Explain why family planning is important for couples (1 mark)
8. List 2 things a couple should improve their sexual health (1 mark)
9. List 2 things a community should do to improve the sexual health of their people (1 mark)
10. Explain why gender equity is important to PNG and individuals (1 mark)

TOTAL MARKS...../20

Module 4 assignment

ASSIGNMENT: COMMUNITY AWARENESS		Student Activity Sheet																												
Module Name: SEXUALITY, SEX & RESPONSIBLE LIVING		Competent √																												
Module Code: HIV 104 – 07		Not Yet Competent X																												
<p>As part of the final lessons in this Module students will be expected to conduct community awareness in their school or local community. This awareness should be about one aspect of HIV/AIDS & STIs and include clear positive behavioural messages. They will need to plan, present and evaluate their awareness. They should work in groups of 2-4 students.</p> <p>Value: This assignment is worth 12% of the overall course marks</p> <p>Length: One awareness campaign</p> <p>Assessment criteria:</p> <table border="1"> <thead> <tr> <th></th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>1. Needs analysis: Evidence that the students how found out what the community does and does not know (e.g. questionnaires) and what the community would like information on. Group identified (awareness should be targeted on one group e.g. young women or Grade 6 or older men)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Behavioural message: Does the awareness have a clear and accurate behaviour message about how HIV/AIDS? (e.g. correct use of condoms, resisting pressure, abstinence before marriage, dangers of alcohol, symptoms of STIs, fighting stigma, gender equality, reducing violence and rape etc) Does it show gender equality? Is any HIV information accurate and delivered in a clear and sensitive manner?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Activity: Has a sensible activity been chosen (e.g. drama, talk, debate, reading in church, Q & A in school etc)? Is it well organised and planned? Do they have a successful activity? Do they evaluate this?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Planning: Is the group well planned and well organised? Do all members participate in the planning and activity? Do they seek permission before running the awareness?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Total: _____ / 12</p>							0	1	2	3	1. Needs analysis: Evidence that the students how found out what the community does and does not know (e.g. questionnaires) and what the community would like information on. Group identified (awareness should be targeted on one group e.g. young women or Grade 6 or older men)					2. Behavioural message: Does the awareness have a clear and accurate behaviour message about how HIV/AIDS? (e.g. correct use of condoms, resisting pressure, abstinence before marriage, dangers of alcohol, symptoms of STIs, fighting stigma, gender equality, reducing violence and rape etc) Does it show gender equality? Is any HIV information accurate and delivered in a clear and sensitive manner?					3. Activity: Has a sensible activity been chosen (e.g. drama, talk, debate, reading in church, Q & A in school etc)? Is it well organised and planned? Do they have a successful activity? Do they evaluate this?					4. Planning: Is the group well planned and well organised? Do all members participate in the planning and activity? Do they seek permission before running the awareness?				
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Assessment Outcome:		Competent		Not Yet Competent																										
Student's Name:		Facilitator's Name:																												
Date:		Work Place:																												
Student's Signature:		Facilitator's Signature:																												

Module 4 attitude and participation

ATTITUDE & PARTICIPATION		Student Activity Sheet	
Module: SEXUALITY, SEX & RESPONSIBLE LIVING		Competent √	
Module Code: HIV 104 – 07		Not Yet Competent X	
Marks: 3% of overall course total			
1. Participation: Does the student involve themselves enthusiastically in group tasks? Do they work well with both sexes?		0	1
2. Punctuality: Does the student arrive in class on time and well prepared?		0	1
3. Questioning and self study: Does the student make notes? Do they ask questions? Do they complete the Self Study tasks on time?		0	1
Feedback			
Assessment Outcome:		Competent	Not Yet Competent
Student's Name:		Facilitator's Name:	
Date:		Work Place:	
Student's Signature:		Facilitator's Signature:	

Sample certificate



Technical and Vocational Education and Training
National Department of Education

National Course

HIV/AIDS & STIs

This is to certify:

has successfully completed key competencies in these topics

Basic Knowledge of HIV/AIDS & STIs
Protecting yourself and others
Care and support for people living with HIV/AIDS
Sexuality, sex and responsible living

Grade and score: _____

Quality of work: HD / D / C / UP / P

CBT Grade: HC / C

Name of TVET institution:

Facilitator: _____

Signed: _____

Date: _____

References

- HIV&AIDS & Reproductive Health (Teacher Education)
Student Teacher Course Book, PNG Department of Education, 2006
Lecturer's Guide, PNG Department of Education, 2006
- HIV/AIDS/STI Basic Training Resource Book for Teachers and Officers, PNG
Department of Education, 2007
- Peer Education Manual, PNG Department of Education, Population Education,
UNFPA/DoE, 2007
- School Health Education to prevent AIDS and STD, WHO/UNESCO, WHO AIDS
Series No.10, World Health Organization, Geneva, 1992
- Comprehensive School Health Education Guidelines for Action,
UNESCO/WHO/UNICEF, World Health Organization, Geneva 1992
- HIV/AIDS Policy for the National Education System, PNG Department of Education,
2005
- HIV/AIDS Management and Prevention Act (HAMP Act), 2003
- Guide to HIV/AIDS and STIs, Jennifer Miller, VSO Tokaut AIDS/CUSO, 2007
- Integrating Gender into HIV and AIDS Activities (A Guide for Implementers), Dr
Christine Bradley, PNG National AIDS Council Secretariat, 2006
- Peer Education Manuals: Module 1-7, PNG National AIDS Council Secretariat, 2006
- Home Based Care, Facilitator's Manual & Participant's Manual, PNG National AIDS
Council Secretariat, 2006
- Introduction to HIV/AIDS, Facilitator's Manual, PNG National AIDS Council
- NDOE, Personal Development, Grade 6-8 (2003), G9-10 (2007) & Grade 11-12
(2008) Syllabus and Teacher Guides
- The 2008 STI, HIV and AIDS Annual Surveillance Report, NDoH, 2009
- Family Planning: A Global Handbook for Providers, WHO, John Hopkins Bloomberg
School of Public Health and USAID, 2007

Contacts for training and resources

If you need more information or training:

There are many organisations in PNG that provide HIV and AIDS and STI services. They have many resources that they can share with you. They are ready and willing to listen and help. The Provincial AIDS Committee will also be able to tell you where to go for a confidential HIV blood test. They also have free posters, leaflets and condoms.

National AIDS Council 323-6161

Provincial AIDS Committees

Bougainville (Buka) 973-9191	Morobe (Lae) 472-8676
Central (Konedobu) 321-6032	NCD (Port Moresby) 323-0515
East Sepik (Wewak) 856-1844	Oro (Popondetta) 329-7782
East New Britain (Rabaul) 982-8677	Sandaun (Vanimo) 857-1404
Eastern Highlands (Goroka) 732-2199	Simbu (Kundiawa) 735-1389
Enga (Wabag) 547-1141	Gulf (Kerema) 648-1058
West New Britain (Kimbe) 983-5492	Madang (Madang) 852-3422
Western (Daru) 645-9090	Manus (Lorengau) 470-9643
Western Highlands (Mt. Hagen) 542-3835	Milne Bay (Alotau) 641-0433
Southern Highlands (Mendi) 549-1710	New Ireland (Kavieng) 984-1134

Other organisations working with teachers and young people

Basic Education Development Project (AusAID) 323 2210

Department of Education Population Education (UNFPA) 324 6487

All teachers colleges, University of Goroka, PAU, DWU and PNGEI. All Church Education Offices, Standards and Guidance officers

PNG Family Health Association, Lae 472-6523

Anglicare StopAIDS 325 1855

VSO Tokaut AIDS 852 3385

Save the Children PNG 732 1825

UNICEF 321 3000

IEA 321 4720

Hope Worldwide 325 6901

ChildFund PNG 323 2544

Department of Education, Guidance Branch 325 7555

Department of Education, TVET Division, HIV/AIDS Coordinator 301 3428

Department of Education HIV/AIDS Desk

HIV/AIDS Desk

Department of Education

3rd Floor, A wing, Fincorp Haus

PO Box 446, Waigani, NCD

(t) 301 3394 (f) 301 3398

BAHA HIV/AIDS Advice line (free) 7200 2242

Yangpela Hotline, Sexual and Reproductive Health (free) 7200 5314

Meri Seif Ples Hotline (free) 7222 1234

Good website: www.avert.org