

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.9.1	Knowing About HIV/AIDS	Brainstorm, group discussion	15-45 minutes
3.9.2	Condom Demonstration	Demonstration	15 minutes
3.9.3	"We All Live With HIV"	Statement, discussion	25 minutes

Learning Activity**3.9.1**

Knowing about HIV/AIDS**METHOD**

Brainstorm, group discussion

PURPOSE

To draw on and reinforce what participants already know about HIV/AIDS

TIME

Short option: 15 minutes

- Brainstorming: 5-7 minutes
- Discussion: 5-7 minutes

Longer option: 45 minutes – integrated into lesson

INSTRUCTIONS

- What is HIV? What is AIDS?
- How is HIV transmitted?
- How do I prevent HIV transmission?

RESOURCES

- Learning Activity instructions

Note on use: This learning activity should be delivered as an integrated part of Lesson 3.10, as the correct responses to the group work are contained in the content of the lesson. Deliver the related slides and content for the lesson immediately after.

Preparation

- Select questions to prompt brainstorming. Plan to integrate these into lesson coverage. Print out headings in large type, have ready for spontaneous brainstorming. See photo.

Examples of Questions

- What is HIV? (*Human Immunodeficiency Virus – a virus that weakens the human defence system against diseases*)
 - What is AIDS? (*Acquired Immune Deficiency Syndrome*)
 - How is HIV transmitted? (*Unprotected sex with an infected partner, infected blood or blood products, sharing contaminated needles, mother-to-child during pregnancy, delivery or breast-feeding*).
 - Can you tell by looking if a person has HIV? (*No*)
 - How do you reduce risk of contracting HIV? (*A-B-C's*)
 - You learn you may have been exposed to HIV - what do you do? (*Voluntary Counselling and Testing. The only way to know if you have HIV is to get an HIV test*).
 - You learn you are HIV + - now what? (*Tell partners; get medical help to treat or prevent different kinds of infections that can occur with a weakened immune system; adjust your life.*)
 - How should you treat people who you know have HIV or AIDS? (*With the same respect you extend to everyone. Effects of stigma, social disgrace, and exclusion can be worse than health effects. Don't gossip. The UN requires personnel to ensure they fully respect everyone's rights to confidentiality, equality and non-stigmatization of people living with HIV.*)
- Prepare flip-chart sheets or a board to note answers.

Instructions

1. Follow your lesson plan, integrating the questions and brainstorm into coverage. Recap correct responses at the end of the lesson.
2. Summarize and close with key messages:
 - a) HIV transmission is preventable.
 - b) Protect yourself through A-B-C – abstinence, being faithful, and using a condom when necessary.
 - c) Get tested to learn if you have HIV or AIDS. Protect yourself and your partner.
 - d) Respect any person living with HIV and AIDS. Anyone can become infected.
 - e) Prevent HIV/AIDS for continuing legitimacy of a peacekeeping mission as well as your own security and health.

Variations

Get different participants to lead the brainstorming responses to key questions.

Learning Activity

3.9.2

Condom Demonstration

METHOD

Demonstration

PURPOSE

To ensure all participants know how to correctly use male and female condoms

TIME

15 minutes

- Introduction: 2 minutes
- Key points: 6 minutes
- Demonstration: 6 minutes – including questions/answers
- Close: 1 minute

INSTRUCTIONS

- Watch the demonstration.
- Do you have any questions?

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

- Have condoms available for the demonstration - one male, one female. If no female condom is available, download a picture.
- Go through the instructions, in support. Practice the demonstrations.
- Have condom packages for participants to pass around during the demonstration.

Instructions

1. Introduce the activity, matter-of-factly. Knowing how to use a condom is as important a survival skill as road safety. Both sexual partners need that knowledge.
2. Follow the demonstration steps. Invite questions and answer them.
3. In a closing summary, highlight that the UN wants all peacekeepers to be safe. HIV is preventable. Follow basic guidance to minimize risk.

3.9.2 Learning Activity Material: Condom Demonstration

Male Condom

1. Check the expiry date. Make sure the condom package is intact. *(Show participants where the date is on the package. Press the package to show the air pocket that indicates packaging has not been compromised.)*
2. Open the pack carefully on the serrated edge without damaging the condom. Do not use teeth, nails or a sharp instrument to avoid tearing the condom.
3. Wear the condom only after the penis is fully erect. Do not perform any sexual act involving penetration without using a condom.
4. Pinch air from the condom tip to leave space for semen. Place the condom at the tip of the erect penis. Be careful that sharp finger nails don't rip the condom!
5. Carefully roll the condom over the erect penis until it is completely unrolled, or the entire penis is covered. Make sure no air is in the condom.
6. If you need extra lubrication, do not use Vaseline, baby oil or any other oil-based lubricants. They can weaken the condom. Use water based lubricants such as KY liquid/jelly.
7. When the sexual act is over, pull out while the penis is still semi-erect: hold the base of the penis to make sure the condom does not slide off.
8. Remove the condom: hold the base of the condom and slide it off. Be careful not to get sperm on your hands.
9. Do not re-penetrate after the condom is off. Do not let your partner touch your unprotected penis, as it may still have sperm on the skin or the head.
10. Wrap the used condom in toilet paper or tissue and dispose appropriately – Bin, Burn or Bury. Do not flush it down the toilet; it may block pipes.

3.9.2 Learning Activity Material: Condom Demonstration

Female Condom

1. Check the expiry date. Make sure the condom packing is intact.
2. Open the pack carefully, tearing from the arrow on top. Do not use teeth, nails or a sharp instrument to avoid tearing the condom.
3. Always insert the condom before entry. The female condom can be inserted up to 8 hours before sex is initiated.
4. Squeeze the smaller ring at the covered end and insert the condom into the vagina. Use fingers to insert it further into the vagina until it rests comfortably against the cervix, behind the pubic bone. The outer ring remains outside.
5. The female partner needs to hold down the outer ring against her flesh and guide her partner so he doesn't accidentally enter on the side, or push the condom inside the vagina. When the man enters, his penis should be "surrounded" by the outer ring.
6. Once the sexual act has ended, hold the outer ring and twist it twice before pulling out to avoid spillage or contact with semen.
7. Do not re-penetrate after the condom is out. Do not touch a partner's unprotected penis, as it may still have sperm on the skin or the head.
8. Dispose of the used condom appropriately: Bin, Burn or Bury.

Learning Activity

3.9.3

“We All Live With HIV”

METHOD

Statement, discussion

PURPOSE

To consider the different ways that HIV/AIDS affects people

TIME

25 minutes

INSTRUCTIONS

- Consider the statement by the UN Secretary-General on HIV.
- What does “we need to take responsibility for the response” mean?

RESOURCES

- Learning Activity instructions

Preparation

- Prepare a slide or handout with this quotation from the UN Secretary-General.

“Whatever our role in life, wherever we may live, in some way or another, we all live with HIV. We are all affected by it. We need to take responsibility for the response.”

UN Secretary-General Ban Ki-moon

- Decide on questions to guide the discussion. Examples:
 - Do you know anyone who contracted HIV? Anyone who died of AIDS? Anyone living with HIV? How has HIV infections or AIDS deaths affected partners, families, communities?
 - What media coverage on HIV/AIDS occurs in your country? Have you noticed coverage changing over the last decades?
 - Based on the lesson so far, what do you think the S-G means with: *We all need to take responsibility for the response.* (Key points include lack of discrimination and stigma, as well as personal risk-reduction following A-B-C).

Instructions

1. Introduce the activity by reading the quotation on the projected slide. Ask people to reflect on it.
2. Open the discussion by asking people what they think the Secretary-General means.

Variations

- Invite a participant to read the quotation.
- Ask table groups to discuss the quotations for about 5 minutes, before general discussion.