

APPENDIX V

AIDS AWARENESS PROGRAMME

Activity No.1: GUARDIAN ANGEL

Learning Objective:

1. To enhance the awareness of psycho-social experiences of the student teachers.
2. To recognize the importance of self motivation by student teachers in achieving their goals.
3. To evaluate, advice /suggestions from different sources for informed and responsible decision made by the student teachers.

Time required: 60 minutes

Materials required: Open space to conduct the game. A scarf or dupatta to blindfold.

Procedure:

1. 6-7 student teachers were asked to form a large circle. They act as guides and are not allowed to leave their posts.
2. Approximately 5-6 student teachers can play the role of runners. They are the runners who have to run around the circle.
3. A blindfold is tied on a 7th player's eyes. The student teachers have to catch at least one of the runners.
4. The guides are expected to help the blindfolded student teacher to catch the runners by giving verbal directions.
5. Each blindfolded player is given 3 minutes to catch the runner. As soon as one runner is caught, s/he takes the place of the blindfolded player.
6. In case none of the runners are caught, the blindfolded player after 3 minutes is replaced by other student teacher. Make sure that at least 4 student teachers get the opportunity to be the blindfolded player.
7. After the game has been played for 15 minutes, the following questions are asked:

To the blindfolded student teachers:

- How did they feel while playing the game?
- Was it helpful to get advice from the guides?
- How did they finally decide the best way to catch the runners?

To the student teachers who played the role of guides:

- How did they feel while playing the game?
- What problems did they face while guiding the blindfolded player?
- How did the player feel when s/he was not able to catch the runners?

To the large group of observers:

- What did they observe?
- Do they think that the blindfolded student teachers were confused?
- Do they think it was helpful to get advice /suggestions from multiple guides?

Conclusion:

1. The game was about psycho-social experiences of the student teachers.
2. Although guides helped the runners, the runners were confused about the directions.
3. Some blindfolded student teachers had employed few strategies.
4. The student teacher who is guided by many tends to get confused and frustrated or may ignore the advice.
5. Student teachers should help people to make proper decisions; rather they should be self-motivated instead of depending on the guides.

Activity No.2: MARK YOUR WORDS

Learning objectives:

1. To enable the student teachers to familiarize with terminologies related to AIDS and HIV awareness.
2. To enable the student teachers brain storm by the terms associated with HIV/AIDS.

Time required: 60 minutes

Materials required: Word sheet handout and pen.

Procedure:

1. Word sheet handouts are distributed amongst the each student teacher.
2. The student teachers are given a task to find the terms associated with HIV/AIDS from the word sheet.
3. The words may appear horizontally, vertically or diagonally and may be spelled backwards.
4. A single letter may be used more than once.
5. The one who completes the task within less time is the 'Winner'.

Conclusion:

1. The student teachers were familiarized with the terminologies.
2. The student teachers had tried to complete the task within less time.

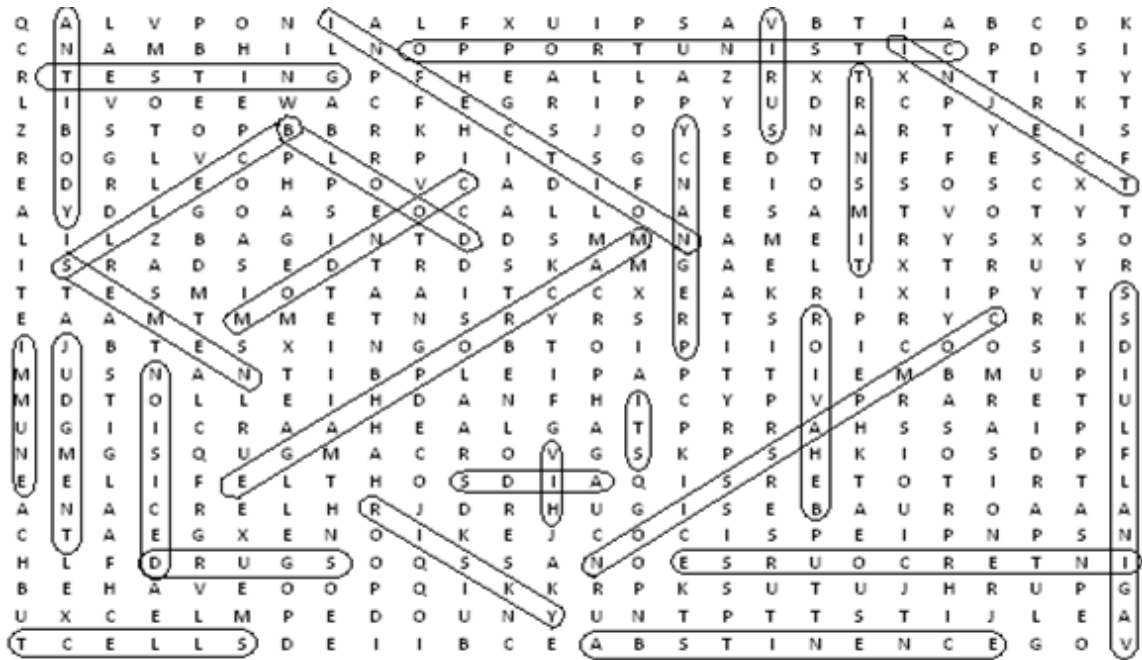
Handout:

List of words:

ABSTINENCE	ANTIBODY	T-CELLS	B-CELLS	VIRUS
OPPORTUNISTIC	COMPASSION	DECISION	DRUGS	RISKY
PREGNANCY	TRANSMIT	IMMUNE	SEMEN	AIDS
JUDGMENT	CONDOM	INJECT	BLOOD	STI
INTERCOURSE	BEHAVIOR	TESTING	HIV	
MACROPHAGE	VAGINAL FLUIDS			

Q A L V P O N I A L F X U I P S A V B T I A B C D K
C N A M B H I L N O P P O R T U N I S T I C P D S I
R T E S T I N G P F H E A L L A Z R X T X N T I T Y
L I V O E E W A C F E G R I P P Y U D R C P J R K T
Z B S T O P B B R K H C S J O Y S S N A R T Y E I S
R O G L V C P L R P I I T S G C E D T N F F E S C F
E D R L E O H P O V C A D I F N E I O S S O S C X T
A Y D L G O A S E O C A L L O A E S A M T V O T Y T
L I L Z B A G I N T D D S M M N A M E I R Y S X S O
I S R A D S E D T R D S K A M G A E L T X T R U Y R
T T E S M I O T A A I T C C X E A K R I X I P Y T S
E A A M T M M E T N S R Y R S R T S R P R Y C R K S
I J B T E S X I N G O B T O I P I I O I C O O S I D
M U S N A N T I B P L E I P A P T T I E M B M U P I
M D T O L L E I H D A N F H I C Y P V P R A R E T U
U G I I C R A A H E A L G A T P R R A H S S A I P L
N M G S Q U G M A C R O V G S K P S H K I O S D P F
E E L I F E L T H O S D I A Q I S R E T O T I R T L
A N A C R E L H R J D R H U G I S E B A U R O A A A
C T A E G X E N O I K E J C O C I S P E I P N P S N
H L F D R U G S O Q S S A N O E S R U O C R E T N I
B E H A V E O O P Q I K K R P K S U T U J H R U P G
U X C E L M P E D O U N Y U N T P T T S T I J L E A
T C E L L S D E I I B C E A B S T I N E N C E G O V

Answer key:



Activity No. 4 BATTLING HIV

Objective:

1. To enable the student teachers to understand the concept and component of immune system.
2. To enable the student teachers to discuss the consequences of the immune system invaded by the HIV.
3. To enable student teachers participants about the significance of game i.e. defense of the body against invaders like HIV.

Time required: 45 minutes

Materials required: red and white paper strips

Content:

- Our human body consist a defense system called immune system that protects our body against foreign bodies called antigens.

- The antigens can be bacteria, fungi, chemical or virus like HIV that enter our body.
- The HIV is Human Immunodeficiency Virus that invades the body and later on weakens the immune system causing disease like symptoms.
- The White Blood Cells (WBCs) fight/kill these antigens (HIV) and struggling to fight against HIV virus because of which our immune system becomes weak causing AIDS.
- AIDS occur when the WBCs are less than 200 cells/cumm in the body.

Procedure:

1. The facilitator will allot the task to two of the volunteers who will play White Blood Cells(WBCs) having white paper strips and another player with red paper strips who will play HIV virus
2. The HIV virus will be distributing the red paper strips among the classmate by calling their names and giving the bunch of strips.
3. The person whose name has been called out will write HIV on the strip and pass on the rest of the strips to other classmate.
4. After 2 minutes the person who plays WBC will look for the red strips with HIV written on it.
5. He will catch hold of any 5 red strips with HIV written to the facilitator and the facilitator will tear the red strips
6. The volunteer having bunch of white paper strip then give a bunch of white paper strip to other person who will also play WBCs who will also destroy HIV.
7. After the WBCs have caught another 10 HIV strips then he will quit.
8. The other WBCs will continue to perform their tasks.

Note: Some people can also hide the red strips from the WBCs.

Conclusion:

1. The student teachers interacted with their peers in the game.
2. The student teachers understood the mechanism immunity in human body and the functions of White Blood Cells that protect the body from antigens.

3. The student teachers eagerly participate and enact enthusiastically their respective roles.
4. The role-play helps in experiential learning and develops empathy among students.

Activity No.6 JUMBLE AND FUMBLE

Learning objectives:

1. To enable the student teachers to understand the different terminologies.
2. To enable the student teachers clarify their doubts regarding the terminologies.
3. To enable the student teachers discuss without hesitation.

Time required: 60 minutes

Materials required: Flash cards with the terminologies and their definitions, thumbpins and hardboard.

Procedure:

1. Student teachers are divided into 6-7 groups.
2. Each group receives a stack of flash cards with terminologies and a stack of cards with definitions or characteristics.
3. Student teachers are given 20 minutes to match each terminology card to its correct definitions card. Stick it to the cardboard with the help of thumb pin.
4. The one who completes the task within less time is the 'Winner'.

Conclusion:

1. The student teachers interacted with each other and discuss with their groups about the terminologies.
2. The student teachers discussed the terminologies and their definitions and characteristics without hesitation.

Flash cards

Acquired Immunodeficiency Syndrome(AIDS)	Time between the first infection and when the HIV antibody test can reliably detect HIV/AIDS infection.
Antiretroviral Therapy/Treatment (ART)	Virus that attacks the human immune system and makes the body more susceptible to opportunistic infections.
CD4 cells	Infection that normally occurs only in an immune-compromised individual; examples: certain types of pneumonia and meningitis.
Condom	Medications that help to prevent the HIV from replicating.
Human Immunodeficiency Virus(HIV)	Progressive loss of weight and muscle tissue in HIV/ AIDS patients.
Immune system	When an HIV-infected person has a CD-4 count below 200 cells or when s/he has acquired an opportunistic infection to various diseases.
Opportunistic infections	Type of T-cells that is infected and destroyed by the HIV; CD4 cells are critical components of the host immune system.
Sexually transmitted diseases (STDs)	System in the body that protects by fighting/killing bacteria, viruses and other foreign cells; weakened by HIV.
Window period	Thin sheath that is worn to help prevent conception and/or STIs like HIV.
Wasting period	Diseases which can be transmitted through sexual contacts.

Answer key

- 1) **AIDS** – When an HIV-infected person has a CD-4 count below 200 cells or when s/he has acquired an opportunistic infection to various diseases.
- 2) **Sexually transmitted diseases (STDs):** Diseases which can be transmitted through sexual contacts.
- 3) **ART** – Medications that help to prevent the HIV from replicating.
- 4) **CD4 cells** – Type of T-cells that is infected and destroyed by the HIV; CD4 cells are critical components of the host immune system.
- 5) **Condom** – Thin sheath that is worn to help prevent conception and/or STIs like HIV.
- 6) **HIV** – Virus that attacks the human immune system and makes the body more susceptible to opportunistic infections.
- 7) **Immune system** – System in the body that protects by fighting/killing bacteria, viruses and other foreign cells; weakened by HIV.

- 8) **Opportunistic infections** – Infection that normally occurs only in an immune-compromised individual; examples: certain types of pneumonia and meningitis.
- 9) **Window period** – Time between the first infection and when the HIV antibody test can reliably detect HIV/AIDS infection.
- 10) **Wasting period** – Progressive loss of weight and muscle tissue in HIV/ AIDS patients.

Activity No. 7 CASE STUDY

Objectives:

1. To enable the student teachers to determine the qualities of a good teacher.
2. To enable the student teachers to realize the feeling of empathy towards people living with HIV/AIDS.
3. To enable the student teachers to develop sensitivity and concern about the people living with HIV/AIDS.

Time required: 45 minutes

Materials required: Handouts of case study

Procedure:

1. The student teachers are divided into groups of 5-6 members.
2. Four case studies are given for the groups. Each group has to work on one case study handout.
3. A reporter is appointed in each group.
4. The groups are given 10 minutes to read the case study and discuss the given questions.
5. After 10 minutes, the reporter is asked to present the answers for the given questions with explanation.
6. The groups share their opinions with other groups.
7. Different opinions occurring in a group are to be reported.

Conclusion:

1. The student teachers are guided that everyone has right to information and services to prevent themselves against AIDS. The schools and colleges can play a

very important role in spreading awareness. Especially the teachers can give correct information and can be relied on.

2. The student teachers can guide adolescents and young adults who need support.
3. A teacher can create a supportive environment so that the young adults can discuss and share their views about AIDS with elders without hesitation.
4. The student teachers can develop empathy and guide the people living with HIV/AIDS (PLWHA).

Handouts

CASE STUDY :1

Soham approaches to a teacher with a problem. He is very disturbed and after some initial discomfort is able to share his situation with the teacher. Sohan says that there is some serious problem in his family, he hears his parents fighting and at times even crying. He is very upset about this and is unsure about what exactly the issue is. It seems like they are talking about HIV and someone seems to have it. During the course of this, Soham breaks down and cries, saying that he is afraid and fearful that something is wrong with one or both of his parents. He requests the teacher to guide him and suggest what he should do.

Questions for discussion:

1. How should the teacher help Soham? What suggestion did the teacher give?
2. The teacher discusses the information about HIV the next day in class. What information should a teacher give?
3. Do you think counselling is important in a situation like this? Why?

CASE STUDY :2

Ram a Second Year student in a college is worried and confused. He has seen a skit in his college about HIV and AIDS. Something that was shown in the skit applies to him too. What should he do? Where should he go? All these questions take him to his best friend Shyam who had been supervising the skit.

Questions for discussion:

1. Do you think the friend should help Ram? Why?
2. How will Shyam help his best friend Ram?
3. How should Ram test himself or talk to his parents?

CASE STUDY :3

Mohan a student who was good at his studies and a captain of football team in his college. He was the hero of every youngster. He came into contact with Jack and Jones who were new teammates in the college football team. The two used to take steroids to enhance their performance in the game. Once advised by the two players Mohan also took the drug and they played an excellent game in the field that day. After few months, Mohan's health started to decline. His coach advised him to take rest and consult a doctor. The doctor diagnosed that Mohan had contracted HIV. He was expelled from his team and was suddenly looked down by everyone in the college. He was no longer the 'hero'.

Questions for discussion:

1. What should Mohan do now?
2. Will he be able to play for his team someday? Was his expulsion from his team justified? Explain.
3. Who can help and guide him?

CASE STUDY :4

Rita is walking with her friend Sita when they see Meena, another girl in their class, walking towards them. They know that Meena's mother has AIDS. As she gets closer to them, Meena begins to say "Hello, Rita and Si...", but before she can finish, Sita says loudly so that Meena could hear, "I don't think we should get near her. Her mother has AIDS, and so maybe we could get it from her. Quickly Rita, let's get out of here before she gets too close."

Questions for discussion:

1. Why did Sita behave with Rita in such a way? What opinion did she have for Meena?
2. How can their misconceptions be removed?
3. How can friends help in guiding them?

Activity No. 8 ROLE PLAY

Learning Objective:

1. To enable the student teachers to determine the qualities of a good teacher.
2. To enable the student teachers realize the feeling of empathy towards people living with HIV/AIDS and plight of families associated.
3. To enable the student teachers to develop sensitivity and concern about the people living with HIV/AIDS.

Time required: 60 minutes

Materials required: Topics of role-play

Procedure:

1. Divide the learners into groups of 5-6 members.
2. Four role plays are given for the groups. Each group will work on one topic of role-play.
3. The groups are given 10 minutes to enact the role-play and discuss.
4. The groups can share their views with others.
5. If there are different views in a group, they should be reported.

Role Play topics:

- On friendship day, a group of friends are tattooing from a roadside tattoo stall as a test for true friendship. You do not want to prove your friendship risking your life for silly acts.
- A child has been expelled from school because her mother is diagnosed to be HIV^{+ve}. As a relative you are discussing it with the Principal of the school.

- A senior executive is terminated from his job by the company. The company tested the blood sample of the employee without his consent and found him to be HIV ^{+ve}.
- A young adult is suffering from serious illness as he has been diagnosed with HIV infection. He hesitates to share the news with his concerned parents.

Conclusion:

- 1) Role-play helps the student teachers develop confidence and communication skills.
- 2) Student teachers gain insight into people's behavior and their feelings for PLWHA.
- 3) Student teachers are able to show different ways of expressing emotional feelings and working on conflicts between people and situations.
- 4) Student teachers help to stand up for PLWHA and to understand and support them.

Activity No. 9 DISCRIMINATION

Objective:

1. To enable the learners to enhance awareness of psycho-social experiences of students.
2. To enable learners to appreciate that positive relationships are based on equality, respect and trust.
3. To enable learners to avoid discrimination.

Materials required: candies of red, blue, green colour

Time required: 15 minutes

Procedure:

1. Student teachers are allotted the task to four volunteers who has to distribute the candies in the class.

2. The student teachers are guided by the researcher, who plays the volunteers to distribute candies according to their choice. They can give more than one candy to their friend also they can avoid some people if they want.
3. After the distribution of candies student teacher feelings and experiences are discussed in the class.
4. The following conditions of the student teachers :
 - a) One who did not get the candies
 - b) One who got only one candy
 - c) One who got more than one candies
 - d) One who got candy of their choice

Conclusion:

1. Student teachers can understand the stigma experienced by the People Living with HIV/AIDS (PLWHA).
2. Student teachers recognize the plight of the PLWHA who live in isolation who are not accepted by the society. Thus, one should always respect their identity as a person.
3. Student teachers are made aware of the Government's efforts to fight for Human Rights of PLWHA.

