

Peer Educators – Material for Classroom Work

Peer AIDS Classroom work

<p style="text-align: center;"><i>Information for PEER LEADERS</i> OUTLINE FOR CLASSROOM WORK</p>
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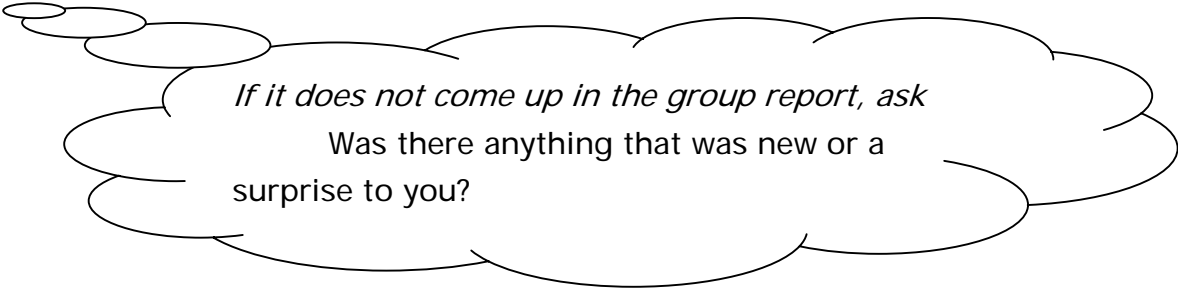
1. Introduce yourselves
2. Give opening statement about the program and why you got involved in it.
3. Debrief assembly : You could ask if anyone would like to share how they felt about what they heard from the speaker or tell something they learned.....
4. Do the exercise #1 *Why young men and young women have sex for the first time* with the entire class.
5. After exercise # 1 is completed divide the class into 4 groups.
6. Take the Header sheets. Tape them across the board or around the room.
7. Give each group a different activity and the instruction sheet for that activity.
8. Tell the groups that they will have 15 min. to do their activity in the small group and then each group will have 5 min. to report back to the entire class.
9. Have each group choose a reporter who will report back to the entire class
10. One peer leader should go to group #4 and give them the example about buying new jeans (from the training workshop) as a way to help them understand how to think about their activity.
11. Move around to the other groups to assist if they have questions and to ask questions that will help them think about points.
12. Have each group report to the class.

How to facilitate the process when students give their reports to the large group

- Make sure that each student reporter describes their assignment before they report their conclusions.
- **Start** REMIND STUDENTS THAT, AS A LARGE GROUP, WE LOOKED AT REASONS WHY YOUNG PEOPLE HAVE SEX FOR THE FIRST TIME
- **INTRODUCE THE FIRST GROUP:**
Now we will look at what can happen when a person has unprotected sex.

Have the report from the group doing

Activity: *Things that might happen if a person has unprotected sex.*



*If it does not come up in the group report, ask
Was there anything that was new or a
surprise to you?*

- **INTRODUCE THE SECOND GROUP**
Now we will look at how comfortable people are doing different sexual activities and what risks there are.

Have the report from the group doing

Activity : *What sexual activities are you ready to do at different stages of a relationship?*

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If it does not come up in the group report ask:

- Was it difficult as a group to decide where to put the different activities?
- If “intercourse” is placed at the point where there is a relationship , then why do so many young people have sex under the circumstances in exercise 1 ?

➤ **INTRODUCE THE THIRD GROUP**

Now we will look at what people have to do in order to be sure that they do what is right for them.

Have the report from the group doing

Activity : How do we get what we want?

If it does not come up in the group report ask or point out:

Wanting sex: because many people don't approve of teenagers having sex, it can be difficult to admit that you are ready to have sex.
- before you can take actions to protect yourself you have to recognize you feelings and desires.

- Getting accurate information: are you ready to do what you have to in order to get the right information instead of relying on uncertain or wrong info from a friend?
 - point out resources
Aids and Sexual Health Infoline 392-2437
www.atoronto.com
- Thinking about yourself : what is best for you now. You don't have to have sex if you are not ready.
- Talking to partner about sexuality: are you ready. If not, set limits. Don't let partner pressure you.
If ready, go to -
- Negotiation of prevention of pregnancy, STDs, HIV
 - Do you know what to say?
 - When do you say it?
- Obtain condoms: and use every time
- Share positive feelings with partner for continuing to use condoms without a hassle.

Deterrents to process:

- Alcohol, drug use: affects judgement.
- Falling in love: when love is used as an excuse for sex, partners don't insist on condoms because they don't think anyone who "loves" them would hurt them.
- Homophobia: not being able to come out leads to risk taking for young gay, lesbian and bisexual youth

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➤ INTRODUCE THE FOURTH GROUP

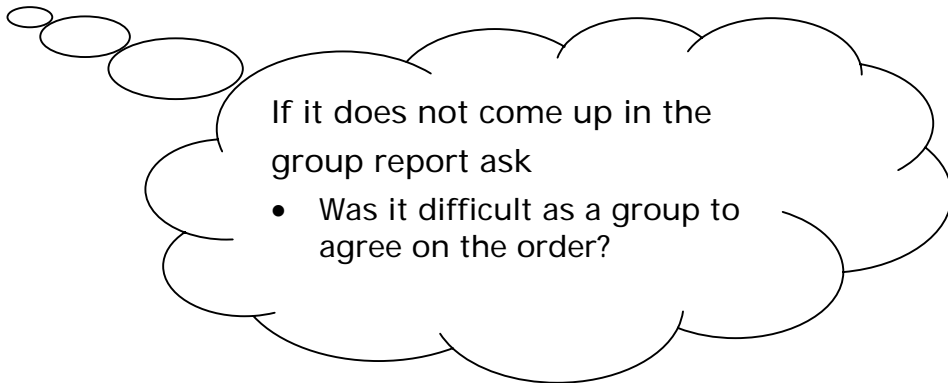
Now we will look at how to use protection when we feel ready to have sex.

Have the report from the group doing

Activity: *How do we use condoms properly?*

You can have someone, perhaps yourself, demonstrate with a condom and lubrication as the presenter explains the steps.

Include information about checking expiry date, lubrication, etc.

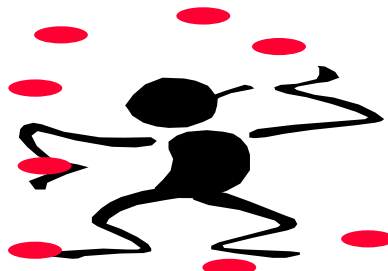


➤ **Finally**, we have to look at the benefits of planning for sex.

Do a large group activity,

- Compare outcomes of consensual, protected sex with the outcomes of unplanned sex. Ask students to think of “what do you want for yourself.”

THANK STUDENTS FOR THEIR PARTICIPATION, REMIND CLASS OF HOTLINE NUMBER AND THAT YOU ARE AVAILABLE TO HELP WITH QUESTIONS.



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INSTRUCTIONS

Why young men and young women have sex for the first time.

DO WITH THE WHOLE CLASS

Time: **20 minutes**

1. Put the two header sheets up on the board or wall.
2. Divide the class into groups of all- male and all-female students. Groups Can be as large as 8 –10 guys or girls if necessary.
3. Get each group to get a sheet of paper and a pen or pencil from the classroom.
4. Tell the groups to pick a recorder and someone who will report back to the large group.
5. Tell the male groups to brainstorm all the reasons they can think of why guys have sex for the first time.
Tell the girl groups to brainstorm all the reasons why girls have sex for the first time.
6. Tell students they have 5 min. to do this work.
7. Have the reporter for the guy group(s) read their list. Write the list on a sheet of flip chart paper as it is read out. Repeat for the girl group(s).

DISCUSSION:

1. Compare responses. Look for similarities and differences. Ask students why they think there are differences.
2. Ask students to think about this questions
“ If you have an idea of how you want your first sexual experience to be, do you think that if you have sex because **(name one of the things on the list)**, you will feel good about it?”

INSTRUCTIONS Small Group 1

Things that might happen if a person has unprotected sex.

Time: 15 minutes

You will have:

- ◆ Worksheets with headings of things that might happen if a person has unprotected sex (consequences): NOTHING, PREGNANCY, STDS, HIV, EMOTIONAL OUTCOME.
- ◆ Sheets of labels with specific things that might be the result of a consequence.

INSTRUCTIONS TO STUDENTS:

1. Take a label.
2. As a group, decide which heading the label belongs under.
3. Do this for all the labels.

DISCUSS:

- What didn't you know?
- What surprised you or was something that you may not have thought of?

Debrief for the whole class: 5 minutes

Person who agrees to be reporter:

- Describe you were asked to do.
- Name the consequences and the specific things on the paper
- Describe the points that were new to the group

INSTRUCTIONS Small Group 2

What sexual activities are you ready to do at different stages of a relationship?

Time: 15 minutes

- ◆ You will have: worksheets, with headings **Meeting, Hanging out, Going together, Getting Serious, Commitment/Marriage**
- ◆ Labels that have a different sexual activity written on each one.

INSTRUCTIONS TO STUDENTS

1. As a group, place the stages in the order in which you think they happen in a relationship.
2. Take a label. As a group, decide under which heading you think this sexual activity belongs under and place it there.
3. Repeat for each label.
4. With a marker: **circle** activities that the group feel are high risk for transmission of HIV.
Put a box around low risk activities.

DISCUSSION:

- Was it easy to reach consensus as a group as to where the activities belong?
- Can you imagine, individually, trying to negotiate with a partner to get what you feel comfortable with in a relationship?
- What do you need to be able to do to get what you want?

Debrief for the whole class: 5 minutes

Person who agrees to be recorder:

- Describe what you were asked to do.
- Discuss answers to questions
- Name high risk and low risk behaviours

INSTRUCTIONS Small Group 3

Prevention Game (How do we get what we want?)

Time: **15 min.**

You will have:

- ◆ Cards with different steps that a person must be able to take in order to make sure that they get what they want in a relationship
- ◆ Worksheet with *Prevention Game* printed at top.

One of the Peer Facilitators will start your group by giving you an example of how we think about things.

INSTRUCTIONS FOR STUDENTS

1. Look at the set of labels. Decide which 3 are things that make it harder to practice safer sex. Set to one side.
2. Using the remaining cards, decide the order in which you think you should do things if you want to be sure that you don't have unprotected sex.
3. Decide why each step is important.
4. For the stage **getting information**, list all the places you know of where you can get advice, counselling, medical services including testing related to HIV,STD, and pregnancy prevention.

Debrief for whole class: 5 minutes

Person who agrees to be reporter:

- Describe to class what you were asked to do
- Have other members of the group hold up the cards in the order in which the group placed them.
- Tell the class what you decided about the order for the stages. and speak to why each one is important
- Name the resources

INSTRUCTIONS Small Group 4

How do we use condoms properly?

Time: 15 min,

You will have:

- ◆ Set of cards.

INSTRUCTIONS TO STUDENTS:

1. Decide, as a group, what order a person would follow in order to use a condom with a partner.
2. Place the cards in the proper order.
3. Discuss which steps you think are the easiest, the most difficult things to do.

DISCUSS:

- ◆ What questions do you have about condom use?
- ◆ What can you do to make it easier to use condoms with a partner?

Debrief for the whole class 5 min.

Person who agrees to be reporter:

- ◆ Describe what you were asked to do
- ◆ Show the steps to proper condom use
- ◆ Tell what things the group felt would be difficult to do and suggestions to make condom use easier.

A Peer Leader may do a condom demonstration as you describe the steps.

INSTRUCTIONS Large Group Activity

The Benefits of Planning for Sex

The Peer Leaders will do this activity with the entire class.

Time: **5 minutes**

You will have

Worksheets with the headings: **Pregnancy STD/HIV
Emotional impact.**

Labels with an outcome of each consequence marked on it.

- 1 Stick up the worksheets.
3. As a large group, match the outcomes to the consequences and stick in place.

DISCUSS:

- What didn't you know?
- Was there anything that surprised you or that you may not have thought of?
- Compare to previous consequences exercise (exercise #1) .
- Ask group which outcomes they would want for themselves.