

Play it safe

Relations and safe sex,
AIDS and STD prevention

A guide for youth workers

Produced by
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INTRODUCTION

In Petto, Youth Information and Prevention Service has for ten years been focusing on the welfare of young people in relation to their sexuality and relationships, and in particular on the theme of safe sex.

With activities such as *Den Vrijen Courant*, a youth magazine made by and for young people, and the training programme *Veilig Vrijen Tournee* (the Safe Sex Tour), the organisation has built up a profile for itself on the Flemish prevention scene. The objective of these activities is to inform young people, and to get them thinking and talking about the 'safe sex' theme. It is mainly in their free time that young people form relationships and experiment with relationships and sexuality. Activities on safe sex must therefore receive attention in this context.

In recent years we have noticed that the worst of the 'hype' around AIDS infection has subsided, and that the theme is not at the top of young people's agendas. You can buy condoms. AIDS is infectious. Sex can make you pregnant. You yourself decide how far you go. Young people know all this. But research shows that there is still a big gap between what people know and what people do. In any case, prevention only works if you have the nerve and the ability to take real precautions.

Since 1998 In Petto has been a partner of a cooperation agreement between Flemish and South African youth work. Sexual health and HIV and AIDS prevention have an important place in this cooperation agreement. On the basis of its experience in this cooperation and the positive reactions of many South African youth workers, In Petto has re-worked, expanded and translated its Flemish handbook.

The handbook is structured in such a way that each youth worker can start work with it: clear guidelines, a wide choice of working methods and practical background information. The emphasis is on developing skills which are essential for safe sex: communication and negotiation with one's partner about safe sex, learning to be self-assertive, setting one's own limits and respecting those of other people, buying condoms and using them correctly. We opted for a wide range of different ways of working. It is up to the youth worker himself to choose the most appropriate and feasible way of working.

This handbook refers to young people and youth workers. By youth workers we mean any professional who works for and with young people, whether this is on a professional or voluntary basis? We use the 'he' form, but when we use this, we also mean 'she.'

Special thanks go to our **South African colleagues**, in particular Gail C. Wijngaard, Achmad Brinkhuis and Happy Sibanyoni for their drive and enthusiasm. We also would like to make a special mention of **Graham Downes** whose European project "A Pack of Three" has inspired us time after time.

In Petto hopes that this handbook will challenge and inspire youth workers to organise their activities round relationships, sexuality and safe sex, and so make a contribution to the worldwide fight against HIV and AIDS. The only way we can win the fight is through solidarity and by working together.

We wish you every success.

THE STRUCTURE OF THE HANDBOOK

In the first part - **Foreplay** - you will find information on the 'how' and 'why' of this handbook: why some young people's sex is safe while other's is not, and what this can mean for prevention activities. We explain why HIV and AIDS prevention is a part of sexual health and the themes you have to take into account.

You will find background information about young people and sexuality and differences between young people. And there is a refresher course on what you know about HIV and AIDS.

Then come some tips about how you and your group can prepare for the activities. We give you some suggestions about how you can enlist and motivate young people. We also tell you how you can make talking about safe sex easier for young people and for yourself.

In Part 2 - **Action!** - there is a description of the themes and the activities. How you choose and use a working method depends on a number of different factors: yourself, your (co-)leaders, the size of the group, the age and depth of knowledge of the young people, and the atmosphere in the group.

The activities vary in duration and approach. In principle they can be used with under-16s as well as over-16s in youth work (youth club, youth organisation, day centre) and even in other sectors (education and special youth care). You can choose yourself whether you work with a mixed group or with boys and girls apart. In the handbook you will also find worksheets you can copy yourself. For each activity the minimum time you will require is given, so that you can build this into your planning. We suggest you deal with each theme in order.

The third and last part - **Resources** - contains addresses of (international) organisations working around the topics of sexual health and HIV and AIDS prevention. You also find information on other materials and work programmes relating to sexual health and safe sex. You can use this information to prepare and support your activities.

Part 1

Foreplay

1. Sexual health: How about it?

1.1. Young people and safe sex

Young people receive information about relationships, dating, love, sex, drugs, HIV and AIDS from many sources. They receive it from adults, other young people, the press, television, on-line computer networks, magazines and films. Mostly the information is incomplete, biased, prejudiced or misleading. Sometimes they are simply told lies.

The task of those involved in HIV prevention is not straightforward. Even if we suppose that the information young people receive is true, there is still a gap between the information they have, and what they practice in terms of their sexual or drug-related behaviour. Listed below are some of the reasons why sexual behaviour change is so complex (these reasons apply to everyone, not just young people):

- Love plays a big part. It is extremely difficult to reconcile the idea of making love to someone with the idea of transmitting an incurable disease.
- Love walks in the door and common sense jumps out of the window. The idea of dying young is attractive. And to die for love, could anything be more romantic?
- Love again. Some young people have never known tenderness or love. They are desperate for affection and are unwilling to jeopardise an intimate relationship by introducing the topic of unwanted pregnancy or disease, or the use of condoms.
- Low self-esteem. If young people do not value themselves, or others, they are less likely to protect either their own health or the health of others.
- Some young people may be using sex as a weapon, to wield power over others or as defiance, a way of breaking the rules set for them by others, to make a point.
- A surprising number of people, especially young people, will court risk deliberately. Those of us who smoke are fully aware of the risks involved, we know it is life threatening, but continue to do it. It can be the same with unsafe sex and drugs.
- Many people have negative attitudes towards condoms, despite the fact that condoms effectively protect against unwanted pregnancy and disease. People believe they spoil sensation, they are 'passion killers', like 'washing your feet with your socks on'.
- For many there is a real difficulty in reconciling religious faith with condom use.
- The eternal feeling 'it's never going to happen to me.'

Real life throws up difficult situations that may bear no relation to an educational message heard on the television, or in the street, or at home. Even if the 'penny' eventually 'drops', and young people act on the information they receive, our task is by no means over. Take,

for example, the story of the boy who faithfully did as he was told and carried a condom in his jeans and three years after he bought it, twenty-five machine washes later, he used it.

To complicate things further, work on HIV and AIDS happens against a complex backdrop of public misinformation and prejudice. Our task is not just a question of providing factual information whilst being creative and having fun. We also have to acknowledge that this work happens in a complex political, religious and cultural atmosphere.

1.2. HIV prevention as part of sexual health

An important aspect of sexual health, especially within the framework of HIV prevention, is the **safe sex** theme. Safe sex implies that partners protect themselves and others against sexually transmitted diseases (STDs), AIDS and unwanted pregnancy.

Safe sex is:

- not having sex, which is absolutely safe, but which misses the point somewhat.
- masturbating. Masturbation cannot make you pregnant and it does not give you any weird diseases and therefore no STDs or AIDS.
- stroking, caressing, hugging, licking, kissing, French kissing, fingering, massaging, masturbating yourself or each other and the like.
- vaginal sex (penis-vagina) using a condom.
- anal sex (penis-anus) with an anal condom and additional water-based lubricant.
- oral sex (penis-mouth) with a (flavoured) condom or making sure that no sperm gets into the mouth.
- oral sex (vagina-mouth), but neither during menstruation nor in case of small wounds, ulcers or blisters around the mouth or the vagina.

Girls having sex with girls only run the risk of an STD and AIDS infection if they lick each other during menstruation. They cannot make each other pregnant of course. Boys having sex with boys on the other hand must take the same precautions – especially if they also penetrate – as boys who have sex with girls. Straight couples must remember to protect themselves against STDs and AIDS as well as against unwanted pregnancy.

To make this easier to follow, we refer you to the structure for decision-making called ‘Feel like having sex?’ on the back cover of this handbook.

1.3. What makes youngsters decide to have safe sex or not?

Many know these days that you must have safe sex and they intend to do so. Still, a large number of the population, including youngsters, do not manage to use this knowledge practically. Five factors can influence the decision to have safe sex or not:

- **knowledge:** knowing what AIDS and STD mean and how you can contract them;
- **risk assessment:** realising that you can contract AIDS or any other STD yourself;
- **attitude and opinion** with regard to the use of condoms;
- opinion and behaviour of the **environment**, the social standard;
- **skills** important when using condoms.

Prevention activities can result in safer sexual behaviour if – besides information and knowledge transfer – attention is paid to these aspects.

Knowledge alone is not enough.

In general, youngsters know quite a lot about AIDS. However, there are still a significant number of misunderstandings: people think for example, that washing yourself thoroughly after sex helps avoid infections, or that the pill helps to prevent you from catching AIDS and other STDs, or even that if you look tidy and clean you are not ill. Besides AIDS, knowledge about other STDs remains low.

What does the risk imply?

The bigger one thinks the chances are of getting infected with an STD, such as AIDS, the more one is inclined to use a condom when having sex. Most youngsters think they have little chance of catching an STD. They consider their relationship to be a steady relationship which does not entail any risks. However, youngsters often have short 'steady' relationships one after the other – known as serial monogamy – so they do run a risk if they have unprotected sex. Youngsters belong to a social group which has various contacts. It is important for them to know that they do run a risk in short steady relationships.

Attitude towards condoms and using them.

The more positively one thinks about using condoms, the more one is inclined to use them. Most youngsters are pretty positive about the use of condoms. They think it is sensible, quite necessary and not really annoying. Especially when they have sex with someone they do not know very well, many youngsters intend to use condoms. Still, at what point do you know someone well or not so well, and what if it comes to the crunch?

Both the negative and the positive aspects of condom use deserve our attention. It is important to inform inexperienced youngsters that using condoms may be pretty annoying in practice.

People can be encouraged to use condoms by showing them that there are more advantages to condom use than disadvantages. The advantages are: no worries while having sex and no uncertainty about possible HIV infection or another STD afterwards. We can also point to values such as being responsible and taking care.

Influence of the environment on condom use.

The social environment of youngsters – friends, girlfriends, partners, parents and media figures – has quite some influence on their behaviour. The more they think that the figures in their social environment have a positive attitude towards condom

use and use condoms themselves, the greater the chance that they intend to use condoms themselves.

Youngsters do not know what other people think about condom use and safe sex. They hardly talk about it and misjudge the attitude of others towards safe sex (*I want to, but the other one may not.*) Consequently, it is important that you stimulate them into talking about condom use and safe sex.

Skills and communication are important.

Many youngsters expect problems when buying condoms. They are afraid of being spotted by people they know. What will the salesperson think of them? All youngsters, and particularly girls, find it hard to buy condoms and to carry them around, because it gives the impression that they are eager to have sex.

It is above all self-confidence when talking and negotiating about condom use which has a big influence on the decision to use condoms or not. Moreover, it is important that youngsters learn to defend themselves against a social environment that has negative ideas about using condoms or against a partner who tries to convince them to have sex without a condom.

In fact, the intention to have safe sex is not a guarantee for condom use, even if both partners are positive about it. Other factors also have an influence such as: not knowing how to go about it, the fear of failure as a good love partner, being excited, the impact of alcohol and other stimulants, uncertainty about one's body, fear of being rejected and the way in which both partners deal with one another (interaction and communication).

1.4. Issues to explore

When you work with young people on sexual health, and especially on the issues of HIV and STD prevention, you must be able to respond to the interests and concerns of the young people themselves.

The following short list represents a mixture of issues we have suggested, and those issues which have been raised by young people themselves. With this information, you will know where to start: in this way you can respond to the interests and concerns of the young people themselves. At the same time, it gives you the chance to think of the most appropriate way of weaving in information and situations that young people might be overlooking.

- **Misinformation, blame, prejudice, xenophobia, homophobia, racism, sexism:** an examination of the relationship between so-called 'high risk groups' and high risk activities. We show how HIV is relevant to everyone. Again, we sort fact from fiction.
- **Misinformation, rumour and lies:** we look at the way false information about sex, pregnancy, HIV and its transmission gets circulated and established as fact.
- **Negotiating safer sex:** we look at young people who are ready to take their relationship a stage further and make it sexual, and the issues.
- **Facts about HIV transmission:** we sort the fact from the fiction. We attempt to reassure young people.

- **Pressure on young people to have sex:** 'You have choices. Don't get pushed around.'
- **Sex and relationships:** intimacy and eroticism from female and male points of view. Alternatives to penetrative sex. Condom use from the female and male point of view. A woman's right to buy, carry and insist on the use of condoms.
- **Pressure on young people to inject or take disinhibiting drugs:** 'You have choices. Don't get pushed around.'
- **The myth of lesbian low risk:** some lesbians may inject drugs or have sex with men, and yet think HIV is not relevant because of the current low incidence of infection among lesbians in general. How women can have sex safely, including the use of latex barriers.
- **How 'Romantic Love' can be a false friend.**
- **It's great to be you:** Female/male; gay/straight; sexually active/not sexually active.
- **Sex is Good:** If you are ready, and you and your partner want to, and you have the means to protect your health, go ahead and enjoy your sexuality.
- **Safer Sex is Good Sex.**

2. The workshop: guidelines on how to do it yourself.

2.1. Content of themes and activities

This manual deals particularly with the safe sexual behaviour of youngsters and their knowledge of AIDS and STDs. The training programme consists of seven parts. If you want the training programme to have any effect, you must deal with each chapter separately. We would also like to stress the importance of starting well and having a good ending and evaluation.

We learned from experience that a well-organised training programme takes at least eight hours. You can do this in one day of course, but you can also spread the activities over several days and evenings. You can choose to do all activities in one week or to spread them over a number of weeks.

1. The start: Rules of the game and warming up.

At the start the objective of the activities is explained and the course is described.

Together with the group you make arrangements on how to communicate with one another and on what is - and what is not - expected of everyone.

Warm-up activities take away the tension around the “sexual health and safe sex” subject.

2. Being in love and relationships: introduction to the safe sex theme.

This theme deals with the pleasant and fascinating aspects of relationships and sexuality. This is less strenuous for youngsters than safe sex. Youngsters usually do not directly decide to have sex. They often have all kinds of feelings first, such as being in love. Attention is also paid to exercises with regard to making contacts, determining limits and respecting one another.

3. Knowledge of STD, AIDS and (un)safe sex.

We investigate whether the group has sufficient knowledge of STD, HIV infection, AIDS and (un)safe sex.

4. Positive attitude towards condom use.

We check what the group thinks about using condoms, and see what ideas their boyfriends, girlfriends, partners and the like have about condom use, and the extent to which they use condoms themselves.

5. Skills for using condoms

Skills indispensable when having safe sex are practised. There is training in the following skills: buying condoms and carrying them with you, using them, saying that you want to use them, and being able to stand up against a partner who tries to convince you not to use condoms. It is important to pay enough attention to this,

since one must have sufficient self-confidence before having safe sex. That is why during the activities you must provide sufficient time to exercise skills such as standing up for yourself, determining and respecting limits and bringing up condom use for discussion.

6. Assimilating the information and skills.

The five themes above are integrated into a rounding-up activity. In this way you can check how the youngsters have assimilated all the information and skills. By doing so in a creative and product-oriented way, the prevention message can be passed on to others.

7. Evaluation

Finally, the activities are evaluated. Youngsters are given the opportunity to express their opinion about the activities and to show their feelings. This will yield valuable information for you and your colleagues to possibly adjust or extend the programme.

2.2. Objectives of the workshop

Short-term or non-recurring prevention activities do not directly result in a change in behaviour. In fact, good prevention implies continuous attention for the “safe sex” subject within the organisation. That is why we suggest you integrate prevention activities on safe sex into the broader operation on relationships and sexuality. Themes such as developing relationships, working with the two sexes, sex education and body culture may be discussed.

Moreover, it is important to pay regular attention to the sexual health and safe sex theme, since each year there are new youngsters within your organisation who enter into new relationships and have their first relational and sexual experiences.

The goals mentioned may not be 100% achievable. As a youth worker, all you can do is build the safe sex theme as well as you can into your organisation, be accessible for the needs and wants of the youngsters, and pay attention to the group processes.

Some of the feasible objectives you can really reach:

Knowledge

Young people:

- can explain the ways HIV and other STDs can be transmitted, and give some examples of physical symptoms which suggest there is an infection;
- know what kind of sexual behaviour is safe, and which is unsafe;
- know where they can buy condoms (in their neighbourhood).

Risk assessment

Young people:

- can say why safe sex is important for themselves and other people of their age.

Attitude

Young people:

- can deal with advantages and disadvantages;
- feel responsible for their partner and for themselves.

Social norm

Young people can:

- convince their friends and partners of the importance of safe sex and using a condom.

Skills

Young people can:

- make it clear to their partner that they do not (yet) want to have sex, or only want to have safe sex;
- get condoms themselves;
- use a condom correctly.

3. Differences between young people

3.1. Girls and boys

There are differences

There is a difference between boys and girls. And the difference is a bit more than the difference between vagina and penis. There is a difference between the sexes in physical terms, but also on a spiritual and social level. These are differences which cannot be generalised. You can't say that "all boys are like this" and "all girls are like that". You can't say that about their sex life either. Boys are different from each other and so are girls.

Qualities such as pragmatism, sense of purpose, intelligence, sense of initiative, strength, leadership, etc. are usually referred to as 'masculine'. Qualities like tenderness, being ready to listen, creativity, sensitivity, sense of cooperation, loyalty are labelled as "feminine."

Yin and Yang

Every person has male and female sides to their character. In Western culture, boys predominantly develop their masculine side and girls the feminine. Men who behave in a feminine way or women who behave in a masculine way find this results in resistance and comments. Society determines to a large extent how boys and girls are to behave.

Boys who set out to pick up girls and are successful at it, often earn great admiration from their friends. There is great pressure on them to achieve. A girl who tries to be that adventurous in the world is seen in a different way. She will quickly be branded as a slut. Boys and girls are judged using two different scales.

Experiencing sexuality

There are also differences between boys and girls as regards the way they experience sexuality. For girls, intimacy of feelings is as important as physical intimacy. Making love is an expression of fondness and of love. Most girls can only enjoy sex if they really feel at home with their partner. For boys it is sometimes a different story. The level of pleasure in making love is less dependent on the quality of the relationship. For boys it would appear that it is less 'intrusive' to go to bed with someone that it is for girls.

Setting the limits

When a boy and girl make love together, it is usually the girl who sets the limits. She will make it clear how far she wants to (or doesn't want to) go. At least if she's brave enough to say so. Boys are prone to go 'all the way' much faster, girls prefer not to take it too far.

We want to emphasise once again that this is not the case for all boys and girls. The important thing is to speak to your partner about it. In that way you avoid hurting each other.

Technical differences

There are also technical differences between boys and girls during love-making. During sexual intercourse, boys usually come more easily than do girls. Most girls need clitoral stimulation to come. Girls can on the other hand can experience several orgasms, one after the other. Boys need longer intervals between them.

So....

Boys and girls perceive relations and sexuality in their own way. This can lead to misunderstandings. Let's imagine a boy and a girl are French kissing. She might understand that as the beginning of a relationship, whereas the most he wanted to say was that he found her great. Or the other way round. Whether it's a wink, a kiss, a caress, or intercourse, it doesn't mean the same thing to everyone.

3.2. Straight, gay, bisexual

Not everyone in our society feels good in a man-woman relationship. This goes for young people, too. Many boys and girls have homosexual fantasies, and wonder if they are going to fall in love with men or with women. And yet many youth workers still go on thinking that everyone is heterosexual. That is a misunderstanding. For many young people it is more of a problem of whether to come out for their homosexual feelings or tendencies. They are afraid of the reaction from people around them, and fear being excluded or not accepted.

Young people with homosexual feelings or homosexual preference are therefore often afraid that other young people or youth workers will find out about it.

Take account of the fact that there are girls and boys with homosexual feelings in every group. Adapt your choice of words and your approach. For example you can ask either girls or boys the question: "Imagine you fall in love with a boy or a girl." In this way you break through the clearly heterosexual norm and promote the acceptance of "other" feelings.

To get to know the world of young gays and lesbians, we advise you to ask for information from lesbian and gay groups.

3.3. Cultural background

Just as Belgian youth cannot be considered to be a single heterogeneous group, there is no one group of English or South African or Asian young people. Or Muslim or Catholic young people.

If you are dealing with activities relating to sexuality and safe sex with young people from different cultural and religious backgrounds, you have to take a number of things into account:

- In some cultures it is inappropriate to talk about sexuality in the presence of someone of the other sex. For this reason it is often suggested to work in separate groups of girls and boys. Girls often have a particular preference for working on activities without boys being there. The presence of boys acts as a hindrance to them and they are afraid of social control. Young people often find it interesting to talk about this theme with people from a different cultural background.
- The gender of the youth worker is important: some girls prefer to talk to a female youth worker.
- Among many girls and boys who are brought up in a religious environment there are often gaps in their knowledge about sexuality. For this reason it is important to devote attention to subjects such as physical differences between boys and girls, the hymen, menstruation, etc.

- Activities about relationships and sexuality should never take place during Ramadan. This is for Muslims a period of fasting and physical and spiritual purification.
- Approach each young person as an individual. Every young person has their own individual opinion, experience and perception. Within each culture, enormous individual differences are possible. So ask young people for their own view. Sometimes they will express this indirectly (“people say...”) to cover up their own experiences out of fear or embarrassment.
- The similarities and the differences between individual young people can come to the fore during the activities. When discussing these differences try above all to emphasise the similarities. Pay attention to both the positive and the negative sides of the different cultures. Pay particular attention here to the equality of different cultures and do not use your own culture as a point of departure or as a yardstick. Avoid discussions which revolve around ideas like “here” and “there”. This creates a feeling of insecurity and “being different”.
- Find out if it is possible to involve someone in the activities who is better acquainted with the culture and knows about customs and conventions, but who is also prepared to speak openly on the subject with the young people.
- Make sure that communication is as clear as possible. Ask people what they mean by certain comments. In this way you can avoid linguistic misunderstandings.

4. Induction and training for youth workers and facilitators

Any youth worker who wants to become involved in HIV/AIDS prevention should understand that whilst a lot of good work can be done on a casual, informal and spontaneous level, the young people will want to explore more complex issues around sexual relationships and self esteem. Just knowing the basics of sex education coupled with information you have received about HIV, may not be enough to get you through. In terms of how to work with the young people, this pack offers a very developed idea. But as an exhaustible source of basic information, it has obvious limitations.

If possible you should enrol on an HIV awareness day at an established organisation in your area. You should also contact your national family planning association where you can get additional information about sexual behaviour counselling, sexually transmitted diseases, and the advantages and disadvantages of different methods of contraception. This will help enormously and give you a more secure footing. For your easy reference, we have also included a short-list of sources of further information at the back of this manual.

The following HIV Quiz is for you to do, as well as any other youth worker who will be involved in your arts-based educational activities. Once you are comfortable with the contents you could use the identical for-mats with your core group of young people. It's up to you.

THE HIV QUIZ

Q. What does HIV stand for?

A. Human Immuno-deficiency Virus.

Q. What is it?

A. HIV is a virus, that can be passed from person to person. If you become infected, it breaks down your immune system (the system your body uses to protect itself from disease). Ordinarily, infections come along but our immune systems help us to fight the infection. If your immune system is interrupted, or breaks down, you become vulnerable to many infections.

Q. What does AIDS stand for?

A. "Acquired Immune Deficiency Syndrome".

Q. What is it?

A. In most cases between two and ten years after initial infection with HIV, our immune systems will break down. We become prone to certain opportunistic infections. We might develop a very virulent form of pneumonia, or we might develop skin cancer, lymphoma, tuberculosis or other infections, or rather collection of infections, known as a syndrome. It is these infections that eventually kill. So far there is no cure for AIDS, although some of the HIV-related opportunistic infections can be treated.

Q. Can you catch AIDS?

A. No. You cannot 'catch' AIDS. At least, not like you can catch a cold, for instance. We have been led to believe that AIDS is everywhere. It is out there waiting to get us. Even the word 'catch' is there to alarm us. This pack is here to reassure you and your young people.

There are a couple of activities that, since the AIDS epidemic, you should not engage in, such as unprotected, penetrative sex or sharing needles. These activities are risky because of the way HIV is transmitted. HIV exists in the blood and sexual fluids of infected people, in sufficient quantity to infect other people. But so long as we prevent infected blood and sexual fluids getting into the bloodstream of uninfected people, or coming into contact with their mucous membranes - eyes, nose, mouth, vulva, vagina, anus, head of the penis - then we can prevent transmission of HIV, and therefore AIDS.

Remember, HIV needs three things to be in place to ensure good circumstances for transmission:

- sufficient quality i.e. alive virus
- sufficient quantity i.e. enough to infect
- good route of transmission.

If any of these are not in place, transmission of HIV is unlikely.

The message is: if you are ready, informed, and you want to, you can still go ahead and enjoy a sexual life. Sex does not equal death, but ignorance will put you at risk. Find out about safer sex.

Q. Can HIV be transmitted by kissing?

A. No. HIV cannot be transmitted by kissing. This is because there is insufficient quantity of the virus in saliva to cause infection. Enjoy.

Q Can HIV be transmitted by blood transfusions?

A. In a technical sense yes. If the blood donor is infected, HIV survives in their blood while stored in the blood banks. Blood transfusion can be a very efficient means of HIV transmission. However, most of the world's blood supply is now safe, since donated blood is routinely tested for HIV.

Q. Can HIV be transmitted by masturbation? A. No. HIV cannot be transmitted by masturbation?

A. Masturbation is a way of giving yourself pleasure; mutual masturbation is also a way of giving each other pleasure. Masturbation is often discussed as a form of non-penetrative sex, that is, where the penis is not inserted into another person's vagina or anus. There is no risk of transmission in masturbation, with yourself or with a partner, so long as the sexual fluids of one partner do not come into contact with the vulva, vagina, penis, anus, eyes or mouth of the other.

Oral sex is another kind of 'non-penetrative' sex. Oral sex involves a man or woman sucking or licking a man's penis. Or alternatively it can be man or woman licking and kissing a woman's vulva and clitoris. Tiny cuts or sores in the mouth or on the genital area could allow HIV transmission to take place but the risk is low. Oral sex is currently thought of as a very low risk activity, so long as semen is not swallowed and that the mouth is healthy (e.g. no bleeding gums).

Q. Can HIV be transmitted by hugging?

A. No. HIV cannot be transmitted by hugging.

Q. Can HIV be transmitted by First Aid?

A. Maybe, but the risk is probably lower than you think. Again, it is a question of whether infected blood can enter the blood stream or come into contact with the mucous membranes of another.

If you have to give mouth-to-mouth resuscitation there is no risk, so long as no blood is involved. If, for example, there was an accident and someone was bleeding heavily and in reaching them to help or administer First Aid you had cut yourself, the risk is high enough to warrant trying to ensure that all wounds are covered up as quickly as possible.

Q. Can HIV be transmitted by penetrative sex using a condom?

A. Maybe. If you are going to engage in vaginal or anal intercourse the condom is the most effective barrier against HIV and sexually transmitted diseases. However, this is only true if it doesn't break. You have to use a good quality condom and use it correctly. If it is not used correctly the condom can split. It may be beyond its sell-by date. You may have put it on incorrectly. It could come off during withdrawal, if you do not hold it on at the base of the penis, and withdraw before the penis goes soft again.

If you use a lubricant, ensure it is a water-based lubricant, such as KY Jelly. Follow the instructions on the condom packet and have a couple of practice runs by yourself. A woman can practice with a banana before using a condom with a partner!

Q. Can HIV be transmitted by penetrative sex without a condom?

A. Yes. Absolutely. Vaginal or anal intercourse without a condom is one of the most efficient routes of HIV-transmission.

Q. Can HIV be transmitted by sharing needles?

A. Yes. If you or the person you are sharing with is HIV positive it is a very efficient route of transmission. If you must get involved with injecting drugs you should ensure that you only use clean or sterilised needles..

Q. Can HIV be transmitted by using heroin?

A. Maybe. This is a trick question. You can smoke it, in which case there is no risk of HIV infection. Otherwise, see previous answer.

Q. Can HIV be transmitted from mother to foetus?

A. Yes. A pregnant woman who has HIV stands a one in six chance of passing the disease on to her baby. HIV-transmission can occur in the womb or during delivery, or even through breast feeding.

Q. Can HIV be transmitted by insect bites?

A. No. HIV cannot be transmitted by insect bites. We can imagine that the mosquito. For example, could be very successful, flying from person to person sucking blood. But the virus does not survive in the mouth parts of blood sucking insects, nor is it in sufficient quantities. Blood sucking insects do not inject blood back in to their hosts.

Q. Where did AIDS originate?

- Central Africa
- San Francisco

- **The CIA**
- **The KGB**
- **Nobody Knows**
Figs on the Mexican border

A. The correct answer is that nobody knows. A lot of our attitudes to do with HIV and AIDS are about disassociating ourselves from the disease. In doing so it is convenient to blame other people. 'It is their fault, it is nothing to do with me.' If someone puts forward a theory about how AIDS originated ask yourself if there might be a prejudice not far behind the theory. All of the above have been put forward as reputable theories.

Q. H I V can be transmitted through... (cover right hand column)

Blood	Yes
Saliva	No
Sperm	Yes
Sweat	No
Vaginal fluid	Yes
Unbroken Skin	No
Vomit	No
Urine	No
Faeces	No
Tears	No

A. There are only three body fluids that can effectively transmit the virus. Blood, sperm and vaginal fluid. HIV cannot pass through unbroken skin. It cannot pass through a latex barrier. It does not live long outside the human body.

Q. Which of the following are high risk groups?

- **Homosexuals**
- **Heterosexuals**
- **Bisexuals**
- **Haemophiliacs**
- **Drug users**
- **Africans**
- **Americans**
- **Prostitutes**
- **All of these**
- **None of these**

A. Think about it. It is a trick question. All the above groups have at one time or another been picked out, or on, as high risk groups. The correct answer is all of them and none of them. It is very dangerous to see HIV or AIDS as belonging to certain high risk groups. It is simply a disease which can be passed on by engaging in risky behaviour. HIV is something which affects us all, but it is a preventable disease. If sex workers use condoms, they are engaging in an activity with a low risk of HIV infection.

If we turn the discussion away from high risk groups and focus on high risk activities and the facts about transmission, we are able to take personal responsibility for our well being and that of those close to us.

Plenty of people within so called high risk groups don't practice high risk activities. Some people practice high risk activities but don't see themselves as being part of a high risk group. Men who have sex with men, for example, don't necessarily identify themselves as being 'gay'.

AIDS is a disease. It is not a punishment for being gay, or for selling sex. HIV does not seek out 'groups' of people. HIV is completely without prejudice. It is an 'equal opportunity' disease. Anyone, regardless of sexuality, race, gender, age, or religion, can become infected.

5. Think before you act

5.1. A youth worker who is well-prepared is worth two

Alone or in the company of others?

Determine in advance whether you will organise and counsel the activities alone or whether you intend to co-operate with colleagues, fellow counsellors or possibly other youngsters on the subject. Co-operation has its advantages. You can give each other tips and support one another and the youngsters can turn to different people with their questions and experiences.

Don't forget the parents.

Check whether it would be better to inform the parents about the activities planned. Openness and information may avoid possible negative reactions of parents.

Your own values and standards.

AIDS and STD prevention implies more than providing purely biological and clinical information. Much attention is paid to values and standards related to subjects and themes. Check which are your values and standards before initiating the prevention activities. For instance: What is your attitude towards sex at the age of 15? What do you think about young people experimenting? What is your opinion about homosexuality? What do you think about varying contacts? Which subjects would you rather leave to a colleague or an outside specialist?

Your values and standards may clash with the ones of the youngsters within your organisation. Do not impose your values and standards on the group, but also pay attention to the values and standards of others. You can also expect this from the youngsters in your group. Open and respectful communication about sexuality is indispensable in order to have the activities pass off smoothly.

Your own opinion.

As a youth worker you should feel free about expressing your own opinion. Youngsters will want to know how you feel about relationships, sexuality and safe sex. This does not mean that you should impose your opinion, because then you run the risk of turning the youngsters against you ('a know-it-all'). It comes down to choosing the right moment to express your own opinion. By confronting them with different opinions youngsters gradually learn to make a conscious choice themselves.

Your own limits.

Giving your opinion about something does not imply disclosing your sex life in public. Sometimes, youngsters may ask you intimate questions directly. Be prepared for this and check what your limits are, and what you want to tell them and what

not. Just like the youngsters you are entitled to your own privacy, and you have the right to refuse answering certain questions. Explain this to them. You can of course explicitly choose to talk about certain experiences, for instance about the time when you were their age. This might make it easier for the youngsters to do so themselves.

Attitude of the counsellor.

The task of the youth worker is to invite youngsters to think themselves about what is discussed and to make their own conscious choices. He is the one who encourages youngsters to stand up for themselves, who teaches them how to express their opinion and respect each other. This way of counselling is not always the easiest one. It requires a lot of attention from a youth worker for youngsters and their environment.

Know the opinion and experiences of your target group.

The youth worker is responsible for what happens within the group, for the activities and the rules. The rules and arrangements are also determined by what the group thinks and wants. Everybody's opinion counts. Be aware of the diversity in the group: Do not suppose that everyone is heterosexual, or has the same values and standards and the same prior knowledge.

Get to know the youngsters you will be working with in advance. What do you know about them? Are they sexually active? What are their standards and values? Is there enough trust and safety within the group? What do they already know? Have they already participated in similar activities at school or in the organisation? Are there any specific aspects you need to consider, for instance differences between cultures or between boys and girls? Which subjects and activities do they themselves find interesting and pleasant?

Involve the target group.

Involve leaders, volunteers or other youngsters in the preparation of the programme. By involving them you increase the chances of success, since they know their friends and fellow members well. The preparation group can advise you about which assignments generate the most interest, whether it is better to work in small groups or whether the parents ought to be informed.

Prepare the activities thoroughly with the volunteers and make clear arrangements about how they should take place, for instance with regard to location and time, presence, task division and tools.

Prepare yourself thoroughly.

It is the youth worker's task to steer the activities in the right direction and to monitor the safety within the group. This means that you have to be well-prepared yourself. Read the manual carefully. It might be best to try the activities you have never done before yourself in advance, possibly with the preparation group or with your co-counsellors.

You need not be a sexologist to organise a programme on safe sex. You need not have an answer to all questions. The required knowledge depends on the activity planned. Some basic knowledge of the subject is of course indispensable. It is always a welcome bonus if you know more about the sexual perception and behaviour of your target group. You can have a certain part of the programme guided by a 'specialist' or look for additional information or support.

Objectives.

Determine in advance what you intend to achieve so that you can check afterwards whether you attained these objectives or not. Keep the objectives achievable and concrete. It is better to expect a bit less than to be frustrated because none of the objectives have been attained.

Tools

- Order enough copies of *Mezzo Magazine*, brochures, posters and possibly other tools and materials;
- Make copies in advance of work sheets provided in the guide;
- Make sure there is paper (such as wallpaper, flysheets and sheets), stationery (such as markers and ballpoints) and other materials (such as magazines, alarm clock and scissors) before the activities start;
- Check in your neighbourhood where you can buy condoms or possibly buy some different kinds of condoms yourself. Also check where you might get free condoms.

5.2. Tips to facilitate talking about STD, AIDS and safe sex.

Feeling comfortable is one of the main priorities.

Choose a room where everyone is comfortable and that gives a feeling of safety and trust. Make sure you can work at ease without being interrupted all the time. You will surely find a suitable room where you can all sit around the table or where you can set out some cushions.

A large or small group?

Do not make the groups too large or too small. It is easier to create an atmosphere of trust and safety within a small group. In a group that is too small, youngsters will often feel all eyes are on them. If the group is too large, it becomes difficult for the counsellor to provide everyone with the necessary attention. As you can see, you have to weigh up the pros and cons.

A group of about ten youngsters is ideal. If there are more, divide the group into subgroups and make sure that each group has a counsellor. For some activities you will definitely need to divide the group into even smaller subgroups. If there is enough trust and safety within the group, you may gather the results of the activity in the large group afterwards.

Voluntary participation is important.

Stimulate youngsters to participate in the activities without forcing them to discuss personal subjects. If someone gives up, encourage him to participate further. Do not force anyone. In the end, everyone decides for himself what he wants to do. Try to involve all youngsters so that everyone is given the opportunity to say something, for example by taking turns. Proceed in an inviting way. Never force anyone to say something. It may be very important for someone to be present in the activities as 'passive' listener.

Everything stays within these four walls

Try to protect the limits of the youngsters as a counsellor. Although everyone is responsible himself for what he says, the atmosphere within the group may be so open that youngsters are too candid and go over their own limits. Later on, they sometimes regret it. Try to avoid such situations. Make sure there is enough variation and humour, and that things are put into sufficient perspective to avoid awkward situations, or help diffuse them if they happen.

I know someone who...

In general, it is safer not to have youngsters talk about their personal experiences right away. First talk about situations and persons from a video or an article. Afterwards, you can ask the youngsters what they think about it themselves.

Arrangements

Make clear agreements with the youngsters when the activities begin. There can only be trust within a group when everyone listens to one another and no one is laughed at or insulted. Everything that is said within the group stays within the group. This applies both for the youngsters as well as for the youth worker!

There is no such thing as a stupid question.

Emphasise that all questions, answers and opinions are valuable. Respect for one another, for other points of view and opinions and for different life styles is very important. You will only get respect if you show respect yourself!

It is impossible to know everything.

Answer questions seriously and give honest answers. If questions are asked which you cannot answer, then say so. Do not just invent something. You can look it up later, ask someone else or look for the right answer together with the youngsters (e.g. through a helpline).

Boys and girls: together or apart?

If you work together with boys and girls in the organisation, it is better also to carry out activities with both sexes. It is a good way to weaken any prejudices and to improve communication. Sometimes there may be reasons for not working with boys and girls. Sometimes there is more trust among the boys or the girls.

If you never work in a mixed group, do not force the situation by suddenly bringing boys and girls together. Either you work with a mixed group in advance or you exchange experiences, opinions and questions (by letter, computer or any other way) with a group of the other sex.

Sometimes one opts to work separately due to cultural or religious differences. Respect this and do not force anything.

Help and advice

Collect information beforehand about organisations and specialists in the neighbourhood that youngsters can turn to after the activities. Youngsters may be troubled about things or not want to tell their experiences in group, for instance because they have been intimidated sexually once, because they are gay or lesbian, or because they feel uncertain about a risk they took in the past. Let them know that they can always turn to you or one of your colleagues.

Put out your feelers.

Always be alert - both during and after the activities - for individual reactions and signals of the youngsters. If you notice something, then talk to the youngster about it.

5.3. Announcing the activities

If you organise activities within an organisation where youngsters can freely go in and out - youth club, meeting centre for youngsters, community centre - it is important to draw their attention, for instance by hanging up attractive posters and leaflets with an appealing text in strategic places such as informal gatherings, toilets and parties.

It is not recommended to announce the activities with a slogan such as "Open your eyes before AIDS closes them" or something similar. Youngsters easily react by saying "There they go again, we already know everything about AIDS anyway". Moreover, the title does not cover everything. The activities also deal with safe sex, other STDs, communication and the like. Titles such as "Everything you always wanted to know about sex and safe sex" or "Safe and Sexy Course" or "Get your free safe sex licence" on the other hand sound much more exciting and challenging.

Prepare the youngsters for the activities. Some ways of doing this might be to hang up a poster of the most recent prevention campaign, to publish an article on sexual health and the planned activities in the youth centre newspaper, to hang press cuttings and articles about youngsters and relationships on the notice board, to select the film of the monthly film evening within the framework of the theme, or to hand out a youth magazine or cartoon strip on the theme (e.g. the IPPF's *Mezzo Magazine*) among members.

St Valentine's Day (14 February) or the start of the school holidays are ideal times to plan activities around safe sex, AIDS and STDs. Being in love, a new relationship, holidays and travel can represent high-risk situations where safe sex is forgotten. World AIDS Day (1

December) is also a good moment to organise activities around safe sex. The media devote a great deal of attention to the AIDS epidemic and its victims.

Part 2

Action

1. The start: Rules of the game and warming up

Objective:

- To explain the objective of the planned activities and to outline how they are going to work.
- To make arrangements with the group on how to deal with one another.
- To remove the tension within the group with regard to the 'sexual health and safe sex' theme.

Together with the youngsters you lay down "the rules of the game" that will be valid during the gathering(s). Subsequently, you start with one or more short 'ice-breakers' to introduce the safe sex theme, to remove taboos and to learn how to deal with specific words and language. Adapt the activities to the group with regard to size, composition, girls or boys or mixed, with or without experience, young or old and the like. You know the youngsters best and you know what they like and dislike.

1.1. Rules of the game

Together with the youngsters you discuss the following:

- Discuss which subjects will be featured during this gathering.
- Determine with the youngsters when it will be finished.
- Invite the youngsters to take an active part in the activities, but let them decide for themselves what they want to tell and how far they want to take things.
- Emphasise that it does not matter whether you already have experience with sex and relationships or not. Respect for each other's opinions and feelings, for other points of view and life styles is important.
- (Personal) things said within the group stay 'within these four walls'.
It is important to listen to one another and to let the other one finish what he has to say. You can ask each other questions. There are no stupid answers or questions.
- You can of course have fun during the activities, but laughing at each other and making jokes at the expense of the others is not allowed. This shows little respect for one another.

You can also agree on the rules of the game by means of a working method.

WORKING METHOD: PICASOLL

MATERIALS YOU WILL NEED:

Blackboard or flipchart
Markers

PROCEDURE:

Using mnemonics, the 'rules of the game' are discussed. On a fly-sheet you write vertically the first letters of the word **PICASOLL** and you complete it further horizontally. Explain these arrangements in your own words and use examples when necessary.

P = privacy

Whatever we talk about in the group is confidential and remains within the group. We don't use anything we have heard here in another situation. This privacy is necessary to achieve and keep a feeling of safety (trust) within the group.

I = I - form

We talk about ourselves, our own feelings, ideas and experiences. We don't talk in general about "people say this, Everyone knows that, They say...". What YOU think, feel or want is important, not what 'most people' do.

The use of the I-form makes what you say more real, more direct and powerful.

C = choose

You chose what you say or do, or what not. Nobody can force you into something. You define your own boundaries which everyone has to respect, including yourself. If you don't feel comfortable with a certain issue, then you have the right to say nothing. Given an assignment, it's up to every participant to complete it, in his own way.

A = active

Take an active part in the programme. Your input in the group is important. Take the initiative if things aren't going as you would like. Make yourself heard when you think things are going too fast or too slow, when somebody is annoying you, when you feel misunderstood,...

It's important to do this in a constructive and clear way. If at a certain moment you are 'no longer with the group', let us know immediately. But realise that you cannot have your own way all the time and/or straight away.

S = sexual activity

Don't ever make any assumptions about the sexual activity or experience of someone else. There are big differences in behaviour and experience, there are in every group people without any experience or with a lot of. Everybody's experience is equal and important for the activities.

O = orientation

The sexual orientation of someone else could be different from yours: heterosexual, homosexual or bisexual: we are all equal and we respect each other's sexual orientation. The sexual orientation is a part of our personality and very important.

L = laughing

Humour is very important when we are talking about sexuality. It can take the pressure off. But laughing at someone is not allowed. It can hurt people and it ruins the trust and confidence within the group.

L = listening

When someone is talking, they are asking for attention. It is not very pleasant if you are telling something personal and nobody is listening.

DURATION:
20 Minutes

ALTERNATIVE WORKING METHOD

MATERIALS YOU WILL NEED:

Blackboard or flipchart
Writing pads and stationery

PROCEDURE:

Divide the group into small groups (3 to 4 persons). Ask them to list the things they like or dislike about working in a group. After about five minutes you collect the reactions from the different groups, and write them up on the blackboard or the flipchart. You make a subdivision into what the group likes and dislikes. On the basis of these data you make the arrangements for the course of the activities.

DURATION:
15 minutes

**1.2. Getting to know with the participants/ Exterior and interior characteristics.
How do I look and what do I like?**

MATERIALS YOU WILL NEED:

Blank cards and ballpoints

PROCEDURE:

- Everyone receives a blank card and a ballpoint. On this card everyone writes five characteristics of him/herself, i.e. at least three exterior characteristics (such as blue sweater, black hair and potbelly) and two interior characteristics (such as 'likes to read' and 'is shy').
- The cards are collected in a box and redistributed. The participants receive a card from someone in the group.
- Everyone now looks for the person on his card. If someone has found his partner, they shake hands and introduce themselves to one another. You may ask your partner for more details to get to know him/her better.
- As soon as everyone has found his partner, they sit together in this combination (in this way the group is shuffled).
- Everyone introduces his partner to the group.

DURATION:
30 minutes

1.3. Ice-breakers: musical chairs

MATERIALS YOU WILL NEED:

Chairs: number of participants - 1

PROCEDURE:

- Everyone sits in a circle on chairs and one person stands in the middle.
- The one in the middle says: "I like people who..." and he finishes the sentence for instance by saying wear sandals, like hugging, wear shorts as underpants or pay attention to their looks.
- The people on the chairs who feel addressed (who for instance wear sandals) change chairs. The person in the middle tries to gain a chair for him/herself.
- Eventually, someone else stands in the middle and we start all over again.

TIPS:

- You may mention exterior or interior characteristics.
- As a game leader you can challenge the participants when you are standing in the middle with questions about the "safe sex" theme. "I love people who have used a condom before" or you could also shout "I love everyone" so that everyone has to change places.

DURATION:

15 minutes

1.4. Ice-breakers: Sexy scrabble

MATERIALS YOU WILL NEED:

Scrabble bag with letters or an alphabet wheel.

PROCEDURE:

- The bag is passed round.
- Each participant takes a letter from the bag without looking and gives a word that has to do with relationships and sexuality. The word must begin with the letter drawn.
- The group decides whether to accept the word or not. Then it is up to the next one and so they each have a turn.

TIPS:

- Everyone first must try to find a word him/herself. If someone is stuck and does not know any word he can appoint someone to help him.
- If someone in the group does not know the meaning of the word, it is explained by the one who has pronounced it.
- Make sure that people do not shout randomly.

DURATION:
15 minutes

1.4. Ice-breaker: Word train

MATERIALS YOU WILL NEED:

Paper and ballpoints.
Flipcharts and markers.

PROCEDURE:

- Divide the group into small groups of about 4 persons. Each group receives paper and stationery.
- The counsellor says a word that has to do with relationships, sexuality and safe sex (such as marriage, breasts, sex, kiss, intercourse, penis, masturbation or condom).
- Each group tries to come up with as many synonyms as possible within one minute. The group that collected the most synonyms may start reading its list. Words unknown to the majority of the participants are rejected.
- Collect all synonyms on a big piece of paper and divide them into different categories, such as vulgar words, common words, medical terms, dialect and generally accepted words.

TARGET QUESTIONS FOR A SUBSEQUENT DISCUSSION:

- Do you find it hard to find the right words?
- Which words do you use in what kind of situation?
- Are there words you would never use? Why not?
- Do boys use other words than girls?
- What words would you like to use in this group?

TIPS:

- You can make this exercise at the beginning of the session and agree afterwards on the words to use, i.e. words that are clear to everyone (for instance what do you think is meant by 'sleeping with one another', 'making love' and 'having sex') and that sound good to the youngsters and to yourself.
- Be aware that youngsters often pretend to understand all the words. Explain it to them if necessary.

DURATION:
20 minutes

1.5. Ice-breakers: Rucksack

MATERIALS YOU WILL NEED:

- Rucksack with objects varying from pen, paper and a small scarf to a condom or prevention leaflet.
- There are as many objects as there are participants.

PROCEDURE:

- The group sits in a circle. The rucksack is passed round and each participant takes an object.
- Each participant tells his (sexual) fantasy by means of the object. Each participant asks his question concerning safe sex, AIDS, and STD.
- The counsellor takes down the questions of the participants. These are taken into account during the activities.

DURATION:

20 minutes

1.6 Ice-breakers: Hints

MATERIALS YOU WILL NEED:

- Cards with words on the theme of being in love and relationships: trust, butterflies in your tummy, being dumped, the first time, STD, tenderness, have intercourse, role model, sexual organs, be embarrassed, ex-boyfriend/ex-girlfriend, coil, seminal duct, safe sex, waiting to see how things go, foreplay, condom dispenser, seduce, attractive, insist;
- Clock or timer

PROCEDURE:

- The group is split in two;
- In turn one player from each group portrays one of the words. Gestures, descriptions such as “sounds like” (pull on the ear) are allowed. Words and noises are not allowed;
- The group from which the player comes has one minute to guess the word;
- If they cannot guess the word, then the other group has half a minute to guess it.

GUIDING QUESTIONS FOR FOLLOW-UP DISCUSSION

- Which words were difficult to portray, and why?
- Did you find it difficult to use certain words, and why?

DURATION:

15 minutes

1.7. Ice-breakers: The 3 symbols game

MATERIALS YOU WILL NEED:

3 symbols:

- love = something heart-shaped, or ring
- friendship = teddy bear
- sexuality = a condom, a safe sex brochure, etc.

PROCEDURE:

- The three symbols are set out in front of the person at a certain distance;
- This distance shows the extent to which these three themes have an influence on their life. The person then gives a short explanation.

Example:

Sexuality is something I'm not yet ready to deal with.. A condom is a long way ahead. I'm in love at the moment and have been seeing him/her for a month. The heart is closer. Friendship is for me very important; we go out in a group every week and are very close. The teddy bear is closest to this person.

TIPS:

- Give each young person the right to 'pass' or to give a vague answer.

DURATION:

Around one minute per person

2. Being in love and relationships

Objective:

- **Youngsters exchange ideas and experiences about being in love and relationships.**
- **Attention is paid to the role of sexuality or sexual tension when being in love, to relationships and the different standards and values which exist concerning this matter.**
- **Youngsters have insight into the way in which you can make contact with someone you are in love with or you find attractive.**
- **Youngsters develop some sensitivity to their own limits and those of others and they can bring these limits up for discussion.**

This first 'content-based' theme deals with the pleasant and exciting aspects of relationships and sexuality. To youngsters, this is less loaded than safe sex, as sexuality is based on feelings, values and standards. Discussing this first will make it (a bit) easier to talk about (safe) sex. Attention is also paid to exercises with regard to making contacts, determining limits and showing respect.

2.1 Different ways to flirt

MATERIALS YOU WILL NEED:

Paper hearts, ballpoints and a box.

PROCEDURE:

- Checking what flirting means to the youngsters and realising that it is not the same for everyone.
- Everyone writes on a paper heart what he does when trying to flirt with someone (such as having flowers delivered, writing a poem, dressing up, acting tough, attracting attention and being funny).
- All papers are shuffled in a box. They all draw a note in turns and try to guess who wrote it.

TIPS FOR THE SUBSEQUENT DISCUSSION:

- Can you think of any other nice tips for chatting up someone?
- Is there a difference between boys and girls when chatting up?
- What if you get turned down?
- What does someone have to do to pick you up?

DURATION:

20 minutes

2.2. Making a collage

MATERIALS YOU WILL NEED:

Magazines and newspapers.

Markers, scissors, tape, colour pencils and glue.

Big sheets of paper or wallpaper.

PROCEDURE:

- The youngsters are divided into small groups (2 to 3 persons).
- Each group gets two big sheets of paper. On these you write the following statements: "The pleasant and nice aspects of being in love are:" and "The tough and difficult sides of being in love are:".
- The sheets of paper are decorated with pictures, images, small texts, slogans, self-made expressions and drawings.
- The collages are hung up and each group presents its collage and explains it to the group. Afterwards, the group may ask questions.

Possible questions about being in love:

- Do you like being in love?
- Who do you tell when you are in love?
- How do you start things going, when you meet someone you like?
- Do you start behaving differently when you are in love?
- Can you be in love with two people at a time?
- What does your dream date look like?
- Have you ever been in love without the other person knowing about it?
- What is the best way to break up?
- Do boys and girls behave in a similar way when they are in love?
- How do you feel when you are in love with someone but that other person is not in love with you?
- Is making love (kissing and the like) part of being in love?
- Is having sex part of making love?
- Can you go to bed with someone even if you are not in love with that person?

TIPS:

- Depending on the composition of the group, and how comfortable they feel, general or more personal questions may be asked: "Is it pleasant to be in love?" or "Do you like being in love?".
- A similar collage can be made and discussed with regard to "relationships". Everyone can make a collage individually.
- You can hang up the collages in an 'art gallery'. You are the guide and the youngsters are the art lovers.

DURATION:

50 minutes

2.3. Body Sketches

MATERIALS YOU WILL NEED:

Markers and tape

Big sheets of paper or wallpaper

PROCEDURE:

- Two groups, boys and girls group. Each group gets a large paper and a felt-tip pen.
- Ask one member in each group of the group to lie on the paper, while another draws round their body shape.
- Ask each group to write in this body the responses to the question (put to the girls): 'What is a girl supposed to look like?' and (put to the boys): 'What is a boy supposed to look like'.
- This is a brainstorming session, so no contribution is filtered out. You will get a description of Barbie dolls and Schwarzenegger models. The fact that nobody in the group resembles them gives you an opening about the difference between stereotype and reality.
- Next, repeat the exercise with fresh paper asking: 'what is expected of us women/men?'. Differentiate between what the opposite sex and society in general expect, as opposed to what one's own sex expects.

DISCUSSION:

When they have filled in their body sketches, bring the groups together and lay these 'two unlikely bedfellows' side-by-side and contrast your findings, asking a member of each group to summarise their brainstorming words.

DURATION:

40 minutes

2.4. Determining limits

MATERIALS YOU WILL NEED:

For the counsellor 1 envelope with cards with assignments.

PROCEDURE:

- Form couples.
- The assignment is read out loud by the counsellor.
- If they are both prepared to carry out the assignment, it is carried out. If you think that your partner is crossing your limit, let him/her know. The partner will respect this.
- After the assignments a discussion takes place, led by the youth worker.

Assignments for the cards:

1. Firmly shake hands.
2. Softly shake hands.
3. Look into each other's eyes for one minute.

4. Kiss each other on the cheek.
5. Give each other a pat on the back.
6. Massage each other's shoulders.
7. Caress each other's cheek.
8. Caress each other's head.
9. Put your hand on each other's knees.
10. Rub noses.
11. Smell each other.

TARGET QUESTIONS FOR A SUBSEQUENT DISCUSSION:

- Which assignments did you like?
- Which ones were awkward? Which ones made you feel uncomfortable?
- What did you feel when your partner refused to do the assignment? Could you make him/her understand when you did not want to do something?
- How did you go about this?
- How did you feel about your partner when you refused an assignment?
- Do you recognise the yes and no feeling also in other situations?
- Did you notice when others did not like to do something? How?
- Is it different with someone you do not know that well than with someone you know very well?
- Is it harder to say no to a stranger than to someone you know?

TIPS:

- Depending on the trust within the group you can work with mixed or non-mixed couples.
- Clearly point out that limits are personal and that everyone decides for himself what he likes or not.
- It is important that youngsters learn to trust what they want themselves.
- Whether you carry out the assignment or not is not important, but you should stop to think about your yes or no feeling.

DURATION:

30 to 40 minutes

2.5. The war of the sexes

MATERIALS YOU WILL NEED:

- Flip charts and paper to write on

PROCEDURE:

- From a boy's perspective, different things are expected of girls, and vice versa. This goes when it comes to relationships and sexuality, too. Sometimes fixed ideas and prejudices can cause confusion. Using a few statements we look at common myths from the point of view of boys and girls;
- Form separate groups of boys and girls

- Each group has a flipchart: the boy's group has a flipchart with the title "Girls are....", and the girls a flipchart with the title "Boys are....". The groups fill these in using their own experiences and ideas;
- After this the statements are exchanged in the big group, at which point you invite the young people to react to each others' statements. Go into more depth as regards the consequences of their statements: are they really myths or prejudices?

TARGET QUESTIONS FOR A FOLLOW-UP DISCUSSION:

- Which attitude do you think is right, and which one is wrong? Why?
- How do you deal with 'what people expect of you' and what you want yourself?
- Do you adapt your view? If not, how do you deal with negative reactions?
- Are there contradictions in the statements?

TIPS:

- You could also give each group a flipchart with statements on it. The girls get what boys say about girls, and the boys get what girls say about boys. The group decides whether these statements are true or false, and why. Then the conclusions are exchanged within the group as a whole;
- Work with two flipcharts: agree or disagree. The statement is read out and each participant goes and stands next to the flipchart they have chosen;
- Cards with statements written on them. A card is drawn and discussed in the group.

Comments:

1. Boys about girls

- Girls expect you to perform, to take the first step;
- Girls are much too emotional;
- If a girl goes out with you, she knows what the idea is;
- If people start annoying a girl, she's brought it on herself;
- Only good-looking girls are interesting;
- Girls decide much too soon that you're interested in them;
- Girls want to have sex, but usually don't dare admit it.

2. Girls about boys

Boys leap far too fast to the conclusion that you want to jump into bed with them;

Boys acting tough are ridiculous;

Boys think that when a girl says 'No' she actually means 'Yes';

Boys can't stand it when a girl takes the initiative;

Boys are insensitive;

Boys in a group are dangerous;

Boys are clumsy when it comes to chatting up and being romantic.

DURATION:

25 minutes

2.6. Roundabout game

MATERIALS YOU WILL NEED:

- For every two players you will need an envelope with questions (see annex 2.6). You can adapt the questions to the age and experience of the players.

PROCEDURE:

- Form two groups. One group forms an outer circle, the other an inner circle. Each player in the inner circle sits directly opposite a player in the outer circle and with them makes up a pair;
- Each player from the inner circle receives an envelope with some twenty questions. These questions can range from superficial to extremely intimate questions about sexuality, perception of one's body, and AIDS;
- After the partner has answered the question, it is the turn of the person who has just asked the question themselves. He passes the envelope on so that the partner can ask a question themselves. This round can last around ten minutes. On a signal from the overseer, the players in the outer circle move round one place so that they are opposite a different player. Asking and answering questions can start again.

Rules for the partners

- The person asking the question: he can only ask a question if he is prepared to answer it. If the partner does not want to answer the question, he can ask another one;
- There is no discussion about whether a question is answered or not. The person asking the question does not ask why the partner does not wish to answer the question, and the partner does not have to justify their refusal in any way;
- The partners themselves decide how long they want to discuss the question and answer. At any time the partner can simply say "Stop" and end the conversation without needing to give a reason why.

FOLLOW-UP DISCUSSION:

- Where there differences between your discussions with different partners, and what were they?
- What did you gain from working in this way?
- What made it difficult to get people to respect your own limits?
- What did you feel or think when you knew clearly "I want to answer this one", or "I don't want to answer this one" ? How did you perceive this?
- Did you find the questions difficult? Which ones, and why?

DURATION:

30 minutes

2.7. Making a photo story

MATERIALS YOU WILL NEED:

- Polaroid cameras, photo films
- Paper and writing materials
- Big sheets of paper or a photo album

PROCEDURE:

- Split the group up into small groups of maximum five people;
- Photos are used to portray a story made up of situations and feelings which are characteristic of being in love and of relationships. As a variant, each sub-group

could work on their own subject or aspect of this (for example unrequited love, a multi-cultural relationship, chatting up);

- Get the young people to develop a sort of storyline or script for the subject they have chosen. For example, how does the story begin, what happens afterwards, who is involved, where is the story set, how does it end. Each group defines which role and task it is going to take on board: photographer, actors, director, etc.;
- The photos, perhaps with speech and thought bubbles added, can be hung up on flipcharts or stuck in a photo album;
- After this each group goes to visit the other groups, and the story is explained; questions can be asked.

TIPS:

- You can perhaps borrow cameras from a youth service or other organisation;
- If you cannot get hold of Polaroid cameras, then you can also work with normal cameras. You have to bear in mind that you won't have any direct result for the story, as the photos will have to be developed first;
- The photo story can form part of the assimilation activities at the end of the training activities (they could appear in the paper, in the exhibition, in an information stand, etc.);
- Instead of working with photos, the young people could carry out an interview assignment on the subject of being in love and relationships. Anyone could be interviewed: friends, parents, people on the street, grandparents, etc. If an interview with older people is recorded, you can compare the situation then with now. The young people think up the questions in small groups. The interview is carried out on the basis of these questions. They can then show it to the group or create an article from it. This can also then be built into the assimilation activities.

DURATION:

60 minutes

Annex 2.6: Question roundabout

1. What do you find the nicest thing about a relationship?
2. What do you say or do if you want to get into contact with someone?
3. If you think of the person of your dreams, what does he/she look like?
4. How do you notice that you're in love?
5. How would you react if you found out your partner was being unfaithful to you?
6. If you wanted to go to bed with someone, how would you ask them if they used a contraceptive?
7. How would you make it clear to your partner that you don't want to have sex without a condom?
8. How would you react if someone you don't particularly like told you they were in love with you?
9. What would you think if your boyfriend/girlfriend looked at other girls/boys?
10. How would you react if your best friend had had a bit on the side?
11. How do you start being someone's boyfriend/girlfriend?
12. Do you think that girls should be able to take as much initiative in a relationship as boys?
13. When do you think the right time has come to go to bed with someone?
14. What can go wrong using a condom?
15. Which contraceptive do you find is best suited for you?
16. What do you do and how do you feel if you've been 'dumped'?
17. In which situation would you have sex using a condom to prevent infection by AIDS or an STD?
18. How do you find sex with a condom?
19. What do you think is the most important thing in a relationship?
20. Do you think that everyone has homosexual feelings?
21. Should homosexual couples have the right to marry?
22. Are you born homosexual, or do you become one?
23. How would you react if your best friend told you they were homosexual?
24. Do you find that using a condom is a sign that you don't trust your partner?
25. Do boys have sex in a different way from girls? If so, how?
26. How do you put into words the fact that you like someone?
27. Who decides when and how you have sex? You or your partner?
28. What do you do if your boyfriend/girlfriend is not in the mood for sex and you are dead keen?
29. Have you ever been to bed with someone when you didn't really want to?
30. How do you feel if your friends are having relationships and you're not?
31. How do you take account of the risk of AIDS infection in your relationship?
32. What do you think when you notice a friend has condoms in her handbag?
33. Do you enjoy masturbation?
34. What do you really enjoy when you are having sex?
35. Do you only have sex with someone you're in love with? Why?
36. Who usually starts the sex, you or your boyfriend/girlfriend?
37. Can you only have sex inside a steady relationship?
38. How do you chat someone up?
39. What do you value in yourself?
40. How do you show that you're in love with someone?
41. Which qualities in a boyfriend/girlfriend are important for you?

42. Do you find yourself sexy? What does being sexy mean for you?
43. Is it easy for you to make contact, and how do you usually do it?
44. Have you ever had any difficulties having sex? How did you deal with it?
45. What was it like the first time you were in love?
46. Have you ever been to bed with your boyfriend because he would have broken it off otherwise?
47. Talking about how to use a condom is often a bit awkward. Why is that, do you think?
48. When would you go to bed with someone?
49. How would you want to be approached by someone who is in love with you?
50. Being faithful - what does that mean to you?
51. Where would you keep your condom so that it's always at hand?
52. What do you find difficult when you're buying a condom?
53. Where would you buy condoms?
54. What do you find nice when having sex?
55. What do you find important when having sex?
56. What would you do if your best friend came to tell you that s/he is HIV positive?
57. What do you really dislike when you're having sex?
58. Do you think that you run the risk of being infected with the AIDS virus?
59. What do you find the most annoying about using condoms?
60. If you have sex using a condom how do you make sure that it all goes well?
61. When do you not need to use a condom, according to you?
62. What does sexuality mean to you?
63. Using condoms when having sex: what are your experiences?
64. Who do you think needs to provide a good contraceptive: the girl or the boy?
65. What repels you in people?

3. Knowledge of STD, AIDS and (un)safe sex

OBJECTIVE:

Youngsters:

- receive information about some important aspects of STD, the AIDS virus, (un)safe sex and the use of condoms.
- know that safe sex is also important to them.
- are stimulated to talk about safe sex.
- receive practical tips on how to have safe sex.

After reading Mezzo Magazine or another young person's magazine about relationship or sexuality or a sex education brochure, one or more of the following activities is carried out: discussion of the magazine or brochure, or playing the Safe Sex Quiz.

For this theme you can bring in an outside expert - for example, a doctor or professional spokesperson or someone from an AIDS organisation - to take part in the discussions on the activities. They can then answer questions put by the youngsters.

If you can't invite someone to come on the spot then perhaps if you are confronted with uncertainties or additional questions, you can phone a helpline or look for extra information on Internet...

3.1. Discussing Mezzo magazine

MATERIALS YOU WILL NEED:

Mezzo magazine or a prevention brochure/leaflet

DEVELOPMENT:

Two possibilities. Either you have distributed the magazine/leaflet on some other occasion and the youngsters have read it or you distribute it now to read, which takes more time. Take this into account. You can ask to read certain articles first.

TARGET QUESTIONS FOR A SUBSEQUENT DISCUSSION:

- What subjects in the magazine/leaflet are discussed?
- Which ones did you think were good? Which ones were not so good?
- Were there any subjects missing in the magazine/leaflet according to you?
- Did you read something that you did not know or did not understand, or that seemed odd to you?
- Discuss a case/story/interview from the magazine.
- Which ways of having sex are safe? Which ones are unsafe? Which are the most important contraceptives?

TIPS:

- Emphasise that having safe sex prevents you both from having STD/AIDS and from an unwanted/unplanned pregnancy.

- Youngsters may interview one another using the questions mentioned above.
- Write the most important rules on safe sex on the flipcharts.

DURATION:

50 minutes

3.2. Safe sex quiz

MATERIALS YOU WILL NEED:

- Quiz questions (annex 3.2) and stationery.
- Bell or stopwatch or alarm clock. Green and red cards.
- Possible prizes: condoms, T-shirt and a sugar heart.

PROCEDURE:

Youngsters often like participating in tests and competitions. Taking part becomes all the more attractive if you award nice prizes. The quiz can be played in different ways:

Individually (in writing):

- Each youngster completes the list individually.
- You check who answered the most questions correctly.

In groups (in writing):

- The answers are filled out in small groups of three to four youngsters. In this way the youngsters start talking to one another at once.
- You check which group has answered the most questions correctly.

Within the group:

- The group is divided into smaller groups. The teams take turns to answer questions. The members of a team may deliberate. In turns, the group members must give the answer, by means of showing a green (correct) or red (incorrect) card. A good answer yields a number of points. They can also put the number of points at stake. A green card with a three for instance means that they know for sure and a two that they are not completely sure. A one means that they are just guessing.
- You can also agree that they can look up the answer if they do not know it. Extra time is then added, and the number of points is halved.
- All members of the winning team get a prize.

In a group as an individual:

- You can also turn the quiz into a "Run for your life" quiz. You divide the room into a "correct" and an "incorrect" side. You may also make an "I do not know" side.
- The game leader stands in the middle. He reads the question out loud. Each participant runs to the side he thinks is the correct answer to the question. For

each correct answer you receive one point. If you give the wrong answer, you lose a point. If you choose "I do not know" your score remains unchanged.

TIPS:

- For each question it is mentioned what is wrong or right about it. There may be a discussion afterwards.
- Make the quiz as realistic as possible. Use a clock or bell, lay down strict rules and have someone keep the scores.
- Some youngsters are very sensitive to competition. The quiz may turn into a fight because everyone wants to win. Try to assess in advance whether this will have an impact on the information.
- For the right answers and explanation see 'Induction and training for youth workers and facilitators, page'

DURATION:

60 minutes

Annex 3.2: AIDS/HIV quiz

1. What does HIV stand for?
2. What is it?
3. What does AIDS stand for?
4. What is it?
5. Can you catch AIDS?
6. Can HIV be transmitted by kissing?
7. Can HIV be transmitted by blood transfusions?
8. Can HIV be transmitted by masturbation?
9. Can HIV be transmitted by hugging?
10. Can HIV be transmitted by First Aid?
11. Can HIV be transmitted by penetrative sex using a condom?
- 12.. Can HIV be transmitted by penetrative sex without a condom?
13. Can HIV be transmitted by sharing needles?
14. Can HIV be transmitted by using heroin?
15. Can HIV be transmitted from mother to foetus?
- 16.. Can HIV be transmitted by insect bites?
- 17.. Where did AIDS originate?
Central Africa San Francisco The CIA The KGB
Nobody Knows Pigs on the Mexican border

18. H IV can be transmitted through which of the following:

- Blood
- Saliva
- Sperm
- Sweat
- Vaginal fluid
- Unbroken Skin
- Vomit
- Urine
- Faeces
- Tears

19. Which of the following are high risk groups?

Homosexuals

Heterosexuals

Bisexuals

Haemophiliacs

Drug users

Africans

Americans

Prostitutes

All of these

None of these

4. A positive attitude towards safe sex and condom use.

Objective:

- To check what information youngsters have and how they feel about using condoms.
- To provoke youngsters to express their opinion about safe sex and the use of condoms and to talk about it with each other.
- Youngsters can name the advantages of condom use and can put the disadvantages into perspective.
- Youngsters indicate the problems they and other youngsters may have when using condoms and they try to think of possible solutions.

We discuss the odds of youngsters to catching an STD or AIDS, and their opinion about and possible experiences with using condoms. We also try to find out what ideas other people, such as friends, partners and parents, have about using condoms and the extent to which extent they themselves have safe sex.

4.1. Condomania

MATERIALS YOU WILL NEED:

Condoms without a lubricant (possibly clean them) and markers

PROCEDURE:

- Split up into small groups of 4 persons.
- Each group receives a condom and blows it up as far as possible.
- With markers they write as many synonyms of the word condom as possible on it.
- Within the large group we discuss all the names and the group selects a number of them that will be used throughout the training programme.

DURATION:

10 minutes

4.2. Statements game

MATERIALS YOU WILL NEED:

Flipcharts with statements

PROCEDURE:

- There are statements about using condoms on different flysheets. The counsellor stands in the middle of the room, puts up a statement and reads it out loud.
- Everyone who agrees with the statement goes to a certain side of the room. The ones who disagree go to another side (for instance to the left is 'disagree', to the right is 'agree'). Those with any doubts stand in the middle.

- Only those 'for' and 'against' have to explain their opinion. Afterwards you can change your opinion and go and stand with the relevant group. If you do Change your opinion, you must back this up with good arguments. So you do not just say 'because I think so' or 'because that is how it is'. The ones who are in doubt must also choose.
- Ask the group to go back to their seats after each statement and give everyone the time to think well before they make a choice.

Statements:

1. I do not buy condoms, because I am deadly embarrassed.
2. Using a condom spoils all the fun.
3. Someone who carries a condom with him distrusts everyone.
4. If two people sleep with each other, surely one of them is bound to talk about condoms.
5. You need not use condoms in a steady relationship.
6. The girl provides the pill, the boy the condom.
7. If you go out it is better to have a condom in your pocket at all time.
8. Boys and girls carrying a condom with them are out to chat someone up.
9. If you want to sleep with someone, you have to dare use a condom first.
10. Making love without having actual intercourse is quite fun.

TIPS AND POINTS FOR ATTENTION:

- For this assignment it is important that youngsters learn to substantiate their opinion. This may be difficult. Try to avoid a simple yes or no answer or merely socially acceptable answers.
- All opinions are important. Even youngsters who do not have any sexual experiences can still judge certain statements, since it is not their experience that matters, but the way they feel about certain things. Consequently, an answer cannot be right or wrong.
- Alternative working method: each statement is written on a card. The youngsters are seated in a circle. The pack is given to a participant who draws a card and gives his opinion about the statement. The counsellor confronts the others with the statement in order to stimulate the group discussion. After a few minutes the counsellor ends the discussion and the cards are given to another participant.

DURATION:

30 minutes

4.3 Question time

MATERIALS YOU WILL NEED:

- Paper and stationary for each group

PROCEDURE:

- This activity assesses what other young people know and think about using condoms. In general, young people have no idea what other people think about using condoms;
- The group is split into pairs. Each pair prepares a number of questions on the subject of condoms and condom use (see example questions);
- After this, each pair may in turn ask another pair a question (one person from one group chooses one or more people from the other group to give the answer).

Example questions:

1. Name two reliable brands of condoms;
2. Name six places in your neighbourhood where you can get condoms;
3. What do condoms protect you against?
4. Have you got condoms in your pocket?
5. What do you think of fun and flavoured condoms?
6. Have you ever used condoms?
7. What do you think when you see a boy or girl who has got condoms with them?
8. Do you think you should share the cost of condoms with your partner?
9. Girls should take care of the pill, and boys the condom. What do you think?
10. Do you think there should be a condom dispensing machine in all youth organisations and schools?

TIPS:

- Everyone has the right not to answer a question. Some questions can be extremely personal. Respect each others' limits!
- Have an advance look at the questions being prepared in the groups, so there are no surprises in store
- A variation: the group chooses the 'best' questions. Possible answers are devised, which can then be ticked off. The young people go in pairs to carry out a survey of a number of young people (in the neighbourhood, in the youth club, at a party, in town...). One asks the questions, the other one notes the answers. When everyone is back, the answers are listed. The smaller groups present their results to the group as a whole. The results of the survey can then be used for an article in the youth club newspaper, or as material for a radio programme (see theme 5: assimilation activities).

DURATION:

20 minutes (variation 50 minutes).

4.4. Answer problem letters

MATERIALS YOU WILL NEED:

Some problem letters, paper and stationery.

PROCEDURE:

- Divide the group into small groups of 4 people.

- Each group receives one letter for which they formulate a solution and give advice. So do not just say “Go talk about it with so and so”, but also write down how to do it and give possible tips.
- After this, the letters are discussed in group. The group judges whether they consider the advice to be useful or not or if they could use the advice themselves.

Letters:

1. If I go on holiday this year, I would like to take condoms just in case. But I will probably start blushing/become nervous when I am at the chemist's. How can I try not to fumble? Signed 'A shy little macho'.
2. In a few weeks I am going camping with my boyfriend. I think we might have sex and I want it to be safe. I do not know how to put on a condom. Since it will be dark in the tent, I think it will be really difficult. How can I make sure that we do it safely? 'A desperate virgin'.
3. I do not know what my girlfriend thinks about safe sex. I am afraid to discuss it with her. How should I start? What do I have to do? 'A sensitive Cancer'
4. My boyfriend dropped the remark that he does not really want to use a condom. What arguments can I use to convince him to use it after all? 'A don't know'.

TIPS:

- You can have the groups themselves think of a problem that has to do with condom use and safe sex. They can then write a problem letter. The letters are collected and each group gets another letter.
- If youngsters have difficulties writing letters it is better to use examples, for instance letters written by youngsters in youth magazines.
- You can turn it into an active role play, for instance: working as a volunteer for the 'Youth helpline'. Two youngsters work together: one asks the question and the other one is the volunteer.
- Remember: these situations are applicable to situations with homosexuals and lesbians as well as heterosexuals.

DURATION:

40 minutes

5. Skills when using condoms

Objective:

That youngsters:

- are able to buy condoms themselves
- (regularly) carry condoms with them
- exchange ideas and experiences about buying condoms
- use a condom according to the instructions for use, and talk about the condom and the importance of safe sex to their partner.

This improves skills that are indispensable when using condoms. It involves skills such as buying condoms, carrying them with you and being able to use them, being able to tell your partner that you want to use them and being able to stand up against a partner who tries to persuade you into having sex without a condom. Since the trust in these skills increases the intention of youngsters to have safe sex, it is very important to pay much attention to this theme.

5.1. Getting to talk about condoms. What would you do if.....

MATERIALS YOU WILL NEED:

None

PROCEDURE:

- The group is split up;
- Each sub-group gets the same task to carry out: "How do you tell your boyfriend/girlfriend or partner that you want to use a condom? How can you raise the subject of condoms?";
- Each group does this in a different way: group 1 in a serious way, group 2 thinks how to do this without using words (non-verbal), group 3 thinks of something funny, group 4 etc.;
- After some five minutes two volunteers are asked from each group to present this in a short role play.

GUIDING QUESTIONS FOR A FOLLOW-UP DISCUSSION

- Which approach would you yourself take? What approach did you find was not right for you, or was not convincing?
- What must you make sure you don't say or do? What is the biggest blunder you can make?
- Can you predict how your partner is going to react? How do you prepare yourself?
- What do you do if you don't dare say it, or if your partner gets angry?

DURATION:

20 minutes

5.2. Buying condoms

MATERIALS YOU WILL NEED:

None

PROCEDURE:

- When the activities start, it is made clear that one of the tasks will be to buy a condom (this can either be announced in the course, or appear on a poster or in the course folder);
- The participants are asked who has not brought a condom with them;
- Find out how the young people dealt with the tasks, what difficulties they found, and whether they got any help.

TARGET QUESTIONS FOR A FOLLOW-UP DISCUSSION:

- Where did you buy or get your condom?
- What did you find difficult or easy?
- What did you think before you went into the shop/pharmacy/Youth Advisory Centre/supermarket?
- How did the salesperson react?
- Have you told anyone that you've bought a condom?

TIPS:

- If it isn't possible to carry out the 'buying a condom' task in advance, you can organise a group discussion. You can then ask who has ever bought a condom, where, which brand, how it went, etc.
- Variation: a role-play with the leader as the salesperson

DURATION:

30 minutes

5.3. Attitudes for and against using condoms

MATERIALS YOU WILL NEED:

- Writing materials
- A sheet of paper with questions (see annex 5.3 Using Condoms)

PROCEDURE:

- Answer the questions in a small group;
- The leader provides the groups with support during the exercise;
- Each group answers the questions on the sheet;
- What are the pros and cons of using condoms?
- Describe the different stages from getting a condom to using it;
- What difficulties can you come across during this?
- How can you try and solve the problems?
- What pretext would you give not to use a condom?
- Flipcharts are available for the follow-up

- Each sub-group picks a spokesperson to explain to the group as a whole how their exercise had gone and the way they dealt with it.

TARGET QUESTIONS FOR A FOLLOW-UP DISCUSSION:

- What do you think about having sex with a condom?
- What is the strongest argument to persuade you to use a condom when having sex?
- What are the arguments for using no condom?
- What is the most convincing argument for you not to use a condom?
- What are the values behind these arguments - e.g. trust, responsibility for health?
- Why are people nervous about acquiring condoms?
- Is there anyone who often gets condoms? And do you use them, too?
- Would you dare ask your partner to use a condom, even if he/she wasn't used to it?
- If your partners suggested using a condom, how would you react?
- Do you think that you have to be able to talk about using condoms, and are you up to talking about it?
- How could you build in condom use in a fun way into sex?

TIPS:

- As the leader, you should prepare by reading the most frequent 'for' and 'against' arguments in the annex (annex 5.3.b: Tips for the leader)

DURATION:

30 MINUTES

5.4. Discussing feelings

MATERIALS YOU WILL NEED:

- Writing materials
- Form to fill in (annex 5.4)

PROCEDURE:

- Divide the group into small groups of maximum four participants;
- Each person fills in the form individually;
- The small groups then use the completed forms to talk about the way they feel about safe sex;
- Each group tries to come to a decision about how best to deal with difficult situations;
- The conclusions can then be discussed in the larger group.

TIPS:

The leader monitors the discussions taking place in the small groups and provides support where required. Questions he can ask in the group discussion:

- Do you find it important that the use of condoms is discussed within a relationship?
- What are your arguments in favour of not using a condom?
- Do you find it necessary to use a condom if you trust your partner?
- Do you talk about using condoms in your relationship?
- What are the reasons for not discussing condom use?
- If you want to propose using a condom to your partner, what's the best way of going about this?

5.5. Condom demonstration

MATERIALS YOU WILL NEED:

Dildo (= fake penis) or broomsticks, bananas, cucumbers and carrots.

All kinds of condoms, lubricant, alarm clock or stopwatch.

PROCEDURE:

- Youngsters often pretend to know everything about using condoms. However, many of them have never even held a condom.
- Information about condoms: information, as well as useful tips about the condom are provided. You can get these from the group. Put all the tips on a flysheet.
- Practice with dildos: Each participant gets the opportunity to practice using a condom. Everyone will put on condoms individually on an artificial penis. The youngsters who won the quiz (the sexperts) may demonstrate it first. The youth worker corrects them.
- You should mention that it can be harder in practice, since the penis may be thicker, shorter or smaller, and is not as erect as the dildo.
- Fun condoms: The youth worker shows fun condoms that may look great, but have not been tested and therefore are not safe to use. It is important that youngsters know the difference between safe and unsafe condoms.
- Female condom: Information is provided (such as use, advantages and disadvantages) about this contraceptive and it is demonstrated to the youngsters.

You can finish this assignment with a **condom relay**:

- The group is divided into two teams. The teams are on opposite sides of a table. All participants receive a condom.
- The first of each team starts putting the condom on a dildo after the start signal. If the condom was put on correctly it may be rolled up again and a small knot is made in it. Now the dildo may be given to the next participant.
- The team that has put on and rolled up the condoms the most rapidly and correctly wins.

TIPS:

- Read the instructions for use yourself (see annex 5.5: Instructions for condom demonstration) in advance and practice if necessary until you can demonstrate the condom perfectly. See also the instructions enclosed.
- Emphasise that in reality it is not about putting a condom on quickly. At that point you take all the time you need.
- Hang up the instructions for use in a large form and use it as mnemonic /checklist during the relay.

DURATION:

30 minutes

5.6. Role play

MATERIALS YOU WILL NEED:

Sheets with role plays.
Flysheets and markers.

PROCEDURE:

- Divide the group into 2 subgroups.
- Group 1 lists as many advantages and arguments as possible in favour of using a condom. Group 2 names as many disadvantages and arguments as possible for not using a condom. These are written on big flysheets (see also Annex 5.3.b).
- Afterwards each group can read the role play. The role play is prepared within the groups. Each group chooses a person to execute the role play.
- The actors may be 'assisted' by prompters.
- If someone cannot go on, the counsellor can appoint someone else to act.

Procedure of the role play:

Anne (18) and Chris (19) have been having a relationship for about six months. Chris has had already two longer relationships (six months and three months) before, and had sex without a condom. He is not comfortable about using a condom. They have already discovered each other somewhat sexually, but have never had sex before. Chris and Anne both feel that they are up to it. When Chris starts talking about it, Anne says that she is afraid of AIDS or other STDs and that she would like to use a condom. Chris is not very enthusiastic. How can Anne convince Chris?

TARGET QUESTIONS FOR A SUBSEQUENT DISCUSSION:

- Which (dis)advantages were used as arguments?
- To which arguments can Anne not respond?
- To which arguments can Chris not respond?
- How does the role play end? Is it familiar? Is this what happens in real life?

DURATION:

30 minutes

Annex 5.3.A: Using condoms

Discuss amongst yourselves the following questions:

- 1. What are the advantages and disadvantages of using a condom?**

ADVANTAGES

DISADVANTAGES

- 2. Describe the steps you will have to take when you want to use a condom (from getting hold of the condom to using it).**

- 3. What difficulties might you come across?**

- 4. How do you solve those difficulties?**

Annex 5.3.B: Tips for the leader

The most frequent FOR and AGAINST arguments

PRO-arguments:

- The condom can increase the safety feeling.
- It protects against unwanted pregnancy/STD/AIDS.
- It is a cheap contraceptive.
- You do not need a prescription.
- Both boys and girls can buy it.
- Boys are also involved in contraception.
- The sperm cannot flow back out of the vagina.
- It is easy to use.
- Hygienic.
- The condom is a sign that you care for yourself and your partner.
- Boys come less rapidly.

COUNTER-arguments:

- With regard to pregnancy prevention it is unnecessary if the girl takes the pill.
- It is a sign that you distrust your partner.
- The condom may burst.
- It is not handy.
- It is dirty and it stinks.
- After the ejaculation you cannot stay inside any longer.
- The boy is less aroused.
- The love-play must be interrupted to put it on.
- It is not romantic.
- It is expensive and not pleasant to buy.
- It is unnatural.
- You do not always carry it with you.

Annex 5.4: Discussing feelings

YOU ARE IN LOVE WITH HIM/HER AND YOU WANT TO HAVE SEX. HE/SHE ONLY WANTS TO HAVE SEX USING A CONDOM. HOW WOULD YOU REACT?

Tick your reaction:

- I'd get really angry.
- I'd feel really relieved.
- I'd lose all confidence in the other person.
- I'd find it very sensible.
- I'd fall about laughing.
- I'd think that the other person doesn't trust me.
- I wouldn't find it safe enough, in fact.
- I'd not want anything to do with the other person.
- I'd feel really embarrassed.
- I'd feel even more in love.

Or I'd
.....
.....

When you've finished this part, discuss your reactions with other people.

Mark which reaction makes it easy (E) or difficult (D) to talk about it with your partner.

How do you best approach the situation?

Come to a decision as a group!

Annex 5.5: Instructions for condom demonstration

1) First some general remarks

- The condom is the only contraceptive that protects people against any STD or AIDS infection;
- A condom should always be used. You should not have sex without a condom first.
- Never use the same condom more than once.
- Observe the expiry date (it is marked on the package itself or on the box);
- Condoms are sold in supermarkets, drugstores, vending machines, sex shops, youth advice centres and birth control and sexual education centres.

2) This is what a condom looks like

- When rolled up there are two sides. There is only one good side to unroll, i.e. with the reservoir upwards.
- Some condoms are made with a reservoir at the top, others are not.

3) How to put it on.

Our familiar dildo seems to be in good shape.

- It is important to use a condom as soon as you decide to penetrate, so do not just have sex without the condom.
- It might be better to check if the package has not been damaged and the date has not expired. If the package has not been damaged, then the condom is safe.
- When opening the package mind sharp nails or objects (such as rings).
- The penis must be completely erect.
- Pull back the foreskin completely.
- Place the rolled-up condom, with the semen reservoir up, on the top of the glans.
- Hold the reservoir with two fingers of your one hand, to prevent the air from coming in. With your other hand unroll the condom as far as you can.
- It is important that the reservoir is vacuous. Otherwise the air could go down so that the condom closes less firmly and the sperm can still escape.

4) How to take it off.

- Do not stay down (no matter how comfortable it is) because the penis will not stay erect.
- Take the condom at the edge when pulling out.
- Remove the condom, put a knot in it and throw it in the dustbin.
- If you continue to make love, be careful, because there might still be sperm on the hands or the glans.

5) For anal contacts

It is recommendable to use an anal condom (i.e. the Hot Rubber). It is a bit stronger (not thicker). Always use an anal condom with a water-based lubricant. It is interesting to know that according to a study by the University of Antwerp 1 out of 5 youngsters has experience with anal contact.

6. Assimilation activities

Objective:

- To assimilate and take in information and skills.
- To have the group itself disseminate the safe sex concept.
- To bring continuity into the prevention activities within the organisation.

In order to end the cycle of activities you perform an assimilation activity. Developing a final product is a good way to 'digest' information and skills.

A final product shows others what the group has been working on. In this way, the safe sex message can be spread even further. Moreover, original prevention material is created for and by youngsters.

Developing a final product is also a goal in itself: youngsters learn to work together, to organise, to work independently, to take decisions and to stand up for their opinions. These skills are also useful when having safe sex.

Some ideas for assimilation activities are a newspaper, radio programme, radio play, safe sex jingle, info corner, rap song, exhibition, wallposter, a training evening for youngsters organised by youngsters or a videoclip. Maybe you can come up with some other creative ideas together with the youngsters.

From composer to listener, from writer to reader

A newspaper always needs readers, a greeting card needs to be addressed to someone, a rap song needs someone to listen to it. Who is the target audience and how do you reach them? Depending on the circumstances such as the time and financial resources you have at your disposal, you can choose between a small-scale or large-scale approach. There are lots of possibilities. Some tips:

- You can use the material or the end-product in your own organisation;
- You can set up an exchange of material between organisations in the same town: e.g. an exchange between a boys' group and a girls' group;
- You can even set up a multicultural exchange across borders. Sexuality and relationships are universal themes, after all;
- Dissemination in places where young people come together - young people's cafés, the sports hall, the bus-stop on the corner of the street, etc.;
- You can fit the end-product around an actual event: Valentine's Day, taking part in the local carnival parade with safe sex as the theme of the float; the start of the school holidays; World AIDS Day...

6.1. Newspaper

MATERIALS YOU WILL NEED:

- A3 paper, computer paper;

- Writing materials: pens, feltpens
- Scissors and glue
- Illustrations
- Computer and printer
- Photocopier

PROCEDURE:

- Lots of youth organisations have a newsletter or members' booklet with a calendar of activities and articles written by the members themselves. A thematic issue on the subject of safe sex makes a change and is informative for the entire readership;
- Agree in advance what goes in the paper and what doesn't. In principle, you can make a selection from the material developed during the activities and meetings. For example: photo story, Safe Sex Quiz, interviews, problem letters, referral letters, etc.
- In order to respect each other's privacy, it is important to agree in advance what you are going to do with the newspaper (keep it within the group, distribute among other members, etc.) and whether real names or aliases are used in the articles
- Have clear agreements about who takes on which editorial task: collecting and keeping material, filing material, writing, proof-reading, photos and illustrations, layout, headlines, etc. Appoint someone responsible for the organisation and agree on a date when everything will be ready;
- You may wish to set a date for when everyone will have to have their material or article ready.

TIPS:

- Help the young people while they are writing the articles. Lively and varied contents make the newspaper attractive: texts should not be too long, there can be amusing illustrations or cartoons, headlines should make an impact, a fun quiz, etc. You might wish to invite a journalist or photographer from the local paper for advice,
- Make sure the information is correct. If necessary, have an expert in the field read the articles (a professional spokesperson, a social worker, a doctor). You can check your information by phoning an AIDS organisation, a helpline for example.

DURATION:

- Make a realistic plan and adapt it to the group and the situation;
- Take account of the fact that the editing team will have to work during the day and not only in the evenings. Most copy shops or photo shops are not open in the evening.

6.2. Smaller publication outputs

Creating a newspaper is an intensive activity. If you don't have much time, then you can do something else. The publication outputs listed below can be produced in big or small runs. There are a number of techniques that young people themselves will be able to do, such as stamping, screen-printing and copying.

Posters

Young people can make impressive posters on the safe sex theme for their own organisation or to be displayed in other places where young people will meet.

Beer mats

We all know them: a well-known brew's own beer mats, with funny or snappy slogans. Why not beer mats with comments - collected by young people during their safe sex course - that are written on, stamped on, or which you get printed on. You might even be able to persuade the youth organisation's own drinks supplier to sponsor this activity.

The safe sex beer mats can be in your organisation's bar, but also in other young people's cafés in your town or village.

News poster

Rather than a real newspaper, you could make a one-page news brief which is posted up in places where young people come together. Information on this one page should be concise and clear.

Postcard

The marketing industry has been using this technique for several years now to publicise their products: picture postcards that you make yourself with appropriate photos and a slogan or text, a funny cartoon, etc.

Other possibilities: a **notebook**, a **T-shirt** with a slogan printed on it, a **card game** about safe sex, design **stickers**, a **folder**, an **Internet site**....

6.3 Info corner

MATERIALS YOU WILL NEED:

- The information and material used during the activities can be the basis for the development of an information corner in your organisation;
- The brochures referred to in the handbook can be provide interesting additional material;
- If you have access to a computer you can visit an interesting AIDS organisation's website. Alternatively there may be a CD-ROM available on the theme of relationships, sexuality and safe sex.

PROCEDURE:

- The young people decide what information is useful for the other young people, and convert part of, say, the activity room into a temporary or permanent info corner about safe sex;
- Make sure that the information you have on offer is clear, comprehensible and attractive. A messy info corner does not attract people to come and read or look for information. Make sure for example that you have a stand for folders (which you can make yourself), a pinboard, tables and chairs, a spotlight, etc;
- Define in advance what information is to take away and what isn't. For example, people may look at brochure which you have to pay for, but are not allowed to take it away - attach these to the table. Any address lists which appear in these brochures should be photocopied - these can then be taken away by anyone.
- Make a roster for who tidies up, re-stocks, and updates the info corner.

DURATION:

Once you have gathered together all the information and the young people have decided what they want to put on display, the info corner can be set up in a matter of a couple of hours. You yourselves decide how long it stays there.

6.4. Safe sex jingle or rap number

MATERIALS YOU WILL NEED:

- Sampler
- Cassette recorder and cassettes
- Microphone (this is sometimes built in)
- Writing materials and paper

PROCEDURE:

- Young people who are not so familiar with written language may well be much more creative when it comes to speech and music;
- In a rap number or short jingle you can treat the safe sex message in a creative way;
- A handy resource here is a 'sampler.' A sampler can record all sorts of noises, save them in its memory, and play them back. You can transform the noise in any way you like - slow it down, speed it up, repeat it, change the pitch, etc.
- First listen to a few rap numbers to hear how samplers are used and how the texts are put together. After this you can create the rhythm and the text;
- The rap number or jingle can then be played at crucial moments when people are relaxing or partying in the youth club. For example, after 'La Bamba' or when the youth club is closing.

TIPS:

- The (local) youth club's DJ will probably know more about technological music and there may well be groups in the neighbourhood who have their own sampler. Ask them if they might want to spend an afternoon experimenting with you;
- You may be able to borrow the material you need from a local youth service or other organisation.

7. Evaluation

In general it is useful to end the activities with an evaluation. At this point, the youngsters are given the opportunity to express their opinion about the activity(ies) and to ventilate their feelings. This also yields valuable information for you and your colleagues.

If you choose to evaluate after every gathering, make sure that you take their remarks into account during the future activities. You can make the evaluation at the last gathering. Make sure that all aspects are discussed again.

You investigate what the youngsters learned from the activities and possibly if the goals you set have been attained.

You can evaluate orally or in writing. Or both. If you evaluate orally, just gather the remarks. Do not give any comment on them. Keep it short and let everyone have his say.

Next to the evaluation with the youngsters it may also be useful to make an evaluation with the volunteers and your colleagues. How did the organisation pass off? Were the working methods appropriate? Have the objectives been attained? Check what consequences the evaluation data have for a new 'safe sex programme'.

7.1. Complementing open evaluation questions

MATERIALS YOU WILL NEED:

Flysheets, markers and stationery.

Copies with the open evaluation questions.

PROCEDURE:

- In order to refresh the youngsters' memory you can put the different activities on a flysheet. Everyone receives a copy and a pen.
- Ask the youngsters to answer as honestly as possible. Depending on the time you have and on the nature of the answers you can choose to discuss the answers within the group.

Examples of open evaluation questions:

1. What I liked about the activities/gatherings was....
2. What I disliked about the activities/gatherings was.....
3. What I had never done before was....
4. The nicest thing about it was.....
5. A very annoying activity was....
6. The atmosphere in the group was....
7. Too little attention was paid to....
8. Too much attention was paid to
9. I would also like to point out that....

TIPS FOR THE SUBSEQUENT DISCUSSION:

- You can conceive the subsequent discussion as a group talk.
- Ask everyone to explain both a positive and negative aspect.

DURATION:

20 minutes

7.2. World field

MATERIALS YOU WILL NEED:

Sheet with word field (see annex 7.2.) and stationery.

PROCEDURE:

- Ideal working method at the end of the day as an interim evaluation.
- Each youngster receives a sheet of paper with the word field and a pen. He indicates the words that relate closest to how he feels when looking back on this day/activity.
- During a group talk the youngsters discuss which words they indicated and why.

7.3. A written evaluation

You can also make a written evaluation. Here is an example of an evaluation we have been carrying out for five years (see annex 7.3.). You may have to adapt this written evaluation to your own situation and to the activities you held.

Annex 7.2.: Word field

Draw a circle around the words that appeal to you most right now.

Getting better acquainted	Helped	Hungry for more
Satisfied	Dissatisfied	Challenged
Frustrated	Desperate	Angry
Interested	Bored	Negative
Horrible	Relieved	Alright
Self-confident	Inviting	Insecure
Confused	Positive	Happy
Another look	No longer alone	Learned quite a bit

Annex 7.3: Written evaluation

Safe sex activities

We would like to know your opinion about the activities.

Please answer these questions as honestly as possible. Anonymity guaranteed.

Age:

Sex:

Education:

1. Have you talked about safe sex, AIDS or STD during these last months, apart from these activities?
 no
 yes, with my girl/boyfriend
 yes, with my friends
 with my parents
 with the teacher
 with others:

2. What did you think about the activities?
 I thought it was annoying.
 I was able to express my opinion.
 I was able to talk about my feelings.
 I got an answer to my questions.
 I learned something new.
 Others:.....

3. Which information was sufficiently provided during the activities?
 Information about safe sex and the use of condoms.
 Information about sexually transmitted diseases (STDs) and AIDS.
 Information about how you can discuss safe sex with your partner.
 Practice in concrete situations.
 Others:.....

4. I found the following activity nice:

5. I didn't like the following activity:

6. What would you like to receive more information about?

7. How did you like counselling?

- amateurish
- open and honest
- distant
- very humorous, funny
- preachy
- skilful
- other opinion:

8. What will you always remember about these activities?

9. I thought that:

- I got featured enough during these activities.
- I got an answer to all my questions.
- I was unable to say what I wanted to say.
- I did not ask my questions.

10. Draw a circle around the words that appeal to you most right now.

Getting better acquainted	Helped	Hungry for more
Satisfied	Dissatisfied	Challenged
Frustrated	Desperate	Angry
Interested	Bored	Negative
Horrible	Relieved	Alright
Self-confident	Inviting	Insecure
Confused	Positive	Happy
Another look	No longer alone	Learned quite a bit

Thanks!

Part 3

Resources

1. Materials and Information

Europe

International Planned Parenthood Federation

Regent's College, Inner Circle
Regent's Park, London NW1 4NS, UK
Telephone: + 44 (0) 171 487 7900
<http://www.ippf.org>

You can ask for information about the Planned Parenthood organisations in your country.
You can order materials like:

- **Mezzo**, a magazine for young people by young people about friendship, love, sexual relationships and parenthood.
- **X-Press**, the IPPF newsletter by and for young people
- **IPPF Charter on Sexual and Reproductive Rights**

Cultural Partnerships

Graham Downes
90 De Beauvoir Road
London N1 4EN
Tel: + 44 (0) 171 254 8217
Fax: + 44 (0) 171 254 7541

You can order '**A Pack of Three**', **Peer education and HIV Prevention**. A simple guide to interactive working with young people using arts based techniques.

In Petto

Youth Service for Information and Prevention
Bianca De Wolf
Diksmuidelaan 50
2600 Berchem (Belgium)
Tel: + 32 3 366 15 20
Fax: + 32 3 366 11 58
e-mail: mailbox@inpetto-jeugddienst
<http://www.inpetto-jeugddienst.be>

You can order '**Play it safe. Relations and safe sex, AIDS and STD prevention**'. A guide for youth workers.

South Africa

Department of Health

National HIV/AIDS and STD Programme
Tel: (021) 312 0121

Fax: (012) 326 2891

You can order the youth magazine 'Laduma. A story of love , sex and dreams' and brochures about 'Sexually Transmitted diseases (STDs)', 'HIV/Aids in the Workplace', 'Love Sick'. All in different languages.

Aids Helpline

0800-012-322

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