

# HIV & AIDS

## Level 1

### - Facilitator Guide -

#### **The development practice project**

These learning materials were generated by the Development Practice project, hosted by the [Sustainability Institute](#) and in partnership with [Community Connections](#), [AIDS Consortium](#) and [Keystone](#). This project generated a set of competence standards with development practitioners in Cape Town, Johannesburg and Durban, between 2005 and 2009. This manual is part of a set of materials consisting of a competence standard, learner's manual, facilitator's guide and an assessment tool. More information on this project is available on the [Development Practice](#) website.



# ACKNOWLEDGEMENTS

The Development Practice Project wishes to acknowledge and thank the following contributors:

- [Investec](#) for providing principle funding.
- [C.S. Mott Foundation](#) for providing seed and continued funding
- Karin Webber of DTF Solutions for researching and compiling this set of learning materials
- The partner organisations who contributed their materials
- The many other thinkers, writers, and published works that contributed indirectly to this product
- The project team for logistics, coordination and editing

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# LICENSING

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## SOME NOTES ON FACILITATION SKILLS

### What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

### Your role as the facilitator is to:

- Give direction to the group
- Create a comfortable and friendly environment for the group
- Observe what goes on in a group
- Identify the main needs of the group
- Learn ways to address these needs
- Adjust to the level of the group – in language, content, presentation, and pace.
- Apply and practice these skills in many different situations



## Key principles of facilitation

**Confidentiality:** What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

**Respect:** We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to show respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

**Non-Judgmental:** It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

**Use I-statements:** Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.





**Integrity:** Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

## Do's and don'ts of facilitation

Do's	Don'ts
Plan and prepare for sessions in advance	Create a long dialogue with one participant
Show interest when listening	Criticise on a personal basis
Use simple language	Dominate the group
Act responsibly	Be biased
Be patient	Be insensitive
Allow participants to discover	Allow domination
Encourage active interaction	Go beyond time allocated
Ask for suggestions from the group in answering questions	Exaggerate enthusiasm about delivering session – be false.

## Critical skills of a facilitator

**Listening:** You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

**Paraphrasing:** You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

**Summarising:** You sum up by going over the main points. You help participants to gain a better understanding of the subject.

**Creativity:** You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use humour (without being offensive), ice-breakers and energisers. Identify different ways of achieving the objectives without compromising the quality of the session.

**Awareness:** You pay attention to what is not being said in the group, people's unspoken needs and watch out for group dynamics that need attention. You are able to "read" the energy and level of the group and adjust your programme accordingly.



## Qualities of a facilitator

Good	Bad
Punctual and organised	Disorganised
Presentable	Messy, no care taken in presentation
Confident	Low self-esteem
Assertive	Passive
Friendly	Rude/impolite
Knowledgeable	Uninformed
Approachable	Intimidating
Creative and flexible	Rigid and unaccommodating

## The difference between facilitation and presentation

Facilitation	Presentation
Interactive process	One way process
Use of different methods of approach	More formal
Participants discover for themselves	Audience receive the message
Facilitator works with participants as a team	Presenter delivers the message
Use different ways of facilitating (e.g. Role plays, debate, small groups etc)	Use one way of presenting – normal “lecture” style

## Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about
- Keep studying and researching, learn about the issues, develop leadership skills
- Share information, be open to new experiences – there is always something to learn
- Ensure you give accurate and updated information
- Understand your target audience
- Use target/ age appropriate activities
- Always strive to keep to time
- Use Ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)
- Keep your mind open and flexible
- Have fun, love and enjoy what you are doing



## OVERVIEW

Welcome to the guide. During this course you will learn about sexuality, sexually transmitted infections (STIs), and HIV&AIDS in the context of your organisation and community. Some of you may already have had experiences or knowledge about HIV & AIDS and you are encouraged to share your experiences.

This programme is designed to provide information and to challenge the attitudes that people have about HIV&AIDS and other sexually transmitted infections. It will also provide skills to help people live with and manage these conditions better. For positive behaviour change to occur, the following components will be integrated throughout:

- Knowledge and Information
- Skills and the ability to use the information in a positive and constructive manner
- Attitudes, values or beliefs that will ensure that learners use the knowledge and skills that they have acquired in their daily lives



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**REGISTERED UNIT STANDARD**

**Demonstrate an understanding of sexuality and sexually transmitted infections including HIV&AIDS**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV&AIDS		
<b>ORIGINATOR</b>		<b>REGISTERING PROVIDER</b>	
SGB Life Skills			
<b>FIELD</b>		<b>SUBFIELD</b>	
Field 07 - Human and Social Studies		People/Human-Centred Development	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
ABET Level 4	Regular-Fundamental	Level 1	5
<b>REGISTRATION STATUS</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Reregistered	2006-09-05	2009-09-05	SAQA 0160/05
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>	
2010-09-05		2013-09-05	



This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
7497	Explain human physical development and sexuality	Level 1	2	Complete

### PURPOSE OF THE UNIT STANDARD

This Unit Standard is for any learner who needs to demonstrate an understanding of sexuality and sexually transmitted infections (STIs), including HIV&AIDS, and the impact of these infections on oneself, as well as in the workplace and society. It is also aimed at encouraging a healthy lifestyle.

A learner credited with this unit standard is able to:

- ☐ Demonstrate an understanding of sexuality.
- ☐ Demonstrate an understanding of the nature, transmission and prevention of sexually transmitted infections including HIV&AIDS.
- ☐ Describe means to cope and deal with sexually transmitted infections including HIV&AIDS.
- ☐ Describe human rights of individuals living with HIV&AIDS and other sexually transmitted infections.

This Unit Standard is intended for any person, from all backgrounds within South African society. It may be used as a core or elective within a GETC or any vocationally based qualification.



The Unit Standard will help to contribute to the full development of the learner through his/her understanding of sexuality and other sexually transmitted infections and the impact on the social and economic transformation within South Africa.

## **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

Open

## **UNIT STANDARD RANGE**

Sexually transmitted infections (STIs) may include, but are not limited to, herpes, gonorrhoea and syphilis. These infections are also known as sexually transmitted diseases (STDs).

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of sexuality.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

1. Different sexual orientations and preferences are identified with reference to community values and perceptions and attitudes towards these.

#### **ASSESSMENT CRITERION RANGE**

Sexual orientation and preferences may include heterosexual, homosexual, bisexual and transsexual.





## **ASSESSMENT CRITERION 2**

2. Rights and responsibilities in protecting sexuality are identified with reference to the South African Constitution.

## **SPECIFIC OUTCOME 2**

Demonstrate an understanding of sexually transmitted infections including HIV&AIDS.

## **OUTCOME NOTES**

Demonstrate an understanding of the nature, transmission and prevention of sexually transmitted infections including HIV&AIDS.

## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

1. The terms "STIs", "STIs", "HIV", "AIDS" are explained at a basic level of understanding.

### **ASSESSMENT CRITERION 2**

2. The nature and symptoms of sexually transmitted infections including HIV&AIDS is explained according to possible ways of infection.

### **ASSESSMENT CRITERION 3**

3. Risk taking behaviours are explained, and preventive methods and practices regarding the transmission routes of sexually transmitted infections, including HIV&AIDS, are explained.

## **ASSESSMENT CRITERION RANGE**

Risk taking behaviour includes intravenous drug use, sexual practices and blood spills. Preventative methods and practices refer to recognisable and



available guides to safe sex practices and other health-related information.

#### **ASSESSMENT CRITERION 4**

4. The role of sexually transmitted infections in the transmission of HIV is described, and an indication is given of how untreated STIs greatly increase the risk of transmission.

#### **ASSESSMENT CRITERION 5**

5. The ways in which mother to child transmission can occur are listed and the implications of pregnant women having unprotected sex are indicated for both the mother and the unborn child.

#### **ASSESSMENT CRITERION 6**

6. Interpersonal skills that help to reduce the risk of sexually transmitted infections, including HIV infection, are demonstrated in terms of assertive communication, negotiation and decision-making.

#### **ASSESSMENT CRITERION 7**

7. The importance of pre and post-test counselling is explained and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test.

#### **ASSESSMENT CRITERION 8**

8. The importance of lifestyle changes to boost the immune system are discussed, with reference to diet and stress management.

#### **SPECIFIC OUTCOME 3**

Describe means to cope and deal with sexually transmitted infections including HIV&AIDS.



## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

1. Living with HIV&AIDS and other sexually transmitted is explained with reference to the impact on the infected and the affected individuals within the context of self, family, community, workplace and society.

### **ASSESSMENT CRITERION 2**

2. Support towards people living with HIV&AIDS and sexually transmitted infections is described to determine the social support systems for the infected and the affected.

### **ASSESSMENT CRITERION 3**

3. Available treatments for people living with HIV&AIDS and sexually transmitted infections are listed referring to current and available medical, herbal treatments and other legal and safe practices.

### **ASSESSMENT CRITERION 4**

4. The benefits of an organisation`s HIV&AIDS policy are discussed with reference to the reduction of prejudice and discrimination against infected persons, and the removal of stigma from the disease.

## **SPECIFIC OUTCOME 4**

Describe human rights of individuals living with HIV&AIDS and sexually transmitted infections.

## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

1. The rights and responsibilities of the infected and affected are identified according to the Constitution and Acts that protect these rights.



## ASSESSMENT CRITERION 2

2. Violation of human rights of the infected and the affected are examined according to beliefs and attitudes towards sexually transmitted infections in the workplace and society.

## ASSESSMENT CRITERION RANGE

This includes religious and cultural beliefs.

## UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Assessment of this Unit Standard should be contextual and practical as far as possible.

- ☐ Assessors must be registered assessors with the appropriate ETQA.
- ☐ Assessors, accredited by the appropriate ETQA, will assess a learner's competency.
- ☐ Moderators must be registered as assessors with the appropriate ETQA, or with an ETQA that has a Memorandum of Understanding with the appropriate ETQA.
- ☐ Moderation should include both internal and external moderation where applicable.
- ☐ Training providers must be accredited by the appropriate ETQA.
- ☐ Accreditation and moderation mechanisms and requirements must meet the requirements of SAQA ensuring that the processes that are followed are transparent, affordable and support the development of the NQF.



## UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

N/A

## UNIT STANDARD DEVELOPMENTAL OUTCOME

The following developmental outcomes are addressed in this Unit Standard.

1. The learner is able to explore a variety of strategies to learn more effectively by identifying ways of educational opportunities to learn about the impact of HIV&AIDS and sexually transmitted infections.
2. The learner is able to participate as a responsible citizen in community life when determining his/her role and contribution in the society and the workplace regarding beliefs and attitudes towards HIV&AIDS sexually transmitted infections.
3. The learner is able to be culturally and aesthetically sensitive when discussing issues related to safe sex and the transmission of HIV&AIDS and sexually transmitted infections.

## UNIT STANDARD LINKAGES

N/A

### Critical Cross-field Outcomes (CCFO):

## UNIT STANDARD CCFO IDENTIFYING

The learner is able to identify and solve problems by discussing the consequences of people living with HIV&AIDS in relation to affected



people within family, community and society.

### **UNIT STANDARD CCFO COLLECTING**

The learner is able to understand the nature and transmission of HIV&AIDS and sexually transmitted infections.

### **UNIT STANDARD CCFO COMMUNICATING**

The learner is able to communicate effectively by using verbal or non-verbal communication methods.

### **UNIT STANDARD CCFO DEMONSTRATING**

The learner is able to demonstrate an understanding of the effect of the HIV&AIDS and sexually transmitted infections on the society.

### **UNIT STANDARD CCFO CONTRIBUTING**

The learner is able to contribute to his/her full personal development by understanding the need for, and the means to engage in safe sex.



## HIV & AIDS COURSE PLAN FOR UNIT STANDARD 14656 - LEVEL 1

### Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
10h00	Welcome, expectations and overview of course	<p><b>Welcome and introductions:</b> Do an introduction activity with the group to allow the group to get to know each other and the facilitator.</p> <p><b>Group contract:</b> As the group will be dealing with sensitive issues it is important to agree on a group contract before the start of the workshop to ensure that everyone will feel comfortable to participate. This will include the group norms or</p>	<p>Nametags</p> <p>Coloured cards</p> <p>Koki's</p> <p>Newsprint</p> <p>Prestik</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>rules for interaction within the group. Learners must also feel safe to share and ask questions.</p> <p><b>Expectations:</b> Give the learners an opportunity to state their expectations for the course. Use this to introduce the different modules that will be dealt with and also to ensure that they know what will not be covered in this level. Explain the outcomes of this Level 1 course and the accreditation process.</p> <p>Briefly explain what a portfolio of evidence is.</p>	<p>Worksheet A – individual goals</p>		





Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		Tea			
11h00	What is sexuality?	<p><b>What are attitudes and values?</b></p> <p><b>What determines and shapes our attitudes and values?</b></p> <p>This exercise will help learners to look at the issues related to HIV not only from a knowledge point of view, but also how their attitudes affect the way the knowledge is used and the way they feel about HIV &amp; AIDS.</p> <p>Brainstorm with the group - where do we get our values form?</p> <p><b>Value clarification:</b> Use this exercise to assist learners to clarify how they</p>	<p>Newsprint</p> <p>Koki's</p> <p>Agree, disagree, neutral cards</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		feel about different issues related to STIs including HIV&AIDS.			
12h30	Definition of sexuality	<b>Sex vs. sexuality:</b> Divide the group into smaller groups and ask the groups to look at how they would define sex and sexuality. Use the different definitions that come from the groups to come up with a final definition and give input to explain the difference. Make sure that learners understand that when dealing with STIs and HIV&AIDS, is it not only sex that is a factor, but sexuality is also extremely important.	Blank cards Koki's Newsprint Prestik		
13h00		Lunch			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
14h00	Sexual orientation	<p><b>Different sexual orientations:</b> Divide the group into 4 smaller groups and give them each one of the following terms to define: Heterosexual, homosexual, bi-sexual and transsexual/gendered.</p> <p>Give them about 15 minutes to brainstorm their definitions and then ask the group to come back and give feedback to the whole group.</p> <p>Discuss the definitions in the bigger group.</p> <p>The facilitator will give input about the definitions and explain anything that is not clear.</p>	<p>Newsprint</p> <p>Koki's</p> <p>Prestik</p>		
<b>Tea</b>					



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
15h00	Sexuality and the Constitution	<p><b>Rights and responsibilities:</b> The issues that were discussed today need to be looked at in relation to the SA Constitution.</p> <p>Show them the sections of the Constitution that refer to sexuality and allow discussion around these issues and how they impact of STIs, including HIV&amp;AIDS.</p>	Handout: Constitution section 9 & 10		
16h00	Closure for the day	<p><b>Final thoughts:</b> Share any final thoughts with the group.</p> <p><b>Brief evaluation:</b> Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like, would like to change for tomorrow.</p>			



## Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
09h00	Recapping of Day 1	Thoughts and ideas from the previous day			
09h30	Understanding STIs	<p><b>What are sexually transmitted infections?</b></p> <p><b>How do you get sexually transmitted infections?</b></p> <p><b>Signs and symptoms</b></p> <p>Group work and feedback presentation. See detailed activity</p>	<p>Video</p> <p>Resource information on STIs</p> <p>Newsprint</p> <p>Prestik</p> <p>Koki's</p>		
10h30		Tea			
11h00	Understanding STIs	<b>Feedback presentations by groups</b>			
12h00	Understanding STIs	<b>Prevention of sexually transmitted infections</b>			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		During this session look at condom use as a form of safer sex, as well as brainstorming other ways to prevent STIs.	Condom demonstration kit		
13h00		<b>Lunch</b>			
14h00	Understanding HIV	<b>What is HIV &amp; AIDS?</b> <b>Transmission</b> <b>Signs and symptoms</b>  Group work – see detailed activities	Newsprint Prestik Koki's Information sheets Worksheet B, C		
		<b>Tea</b>			
16h00	<b>Closure for the day</b>	<b>Final thoughts:</b> Share any final thoughts with the group. <b>Brief evaluation:</b> Ask the group for feedback about what they experienced and learnt during the			

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		day – what did they like, not like, would like to change for tomorrow.			



## Workshop – Day 3

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
09h00	Recapping of Day 2	Thoughts and ideas from the previous day			
09h30	Understanding HIV	<b>Feedback presentations by groups:</b> <b>What is HIV &amp; AIDS?</b>			
10h00		<b>Feedback presentations by groups:</b> <b>How do you get HIV&amp;AIDS</b>  <b>Link between STIs and HIV</b> Explain to the group the link between STIs and HIV and how the risk for HIV increases if the person has a STI. For information see the resource guide	Newsprint Prestik Koki's  Resource information		
<b>11h00</b>		<b>Tea</b>			
11h30	Understanding HIV	<b>Feedback presentations by groups:</b> <b>Signs and symptoms</b>	Newsprint Prestik		





Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>Group work</p> <p>Let the groups discuss the different ways in which HIV can be prevented</p> <ul style="list-style-type: none"> <li>• Knowing your HIV status</li> <li>• Universal precautions</li> <li>• Safer sex practices – see detailed activity</li> <li>• Safety during pregnancy</li> <li>• Post exposure prophylaxis</li> <li>• Male circumcision</li> </ul> <p>Resource information about each of these methods is available in the resource guide. Add extra information once the groups have given their ideas about each method.</p>	<p>Koki's</p> <p>Resource information</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
13h00		Lunch			
14:00	Understanding HIV	<b>Feedback presentations by groups:</b> <b>Prevention</b>			
		Tea			
15:00	Treatment, care and support	<p><b>Treatment of STIs and HIV&amp;AIDS</b></p> <ul style="list-style-type: none"> <li>• Medical treatment</li> <li>• Traditional remedies</li> </ul> <p>Ask the group which treatments they know of. It is important to note that there are lots of myths about HIV treatment – both about medical treatment and traditional remedies and therefore it is essential that the group get the correct information. See detailed activity.</p>	<p>Newsprint</p> <p>Prestik</p> <p>Koki's</p> <p>Information sheets</p> <p>Examples of ARVs</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		Resource information about ARV treatment and home remedies in resource guide.			
16:30	Closure for the day	<p><b>Final thoughts:</b> Share any final thoughts with the group.</p> <p><b>Brief evaluation:</b> Ask the group for feedback about what they experienced and learnt during the day – what did they like, and not like; would like to change for tomorrow.</p>			



## Workshop – Day 4

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
09h00	Recapping of Day 3	Thoughts and ideas from the previous day			
09h30	Treatment of HIV & AIDS	<p><b>Nutrition</b></p> <p>Nutrition is a very important aspect of healthy living when a person is living with HIV. When looking at nutrition it is important to note that healthy eating does not only apply to someone who is HIV-positive but to all people.</p> <p>See detailed activity.</p>	<p>Examples of healthy food and supplements</p> <p>Newsprint</p> <p>Prestik</p> <p>Koki's</p>		
11h00		Tea			
11h30	Care and Support	<p><b>What does caring and support mean for those infected and affected by HIV&amp;AIDS?</b></p>	<p>Newsprint</p> <p>Prestik</p> <p>Koki's</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>Discuss in the group what care and support means for people who are HIV positive and living with AIDS.</p> <ul style="list-style-type: none"> <li>• HIV infected person - emotional care, support since s/he is in the incubation period and can live a “normal, healthy life”</li> <li>• Be aware of changes/pain, urgently seek medical attention</li> <li>• Practice safer sex by using a condom</li> <li>• Health care that is available to persons that are HIV positive or living with AIDS</li> <li>• Home based care, involving family members, relatives, community</li> </ul>			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>members should be able to know how to care for someone with AIDS</p> <p>Let every group take one aspect of care and support and discuss how they would see this happening practically in their communities or organisations. Allow each group to give feedback to the larger group.</p>			
		<b>Tea</b>			
12h30	Care and Support	<p><b>Living with HIV everyday at home and work</b></p> <p>Once the group has looked at what care and support is, look in more detail at how the different needs of</p>	<p>Newsprint</p> <p>Prestik</p> <p>Koki's</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		the person can be addressed in everyday life to help the person live effectively with HIV at home and work. See detailed activity.			
13h00		<b>Lunch</b>			
14h00	Living Positively	<b>Positive lifestyle changes:</b> <ul style="list-style-type: none"> <li>• Drug and alcohol abuse</li> <li>• Stress management</li> </ul>	Newsprint Prestik Koki's Information sheets Music for relaxation		
		<b>Tea</b>			
16h00	Care and Support	<b>Social support for those infected by HIV&amp;AIDS</b>			
16h30	Closure for the day	<b>Final thoughts:</b> Share any final thoughts with the group.			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p><b>Brief evaluation:</b> Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like, would like to change for tomorrow.</p>			





## Workshop – Day 5

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
09h00	Recapping of Day 4	Thoughts and ideas from the previous day			
09h30	Living Positively	<b>The effect of HIV on relationships</b>	Newsprint Prestik Koki's Worksheet D		
<b>10h30</b>		<b>Tea</b>			
11h00	Human rights	<b>What are Human rights – HIV and the SA Constitution</b>  Brainstorming session with group. Let the group brainstorm what Human rights are. Write down their ideas on the newsprint and allow for discussion.	Newsprint Prestik Koki's		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria																		
		<p><b>Dealing with stigma and discrimination</b></p> <p>Group work. See detailed activity.</p>																					
12h00	HIV in the workplace	<p><b>Impact of HIV on the workplace</b></p> <p>Let the group brainstorm what they think the impact of HIV is on the workplace. Write down their ideas on the newsprint and allow for discussion.</p> <table border="1"> <caption>Impact of HIV on the Workplace (from pie chart)</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>HIV absenteeism</td> <td>37%</td> </tr> <tr> <td>Burial</td> <td>16%</td> </tr> <tr> <td>AIDS Absentism</td> <td>15%</td> </tr> <tr> <td>Recruitment</td> <td>9%</td> </tr> <tr> <td>Health Care</td> <td>5%</td> </tr> <tr> <td>Labour Turnover</td> <td>5%</td> </tr> <tr> <td>Training</td> <td>7%</td> </tr> <tr> <td>Funeral Attendance</td> <td>6%</td> </tr> </tbody> </table> <p><b>HIV policies – a response</b></p> <p>Hand out the information sheets about HIV policies. Let learners look at the</p>	Category	Percentage	HIV absenteeism	37%	Burial	16%	AIDS Absentism	15%	Recruitment	9%	Health Care	5%	Labour Turnover	5%	Training	7%	Funeral Attendance	6%	<p>Newsprint</p> <p>Prestik</p> <p>Koki's</p>		
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Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		policies that their organisation has for HIV or if they do not have one they can develop a policy for their organisation. See detailed activity.	Information sheets – Policies Examples of Policies		
<b>13h00</b>		<b>Lunch</b>			
14h00	HIV in the workplace	<b>HIV prevention programmes in the workplace</b>	Presentation information		
		<b>Tea</b>			
15h00	Life skills for living positively	<b>Communication skills</b> See detailed activity  <b>Decision-making and goal setting</b> See detailed activity	Newsprint Prestik Koki's		
<b>16:15</b>	<b>Evaluation Closure</b>	<b>Final thoughts and closure:</b> Bring the session to a close with a reminder of how	Evaluation forms		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>much knowledge and experience we already have to share among ourselves. This is also the last session of the workshop and so this is a time for each participant to say how they felt about the workshop and what they learnt during the course</p> <p>Ask the participant to your right to share with the group "One new thing which I have learnt today is....."Then ask the next person to speak. Go round the circle, finishing with your own, so that everyone has made a contribution. Ask each participant to identify one thing that they will share with someone else.</p>			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>Finish off by thanking everyone once more for coming to this session. Remind participants of a local place where people can go for individual counselling, or counselling and testing, if they would like to (if this service is available in your area).</p> <p>As this is the last session the facilitator may ask some of the participants to fill in the evaluation form and to hand them in at the end of the session. Explain the importance of feedback - that it will help to improve the way you facilitate as well as the content of future workshops</p>			



## ADDITIONAL INFORMATION

### Day 1: Introduction

Explain that the effectiveness of a training programme depends on the atmosphere and the group support established. The extent to which the group members feel accepted and part of the group will influence their ability to consider and discuss issues. This activity is one way for people to begin to get to know one another.

**Purpose:** To stimulate discussion and consider the positive and negative aspects which may occur in training

To encourage a positive learning environment where learners share and take risks

**Materials:** Newsprint, prestik, koki's

**Time required:** 30 minutes

#### Procedure:



### Group activity

1. Ask learners to introduce themselves giving the following information: Name, area in which they work something they like very much and something they don't like. These questions can be substituted by anything

that you want to.

2. Begin the activity by introducing yourself.
3. As introductions take place, the facilitator may choose one of these options to help learners feel more at ease and encourage them to share
  - listen to each, as they share their information
  - make eye contact
  - show support by nodding and showing understanding.

## Group contract

Explain to the group that in order to accomplish the goals of the workshop, it is necessary to feel free to talk about sex and sexuality issues. However, it is not always easy for everyone to talk about these things, due to a variety of reasons.

- Purpose:**
- To help set the tone of the workshop
  - To establish a commonly held set of rules or norms
  - To involve learners in developing a contract that will enhance the organisation or the learning experience
  - To facilitate discussion by considering barriers and ways to overcome these barriers
- Materials:** Newsprint, prestik, koki's
- Time required:** 30 minutes



**Procedure:**



## Important thought

There are two versions of this activity. Choose the one that suites your goals and time best.



## Group activity

### Activity 1

1. Divide the group into smaller groups and have each group select someone who will record the group discussion.
2. Ask each group to write on newsprint a list of reasons why it is difficult for people to talk about sex. Give the group 10 minutes for this task.
3. Reconvene the whole group and ask them to give feedback.
4. Develop and write down on the newsprint “Guidelines for our group”, by asking the group what agreements they would want to make to ensure that the communication in the group can overcome the barriers mentioned. Discuss issues inherent in each group rule.
5. Explain that this contract will be binding for the duration of the group.
6. Leave the guidelines up on the wall during the whole programme.



## Group activity



## Activity 2

1. Some groups may need a different set of guidelines. Establishing a group contract creates stronger norms, which can enhance the learning and appreciation of the session. One of the first steps in gaining leadership is to set appropriate group norms. Consider what behaviour you want to foster within the training and then focus on guiding the group in this direction. Establishing firm ground rules lets everyone understand how the training programme will operate and where it will go. These group rules should not just be made and forgotten, but you should model and reinforce them continuously throughout the sessions.
2. On newsprint write “Group contract” and ask the group to generate ideas on the types of suggestions which will encourage the most learning in the training. Record those ideas on the newsprint.
3. Examples of guidelines/group norms may be:
  - Personal information is confidential and should not to be discussed outside the group.
  - Participation in the activities of the training is voluntary, but optimal participation by everyone is strongly encouraged.
  - Your participation is important for the work and learning of the group.
  - Be honest.
  - Differences of opinion are expected and must be respected.
  - Be a team player.
  - Open communication.
  - Punctuality
4. Leave some blank numbers on the newsprint so that other rules can be added as the need arises. Invite group members to add, by asking them if



there are any other guidelines that they need or want that will contribute to their comfort and participation. You might want to also negotiate smoking, breaks etc. Additional training guidelines that may be suggested can include: risk taking is encouraged; feedback is encouraged; all questions are welcome.

5. When working with your people the list which might look slightly different than that which would be used for adults. The list of ground rules/ norms/ guidelines which may be used, could include the following:
- No put downs of other's values or ideas.
  - No questions are dumb.
  - It is all right to feel embarrassed or not to know the answers to all the questions.



### **Important thought**

With a very small group you may want to be less formal, but still have the discussion about what might be expected.

## Expectations



### Group activity

1. Explain to the group that it is always a good idea for the facilitator to find out what the group is thinking and it would be nice to keep a record of this to look back on at the end.
2. Going round the circle, ask each group member in turn to express one thing they want and one thing they do not want from the workshop. They should be encouraged to say “I want that ...” and then “I do not want that ....” Finish with your own statements.
3. Do not make any comments about their wants and concerns as you go round the circle, but record them on the flip chart.
4. Once everyone has stated a want and a concern, you should make some comments. If any hopes are quite beyond the scope of the workshop, you can explain this now. You could reassure people about their fears.



### Individual activity

It is also a good idea to allow the learners to set personal expectations for themselves, of the course. These expectations may take the form of an action plan that will help them look at their own behaviour and lifestyles in terms of their risk for STIs, including HIV&AIDS. **Give the learners the Worksheet A.**

## What is sexuality? Attitudes and values

Our attitudes and values are very important in how we look at the world and ourselves. Our attitudes and values directly influence the way we look at sex and sexuality.

The attitudes and values that we hold as individuals influence the way in which we act as well as how we feel about certain things. It is important to recognize that our attitudes and values have a definite influence on our sexuality and how we think and feel about matters relating to sexuality. It is necessary that we explore where our attitudes and values come from and why we hold certain attitudes and values.

**Purpose:** For learners to become aware of how their attitudes and values influence their behaviour.

To give learners the opportunity to examine their own attitudes and values.

To explore where attitudes and values come from.

**Time required:** 40 minutes



**Procedure:**

Our values influence our attitudes and our attitudes reinforce our values. But where do we get our values from.



**Definitions**

**Values** are beliefs, principals and standards that we think are important. They are the things we prize and value.

**Attitudes** are our views, opinions and feelings about things.

## Values classification

When looking at sexuality it is important to examine one's own values and clarify how they impact on one's behaviour and attitudes towards certain issues. It is important to know that not everyone may share the same values as you do and you therefore need to learn to respect these differences.

**Purpose:**

To help learners become aware of the values they hold.

To allow the learners the opportunity to evaluate how their values might impact on their decisions, behaviour and dealing with others

To encourage learners to respect that other people hold different values to their own

**Materials:** “AGREE”, “DISAGREE”, “NEUTRAL-cards, statement-cards

**Time required:** 20-30 minutes

**Procedure:**



## Individual activity

1. For this activity you will be using the “Forced Choices Exercise”. On opposing walls put up signs stating “AGREE”, “DISAGREE”, and “NEUTRAL”. Read out various statements and the learners make a private choice and public declaration by standing under the sign that particularly applies **to them**.
2. Statements could include:
  - Pregnant scholars should be asked to leave school
  - Condoms should be readily available in all schools
  - If a pupil is found using a drug/ psychoactive substance his/ her parents should be told
  - Teachers should be told which of their pupils are HIV positive
  - Homosexuality should be viewed as an illness which could be treated or a problem which could be resolved with correct counselling
  - Premarital sex is acceptable if the appropriate precautions are taken
  - Any sexual act between consenting adults should be allowed
  - Severely retarded children/ adolescents should be sterilised to prevent

them from falling pregnant

- Young children should be strongly discouraged from masturbating as it could lead to emotional problems in later years



## Group activity

3. Discuss the various statements with the group and give each participant an opportunity to say why s/he has taken a particular stand on a specific statement. Reinforce the fact that not everyone may agree with the statements and that it is acceptable and should be respected.

Ask the group how they felt to publicly take a stand, especially if it may have put them in a position that would be different from the rest of the group. Discuss these feelings. End the session by summarising the different opinions and the values that were expressed.

## Difference between sex and sexuality



### Definitions

Sexuality is much more than “sex” or “sexual intercourse”. Sexuality is our entire self as girl or boy, man or woman including sexual thoughts, experiences, learnings, ideas, values and imaginings, as these have to do with being male or female. Sexuality includes **gender identity** (the core sense that we are female or male) and **gender role** (the idea of how we should behave because we are male or female). Sexuality is a basic part of who a person is and affects how they feel about themselves and all their relationships with others.

- Purpose:** To help learners appreciate the dimensions of sexuality  
To enable students to understand the difference between sex and sexuality
- Materials:** Koki’s, Newsprint
- Time required:** 30 minutes



**Procedure:**



## Group activity

1. Ask the group to brainstorm their understanding of sex and sexuality. Responses are written down on the board and myths are discussed as they are mentioned.
2. The facilitator can then lead the discussion using the following questions:
  - Is sexuality only a physical phenomenon or does it involve the emotional and psychological as well? Elaborate.
  - Is sexuality constant or does it change over time?
  - When does sexuality commence and when does it end?
3. At the end of the session give a definition of sex and sexuality. You may write it on the board so that everyone can see it clearly. Allow time for questions and discussion.

## Sexual orientation



### Definitions

Sexual orientation is an important part of human sexuality. All people are attracted to others. Most people are attracted to the opposite sex. About 10% of us are attracted to the same sex and even more people are attracted to both sexes.

**Heterosexuality** refers to [sexual behaviour](#) with or attraction to people of the opposite sex, or to a heterosexual orientation.

**Homosexuality** refers to [sexual behaviour](#) with or [attraction](#) to people of the same sex, or to a [homosexual orientation](#).

**Bisexuality** refers to [sexual](#), [asexual](#) or [romantic](#) attraction toward members of both sexes. It is one of the three main classifications of [sexual orientation](#), along with a [hetero](#) and [homo](#) orientation.

**Transvestism** is the practice of [cross-dressing](#), which is wearing the clothing of the opposite sex. **Transvestite** refers to a person who cross-dresses.

**Transgender** is the state of one's "[gender identity](#)" (self-identification as woman, man, or neither) not matching one's "assigned sex" (identification by others as male or female based on physical/[genetic sex](#)). "Transgender" does not imply any specific form of [sexual orientation](#); transgender people may identify as [heterosexual](#), [homosexual](#), [bisexual](#), [pansexual](#), [polysexual](#), or [asexual](#).

## Sexuality and the Constitution

**Purpose:** To provide learners with information with regards to the Constitution and how it relates to sexuality

**Materials:** Sections from the Constitution

**Time required:** 20 minutes

### Procedure:



### Individual activity

All these issues that were discussed today need to be looked at in the context of the Constitution. Show them the sections of the Constitution that refer to sexuality and allow discussion around these issues and how they impact on STIs, including HIV&AIDS.

Let the learners look at how these aspects are implemented in everyday life in their communities or where their rights may be violated.

## Day 2: What are STIs?

Sexually transmitted infections (STIs) are a very real problem and the consequence of irresponsible sexual activity. The prevalence of this problem is very great and it is therefore very important to address the issue. This is a subject that needs to be dealt with in a sensitive manner as there may be some of the learners that may have symptoms that would indicate a possible STI.

**Purpose:** To facilitate an awareness of some of the consequences of sexual activity

To facilitate an awareness of STIs

To look at what we want to teach young people about STIs

To look at our attitudes around STIs

To identify the early signs and symptoms of the most common STIs amongst adolescents

To look at the management of STIs

To dispel any myths around STIs

**Materials:** Cards with case studies

Newsprint

Koki's

Information from resource manual

**Time required:** 45 - 60 minutes

**Procedure:**





## Individual activity

1. Ask the learners which STIs they know. List their answers on the newsprint.

### Common STIs

- HIV /AIDS
  - Herpes
  - Syphilis
  - Gonorrhoea
  - Candida
  - Genital warts
  - Chlamydia
2. Ask them if they know which of these are the most common amongst adolescents. The 3 most common STIs amongst teenagers are:
    - Gonorrhoea
    - Syphilis
    - Herpes



## Group activity

1. Ask the learners if they know the street names for these STIs. Discuss the answers in the group, as well as where these names come from.
2. Divide the group into 3 smaller groups and give each group one of the above-mentioned STIs. Give each group the information sheet and ask them to complete the questions. Then give feedback to the rest of the group. Give them about 15 minutes to complete the task.
  - How do you get a STI?
  - Early signs and symptoms of STIs
3. Allow each group to give feedback and add any information that may still be necessary. Allow enough time for questions.

Ask the groups to feedback to the big group and allow time for discussion and questions.

End the session by asking the learners if they know any myths around STIs. Make sure that they understand the facts about STIs and that all the myths are dispelled. Use the information sheet as a guideline.

## Prevention of STIs

**Purpose:** To increase the learners comfort with condoms

To look at ways to prevent STIs

**Materials:** Condom demonstration kit and dildo



### Important thought

One of the key prevention methods when it comes to STIs, is to look at safer sex practices. These include:

- Abstinence from sex
- Being faithful to only one sexual partner
- Condom use
- Getting tested for STIs and seeking treatment

### Procedure:



### Group activity

1. Give one condom in its packet to each learner. Ask learners if they know how to use a condom or have used condoms before.
2. Invite the learners to check that the condom has not passed the expiry date, and to open and remove the condom. Encourage them to play around with the condom by stretching it. With the help of another team member, have some of

the learners place a condom over their hand. (Tell them to be careful of their fingernails!) Next, tell them to close their eyes and to ask the person next to them to stroke their hand with a finger. Ask the learners wearing the condom on their hand:

- Can they feel the other person’s finger touching them?
- How much can they feel through the condom?
- How thick do they think the condom is?

3. Have the learners stretch the condom as much as they can without breaking it. Ask if they could blow it up or stretch it over their foot or over their hands and arms. (If they are really adventurous to fit it over their heads.) Does it break?

Ask the learners:

- How long did the condom get?
- How wide did it get?
- What happened to the condom when it stretched?

## Understanding HIV & AIDS

Ask the group to share if they know someone with AIDS. If there are people in the group who do, ask them to share their understanding of this person and the disease, e.g. how did they get the virus, how do you know this person, how are they feeling, how did they find out, how are people in the family handling the situation etc. Do this with several if there are several who have connections to the disease. If no one has any information, ask him or her if they know why they don’t know anyone with the disease. Possible ideas - people don’t talk about it, the person may be HIV positive but not know it themselves, there are so many other diseases that HIV is just one of many, no one teaches about it.







## Definitions

AIDS is a medical diagnosis for a combination of illnesses which results from a specific weakness of the immune system. AIDS (Acquired Immune Deficiency Syndrome) is caused by infection with a type of virus called HIV – Human Immune deficiency virus.

HIV is not one virus, but a family of many similar viruses. A virus is a very small germ.

**Purpose:** To increase participant’s knowledge about HIV&AIDS  
To confront stereotypes about who becomes infected with HIV  
To reinforce knowledge about HIV&AIDS and safer sex

**Materials:** Newsprint, koki’s, prestik

**Time required:** 45 minutes



**Procedure:**



## Group activity

1. Divide the learners into groups and ask each group to answer one of the following questions and then to report back to the rest of the group.
  - What is HIV&AIDS?
  - What are the myths associated with AIDS?
  - What behaviours put people at risk for HIV infection?
  - In what bodily fluids is HIV most concentrated?
  - How is HIV not transmitted?
  - What are the symptoms that may develop as a result of AIDS?
2. When the groups give feedback, correct any information that was incorrect and add any additional information.

## HIV & AIDS: High risk, low risk and no risk behaviour

Looking at the various behaviours that put us at risk for contracting HIV&AIDS is a very important aspect of prevention. By knowing what we can and cannot do in order to protect our partners and ourselves can play a very big role in ensuring that we stay healthy. Since HIV infection is a reality in South Africa, we need to deal with the behaviours that put young people at risk. It is important to have the information so that we can communicate and make young people aware of these behaviours.

Previously we thought of AIDS as being a homosexual disease or a Black disease from Africa. Now we realise that EVERYBODY, irrespective of sexual orientation, skin colour, religion or culture is at risk. It is not WHO you are but WHAT you do, that puts you at risk.

**Purpose:** Help learners clarify the risk factors for a variety of behaviours  
Reinforce knowledge about the various behaviours which can and cannot transmit HIV&AIDS

**Materials:** Worksheet with the risk behaviours

**Time required:** 45 minutes

**Procedure:**



## Group activity

1. Start the session by asking learners to stand up if they do any of the following:
  - Smoke more than 5 cigarettes a day
  - Drink more than 5 glasses of wine/beer per day
  - Drive fast or at high speed
  - Drive without a seatbelt
  - Have ever eaten a fish and chips parcel

- Have ever driven a car under the influence of alcohol
  - Have ever crossed a busy road
  - Have ever hitch-hiked
  - Have ever done anything unusual like gone scuba diving or deep-sea diving
  - Have ever driven a racing car
  - Ever buy take-aways
  - Ever over eaten
  - Ever driven in a Cape Town taxi
2. All these behaviours show that we take extremely dangerous risks that could be life threatening. Yet we engage in these activities every day and thus take risks every day. Why do we do it? Discuss this in the group.
  3. Tell the group that in this session we will be looking at the risk taking behaviours that people engage in and the consequences for HIV&AIDS infection. Hand out the worksheets to them and ask them to rate their own behaviour.
  4. Explain how the activity works:
    - The activities on the worksheet refer to the different types of behaviour
    - LOW RISK activities will be activities where you use a condom to protect yourself.
    - NO RISK activities are those activities where there is no way that you will get the HIV virus through that activity.
  5. Give the group the opportunity to discuss possible questions or problems that they may have with the risk behaviours. Use the facilitator’s guide to correct any possible mistakes.



## Important thought

Highlight the following in the discussion:

- Behaviours where exchange of fluids occur, present the greatest risk for HIV transmission.
- Introduction of barrier methods (use of condoms) reduces some of the risks for HIV transmission, yet not all.

## High risk, Low risk, No risk

*(Facilitator's copy)*

Behaviour/Activity	Correct Placement
Vaginal sex without a condom	High
Vaginal sex with a condom	Low
Oral sex with a man without a condom	High
Oral sex with a man with a condom	Low
Anal sex without a condom	High
Anal sex with a condom	Low – high
Self masturbation	No

Mutual masturbation	No – low
Wet kissing	No
Dry kissing	No
Massage	No
Showering and bathing together	No
Romantic conversation	No
Sharing needles without cleaning them	High
Sharing needles and cleaning them with bleach	High – low
Using drugs but not sharing needles	Low – no
Sex with many different partners without using a condom	High
Sex with many different partners with a condom	Low
Unprotected sex with a person who injects drugs or shares needles	High
Sex with a person that injects needles, but you use a condom	High – low
Sex with someone who has had many partners, without using a condom	High
Unprotected sex with a man that has sex with other men	High

## HIV & AIDS: Myths and Facts about HIV&AIDS

Since there are a lot of myths circulating about HIV and AIDS, it is important to know the facts. The next activity is going to do just that. It is important to understand what a myth is and what the truth is. A myth is something that is false and a fact is something that is true.

**Purpose:** To provide an opportunity for learning the correct information about HIV infection

**Materials:** Myths and facts worksheet

**Time required:** 30 - 45 minutes

### Procedure:



### Group activity

1. Hand out the Myths/Facts worksheet or separate cards and have learners decide independently whether each statement is a fact or a myth. Tell learners to be prepared to provide reasons for their answers in this activity. Go around and ask each participant a different question.
2. Put the FACT and MYTH cards on the wall and let the learners put their statement cards under the one that they think is the correct heading. Discuss the answer in the large group.
3. Support the explanation or correct it, then give a more thorough explanation of why the answer is a myth or a fact.

## Myths and Facts: HIV&AIDS

*(Facilitator's copy)*

1. AIDS is a medical condition in which your body cannot fight off disease.
2. AIDS is caused by a virus.
3. If you hug someone with AIDS you can get HIV.
4. Anyone can get AIDS.
5. AIDS can be cured.
6. HIV can be spread by using someone's personal belongings like a comb or hairbrush.
7. If a pregnant woman is HIV positive there is a chance it may be passed on to her unborn baby.
8. Most people who get AIDS die.
9. Having AIDS makes you more likely to get other diseases.
10. You can tell by looking whether someone is HIV positive.
11. Condoms are 100 percent effective against the transmission of HIV.
12. You increase your chance of getting HIV if you have sex with many people.
13. HIV is mainly present in semen, blood, vaginal secretions and breast milk.
14. If you give blood you are at risk of getting HIV.
15. You can catch HIV from a toilet seat.
16. Lesbians don't have to worry about HIV infection.
17. An HIV-infected mother can infect her child through breast milk.
18. Birth control pill can prevent the transmission of HIV.
19. Loyalty to a partner is 100 percent safe.
20. If you kiss someone with HIV you will get the disease.
21. Having unprotected sex with someone who is HIV positive is one way of getting it.
22. You can get HIV by sharing a needle with someone who is infected.





23. Having anal sex with a man increases your chances of getting HIV.

FACTS: 1/2/4/7/8/9/12/13/17/21/22/23

MYTHS: 3/5/6/10/11/14/15/16/18/19/20



## Day 3: Prevention of HIV & AIDS

### Safer sex – condom use

**Purpose:** To reinforce learners’ knowledge on how to use condoms correctly

To energise learners and review previously learned material

**Materials:** Condom line-up cards. Prepare cards with the following labels:

- Discuss and agree to safer sex
- Get condoms
- Hug, kiss, cuddle
- Sexual arousal
- Erection
- Dab lubrication on the penis or inside the condom
- Leave room at the tip
- Squeeze out any air
- Roll condom on
- Intercourse
- Orgasm (Ejaculation)
- Hold onto the rim of the condom
- Withdraw the penis
- Carefully remove condom and throw it away
- Loss of erection
- Relaxation

**Time required:** 10 - 15 minutes

**Procedure:**





## Group activity

1. Tell learners that the group is going to review condom use by putting in correct order all the steps involved in putting on a condom.
2. Depending on the group size with which you are working, choose one of the following ways to use the cards:
  - Shuffle the condom line-up cards. Pass out cards to learners and ask them to stand in a circle facing the rest of the group. The rest of the group will act as an audience. If the group is small, have each participant take one or two cards and stand in a circle.
  - Explain that the cards represent the steps in proper condom use. The task is to put them in the correct order.
  - When this task is completed, ask the group members if they are satisfied with the order. If not, give them time to make adjustments.
  - Then ask the audience if they have any further adjustments to make. If so, make those adjustments.
3. When the group has decided how to place the cards, ask questions to prompt movement to the correct order. When the order is correct review the steps:
  - Discuss and agree to safer sex
  - Get condoms
  - Hug, kiss and cuddle
  - Sexual arousal
  - Erection
  - Dab lubrication on the penis or inside the condom

- Leave room at the tip
- Squeeze out any air
- Roll condom on
- Intercourse
- Orgasm (Ejaculation)
- Hold onto the rim of the condom
- Withdraw the penis
- Carefully remove condom and throw it away
- Loss of erection
- Relaxation



## Important thought

Relaxation can be done throughout the whole process to show that this should be continuous. The “loss of erection” card can also go anywhere to show that this can happen at any time during intercourse. Remind learners that if it occurs after the condom is put on, that the condom will need to be thrown away and another used. It should not be re-used or turned inside out to use.



## Group activity

1. Use the following discussion questions to stimulate discussion and positive attitudes toward condom use:

**QUESTION:** If a man lost his erection after putting on a condom and before intercourse, what could the couple do?

**ANSWER:** Continue stimulating one another, relax and enjoy the fun, wait a while and start playing again using the condom as part of the play. Emphasize that this will probably happen to most males at some point in their lives.

**QUESTION:** Why put a dab of lubricant on the tip of the penis or in the condom?

**ANSWER:** It makes the sensation feel more sensitive and potentially pleasurable. If the lubricant contains spermicide, it can be an additional protection.

**QUESTION:** It is often said that condoms lessen sexual pleasure. Which part of the process feels the same whether or not a condom is used?

**ANSWER:** Sexual arousal, erection, withdrawal, orgasm/ejaculation and relaxation

**QUESTION:** How can people make condoms feel good and fun?

**ANSWER:** Have your partner play with you and/or roll the condom on, put lubricant and spermicide inside to make them feel wet, use coloured condoms, use your mouth to stimulate before and/or during condom use etc.

## Treatment of STIs and HIV & AIDS

**Purpose:** To provide learners with the necessary information with regards to the treatment of STIs, including HIV&AIDS

To learn about specific treatment, such as Anti-retroviral treatment

**Materials:** Newsprint

Koki's

Prestik

Information sheets

Examples of ARVs

**Time required:** 10 - 15 minutes

**Procedure:**



## Group activity

1. Ask the group if they know any forms of treatment for STIs – medical or traditional methods. Write these down on the newsprint and discuss the different options – do they work or not, how do they work?
2. Give the group the information about how STIs are treated. More information is available in the Resource guide.



## Important thought

Treatment for STIs is very safe and effective. Treatment at government clinics and hospitals is free and of very high quality. The sooner you get treatment for an STI, the easier it will be to treat. It is important that your sexual partner or partners also get treatment. If they do not, you could be re-infected with the STI by your untreated partner. If you have sex, you should use a condom until your treatment is finished.

It is very important that the treatment is completed. Do not stop the medicine when the signs or symptoms disappear. This could result in the infection becoming resistant to the treatment, and more difficult to treat.



## Group activity

3. Ask the group what they know about ARVs – anti-retroviral treatment. If there is someone in the group who is perhaps HIV-positive and has disclosed to the group, the person may be able to also share if they are on ARVs.
4. Hand out the information sheets about ARVs to the learners and ask them to look at the following questions re ARVs:
  - How do ARVs work?
  - What types of ARVs are available?
  - How to take ARVs?
  - What are the side-effects of ARVs?
5. Let each learner complete these questions for their portfolio of evidence. Allow for questions and discussion in the group.



## Day 4: Understanding HIV: Living with HIV everyday at home and work

**Purpose:** Assessing the needs of those infected and affected by HIV&AIDS

Addressing the needs of those infected and affected by HIV&AIDS

**Materials:** Newsprint, koki's

**Procedure:**



### Group activity

1. Divide the group into 3 smaller groups. Ask each of the groups to look at one of the following aspects and then to give feedback to the rest of the group.
  - What are the PHYSICAL NEEDS of someone who is HIV-positive?
  - What are the EMOTIONAL NEEDS of someone who is HIV-positive?
  - What are the SPIRITUAL NEEDS of someone who is HIV-positive?

Also let them look at how they think we can support and provide care for those infected with HIV&AIDS.

2. Divide the group into 3 smaller groups. Ask each of the groups to look at

one of the following aspects and then to give feedback to the rest of the group.

- What can you do to keep your BODY healthy?
  - What can you do to keep your MIND healthy?
  - What can you do to keep your SPIRIT healthy?
3. Use the posters and positive health kit to give more input to the group. Remember that you need to tell them WHAT they can do, but also WHY!



## Day 5: Understanding HIV

### Living positively



#### Individual activity

1. Ask learners to work silently and on their own. Let them write down all their exceptional qualities. This refers to their bodies, minds, spirit, their total being, everything that makes them special, unique great, good or fantastic.
2. Observe closely. Some people will write in pencil, so that the qualities they are listing can always be erased if regarded as too good to be true. Other learners cannot write more than three words before getting stuck. Yet other learners feel that they need verification from others before they can enumerate any positive qualities. Use these observations in the discussions following the exercise.
3. After 15 minutes stop the exercise and ask for comments leading questions these can be; was it easy? Was it difficult? If so why?
4. Learners normally agree that it was difficult and that would have been easier to put down their negative qualities.



## Group activity

1. Ask learners to work silently and on their own. Let them write down all their exceptional qualities. This refers to their bodies, minds, spirit, their total being, everything that makes them special, unique great, good or fantastic.
2. Observe closely. Some people will write in pencil, so that the qualities they are listing can always be erased if regarded as too good to be true. Other learners cannot write more than three words before getting stuck. Yet other learners feel that they need verification from others before they can enumerate any positive qualities. Use these observations in the discussions following the exercise.
3. After 15 minutes stop the exercise and ask for comments leading questions these can be; was it easy? Was it difficult? If so why?

Learners normally agree that it was difficult and that would have been easier to put down their negative qualities.

Discuss the reasons for this with the group.

Ask why our negative traits are foremost in our minds?

Divide the learners into smaller groups.

Ask each group to brainstorm factors:

- contributing to positive relationships
- behaviour which is destructive to relationships
- importance of friendship

Ask them to write their ideas on the newspaper. Give them about 10 - 15 minutes.

## Relationships and HIV: How does it affect me?

- Purpose:**
- To provide factual information about HIV&AIDS
  - To explore myths and misconceptions relating to HIV&AIDS
  - To explore methods of preventing the spread of HIV&AIDS
  - To encourage support and care for people living with HIV&AIDS
- Materials:**
- Newsprint
  - Circles: Worksheet D
  - Koki's
  - Prestik
- Time required:** 45 minutes



**Procedure:**



## Individual activity

1. HIV&AIDS evokes a lot of feelings and emotions in people. As an activity to get learners to reflect on how we can support people living with HIV&AIDS, do the following exercise. This exercise is a silent exercise that each participant should complete on his/her own to allow them to really reflect on the emotions that HIV&AIDS evoke in them.
  - Provide each participant with a 3 dimensional circle diagram
  - Ask learners to think of a famous person and place this person on the outside of the circles. This person has come out in public and confirmed that s/he has HIV. Write down you reactions and feelings.
  - Now go to the 3rd (outer) circle and place an extended family member, friend, or colleague in this circle. You have just heard that this person is HIV positive. Recall your feelings about this person’s status.
  - Now go to the second circle and do the same, but now reflect on the feelings if it is a direct family member, a husband, wife, parent or child
  - Ask learners to now place themselves in the last and innermost circle. Ask them to reflect on the feelings and emotions that they would have on discovering that they are HIV positive.



## Group activity

2. Now that learners have written down their reactions, feelings and views ask for their responses to each of the different people. Write down their responses. Ask the group what they notice about the emotions. Some of the responses may be:
  - The reactions and emotions become more intense the closer it comes to you
  - All feelings are associated with the terminally ill - or where loss is present - they are all part of the normal process of loss and grieving
  - Helping people to understand that their feelings are a normal part of what is happening to them, is part of providing support and understanding.

Allow for enough time in the group to discuss the different emotions that the exercise evoked in the learners. End the session by reflecting on how normal these feelings can be in anyone's life.

## HIV policies

**Purpose:** To provide learners with the information needed to develop a HIV policy.

**Materials:** Information sheets – Guidelines for HIV policies, Examples of policies

**Time required:** 60 minutes

### Procedure:



### Group activity

1. Hand out the guidelines for HIV policies to learners.
2. Give the group input on the different aspects related to HIV policies. See Resource guide
3. Let them look at the guidelines and develop a policy for their organisation based on the guidelines.
4. Allow learners to ask questions for clarity.





## Important thought

Elements to include in Policy:

- Philosophy
- Scope
- Education, Awareness and Prevention Programmes
- Job Access, Status and security
- Workplace testing and confidentiality
- Employment Benefits
- Risk Management, First Aid and Compensation
- Treatment and Consent for Disclosure
- Protection against Victimisation
- Grievance Handling
- Monitoring and Review

## Communication skills

**Purpose:** To understand the basic principles of good communication

To realize the importance of communication and listening skills

**Materials:** Koki's, Newsprint

**Time required:** 40 minutes



### Definitions

Communication is an interchange of messages between two or more people. Communication can be verbal or nonverbal, (including body language and behaviour towards each other). Facial gestures and tone of voice can be very powerful communication tools. Nonverbal communication can add, change or even contradict what is being said.

**Procedure:**

**Activity1: Broken telephone**



**Group activity**

1. Ask the participants to sit in the circle. Whisper a message into the ear of a participant and ask the participant to repeat the message to the person on the left. This continues until everyone has received the message. The last person then tells the group what the message is.
2. The message is nearly always distorted or changed along the way. Ask participants what they heard. Some changed the message to make sense to them and it may end up shorter or longer.
3. Ask the group why they think the message changed from the original message. Discuss the difference?

## Activity 2: Forming words



### Group activity

1. Ask each participant to choose a letter and stick it on his or her chest.
2. Ask them to find others with the same colour letters and to form a group
3. Using all the letters they must form a word. They must do this without talking.
  - Give the group time to do this and then analyse:
  - What happened?
  - Who took charge?
  - How was the problem solved?
  - What did they learn?
  - What is the implication for good and bad communication?
4. Ask the group to explain what is essential for successful communication.

### Activity 3: Verbal communication and active listening



#### Group activity

1. Divide the group into two smaller groups. One group goes outside and thinks of a short story. While they are out, the group inside is told that they will be told a story and they try not to listen. They shout fidget, look around act bored etc. When the facilitator claps hands they should suddenly pay attention and get interested. Each person from the outside group take a partner from the inside group and tell a story after five minutes stop the activity and analyse:
  - How did it feel not being listened to?
  - How did it feel being listened to? What showed that the partner was suddenly listening
  - What was learnt from this activity?
2. Conclude the activity by explaining that it is easy to misunderstand what we are told. We often don't listen properly and interpret things the way we want them to be.

## Decision-making and Goal setting

### Activity 1



### Individual activity

1. Ask the participants to think of a goal that they would like to achieve. The goal should be something specific, an improvement, and something they want to work towards, ask them to form theirs and tell their partner about their goal.
2. Give participants a piece of paper and ask them to write a statement of their goal.
3. Ask each participant to trace one of his/her hand on a sheet of paper
4. Explain about “five friends “of a good plan. Hold up your hand and for each figure , list one of the “friends”:
  - Why? The reason for working towards a goal
  - Who? The person who will carry out the plan
  - How? The step-by-step actions required
  - When? The time within which each step will be done and when the goal will be achieved.
  - What? The resources needed to achieve the goal



## Group activity

1. Divide into small groups ask each participant to make his/her plan of action using the “five friends”. The participants should present the plans in turn to the other group members.
  - After the presentations, discuss the following questions:
  - Were there any difficulties in setting the goal?
  - Is this goal different from one you set before?
  - If so, how? Is the goal specific? How will you achieve this goal?
  - How can you deal with obstacles and/or constraints?
  - Are these achievable in the short term? Or in the long term?
  - How can we work towards these goals as a group?
  - Which ones are only possible to achieve at the individual level?
2. Brainstorm “What makes a good, attainable goal?” Remember it has to be specific, an improvement and something we are willing to work towards. A goal should be realistic and achievable.

Conclude the activity by reviewing the importance of having goals.

## Activity 2: Setting my own goals



### Group activity

Goal setting is a tool that helps you to accomplish the results you want. Goals should be big enough and exciting enough to challenge you, but not so big or challenging that they become frightening and impossible to reach.

1. Brainstorm with participants what the term ‘goal-setting’ means
2. Divide participants into groups of four and give each group newsprint and kokis.
3. Instruct the participants to each think of something that they would like to do or achieve in the near future (this could be next year or longer). Ask participants to brainstorm all the options and write them on newsprint. Choose one option to work on as a group. The goal has to be realistic and achievable.
4. Ask groups to identify which action they want to take in order to achieve the goal. This must be expressed in concrete and attainable goals. Identify resources and strengths that will help achieve their goal.
5. For example if you wanted to study towards a marketing diploma, the things to think about would be:
  - What standard you are in and what you need to do to pass that standard?
  - Which universities offer a marketing diploma and which one you are interested in applying to or attending?
  - What the entrance requirement are for that institution?



- How and when you should apply?
- What arrangement you can make about booking and paying for accommodation, books, and tuition fees?
- What bursaries are available and how you can apply for them?

6. Encourage the participants to use “I” statements when setting goals. You must work with groups from the first to the last step, making sure that participants do not start with the last step.

Use the “SMART” method to help participants to chose their option and make it concrete and manageable:

**Specific:** Help participants to be clear and concrete

**Measurable:** Can the option be measured? By whom? Can it be counted?

**Achievable:** Can the participants achieve this, for example tidying your room everyday for a week?

**Realistic:** Help participants check whether they believe in the option they chose.

**Time oriented:** Is there a time when the choice is taken? This week? Next year?

You can also work with the group on possible problems that may arise and affect the outcome of the goal. What holds the person back and what helps them to achieve the goal? Help participants to identify the factors that prevent them from reaching their goal. Help them to look at ways of decreasing these.

Conclude the activity by reviewing the importance of having goals.



## Worksheet A: Personal expectations



### Individual activity

1. What skills would be valuable to you?

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2. What specific outcome(s) do you want from this course?

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3. If you achieve the goals you want from this course, how will your life be affected and how will others benefit?

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4. My goals for this course are:

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5. During this time I want to take the following actions to make my behaviour safer and more positive

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## Worksheet B: Risk activity



### Individual activity

Behaviour/Activity	Risk
Vaginal sex without a condom	
Vaginal sex with a condom	
Oral sex with a man without a condom	
Oral sex with a man with a condom	
Anal sex without a condom	
Anal sex with a condom	
Self masturbation	
Mutual masturbation	
Wet kissing	
Dry kissing	
Massage	
Showering and bathing together	
Romantic conversation	
Sharing needles without cleaning them	
Sharing needles and cleaning them with bleach	
Using drugs but not sharing needles	
Sex with many different partners without using a condom	
Sex with many different partners with a condom	
Unprotected sex with a person who injects drugs or shares needles	

Sex with a person that injects needles, but you use a condom	
Sex with someone who has had many partners, without using a condom	
Unprotected sex with a man that has sex with other men	



## Worksheet C: Myths and facts



### Individual activity

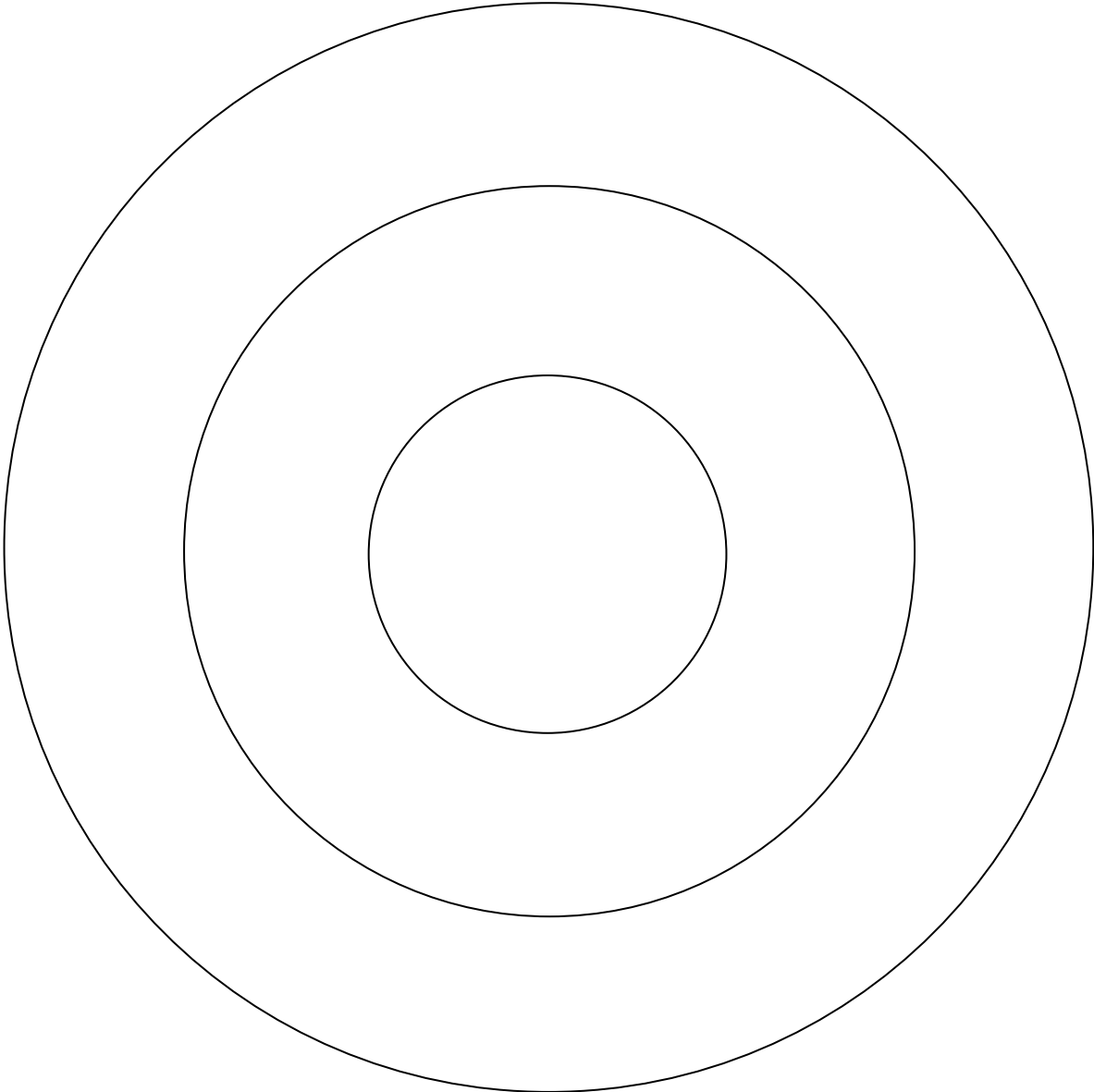
Statement	Myths	Facts
AIDS is a medical condition in which your body cannot fight off disease.		
AIDS is caused by a virus.		
If you hug someone with AIDS you can get HIV.		
Anyone can get AIDS.		
AIDS can be cured.		
HIV can be spread by using someone's personal belongings like a comb or hairbrush.		
If a pregnant women is HIV positive there is a chance it may be passed on to her unborn baby.		
Most people who get AIDS die.		
Having AIDS makes you more likely to get other diseases.		
You can tell by looking whether someone is HIV positive.		
Condoms are 100 percent effective against the transmission of HIV.		
You increase your chance of getting HIV if you have sex with many people.		

HIV is mainly present in semen, blood, vaginal secretions and breast milk.		
If you give blood you are at risk of getting HIV.		
You can catch HIV from a toilet seat.		
Lesbians don't have to worry about HIV infection.		
An HIV-infected mother can infect her child through breast milk.		
Birth control pill can prevent the transmission of HIV.		
Loyalty to a partner is 100 percent safe.		
If you kiss someone with HIV you will get the disease.		
Having unprotected sex with someone who is HIV positive is one way of getting it.		
You can get HIV by sharing a needle with someone who is infected.		
Having anal sex with a man increases your chances of getting HIV.		

## Worksheet D: How does HIV affect me?



### Individual activity





## Course evaluation form

Date: \_\_\_\_\_

Facilitator/s: \_\_\_\_\_

What did you like about the course?

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What part of the content was most useful to you?

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What was not useful to you?

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**What did you not like or would change about the course?**

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**Please rate the following (circle or underline your choice):**

<b><i>Facilitation</i></b>	Excellent	Good	Not Good
<b><i>Pace</i></b>	Perfect	Too fast	Too slow
<b><i>Content</i></b>	Appropriate	Not appropriate	

**Do you have any other comments or feedback for the facilitator/s?**

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**What support would you like in implementing the learnings from this course?**

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