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AIDS EDUCATION,  
TEACHING TECHNIQUES  
AND FORMS



# AIDS EDUCATION– STRATEGIES FOR TEACHING

This chapter introduces you to methods of conducting AIDS education in various types of situations including churches, classrooms, and small groups. It will assist you, the teacher, to be able to teach this subject as effectively as possible.

## How People Learn

*IF THE STUDENT HAS NOT ‘LEARNED’  
THEN THE TEACHER HAS NOT ‘TAUGHT’*

People learn by taking in information through their senses to their brain where it is processed, and the person is able to use it. People take in information by the three following ways:

1. **Visually** – through the eyes by what is seen.
2. **Audibly** – through the ears by what is heard.
3. **Kinetically** – through action and movement.

The more senses we use, the better our brains pick up the information, process it (learn it), and retain it (remember it). The teacher who is teaching the topics in this book wants to help learners by every way possible, to understand these important issues concerning HIV and AIDS. Therefore, good teaching will require giving the information **visually** (with pictures which are provided in Volume 2, Chapter 24), **audibly** by explaining the concepts in this manual, and **kinetically** by having the students demonstrate practically the necessary information about AIDS (by actual hands-on involvement, sketches, drawings, plays, games, quizzes, etc.).

**It is very important when teaching about sexuality, HIV, and AIDS** that the teacher give the students opportunity to:

- **Listen** to the educator speak about the issues concerning HIV and AIDS.
- **Look** at flip charts (provided in Volume 2, Chapter 24), see diagrams, newspaper articles, written material on the subject, videos, etc. concerning HIV and AIDS.
- **Discuss** what they have learned in group discussions, debates, speeches, etc.
- **Practice** using the skills (example: demonstrating ways HIV is not spread by shaking hands, etc.) either by practical involvement with HIV-infected persons, by sketches and plays in drama, by drawings and paintings, etc.

## A Learning Cycle About HIV and AIDS

1. Starts with experience. Example: everybody is asked to discuss his/her own, and his/her church’s attitudes towards sexuality, and about AIDS.

2. This builds on everyone's experience to deepen understanding about AIDS.  
Example: discuss social, political, economical, personal, and religious reasons for the above attitudes.
3. The learner then moves on from his/her ideas, to his/her experience about HIV and AIDS. Example: Once he/she discusses his/her own ideas, the learner talks about his/her experience within the church and his/her attitudes.
4. The learner then moves on to action. Example: if he/she goes into the home of a person living with AIDS (PLWA) he/she then moves on to getting involved which means action. A similar result can happen if the learner takes part in a skit about AIDS, although the impact may not be as great as actually being with a PWA.

### **Teaching About AIDS Is Not Just Lecturing**

In the past, teaching people things, particularly in church or a classroom, meant that someone would stand up in front of a group of people and do all the talking. We now know that helping people to learn about AIDS involves far more than just talking about it, or telling people what they should or should not do in their sexual behaviour. Today it means:

- Listening actively to what people say and helping them to change some of their misinformation about AIDS, into correct information.
- Recognising that the needs of the learners are probably different.
- Encouraging the students to ask questions about HIV and AIDS.
- Encouraging the students to identify problems concerning HIV and AIDS and to find their own solutions.
- Sharing ideas and information in a way that will help the students to understand and learn more about the problem of AIDS.
- Building on what the students already know, so they can practically get involved in the issues pertaining to AIDS in their community.

The teacher teaching about HIV and AIDS needs to choose appropriate teaching methods that will best help the students to actively participate in issues surrounding HIV and AIDS. The teacher will need to have good basic communication skills where he/she can effectively exchange information between himself/herself and the learner.

### **Creating a Good Environment for Learning**

1. As much as possible, make the **venue comfortable**, attractive, not overcrowded, and not too hot, too cold or one that has distractions (example: when teaching adults on AIDS awareness it is better not to have children present due to the sensitivity of the material and because they are distractive). Always prepare the venue so it is to the best advantage.
2. The personal qualities of **the teacher should be attractive**. Example: the teachers should dress conducive to the audience, but also be well groomed, wear clean pressed clothing (does not have to be expensive). Example: a teacher sharing HIV/AIDS information with teenagers may well dress differently than in speaking to a church-service audience.

3. The teacher should be **well prepared** in subject matter before each session.
4. The materials must be presented in a motivational manner, with **a variety of teaching methods** used, not boring or complicated. For the most part, HIV and AIDS teaching should be easy to understand, not clinical, and simple enough that the learners can retell it to their family without difficulty.
5. The teacher's demeanor **should be warm and friendly** and without sarcasm, not too talkative or talking down to the students. The teacher should always show respect for the students, no matter whether adults or children.
6. Speak in the language that the majority understand. Where necessary, an interpreter may need to be used so that all the students understand.
7. **Keep the teaching session moving.** The teacher must be the leader and direct the learning session without being overbearing and allowing for maximum participation by the students. Keep the class focused. Occasionally, a student will endeavour to "take over" the class or to steer the class in another direction. The teacher can politely and easily keep the class directed and allow for other directions in a question period at the end of the session.

### **Teaching Adults**

The teacher should realise that teaching adults is different from teaching children. A few pointers to remember in teaching adults are:

- Adults have a wide range of experience and knowledge of their world. It is important that the teacher not "talk down" when conducting a lesson about HIV and AIDS.
- Adults have established thoughts, beliefs, values, and prejudices which very often they don't want changed easily. Respect those ideas, even if they are not the same as the teacher's.
- Adults usually assume some kind of responsibility for themselves and for their own learning. They also have an established pattern for their experience in problem solving.
- Adults are generally more self-motivated. Especially adults attending a HIV/AIDS teaching session are there because they want to be.
- Adults want to see a practical use for learning the material. The HIV/AIDS material being taught needs to relate to their everyday lives.
- Adults often lack confidence, especially when dealing with the subject of HIV/AIDS and related sexuality. These subjects must be presented in a straight forward yet sensitive manner. If the teacher is younger than most adult students, it must be kept in mind that a younger person teaching about sexuality to older adults must be very sensitive and respectful. The teacher must observe cultural norms in teaching this material.
- Adults and children learn best through repetition. The teacher should reinforce the concepts being taught about HIV/AIDS several times and in different ways during the lesson.
- Adults and children also learn best when they are involved hands-on at some point during the lesson so that the material is practically applied.

- Adults want to know what is expected of them and have an ‘action’ plan at the end so that the learning has a purpose.

### **Teaching Children**

The teacher must realise that teaching children about HIV and AIDS may very well prevent them from becoming infected at a later age. This puts a high level of importance on the teaching of children. There are also different teaching methods that the teacher must utilise in order to effectively teach children.

- The teacher must show respect to child-students. Children also must never be talked down to or be made to feel insignificant.
- The teacher of HIV and AIDS must have a lesson plan whereby every minute of the class is prepared beforehand as to desired goals, varied teaching methods, participatory learning, cross-tutor learning where the children learn from one another, hands-on learning, reinforcement learning, and the evaluating process.
- It is wise where at all possible (usually takes a more professional teacher to ascertain this) for the teacher to discover ‘how’ each child learns best. Example: some children will be more **visual** (through the eyes) learners and others more **audio** (through the ears) learners, and even others more **kinetic** (through movement) learners. Example: a child who has difficulty with visual learning (with the eyes) will do better sitting at the front of the class near to the teacher.
- A variety of teaching methods should be utilised by the teacher. Example: in teaching about HIV and AIDS the teacher should talk, use pictures, and utilise the students in acting out the concepts in some form during each class such as skits, and maybe several times over. No single teaching method should be used for very many minutes, particularly with young children.
- The teacher teaching about HIV and AIDS must be sensitive about age appropriateness. Example: a teacher teaching young children should ascertain what the students are able to handle regarding the sexual aspects of HIV and AIDS simply yet without going into graphic details about sex. That is neither tasteful nor age appropriate. The teacher must also recognise the parents’ role in teaching their children about these sensitive issues and where possible, have parents in such classes with their children. Note: It is wise, where the church teaches morals, that a written note be sent home to the parents advising them of such a class, inviting their attendance, and allow them the prerogative NOT to have their child attend if they desire to give this teaching to their own children.
- The teacher should move about the classroom all the while teaching so as to maximize those in the seating pattern.
- In teaching about HIV and AIDS, the teacher should not attempt to “scare” the students, but rather motivate them to behaviour which will prevent them from contracting HIV and AIDS. The teacher should also cultivate non-judgemental attitudes in the students about HIV and AIDS.
- The teacher of children in the subject matter should use the correct names, particularly for body parts, rather than using silly expressions because of embarrassment. The word “**private parts**” is generally cross-culturally acceptable for most children.

- The teacher must get the children to “take ownership” of this disease, even though they may not directly identify with HIV and AIDS. Helping the students to see that AIDS is everyone’s problem will help AIDS to be real to them.
- Structured, directive teaching is usually preferred by the authors, over non-directive teaching when dealing with children. We believe that the results prove that children learn best in a structured learning environment.
- Once the concept has been taught to the child, the teacher should enlist the child in a hands-on activity (such as drawing, drama, etc.) that both reinforces and interprets what the child has learned. This way, the teacher can correct any misconceptions and redirect the learning process. Concepts must always be reinforced in numerous ways during the lesson.

**THE FOLLOWING TABLE COMPARES ADULT EDUCATION PRINCIPLES WITH THOSE THAT HAVE BEEN TRADITIONALLY USED WITH CHILDREN, IN ASSERTIVE-DIRECTED EDUCATION.**

ADULTS	CHILDREN
Have a wide range of experience	Little experience
Have established thought, beliefs & prejudices	Thoughts, belief & prejudices mostly undeveloped
Are responsible for their own learning	Teacher responsible
Multi-way communication and learning	Mostly one-way learning
High participation	Lower participation with mostly questions
Motivate themselves	Teacher motivates
Relationship between teacher and students more informal	More formal relationship between teacher and students
Students must feel emotionally safe	Emotions less important
Learners are taught to think	Learners are taught what to think (directive education)
Opinions and feelings are important	Opinions and feelings less important because they are being formulated
Can identify own needs	Teacher identifies needs
Emotional learning more valued	Intellectual learning more important
Teacher is a facilitator	Teacher is boss
Competition is discouraged	Competition is encouraged
Peer relationships more important	Teacher-student relationship more important
More informal seating desirable	Fixed seating more desirable
Flexible programme	Directed programme
Immediate feedback	Delayed feedback
No such thing as failure	Passing emphasised

**The Role of the Educator in Teaching HIV and AIDS**

The educator of HIV and AIDS (be it pastor, youth worker, Sunday school teacher, public school teacher, or community leader) has an extremely important role to play.

- To bring awareness to the students about HIV and AIDS.
- To make the issues of HIV and AIDS real to the students.

- To dispel myths about HIV and AIDS.
- To change attitudes about HIV and AIDS, bringing a compassion for people with this disease.
- To motivate students to involvement in the HIV and AIDS crisis in their community
- To identify the needs of the organisation to whom you are teaching, relative to HIV/AIDS
- To set learning objectives which are HIV and AIDS specific, measurable and realistic
- To give new information about HIV and AIDS, and about the affected and infected
- To assist churches and community organisations in setting up their own AIDS awareness and care program
- To assist families of the infected so their loved ones can have a better quality and longevity of life
- To demonstrate the evangelistic opportunities available to Christians' involvement in HIV and AIDS, so that the Christian church can fulfil the Great Commission to go into "all the world" and preach the gospel to EVERY creature
- To assist medical authorities who are already overworked and overwhelmed by the immensity of the HIV/AIDS problems they are facing on a daily basis
- To assist parents in dealing with this sensitive subject matter, so that their children will not become victims of the disease of HIV and AIDS
- To give the learners opportunity to practice their new skills in a confident and safe manner in the community, in the HIV and AIDS field, and provide trained workers

### **Before an HIV/AIDS Ministry Educational Event**

1. **FIND OUT THE NEEDS and WHO THE AUDIENCE WILL BE.**
2. **DETERMINE WHO ARE THE STAKEHOLDERS.**
3. **SET THE VENUE, DATE, AND TIME DURATION.**
4. **FIND WAYS TO INVITE PEOPLE, PROMOTIONAL MATERIALS, AND GET THEM DISTRIBUTED.**
5. **SET OBJECTIVES.**
6. **DECIDE ON THE CONTENT.**
7. **CHOOSE TEACHING METHODS.**
8. **INVITE OTHER SPEAKERS.**
9. **DETERMINE COSTS AND HOW TO PAY FOR IT.**
10. **PREPARE YOUR LESSONS.**
11. **PREPARE YOUR HANDS-ON PARTICIPATORY MATERIALS.**
12. **HAVE SUFFICIENT HIV AND AIDS HANDOUTS FOR THE STUDENTS.**
13. **ENLIST HELPERS FOR THE EVENT.**
14. **PREPARE A SCHEDULE OF THE EVENT FROM START TO FINISH, IN WRITING, AND DISTRIBUTE TO THOSE INVOLVED.**
15. **PLAN STRATEGY FOR FOLLOW-UP.**
16. **PRAY! PRAY! AND KNOW THAT GOD WILL BLESS IT WHEN FINISHED.**
17. **EVALUATE IT!**
18. **PLAN FOR FOLLOW-UP ACCOUNTABILITY AND REVIEW.**

## **Finding Out the Needs**

In order to be successful as a teacher of HIV and AIDS, you need to know what the needs of the participants are. Example: If the audience is a church, how much exposure to solid HIV and AIDS awareness have they had in the past?

- Are there HIV and AIDS infected in that church?
- Are there affected loved ones who need understanding and teaching?
- Are there any HIV/AIDS ministries already in that church?
- Are there children and youth who will be some of those involved in the learning sessions about HIV and AIDS?
- Will you need to hold separate sessions for younger children/youth and a separate one for adults?
- What does the leader (may be a pastor) want to achieve by having this HIV/AIDS teaching?
  - Does he want to establish an HIV/AIDS ministry from the church?
  - Does he want education only for the people?
  - Does he want the staff and teachers trained only?
  - Is he wanting to help parents only?
  - What are the short and long-term goals that the leader wants to achieve in this HIV and AIDS teaching?
  - What kind of ministry does he want as a result of these training sessions: children, youth, home-based care, public school awareness, testing site on the church premises....what?
- What areas of the audience need change or motivation?
  - Involvement in HIV and AIDS in the church and community?
  - Education for awareness only, perhaps to all the schools?
  - Involvement in practical home care for people with AIDS (PWAs)?
  - Attitude change about HIV/AIDS, dispelling fear?
  - What are the people NOT doing that they should be doing?
  - What are the people doing that they SHOULD NOT be doing?
- How does the HIV and AIDS teacher find out what the needs are and what the learners already know?
  - By talking to the group leader (may be the pastor, etc)
  - By talking to several of those who will be attending
  - By listening to rumours and myths in that area about HIV and AIDS
  - By looking at that community's statistics...how much HIV and AIDS is in that community, and generally what do they believe?
  - By using a questionnaire
  - By conducting a survey
  - By reading the articles in that community's newspaper about HIV and AIDS and what they are saying

**REMEMBER: ADAPT THE LESSONS ON HIV AND AIDS  
TO MEET THE INDIVIDUAL GROUP'S NEED.  
ALSO REMEMBER: MOST PEOPLE DO NOT KNOW  
AS MUCH ABOUT HIV AND AIDS  
AS THEY SAY THEY KNOW!!!**

**Helps for the Teacher in Setting 'Aims' and 'Objectives' for Teaching about HIV/AIDS**

**AIMS** are what you want to achieve by having the HIV/AIDS educational teaching. AIMS are broader and less specific than objectives. AIMS are determined by these questions that you, as the teacher, must answer:

What are your AIMS?

- Is it to just bring awareness about HIV/AIDS?
- What is the church's or organisation's plan in having this seminar on HIV and AIDS?
- How best can you achieve the overall aims?

Who will the participants be?

- Will all the attendees be Christians? Church goers?
- What language do they speak? Must I use an interpreter?
- Are they used to seminars or workshops?
- Can they read? At what level?
- Are they men, women, or both?
- What age are the participants?
- How many will likely attend?
- Do they have any background in HIV/AIDS education or involvement?
- Are they medical people, or participants coming from no medical knowledge of HIV and AIDS?
- Will the participants largely be single or married?
- Are there any HIV infected or AIDS persons attending?

**OBJECTIVES** are the expectations you want of the class participants when the teaching is over. It is that which you expect the participants to be able to know or do when finished. To set "objectives" finish the end of this sentence, "*After this teaching on HIV and AIDS, I expect the participants to be able to \_\_\_\_\_*"."

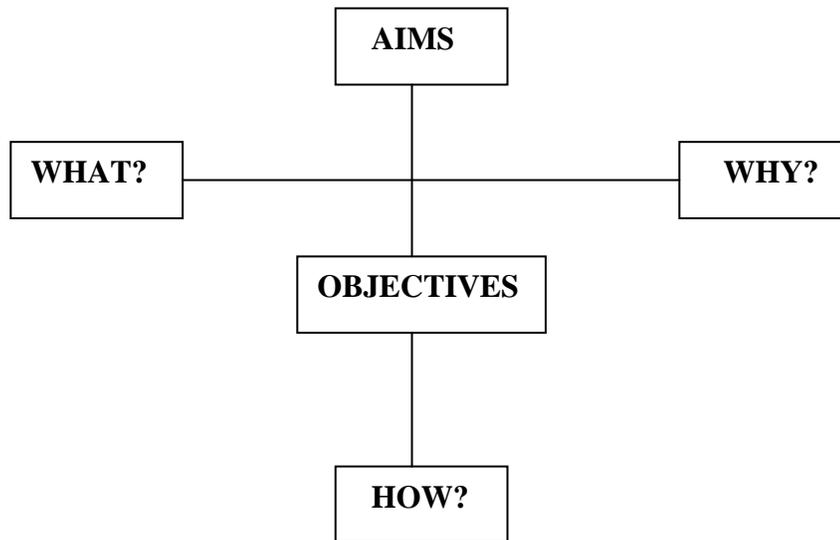
Objectives must be:

- **Practical** (common to everyday living)
- **Workable** (be easily done by the participants)
- **Measurable** (participants will be able to assess them)

- **Assessable** (for you, the teacher, to be able to evaluate your progress)

**AIM:** To teach participants the basic facts about HIV and AIDS

**OBJECTIVES:** By the end of this session, participants should be able to explain how the immune system is affected by HIV in clearly understandable terms.



**AIMS** - What you want to achieve in the teaching session about HIV/AIDS.



**WHAT:**

Say what you want to achieve in teaching HIV/AIDS workshops.  
 Give the specific steps toward achieving aims.  
 Say what people will know/be able to do after the lessons are completed.



**WHY:**

To focus your planning of the teaching session.  
 To know where you are going in the teaching sessions.  
 So learners can be clear on what they are doing in the class.  
 So you know what to evaluate at the end.

**OBJECTIVES** - Your overall goals for the participants in learning about HIV and AIDS.



**HOW:**

Set your objectives.

**Think about the learners and their needs.**  
**Complete this sentence after this event: Participants will be able to \_\_\_\_\_.**



**YOU MUST BE ABLE :**  
**TO ACHIEVE IT IN THE AVAILABLE TIME FOR THE**  
**WORKSHOP;**  
**TO MEASURE IT, OR KNOW IF YOU HAVE**  
**ACHIEVED IT.**

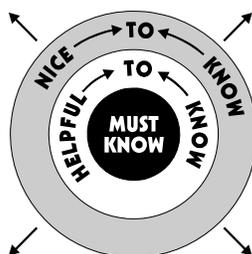
**Examples of objectives for HIV & AIDS classes:**

- At the end of this workshop the participants will be able to explain with 100% accuracy how HIV is both transmitted and prevented.
- At the end of this workshop this church will have established a core group of at least six trained adults who can further develop this church's involvement in HIV and AIDS.
- At the end of this workshop, parents will know how to explain HIV and AIDS to their children with much more ease, and more relative to their ages.
- At the end of this workshop, HIV and AIDS will be fully understood so school teachers can teach it in "Guidance" classes.
- At the end of this session the participants will throw away their myths about HIV/AIDS and be able to list nine ways it is not spread.
- At the end of this session the participants will know how to be totally safe from HIV infection and will be able to explain this to their family members.
- At the end of this session the participants will not be afraid of HIV testing, will take the test if there is any doubt about their own status, and will understand how testing is beneficial to them.

Note: If the HIV/AIDS education classes are more than one class, then each session must have its own set of objectives which the teacher must determine for each class.

**Planning the Content of HIV/AIDS Workshops**

- What the teacher will cover in the class is determined by the needs of the participants.
- Do not try to cover too much in a single session. Be specific about the objectives of each session and the time you are allotted.



## A Sample of the Sequence of Class Topics in Teaching HIV and AIDS

The authors of this book have conducted hundreds of seminars with a variety of audiences: church groups, school assemblies, corporate business employees, and parents, etc. The following is an outline of the sequence we follow, depending upon the time we have. You must determine what best suits your participants.

### A Two-Hour HIV/AIDS Awareness Seminar

Note: This could be an introductory session for adults that would be 2-3 hours in length. The resource information and flip chart helps are in this book as follows:

- **Statistics** on HIV/AIDS (graphics in **STAT Section** in Volume 2, Chapter 24 of this manual) giving the severity of the situation, particularly in Africa
- **Choices** reinforcing the concept that HIV and AIDS is pretty much a disease of choice...by what we do with our sexuality and body
- **Attitudes** briefly to dispel common negative attitudes about HIV and AIDS. (graphic in Volume 2, Chapter 24, Section **STAT 16**)
- **HIV and AIDS** teaching on what HIV is, its characteristics, how it gets into a body, what it does in a body, why you don't get sick right away, how HIV-positive people spread the virus, the rules for not becoming infected, difference between HIV and AIDS, the stages of HIV infection, etc. All the graphic picture helps for this section are in Volume 2, Chapter 24 in Section **FACT**
- **Condom & Testing Education** with picture helps in Section **FACT** and **TEST** and **SEXU** in Volume 2, Chapter 24 of this resource
- **How not to become infected** teaching on right choices regarding sexuality, morality, etc. with all graphic pictures in Volume 2, Chapter 24, in **SEXU** Section of this resource
- **Bible verse reinforcement** for the principles being taught are in Volume 2, Chapter 24, Section **REFR** in this resource

### Lesson Outline for School Students – Teaching About HIV/AIDS

#### Grades 0 through Grade 8 = 1 Hour from start to finish

<u>Number of Minutes</u>	<u>Activity</u>
0 – 5 minutes	= Welcome Song (with an appropriate message)
1 minute	= Opening Prayer
10 -15 minutes	= HIV/AIDS teaching using visual flip charts, overheads of CD Rom found in Volume 2, Chapter 24 of this resource
10 minutes	= Skit by students (given ahead of time so they are prepared) on HIV & AIDS at the end of Chapter 20
10 minutes	= Sexual Abuse Prevention instruction (utilising pictures in Volume 2, Chapter 24 under SEXU)

<b>10 minutes</b>	=	<b>“Edward The Elephant Video” or any hands-on activity that reinforces the HIV/AIDS concepts</b>
<b>5 minutes</b>	=	<b>Invitation for students who desire prayer or further help after class to raise their hands</b>
<b>5 minutes</b>	=	<b>Closing prayer, instructions on AIDS booklets they will be given, to take them home and read to their extended family.</b>

Students file out row by row and are given the AIDS booklets just outside the classroom Door s they are filing out. This helps to maintain order. Students needing further help for Sexual abuse counselling, questions, etc., are retained and are seen by an adult teacher, pastor or counsellor.

### **Grades 9 through 12**

The teacher can use a similar outline as above; only the AIDS presentation can be one and one half hours in duration from start to finish for older school students.

**Note: When conducting AIDS Awareness classes in the public school sector, it is important that the class presentation contain a high quality educational experience. If the local church conducts these AIDS Awareness programmes in the local public schools, it is important not to preach. Remember to respect the school setting. However, the gospel of Jesus Christ and His ability to help the students to make right choices and enlisting prayer for areas of need, is usually or almost always welcomed.**

If the educational presentation is 1 to 1½ hours **teaching children** in a school setting, we follow this **sequence in presenting the materials** (resource for the teacher included in the chapters plus the graphic illustrations in Volume 2, Chapter 24):

- **Statistics** relative to children on HIV and AIDS (in Volume 2, Section **STAT**, Chapter 24)
- **Choices**, reinforcing concept to the children that HIV and AIDS is almost always a choice by what they do with their private parts
- **HIV/AIDS education** on what it is, how you get it, rules to prevent infection, and life skill choices to say “NO” to sex until marriage. All pictures for this are in Volume 2, Sections **FACT** and **SEXU** of Chapter 24
- **Child Abuse** teaching the children how to protect themselves from being sexually abused. All pictures in Volume 2, Section **SEXU** of Chapter 24
- **Condom and Testing (High School or older students only)**, the risks and choices all in Volume 2, Section **TEST** in Chapter 24 of this resource

If the education is longer (maybe one or two days for leadership training of adults) we include all of the above, but also add the following below, to the above:

- **Sexuality God’s Way** teaching with all graphics in Volume 2, Sections **SEXU, FACT, REFR**, Chapter 24. Also include the teaching on Secondary Virginity (Chapter 10)
- **Condom & Testing** education a prerequisite for adult age (Volume 2, Section **STAT, FACT, SEXU, TEST** for pictures. The study information Chapter 8.)
- **Attitudes** also necessary for adult age (Pictures Volume 2, Section **STAT**, study Chapter 6)
- **STD Teaching** the kinds of STDs and how they are spread, graphic helps in Volume 2, Section **FACT**, Chapter 24
- **Why is AIDS so prevalent in Africa** with graphics in Volume 2, Chapter 24, Section **STAT**.
- **Home-Based Care** graphics in Volume 2, Section **HOME**
- **Death & Dying** and dealing with grief, graphic helps in Volume 2, Section **FACT**, Chapter 24
- **Giving Hope** particularly in dealing with young people and how to talk to them. Graphic helps in Volume 2, Sections **FACT, SEXU, STAT** and **REFR** Sections
- **Basic Counselling** for those being trained in HIV/AIDS pre-post test counselling. This teaching will also be helpful in Bible colleges and in training pastors and teachers. Graphics in Volume 2, Section **FACT**, Chapter 24
- **HIV/AIDS Church Involvement** should be taught in all workshops training church leadership. Graphic helps in Volume 2, Section **FACT**, Chapter 24
- **AIDS Education, Classroom Education and Church Guidelines** Covered in Chapters 17, 18, 19 and 20 should be a prerequisite for peer-educator training to establish a local church ministry for HIV and AIDS. Graphic helps in Volume 2, Chapter 24
- **Tips on Getting Started** should be included so the adults have a workable plan on how to implement the materials they have covered into their particular area of need (whether the home, their neighbours, or their church, etc) Chapter 22, Volume 1 for study, Volume 2 for picture helps.

### **Effective Teaching Using ‘Get-Acquainted’ Techniques**

In any class, particularly dealing with a subject as fearful as AIDS, it is important to include simple teaching games to alleviate fear and help the students to relax. In school classes the teacher usually has a very tight time frame whereby singing a song would be sufficient to relax the students so they are ready to listen to teaching on HIV and AIDS. Some of these relaxing class techniques are:

1. **Discussion Groups** – here the teacher must have discussion that is very **directed** so that the time is profitably utilised. Number the students into 3-5 groups (depending

on how many are present). Give each group a defined topic that they must discuss, draw a conclusion about, and report back to the whole class. The topic should be written down and handed to the group to take with them. Each group should divide into their respective locations with approximately 15 minutes to discuss ONLY. When time is up, have 1 person summarise the group's findings in 1-2 minutes only.

**Sample Discussion Topics Could Be:**

- What are some current myths about HIV and AIDS? Why do people believe them? How can we correct these myths?
  - Are young people being taught about HIV and AIDS? How effectively? What more can we do to help young people make right decisions so as to not contract HIV and AIDS?
  - What were some good things in our culture that prevented the spread of HIV and AIDS? Are they still there today? What are some bad things in our culture which may have contributed to the spread of AIDS? Should these be changed, and how?
  - How can our church (whatever the group is) contribute to the community in helping to stamp out AIDS? Involvement?
  - What are things we can do to assist the AIDS “infected” and their “affected” families to make life easier for them?
2. **HIV and AIDS Quiz** with a sample found in Chapter 5. The teacher can have the class do the quiz individually and then correct it together. Or, the teacher may go through the questions with the whole group allowing for limited discussion. Note: The teacher should NOT permit extensive discussion in quiz time since the teaching sessions will cover most of the questions being asked, only in a more organised fashion.
3. **Drama** – a group in the class will have prepared a skit ahead of time, demonstrating some of the ideas about HIV and AIDS. The teacher can work with the students to write their own, or we have included a sample skit to use, included at the end of Chapter 20. This skit can be adapted and made age-appropriate to the students in the class, according to the audience. Dramas and sketches can also be used to illustrate concepts taught in the various workshops. (Example: a skit can be used to demonstrate basic home care for a sick patient; or to demonstrate the myths about how HIV is contracted, etc.).

**The Teacher – Choosing from the Various Teaching Methods**

1. **Lecture method** – where the teacher stands in front of the class and talks. It is always better if the teacher using the lecture method uses visual flip charts, or overhead transparencies as he/she is talking. Lecturing too long is the least effective way for students to learn, because they will only remember 20% of what they hear!
2. **Panel discussion** – where specific people (usually 2-6 people) are selected from within the class to discuss a specific topic. They are also given a limited time frame. A

**forum** is similar and involves teaching by a teacher and then followed by open discussion.

3. **Seminar** – where the group comes together to gain information, but is usually more ‘listening orientated.’ However, usually in a seminar the students will be required to research and prepare the topic in advance, as given by the teacher. When the class teacher is finished teaching, there will be discussion and conclusions drawn based on what the teacher taught and what the students found in their previous research.
4. **Workshop** – also where the group comes together to gain information, but is usually more “hands-on” and “working” orientated. Here the students apply a “real” task under supervision of the teacher.
5. **Brainstorming** – where the participants are given a topic and they discuss, investigate, and draw conclusions in the teaching process.
6. **Rounding the Room** – everyone in the class takes a turn at giving his/her thoughts or conclusion on a particular subject. This helps the teacher gauge the feelings of the students and what they are thinking.
7. **Commissions** – where a specific group goes out to investigate a particular matter, compiles the facts, and then reports back to the whole group on their findings.
8. **Demonstration** – is usually done by one or more persons to demonstrate a point.
9. **Role playing** – is usually done by one or more persons to demonstrate a particular example or model. It can be in “acting,” “drama” form. (Example: in teaching about relationships, a student could play the role of the feelings of a “raped” person, demonstrating an intimidated spouse, illustrating an AIDS person who is shunned, etc).
10. **Case study** – where the student/s take a particular topic, go out and thoroughly investigate it, and then reports back the findings to the class so that a conclusion can be drawn.
11. **Group discussions** – where the whole class is divided into smaller groups, given a topic to discuss, and then reports back the group’s opinions.
12. **Games** – these can be very effective in illustrating the points that the teacher is trying to get across. The teacher must have the games and all equipment chosen ahead of time. The game must always reinforce and illustrate the point being taught. The teacher needs to know how long the game will take and keep it moving. Sometimes the element of competition in game-teaching is good. Here the winners are rewarded!
13. **Buzz Groups** – are usually shorter, less specific, and fast paced, whereby the class is divided into groups of 2 or 3 sitting nearby and quickly “talk” around specific topics so that many ideas are shared. This is a good “wake up” technique on a hot afternoon.

14. **Question and Answer** – where questions are thrown out to the class and answers are given by others.
15. **Flip charts** – where concepts in the class are taught by holding up a visual reinforcement of the concept being taught. Usually the teacher holds it up as he/she is talking to illustrate what is being said. The graphic pictures in Chapter 24 of this manual can be mounted in a book with plastic slide-in pages and held up as flip charts.
16. **Overhead transparencies** – where the graphic illustrations are put up on a projector to reinforce the concepts being taught by the teacher.
17. **Drawings** – students draw out their interpretation of what has been taught, in picture form.
18. **Videos/films** – the material being taught is shown visually using a video. This can sometimes be more difficult because it requires a screen, video projector, and a VCR in order to teach using this method.

**Remember: a good teacher will use a variety of teaching methods in each class. A student will remember approximately 20% of what he hears! This is why it is so important to use a variety of teaching methods in teaching about HIV and AIDS, particularly if you want students to retain what you are teaching and be able to implement it.**

### **The Class Session Itself**

- **Teacher Notes** – the teacher should write out each class session for himself/herself in point form. This will help the teacher stick to the point, teach with order, and maximise time better. Have notes in a place where you can easily see them from where you are teaching. It is NOT necessary to be glued to your notes. However, when you walk and move away from your notes while teaching, always do that so you can soon come back and see your notes, keeping on target. Note: Sample lesson plans and teacher presentation forms are available at the back of Volume 1, Chapter 20.
- An effective teacher who helps the students learn (particularly in teaching HIV and AIDS) will **vary the teaching methods** several times in each class. He/she may lecture for 10 minutes using flip charts, then have a short five minute “buzz” session, followed by questions and answers, then 15 more minutes of lecturing using either flip charts or an overhead projector as he/she teaches. This could be followed by group discussion of specific topics, and then more lecture...and so forth.
- **Questions and Answers** can be very effective IF in a planned way. However, particularly in teaching about HIV and AIDS, it is better if the teacher completes his/her teaching first. Then allow for questions and answers. Usually many of the questions will be answered during the teaching sessions, but in a logical order and in

sequence. Allowing for random questions at any time in a class on HIV and AIDS will make the logical sequence of information very difficult. The class can seem interrupted and fragmented if too many questions and answers are permitted at random.

- **Time of Day** is a good factor in determining what teaching method and style you will use. The students tend to be more alert in the morning. As it gets into afternoon and the air is hotter, those are the better times to utilise “group” teaching methods. The students will stay awake better if they are participating.
- **Projecting your voice** is something a good teacher must learn. Speak with a clear tone and simple words so everyone can understand. “Throw” your voice out as you speak so that those at the back of the class can hear as well as those at the front. Avoid using the same tone for too long. Vary your loudness, softness, highs and lows of speaking so that you are more interesting.
- **Eye contact** is extremely important, particularly with classes of children. Look right into the eyes of the participants, back and forth, so that in turn they look at you.
- **Keep to your lesson plan** by having it in front of you for reference, so that you keep on track, keep on topic, keep to time, etc.
- **Utilising hand movements, and body gestures** can be effective if illustrating your point. Body language can be both effective and distracting. Avoid playing with chalk, rings or jewelry while teaching...that distracts. Be yourself; be natural. Body language should always enhance your teaching methods, not distract from it. Be neat and tidy. Check yourself in the mirror before going into the classroom...do you have ink on your face, thread hanging from your nose? Look good to the students.
- **Note taking** – tell the students if you wish them to take notes during the class. If you are giving hand-out notes for the seminar or workshop, it is probably better if students are not busy taking notes.
- **Using the work board** can be effective in teaching if it is limited to a few points. However, avoid talking “to the board” or writing everything out word for word. That will take too long and the students will become bored. Move when you write. Avoid having diagrams on the board beforehand. The students will be busy trying to figure out the board instead of listening to the teacher. Always turn and face the class if using a board, to talk to the class.
- **Overhead projectors and video machines** – always practice using them before the class time so you know exactly how they work. It is usually best if you have someone else, other than the teacher, who is operating the machines. Make sure the person operating the equipment knows what he/she is doing! Also make sure that the outlet electricity plugs work. You will also have to think about darkening the room’s windows. This should be done well ahead of time with either black cotton material being taped over the windows, or taping newspaper over all windows.

## **During the HIV/AIDS Seminar**

- Greet participants as they come in the door. Give name tags if you plan to use them.
- Have each participants fill in a registration form so that you have a record of where to find attendees. This can also be helpful to give to the host leader like a pastor, etc. If a registration form is not used, then the teacher should use an “attendance form” to know the whereabouts of the students.
- Welcome everyone.
- Open in prayer and state the AIMS and OBJECTIVES of the workshop.
- Start with a relaxer: group discussion, game, song, etc.
- You may want to do the HIV/AIDS quiz in order to evaluate the knowledge of the students.
- Monitor the group dynamics. Example: in the school setting if some of the noisier students are sitting in a group near the back, the teacher should split them up and seat them closer to the front.
- Vary the teaching methods.
- Give tea breaks approximately every 2 hours, for 15 minutes in duration.
- Summarise and use repetition in the teaching methods.
- Have someone else preparing the tea refreshments.
- Give out handouts at the right time. It is usually best to give them out right at the end of the particular session rather than beforehand so the students will not sit and read them while teaching is going on.
- Be flexible but keep the workshop moving.
- Follow the lesson plan as closely as possible and keep yourself, the teacher, on track.
- Don't be judgemental about any participants.
- Keep students focused by eye contact, variety in teaching, class discipline, etc.
- Use appropriate language and culturally acceptable expressions.
- Speak clearly.
- Make sure everyone is contributing, not just a few.
- Observe always.
- Be perceptive.
- Introduce and thank participants even if they do not answer correctly. Never embarrass or belittle anyone for incorrect answers.
- Stay in the room during the video or when a guest is speaking. Leaving the room is ‘body language’ which says, “This is not really important enough for me to stay!”
- Make sure instructions are understood.
- Where possible, have participating speakers who can reinforce the concepts. Example: it is always very effective to have HIV and AIDS persons speak about their own experiences in the class. In such cases, the class must be admonished to confidentiality and respect.
- Have children and adults separated when teaching HIV and AIDS. Age-appropriate classes can be conducted with children ages 6 through ages 12; ages 13 through 20; ages 20 through adult years.

### **Common Mistakes Made by HIV/AIDS Teachers**

1. Failing to adequately prepare long before the workshop. Failing to send the host person (pastor, school principal, etc.) instructions for promotion and inviting people; sending instructions regarding the venue, etc.
2. Not working out a clear purpose with “aims” and “objectives” for each segment of the HIV/AIDS workshop
3. Failing to plan the event well enough in advance and do sufficient promotion to get people to attend
4. Not arranging enough guest speakers besides yourself to enhance the workshop (HIV/AIDS persons, medical person, youth speaker, a parent, etc.)
5. Using only one teaching method which makes the workshop boring
6. Giving too much information at one time and not enough reinforcement of ideas for the students to understand thoroughly
7. Not giving any room for the participants to express themselves
8. Not giving any room for hands-on learning
9. Misjudging the time frames and going much over time frames
10. Not setting the audience at ease, particularly with the subject of AIDS so they can positively learn
11. Not having sufficient small breaks in a day workshop so people can use the toilets, have a drink and be refreshed
12. Not ventilating the room sufficiently and having too many distractions

### **Sample Forms in Chapter 20:**

1. **Teacher Lesson Planner Form** – this form is used by the teacher to plan everything he/she will do in teaching the HIV/AIDS class.
2. **Teacher/Class Arrangement Form** – this form is for the teacher to complete several days before the actual class to organise all the details of needs for the class. A completed copy done by the teacher should be kept for himself/herself. A duplicate copy should be given to the one in charge of the venue so they have everything ready for the class to start on time and run smoothly.
3. **Teacher Presentation Form** – this form is for the teacher in planning his/her HIV/AIDS lesson, used along with the “Teacher Lesson Plan” form.
4. **The Student Presentation Notes Form** – this form is for the teacher to give to the students in the class if the teacher wants them to take notes.
5. **The HIV/AIDS Workshop Registration Form** – this can be used along with the flyer form to hand out as “invitations” or to give so people register and it will be known how many people will be attending and provision can be made for them.
6. **HIV/AIDS Workshop Advertising Form** – this form can be used by those

hosting the HIV/AIDS workshops to invite people to attend. This poster will need your particulars completed in dark, black pen, and then posted in strategic places. Example: put up posters in taxi stands, shops, schools, train stations, market, etc.

7. **HIV/AIDS Hand-Out Flyer Form** – this form is a miniature of number 6 with three to a page as flyers. Your particular information will need to be filled in first with a black pen before duplicating and cutting into three hand-out flyers as invitations.
8. **HIV/AIDS Sample School Skit for Students** – this short skit can be presented by a group of students, provided they are given it well ahead of time and can practice it. It does not take a lot of time and students can adapt it to make it appropriate to their ages. By providing the skit, the teacher is able to keep the message consistent with the moral values being taught.
9. **Evaluation Form** - this can be used by the teacher to determine the response of the students and the effectiveness of the HIV/AIDS classes.

### **Evaluation Following the HIV/AIDS Presentation**

An evaluation is a means whereby the teacher is able to determine the worth of the program, method, or class. The evaluation is very helpful to the **teacher**, to the **host leader** or **pastor**, and others responsible for the HIV/AIDS teaching programme.

### **Why Should the HIV/AIDS Teacher Evaluate the Program?**

- To assess the success or failure of the workshop...have the teacher's learning objectives been achieved?
- To improve the programmes
- To test your teaching objectives
- To evaluate if the students understand the material
- To discover new ideas about the subject of HIV/AIDS

### **Who Can Benefit from the Evaluations?**

- The teachers
- The Church Pastor, organisation, school, etc.
- The community fathers and leaders so as to assess what is happening in that area with regards to HIV/AIDS training and support systems
- The health facilities in the community

### **Who Conducts the Evaluation?**

- Insiders (the teachers, the host pastor or manager)

- Outsiders (those in charge after the HIV/AIDS teacher has gone) to determine if the particular program was beneficial

### **When Do We Evaluate?**

- Either before the HIV/AIDS workshop so as to determine the needs, background, and objectives of the students
- Or during the training so as to determine how well the students are learning
- At the end of the training so as to determine the effectiveness of the learning and training
- Or after the training, usually by the host leadership rather than the teacher, perhaps some days following the HIV/AIDS class to see if the students are practicing key points in the class. Also to determine if this particular programme should ever be repeated

### **How to Evaluate**

- By using questionnaires. A sample is provided at the end of this chapter.
- By observing voluntary responses of the students. Did they seem enthusiastic? Did they express how they felt about the class? Did they pay attention? Did they return for all the classes or did many drop out? Did they ask you, the teacher, to please come again?
- By asking the participants. This can be the least effective way to get a realistic evaluation of the HIV/AIDS classes because often participants are “too polite” to say even if they did not like the class.
- By giving an examination. This is particularly useful for student ministers in Bible colleges, leadership training courses, prefects of schools, and academic teachers, etc. Courses have been given by OPERATION WHOLE to several Bible colleges over the course of a week to total 20 hours of class time. Two credits were given under “Pastoral Care” for those who passed the exam with a minimum of 60%. College level examinations are available to colleges if they write the authors at:

**OPERATION WHOLE  
P.O. BOX 612  
Randpark Ridge 2156  
South Africa**

### **Planning Evaluations**

In most cases, the teacher of HIV/AIDS should plan to evaluate the progress and success of the teaching classes. However, some settings may not allow for written evaluations, such as a local church congregation, very young children, etc. In these cases, the teacher must strive to get verbal feedback from the participants.

- Where possible, at least give out an evaluation form for students to complete at the end of the HIV/AIDS workshop/s.

- In a workshop lasting more than one day, the teacher may have to include a half-way evaluation at the end of the day.
- In the evaluation the teacher needs to find out what was most helpful, and what was least helpful.
- It is also good to ask participants to make suggestions for areas of improvement in such a class.

### **HIV/AIDS Programme Evaluation – How to Measure It**

The subject of HIV and AIDS, particularly regarding sexuality, is a more difficult one to really evaluate. The true test of success in teaching about HIV/AIDS is the following:

- Are at-risk people who were engaging in sexual behaviour that could infect them with HIV changing their behaviour as a result of the class? Is there a lifestyle change?
- Are non-involved people getting involved in the HIV/AIDS crises in their community?
- Is the local church establishing a practical ministry to help in the community in dealing with HIV/AIDS?
- Have future pastors and teachers received sufficient teaching in HIV/AIDS to implement it in the community where they find themselves?
- Are parents more equipped and talking more to their children about HIV/AIDS than they did before the classes?
- In Christian ministry, are the classes helping participants to see their need of Jesus Christ in their personal life, and are they accepting Him as Saviour and Lord?
- In Christian ministry, are the classes helping to disciple participants to become established in the local church where they can grow?

### **To Summarise**

#### ***THE TEACHER WHO FAILS TO PLAN PLANS TO FAIL!***

Knowing the material covered in these chapters on HIV and AIDS, refining your teaching methods, planning for the workshops, and getting the invitations out is absolutely essential for effective teaching on HIV and AIDS. However, the reward is knowing that many lives will be changed and possibly saved from an untimely death because YOU, the teacher, did your very best!! **Happy teaching.**