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The following pages may be photocopied for use within an individual establishment

INTRODUCTION TO THE EXERCISES

Six different kinds of exercises are provided in this pack. For convenience, they have been labelled according to the issues they focus on: Group Leader exercises (GL), Groupwork exercises (G), HIV and AIDS information exercises (HIV), Attitudes exercises (ATT), Sex and Safer Sex exercises (SS) and Drug Use exercises (DU). The Group Leader exercises have been designed to help teachers and youth workers to prepare for work with young people, the others are for use with young people themselves.

USING THE EXERCISES

The exercises have been designed so that they can be combined together to meet the needs of specific groups. They can also be modified to meet the needs of different groups. You may find it useful to remind yourself of some of the basic groupwork techniques that they use by reading pages 57 - 63 before using them.

If you are working with young women and young men, you will need to decide whether to organise some single sex work. This can help both young women and young men to gain confidence and allow them to express their feelings and ideas more openly.

Before using any of the exercises, check that you have all the necessary resources and that, if you are using exercise SS6, you have practised demonstrating condom use beforehand. You will find details of what is required in the 'What you will need' section at the start of each exercise.

Always begin with a warm-up exercise (G1-G5) and end with an activity which brings the session to an end and provides feedback (G6-G7). Exercise G8 can be used over a period of time with a group to create an on-going feeling of working together, as well as providing an opportunity for participants to express feelings and thoughts about HIV and AIDS as work progresses.

EXERCISES WHICH REQUIRE LITERACY AND MOBILITY

Although none of the exercises in this pack necessitate extensive reading or writing, some do require basic literacy skills. One advantage of participatory styles of education is that young people can bring a range of diverse experience and skills to the group. The exercises included here are designed so that young people work collaboratively. Organising groups so that one person who does have literacy skills is the 'scribe', is one way of over-coming the difficulties with writing that some young people may have. Working together in this way is a central feature of the groupwork activities and ensures that everyone can contribute equally. The exercises are also designed so that you can modify them to suit the needs of your particular groups, so if you are working with a group in which none of the participants read or write, you can use the exercises which do not require these skills, as well as modifying those which do.

Two of the exercises in this pack, HIV4 and HIV5 require mobility. With some forward planning, these can still be used in groups where there are young disabled people. It may be possible to enlist some outside help, or to have group members help facilitate movement for those who have difficulties.

Participatory education depends for its success on collaboration and cooperation between group members, and the open-ended nature of the exercises in this pack allow participants to bring their own unique skills, experiences and abilities to the group.

COMBINING EXERCISES

Although you will probably wish to combine the exercises to suit the needs of the group you are working with, some suggestions for sessions may be helpful when planning work. Some sample sessions are offered for youth workers, and for teachers in schools. In addition, some guidance about which exercises can be used in specific subjects in schools is included.

Some Sample Sessions for Youth Workers

The following combinations of exercises all work well if you have 3 - 3½ hours available. The first sequence focuses on knowledge and attitudes. It can be used with either a single-sex group or a mixed group:

G1 + HIV3 + HIV1 + break for refreshments + ATT3 + G7

Alternatively, if you would like the emphasis to be on knowledge and safer sex, you might like to try:

G1 + HIV3 + HIV1 + break for refreshments + SS1 + SS2 + SS3 + G7

If you want to do some work on the issues surrounding drug use, try the following combination of exercises:

G1 + HIV3 + HIV2 + break for refreshments + DU2 + DU3 + G7

If you work with a group of young lesbians or young gay men, the following exercises work well:

G5 + HIV3 + SS1 + HIV1 + break for refreshments + SS2 + SS3 + G7

A couple of linked sessions or a residential weekend can provide more time to examine the issues. The following combinations of exercises are suggested for use on such an occasion:

G1 + HIV3 + SS1 + SS2 + break for refreshments + HIV1 + HIV7 + G7

followed by,

G5 + ATT3 + ATT5 + break for refreshments + SS3 + SS7 + G7

Planning HIV and AIDS Education in Schools

HIV and AIDS education is a compulsory part of the school curriculum; although once the Education Act 1993 comes into force it will be a compulsory part of Sex Education, rather than a compulsory part of Science in the National Curriculum. In addition, Curriculum Guidance 5 identifies health education as a cross-curricular theme. This affords schools a good deal of flexibility in organising the provision of health education and HIV and AIDS education. Some schools may choose to deliver HIV and AIDS education through a separately timetabled programme of Personal, Social and Health Education, others through specific subject areas such as Science or RE, and others as a topic which is presented in a number of different subjects. In fact, HIV and AIDS education can be effectively incorporated into a wide range of subjects in addition to Sex Education.

Which exercises you choose to use and how you combine them will depend upon the design of the curriculum in your school, your subject specialism, your own skills and interests, and the needs of the young people you work with. Here, we offer some of the exercises which address particular topics or issues as they arise in different subject areas, as well as those which are addressed in Personal, Social and Health Education. Although this grid will support the development of HIV and AIDS as a cross-curricular theme, it is by no means exhaustive. The exercises contained in any one subject or topic area within the grid are those which are most *obviously* suited. However, to develop a truly comprehensive programme of HIV and AIDS education within any specific subject area may require a more imaginative and creative combination of exercises. It is also important to note that the absence of exercises in any particular section of the grid in no way means that there is not work which could be fruitfully and appropriately carried out.

TOPICS IN HIV AND AIDS EDUCATION

SUBJECTS

| | TRANSMISSION OF HIV | SEXUALITY & SAFER SEX | ATTITUDES & PREJUDICE | DRUG USE | GENDER | COMMUNICATION SKILLS | MASS MEDIA |
|------------|-----------------------------|--|------------------------------|----------------------------------|------------------------------------|-------------------------------|---------------------------|
| PSHE | HIV2 HIV4 ATT6 SS2 | ATT6 SS7 ATT4 SS1 SS4 SS6 | HIV6 ATT2 ATT3 ATT5 | ATT6 DU1 DU2 DU3 DU4 | SS1 ATT1 ATT4 ATT6 SS7 | ATT1-4 SS1 SS4-7 DU3 | HIV5 G8 DU4 ATT6 |
| ENGLISH | | ATT4 SS7 ATT6 SS1 SS4 | HIV6 ATT2 ATT3 ATT5 | ATT6 DU1 DU2 DU3 DU4 | SS1 ATT1 ATT4 ATT6 | ATT1-4 SS1 SS4-7 DU3 | HIV5 G8 DU4 ATT6 |
| SCIENCE | HIV2 HIV4 ATT6 SS2 | SS6 | | DU1 DU2 DU3 | | | |
| DRAMA | | SS7 | | DU4 | SS7 | SS7 | DU4 |
| RE | HIV2 HIV4 ATT6 SS2 | ATT6 SS7 ATT4 SS1 SS6 | HIV6 ATT2 ATT3 ATT5 | ATT6 DU1 DU2 DU3 DU4 | ATT1 ATT4 ATT6 SS1 SS7 | ATT1-4 SS1 SS4-7 DU3 | HIV5 G8 DU4 ATT6 |
| PE | SS2 HIV2 HIV4 ATT6 | SS7 | | DU1 DU2 DU3 DU4 | | | |
| HUMANITIES | | ATT6 SS7 ATT4 SS1 SS4 | HIV6 ATT2 ATT3 ATT5 | ATT6 DU4 DU3 DU1 DU2 | SS1 ATT1 SS7 ATT4 ATT6 | ATT1-4 SS1 SS4-7 DU3 | HIV5 G8 DU4 ATT6 |

In addition to the grid on the previous page, here are some suggestions for lesson plans within particular subject areas which demonstrate how exercises can be combined. Since it is likely that you will have already established ground rules, and may already have an agenda determined by the demands of the curriculum, we have not included those exercises in the lesson plans. However, if ground rules have not been established, or if it is possible to have the young people you work with set their own agenda, please do include HIV1 and G4.

For a series of 3 Personal, Social and Health Education lessons:

HIV2 + HIV4 + ATT4

For a series of 3 Science lessons:

HIV2 + HIV4 + SS2

For a series of 3 English lessons:

HIV2 + ATT4 + SS5

For a series of 3 Religious Education lessons:

HIV2 + ATT6 (over two lessons)

If you are only able to spend one lesson on HIV and AIDS, in any subject area we recommend that you use HIV2.

You might also refer to Appendix I where there are suggestions for further work which might take place on HIV and AIDS in particular subject areas, including mathematics, craft, design, technology and art.

Planning Sex Education in Schools

AIDS: Working with Young People will prove an invaluable resource not only in planning HIV and AIDS education specifically, but also in designing a Sex Education programme for your school. The participatory style of education adopted in this pack is the most appropriate way of working with young people around sex and the issues it raises. It is through open discussion and active participation that young people are best able to learn about sex, counter feelings of embarrassment, examine their emotions, and ultimately, make clear and informed decisions.

HIV and AIDS cannot be talked about in isolation, but must be placed within a broader context of sex, sexuality, feelings and attitudes. The exercises in this pack reflect the wider issues around sex which HIV and AIDS raise, and so can be used easily in school Sex Education.

Some of the exercises are appropriate for general use in Sex Education lessons without any modification at all. 'Words to Work With', SS1, provides young people with a vocabulary with which to discuss sex, and would provide a good foundation for any Sex Education class. SS4 tackles masturbation in a non-threatening way. 'Talking About Sex', SS5, asks young people to consider with whom they can talk about sex. 'Negotiating Sex', SS7, affords young people an important opportunity to practice refusing, or being refused, sex. ATT1 concentrates on feelings about condoms, and could be used in discussions about contraception or sexually transmitted diseases. ATT2, 'Talking About Relationships', focuses on prejudice towards gay and lesbian relationships, and could be used when discussing sexuality.

The remainder of the exercises (with the exception of those on drug use) can be easily modified for use in general sex education. Also, if the exercises are left unchanged, with their HIV and AIDS focus intact, they will almost certainly provoke broader discussion which is relevant to sexual health generally and which can be built upon by the teacher.

CHECKING OUT YOUR ASSUMPTIONS

Before working with young people on issues to do with HIV and AIDS, you may find it helpful to consider what you feel about each of the following statements, circling the answers that apply to you. There is no need to spend ages on any one question, what matters most is your instant response. In most cases, there is not a right or wrong answer, but it is important that you are aware of what assumptions you yourself make about these issues before beginning work. When you have finished, go back through the list and give some extra thought to any areas of uncertainty. Check the Appendices for any additional information you may need.

- Real sex involves penetration agree/don't know/disagree
- Masturbation can be as good as other sexual activity..... agree/don't know/disagree
- It is natural for young men to experiment with
several sexual partners..... agree/don't know/disagree
- Men have a stronger sex drive than women agree/don't know/disagree
- Young women are more interested in marriage than
short term relationships agree/don't know/disagree
- Young people know as much about sex as older people agree/don't know/disagree
- Some of the people I work with may be gay or lesbian agree/don't know/disagree
- Being lesbian or gay is often just a phase..... agree/don't know/disagree
- Gay men are more promiscuous than heterosexual men..... agree/don't know/disagree
- Only women who can't get a man become lesbians agree/don't know/disagree
- Most Asian girls are virgins when they get married agree/don't know/disagree
- Asian girls know as much about sex as white girls agree/don't know/disagree
- Asian families are dominated by men agree/don't know/disagree



- African-Caribbean cultures have strong taboos about homosexuality..... agree/don't know/disagree
- It is wrong to talk to young Catholics about condoms agree/don't know/disagree
- The main reason to have sex is for pleasure agree/don't know/disagree
- The main reason to have sex is to continue the human race agree/don't know/disagree
- The main reason to have sex is to cement the marriage bond agree/don't know/disagree
- Sex outside of marriage is wrong agree/don't know/disagree
- People in wheelchairs cannot have proper sex agree/don't know/disagree
- People with a 'mental handicap' should be able to have
sexual relationships just like anybody else agree/don't know/disagree
- People who use drugs cannot face up to reality agree/don't know/disagree
- You can't tell whether someone is a drug user or not agree/don't know/disagree
- So-called soft drugs lead on to hard drugs eventually agree/don't know/disagree
- Many gay men and lesbians are married..... agree/don't know/disagree
- Babies with HIV deserve more sympathy than
gay men and drug users agree/don't know/disagree
- People at risk of AIDS should be made to take a test..... agree/don't know/disagree
- I am not the kind of person to get AIDS agree/don't know/disagree

IDENTIFYING SUPPORT

GL 2

Before working with young people on issues to do with HIV and AIDS, it is useful to spend some time thinking about the kind of support you may need. In the space provided, write down the names of two people or organisations from which you will be able to get support and/or advice if necessary.

FOR INFORMATION ABOUT SEX AND SEXUALITY I WILL CONTACT:

.....
.....
..... OR
Tel Tel.....

FOR INFORMATION ON LESBIAN AND GAY ISSUES I WILL CONTACT:

.....
.....
..... OR
Tel Tel.....

FOR INFORMATION ON SEXUAL ABUSE/RAPE I WILL CONTACT:

.....
.....
..... OR
Tel Tel.....

FOR INFORMATION ABOUT DISABILITY I WILL CONTACT:

.....
.....
..... OR
.....
Tel Tel.....

FOR INFORMATION ABOUT HIV AND AIDS I WILL CONTACT:

.....
.....
..... OR
Tel Tel.....

FOR PERSONAL SUPPORT AND DISCUSSION I WILL CONTACT:

.....
.....
..... OR
Tel Tel.....

If any of these contacts might be useful to other group members, copy them and display them on a noticeboard.

WORKING CONSTRUCTIVELY WITH OTHERS

GL 3

In any group, there are likely to be some people who become aggressive or defensive when asked to consider new ideas. To help you feel more secure when encountering these reactions, spend a few minutes thinking about the following situations, and write down your responses.

If someone says 'If it wasn't for all the gays and junkies we wouldn't have the AIDS problem.'

Why are they saying this?

.....

What might your reply be?

.....

.....

.....

If someone says 'It's the innocent babies I feel sorry for, the rest brought it on themselves.'

Why are they saying this?.....

.....

What might your reply be?.....

.....

.....

.....

If someone says 'There's no way I could get AIDS'

Why are they saying this?.....

.....

What might your reply be?.....

.....

.....

.....

If someone says 'Why are you always on about gays - are you gay or something?'

Why are they saying this?.....

.....

What might your reply be?.....

.....

.....

.....

SNOWBALL

G 1

AIMS

To introduce group members to each other. This exercise is for use with relatively small groups whose members do not know each other and have not worked together before.

WHAT YOU WILL NEED

Chairs in a circle. Self-adhesive labels for use as name badges. Pens. Time about 20-30 minutes, depending on the size of the group.

WHAT YOU DO

1. Going round the group clockwise, ask the first person to say who they are e.g. 'I'm Mary'.
2. Ask the next person to introduce the person on their right and then themselves, e.g. 'This is Mary, and I'm John'.
3. The next person introduces both people on their right and then says their own name, e.g. 'This is Mary, this is John, and I'm Ashok'.
4. Continue the exercise with each subsequent member having to introduce themselves and then repeat all the names so far. Once the circle is complete, ask the first person to repeat all the names in the group. The group leader should join in as well.
5. Hand out labels and pens and ask everyone to write down the name they like to be called by.
6. Ask the group members to place the label on themselves so that they are easily visible to other members of the group.

LIKELY OUTCOMES

At the end of the exercise people will know each others' names. The exercise also helps break the ice at the beginning of a session.

