



Teacher Education Division

# **HIV/AIDS & STIs In-service Framework & Modules**

**2008**



Papua New Guinea  
Department of Education

**Issued free to schools and training providers by the Department of Education**

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**Acknowledgements**

This in-service framework was written by Department of Education officers, teacher trainers, Churches and partner training providers in a training summit in October 2007 from drafts designed by the teacher training colleges. The Department wishes to thank the participants and the partner organisations for their time and effort in working to improve in-service training for teachers and schools.

This framework was approved for use in schools by the Teacher Education Board of Studies in March 2008.

Development of the framework was facilitated by Richard Jones, HIV/AIDS adviser

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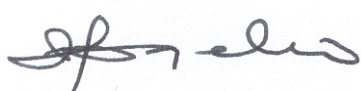
## Secretary's Message

HIV/AIDS, STIs and reproductive health are important components of the national curriculum and vital issues in the development of Papua New Guinea. Teachers need to have the skills, knowledge and attitudes to be able to teach these learning outcomes confidently, imaginatively and effectively.

In-service training is one method for building the capacity of teachers to deliver these important life skills lessons. This document sets out a framework for in-service training to help teachers, schools, clusters, Provincial In-service Coordinators and training providers to plan and deliver high quality in-service in line with the needs of the reform curriculum and the NDoE HIV/AIDS Policy.

This framework sets the standards for in-service training and all training providers, partners and schools will be asked to use it when conducting training in HIV/AIDS, STIs, reproductive health, peer education and life skills.

I commend and approve the framework and modules for use in schools and in-service sessions. I thank the many partners and training providers who support our teachers through in-service training in this important area.



**Dr Joseph Pagelio**  
Secretary for Education

## Introduction

The National Department of Education aims to support teachers in their schools through the provision of high quality, approved in-service training materials and guidance. The focus of all in-service training must be improving teaching and learning.

This framework sets a standard for training providers and in-service coordinators to help plan, deliver and evaluate training in HIV/AIDS, STIs, reproductive health, peer education and life skills. The training pathways aim to guide teachers to the appropriate training course for their experience and previous professional development.

The purpose of the framework is to:

### 1. Support schools planning in-service on Personal Development or HIV/AIDS & STIs

Schools and clusters can use the modules to plan their own in-service as part of the Teacher In-service Plan (TIP) and will be able to insist external trainers follow the aims, criteria and content of the standard modules. **Training providers and trainers who do not cover the content and aims of the modules are not approved to work with teachers in the National Education System.** A selection of approved contacts is provided at the back of the book.

### 2. Guide training providers and partner organisations in delivering in-service training

NDoE is fortunate to have many partners, churches and non-governmental organisations who train teachers in HIV/AIDS and related topics. These training providers will now begin to use these modules, criteria and content as the basis of their training of teachers. Gradually this will lead to a unified, accredited and high quality in-service system for training teachers in HIV/AIDS and reproductive health. Training providers are urged to work through the TIP in each cluster of schools.

#### Compulsory content

The knowledge, skills and attitudes in the training modules meet the requirements of the NDoE HIV/AIDS Policy and the needs of the reform curriculum. They are the **minimum** content acceptable when training teachers and must be covered accurately and fully in any training.

#### Criteria for selecting teachers for training

Each module has a recommended criteria for teachers who wish to attend that training session. Headteachers and trainers should use their professional judgement when deciding who will attend training. However gender equity is essential and all teachers who receive external in-service training or attend workshops are expected to run in-service for colleagues upon their return to schools. This is a compulsory activity for all teachers undergoing professional development.

#### Delivering the module content

Trainers can use the framework modules to design participatory and interesting training sessions. The mode of delivery and the order the compulsory content is delivered is the choice of the trainer and the schools.

## Summary of module outlines

Module name	Target group for in-service	Page number
HIV/AIDS & STIs	Elementary teachers Primary teachers Secondary teachers TVET teachers School based counsellors Pastors, chaplains & school health workers Standards officers	12
Reproductive Sexual Health (RSH)	Primary teachers Secondary teachers of Personal Development TVET teachers of Health Prevention for HIV/AIDS & STIs Standards officers School based counsellors	17
Life Skills	Primary teachers Secondary teachers of Personal Development TVET teachers of Health Prevention for HIV/AIDS & STIs School based counsellors Teachers college lecturers	21
Peer Education	Selected secondary teachers and staff Selected Grade 9 and 10 students School based counsellors	25

## In-service modules in development

The development of support materials for HIV/AIDS, STIs, reproductive health, peer education and life skills is on-going.

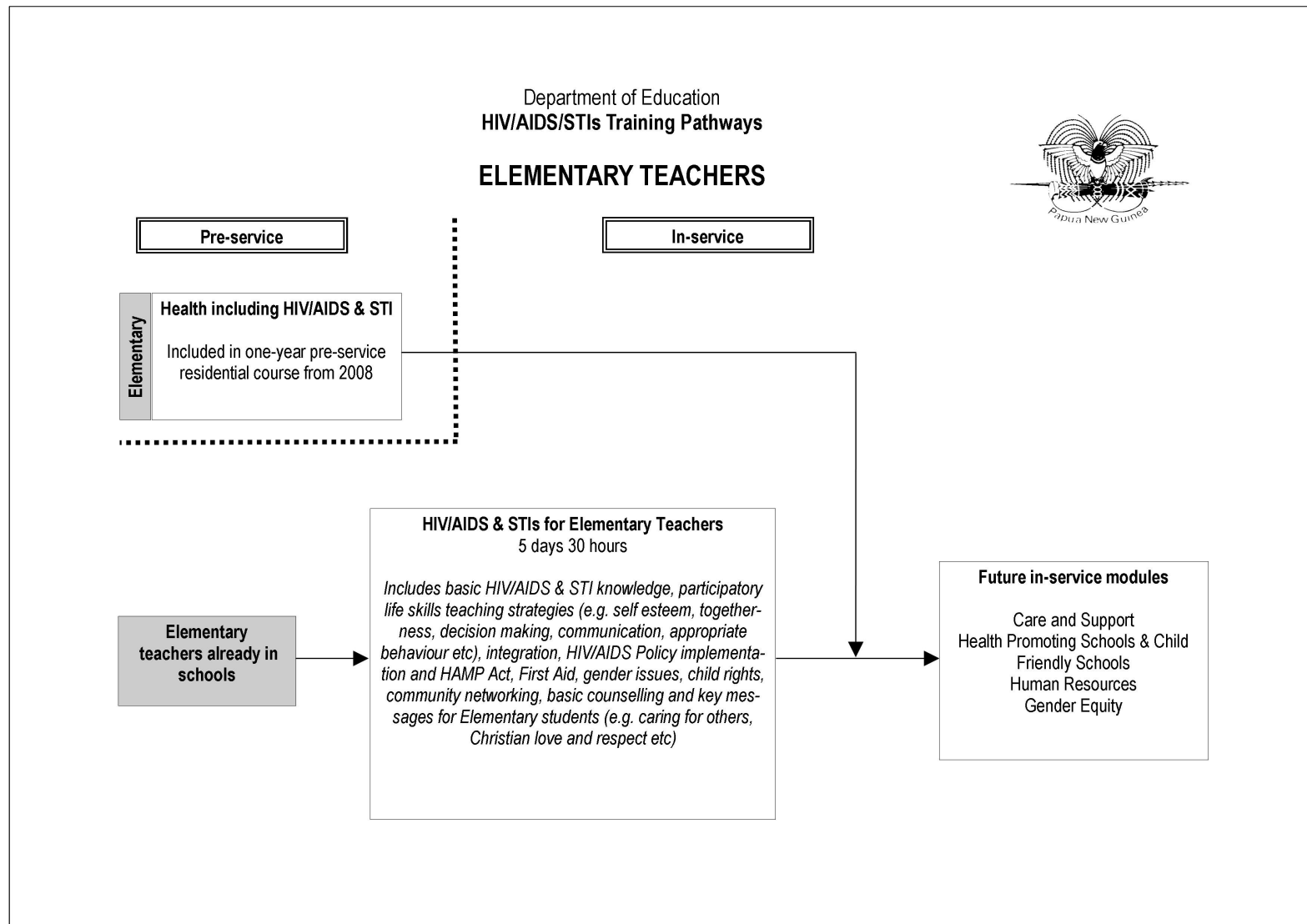
### Modules still to be developed as of June 2008

Primary Health Clubs (under development, due October 2008)  
Health Promoting Schools (under development, due October 2008)  
School Based Counselling 2<sup>nd</sup> Edition (under development, due January 2009)  
Care and Support  
Human Resources  
Gender Equity

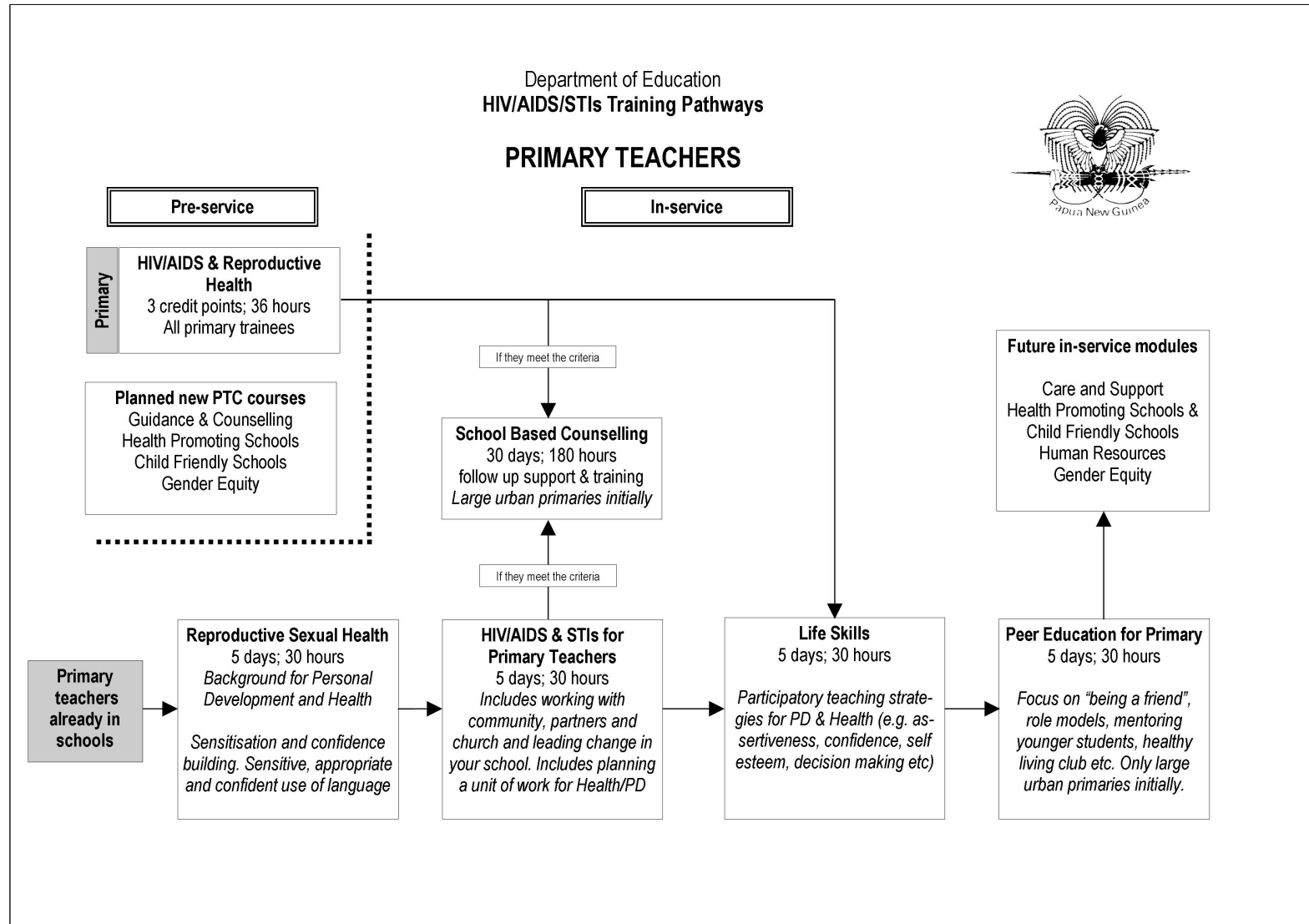
### Approved related in-service modules available from partners

Child Friendly Schools (available through UNICEF in trial Provinces)

## Elementary In-service HIV/AIDS Training Pathways



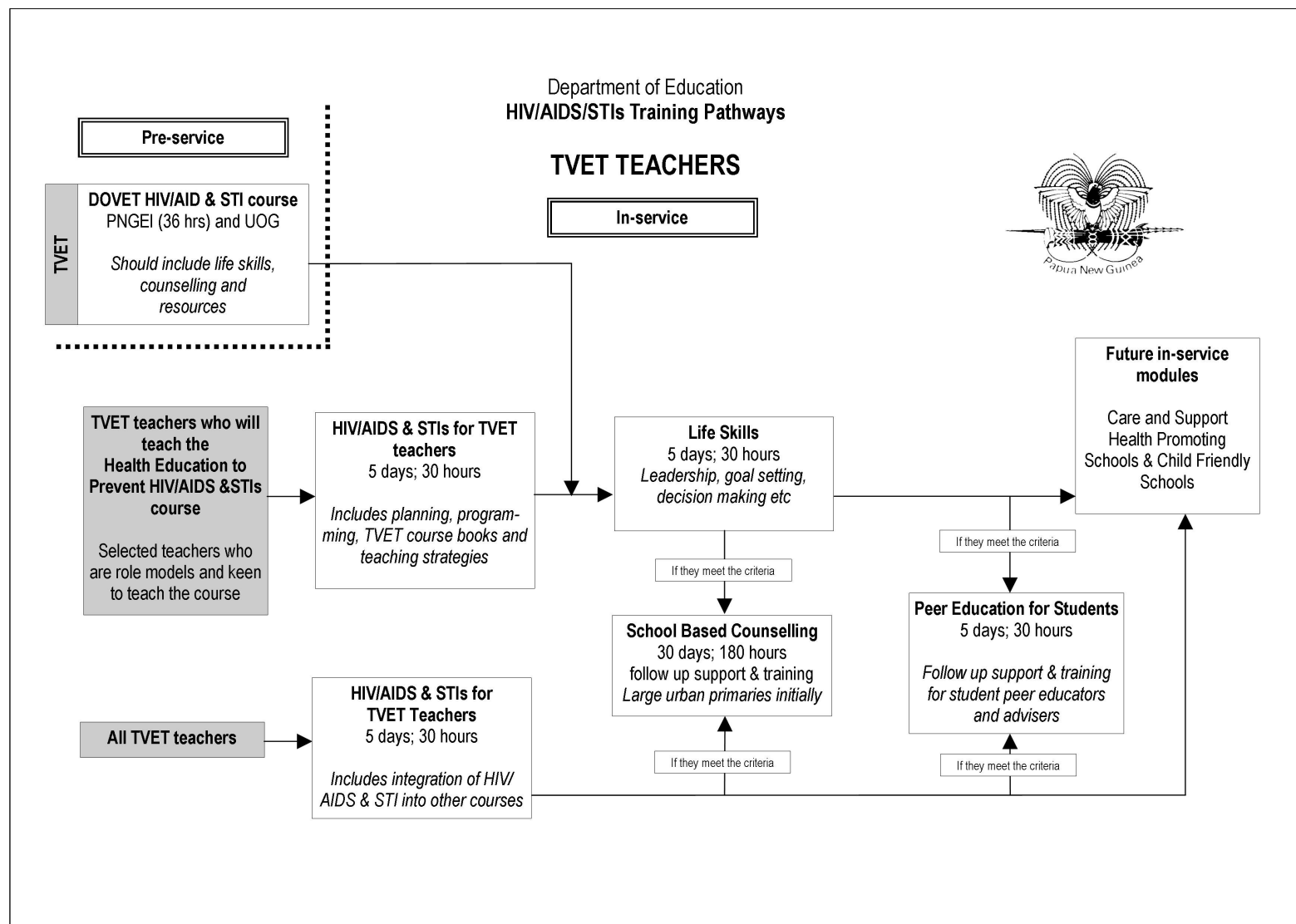
## Primary In-service HIV/AIDS Training Pathways







## TVET In-service HIV/AIDS Training Pathways



## **In-service module outlines**



## **HIV/AIDS & STIs**

*Standard in-service module for all NDoE approved training providers*

### **Aims**

1. Implement the NDoE HIV/AIDS Policy and Personal Development and Health Syllabus
2. Improve the teaching of Personal Development and Health learning outcomes linked to HIV/AIDS & STIs
3. Train teachers with teaching and learning activities and planning and programming skills for Personal Development and Health or TVET HIV/AIDS curriculum
4. Provide accurate information on HIV, AIDS and STIs, their transmission, prevention and treatment
5. Provide teachers with latest information on the HIV/AIDS epidemic nationally and locally and its impacts with a particular focus on gender issues
6. Improve the networking and coordination between schools, communities, churches and resource services and personnel
7. Equip teachers with the values and life skills to make informed decisions and healthy choices in their own sexual behaviour and relationships

**Recommended length of module:** 5 days

### **Criteria for attendance:**

Open minded, tolerant and committed to reproductive sexual health education and gender equity. Able to discuss sexual issues without embarrassment. Viewed by the community, colleagues and students as a good role model in their own life and sexual behaviour.

#### **a. Elementary teachers**

Not completed the residential HIV/AIDS course or NACS course, actively teaching in local school, equal representation of male and female teachers from each school if possible.

#### **b. Primary teachers**

Diploma level teacher; graduated before 2007; teaching Grade 5-8; equal representation of male and female teachers from each school, has not received approved HIV/AIDS training in the last 3 years, recommended they have completed Reproductive Sexual Health training (1 week)

#### **c. Secondary teachers**

Degree level teacher, graduated before 2007, priority to Grade 9-12 Personal Development teachers, equal representation of male and female teachers from each school, equal representation of male and female teachers from each school. Also applicable to school based counsellors, school chaplains and pastors and other relevant teachers

#### **d. TVET teachers**

Diploma level teacher, graduated before 2007, priority to teachers taking the new TVET Health Education to Prevent HIV/AIDS & STIs course, equal representation of male and female teachers from each school

## Training outcomes

By the end of the training participants can...

1. Explain what HIV and AIDS are, the difference between them and the origin of HIV
2. Explain how HIV is transmitted and not transmitted
3. Explain how HIV damages the immune system
4. Discuss the HIV epidemic in PNG, its causes and predict its effects
5. List attitudes and behaviours that increase the risk of HIV transmission
6. Explain the links between gender and HIV/AIDS
7. List reasons why students and teachers, especially girls and women, are vulnerable to HIV & AIDS
8. Explain the advantages and disadvantages of various strategies for preventing HIV and STIs
9. Correctly demonstrate the use of male and female condoms
10. List common STIs, their causes, symptoms, treatment and prevention
11. Discuss the consequences of stigma and discrimination
12. Explain how to care for a person living with HIV/AIDS
13. Promote and implement the NDoE HIV/AIDS Policy, syllabus and HAMP Act
14. Advocate for importance of education and know the NDoE HIV/AIDS/STI Implementation Plan 2007-2012
15. Identify partners, resource people and VCT and ART & PEP treatment services locally
16. Identify ways to work effectively with their parents, community and local churches and mobilise support for their teaching
17. Demonstrate at least 5 new participatory teaching and learning activities for teaching about HIV/AIDS and STIs (include these in their unit of work if primary or secondary)
18. Planning and programming including developing or studying a unit of work for Health and/or Personal Development with a focus on HIV/AIDS and STIs. TVET teachers will learn how to use the TVET Health Education to prevent HIV/AIDS & STIs. Elementary teachers will learn how to integrate life skills and positive messages into their units.

## Knowledge, skills and attitudes developed in the training

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• What is HIV?</li> <li>• What is AIDS?</li> <li>• Where did HIV come from?</li> <li>• Three modes of transmission</li> <li>• Four body fluids that transmit HIV</li> <li>• How HIV damages the immune system</li> <li>• Advantages and disadvantages of ABCD and other preventative strategies</li> <li>• Sorting sexual behaviours into no risk, low risk, high risk, very high risk and depends</li> <li>• HIV/AIDS and STI epidemics in PNG, data, root causes and possible impacts locally and nationally including orphans and</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a unit of work for Personal Development/Health (<b>primary only</b>)</li> <li>• Analysing and developing a secondary unit of work (<b>secondary only</b>)</li> <li>• Assessing students in using the Health Education to Prevent HIV/AIDS &amp; STIs (<b>TVET only</b>)</li> <li>• Organising in-service sessions</li> <li>• Correct demonstration of male and female</li> </ul>	<ul style="list-style-type: none"> <li>• Role model in their own sexual behaviour</li> <li>• Open minded and non-judgemental</li> <li>• Strong values and respect for the rights of others and their sexuality</li> <li>• Care, empathy and love towards people living with HIV/AIDS</li> <li>• Enthusiastic about improving student health and behaviour</li> <li>• Confident about planning, programming, assessing and teaching Personal Development/Health</li> <li>• Supporting others and wanting to help other teachers</li> <li>• Positive about making a difference</li> </ul>

Knowledge	Skills	Attitudes
<p>girls out of school</p> <ul style="list-style-type: none"> <li>• Cultural practices and gender factors that contribute to the spread of HIV &amp; STIs including cross generational relationships (especially older men with younger women) and power and economic inequality</li> <li>• Behaviours, times and places that lead to risk (e.g. mobile populations, urban drift, travelling, living apart, drinking etc)</li> <li>• Risks for students and teachers including travelling, teachers with money, students with no money etc)</li> <li>• VCT, ART and Positive Living</li> <li>• Home based care</li> <li>• Impact of stigma and discrimination</li> <li>• HAMP Act and its implications (e.g. which testing cannot be compulsory)</li> <li>• NDoE HIV/AIDS Policy</li> <li>• NDoE HIV/AIDS/STI Implementation Plan 2007-2012 &amp; Guidance posters</li> <li>• What are life skills?</li> <li>• Local and Provincial organisations and services who can help (VCT, training, ART, PEP and resources)</li> <li>• Health and Personal Development learning outcomes that relate to HIV/AIDS &amp; STIs (<b>primary and secondary only</b>)</li> <li>• Positive messages for younger students (<b>Elementary only</b>)</li> <li>• TVET Health Education to Prevent HIV/AIDS &amp; STIs books (<b>TVET only</b>)</li> </ul>	<p>condoms</p> <ul style="list-style-type: none"> <li>• Range of new teaching and learning activities for Personal Development/Health</li> <li>• Self appraisal and assessment skills</li> <li>• Goal setting and forward planning</li> <li>• Problem solving and decision making</li> <li>• Strategies for changing attitudes in the community and in school</li> <li>• Strategies for separating teaching program and private life (e.g. when teaching students of the opposite sex)</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitude towards the opposite sex and demonstrates gender equity in the classroom and beyond</li> <li>• Positive behaviour in relationships</li> <li>• Advocate for student centred participatory education to address HIV/AIDS issues</li> </ul>

**Approved resources:**

NDoE HIV/AIDS & STIs Resource Book (2008)  
NDoE HIV/AIDS & Reproductive Health Student Teacher Course Book and Lecturer's Guide 1<sup>st</sup> or 2<sup>nd</sup> Ed. (2006/07)  
NDoE TVET Health Education to Prevent HIV/AIDS & STIs Student Resource Book and Teacher Guide (2007)

NDoE Personal Development Syllabus and Teacher Guide Grade 6-8 (2003)  
NDoE Health Syllabus and Teacher Guide G3-5 (2004)  
NDoE Personal Development Syllabus and Teacher Guide Grade 9-10 (2007)  
NDoE Health & Personal Development Sample Units of Work for Grade 5-8 (2008)

NDoE HIV/AIDS Policy for the National Education System (2005)  
NDoE HIV/AIDS/STIs Implementation Plan 2007-2012 (2007) and Guideline posters (2007/8)

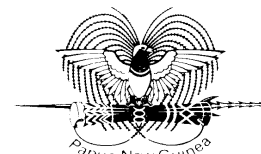
HIV/AIDS Management and Prevention Act (2003)

Oxford University Press (2007) *Health for the Pacific HIV/AIDS & STIs in Papua New Guinea*  
2<sup>nd</sup> Edition

### Primary HIV&AIDS & STIs In-service Module – example weekly program for primary teachers

<b>Monday</b> <i>Basic Facts 1</i>	<b>Tuesday</b> <i>Basic facts 2</i>	<b>Wednesday</b> <i>Teaching and learning activities</i>	<b>Thursday</b> <i>Planning and programming</i>	<b>Friday</b> <i>Working with the community and church</i>
Welcome, Transmission Game, collective prayer, workshop rules brainstorm, Question Wall  <b>Basic HIV&amp;AIDS &amp; STI quiz</b> (3 x sets of 10 questions, paired + answers)	3 Truths and Lie, collective prayer, reminder about the Question wall  <b>VCT and Positive Living</b>  Where to get tested, ART and PEP	Teaching strategy: Body mapping  Teaching strategy: <b>Role play</b> (assertiveness) and discussion	Remember Me  <b>Writing a unit of work</b> in pairs for PD or Health (using the high quality samples) Clustering outcomes, unit title, knowledge, skills and attitudes cut and paste and add more	Body writing  <b>How to work with the community and church brainstorm</b> – practical strategies
Morning tea				
Advanced STI Matching Game + answers + link to HIV  <b>HIV Epidemic in PNG</b>  Discussion of graphs, gender issues and root causes; problem solving	<b>Sorting of sexual behaviours</b> (No risk of HIV transmission, low risk, high risk, very high risk, depends) + answers  <b>ABCD pros and cons</b>	Pictionary  Teaching strategy: <b>Drama techniques</b> (e.g. forum theatre, freeze)	<b>Writing a unit of work</b>  Teaching and learning activities cut and paste, grouping and ordering	<b>Dealing with difficult questions</b>  Paired role play and observer
Lunch				
Things we share  <b>HAMP Act and HIV/AIDS Policy</b>  Why do we have them? What do we do in our school?	Reproductive word bingo  <b>Life Skills</b> – bridge analogy and brainstorm  Resisting pressure activity  Both be faithful brainstorm	Follow Me – can they beat the score?  Teaching strategy: <b>case studies</b> (e.g. what would Jesus do?)	<b>Writing a unit of work</b>  Assessment tasks and criteria and resources	<b>Using the Implementation Plan and Guidance posters</b>  <b>Checklist for their school and future training</b>
Afternoon tea				
Vote with your feet  <b>Stigma and discrimination wall</b>  Christian message of love and care, how would PLWHA feel	Follow Me game  <b>Male and female condom demo and microteaching</b>  Microteaching and assessment of peers	Name 10...  <b>PLWHA guest speaker</b>	<b>Writing a unit of work buzz walk and assessment of another team's work</b>  Key programming advice brainstorm (e.g. involving the community, blocking the teaching) Distribute a copy of the weekly plan	Certificates, prayer and thanks  <b>Final evaluation</b>
Evaluation and question wall	Evaluation and question wall	<b>Home Based Care</b>	<b>Where to go for help</b> –brainstorm resource people and organisation brainstorm (e.g. BEDP DWF, PAC, Churches, VCT sites)	<b>Action planning</b> for their schools and themselves (e.g. what has changed for you? How will you live differently?). Book date of refresher training and when the teachers will in-service their school





## **Reproductive Sexual Health**

*Standard in-service module for all NDoE approved training providers*

### **Aims**

1. Improve the teaching of reproductive sexual health (RSH)
2. Sensitise teachers to the issues around RSH
3. Build the knowledge, skills and positive attitudes of teachers towards RSH
4. Build the confidence of teachers in RSH topics in Personal Development and Health

**Recommended length of module:** 5 days

### **Criteria for attendance:**

Teachers, Standards officers and school based counsellors who have not undergone any RSH in-service and who graduated before 2007. Gender balance of participants. Teachers who teach Grade 5-8. Teachers who are role models in their own life and behaviour. They should be willing to share their new knowledge and skills and conduct in-service.

### **Training outcomes**

By the end of the module participants can...

1. Teach the learning outcomes from Personal Development and Health which relate to RSH confidently
2. Justify the importance of RSH education
3. Demonstrate a positive confident attitude towards RSH
4. Demonstrate good interpersonal and team working skills
5. Plan and conduct in-service training for fellow teachers on RSH
6. Relate RSH to Melanesian cultural values and development

### **Knowledge, skills and attitudes developed in the training**

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<b>Personal development and responsible sexuality</b> <ul style="list-style-type: none"> <li>• Moral, cultural, practical and spiritual reasons for delaying sexual activity</li> <li>• Understanding sex and sexuality as humans (including sexual orientation)</li> </ul>	Learn and practice communication skills to improve relationships  Conflict resolution skills  Assertive communication skills & listening to students  Group working	Be an advocate for RSH in the school and community  Respect for different cultures, religions and beliefs  Equal rights and opportunities for men and women, boys and girls
<b>Responsibility for personal values and actions</b> <ul style="list-style-type: none"> <li>• Responsibilities in personal relationships &amp; acceptable behaviour</li> <li>• Christian principles and universal values affecting family life, RSH, human rights, population issues, development and gender equity</li> <li>• Cultural and social values and how these change and who influences them</li> </ul>	Problem solving and action planning  Planning and conducting in-service  Range of teaching and	Positive attitude towards RSH and improving relationships in their family and community  Confident using RSH words  Confident in using RSH

Knowledge	Skills	Attitudes
<b>Gender and human rights</b> <ul style="list-style-type: none"> <li>• Difference between gender and sex</li> <li>• UN human rights &amp; PNG constitution</li> </ul> <b>Human reproductive system</b> <ul style="list-style-type: none"> <li>• Male and female reproductive organs and functions</li> <li>• Care for the reproductive organs</li> </ul> <b>Healthy relationships</b> <ul style="list-style-type: none"> <li>• Marriage and faithfulness</li> <li>• Sexual decision making</li> </ul> <b>Puberty</b> <ul style="list-style-type: none"> <li>• Social, emotional and physical changes during puberty</li> <li>• Young people's worries about puberty</li> <li>• Gender issues around puberty</li> </ul> <b>Sexual response</b> <ul style="list-style-type: none"> <li>• Sexual response in men and women</li> <li>• Sexual intercourse, conception and pregnancy</li> </ul> <b>Family planning</b> <ul style="list-style-type: none"> <li>• Importance of family planning</li> <li>• Family planning methods, effectiveness, availability and advantages/disadvantages</li> </ul> <b>Sexual abuse, rape harassment and violence</b> <ul style="list-style-type: none"> <li>• Law and human rights</li> <li>• Safe and inappropriate touching</li> <li>• What to do in the case of abuse &amp; who can help</li> </ul> <b>HIV/AIDS &amp; STIs</b> <ul style="list-style-type: none"> <li>• Basic facts on transmission, prevention and consequences</li> <li>• Where to get VCT, PEP and ART and STI testing</li> </ul> <b>Drugs and alcohol</b> <ul style="list-style-type: none"> <li>• Effects of tobacco, buai, marijuana, alcohol (legal and illegal)</li> <li>• Resisting pressure</li> </ul>	<p>learning activities for RSH &amp; how to engage students and teachers</p> <p>Exploring the syllabus and teacher guides</p> <p>Persuading and justifying</p> <p>Correct demonstration of male and female condom</p> <p>How to engage community support for RSH</p> <p>Conduct participatory in-service for fellow teachers</p> <p>Using words confidently and appropriately in different situations</p>	<p>teaching and learning activities</p> <p>Open minded and tolerant of difference and diversity</p> <p>Good role model for their own behaviour</p> <p>Good team worker and confident to train other teachers</p> <p>Empathy for fellow teachers and students</p>

Knowledge	Skills	Attitudes
<b>Syllabus</b> <ul style="list-style-type: none"> <li>• Personal Development and Health learning outcomes for RSH</li> <li>• NDoE HIV/AIDS Policy</li> <li>• Population Education policy</li> <li>• Importance of a youth friendly program</li> </ul>		

**Approved resources:**

NDoE/UNFPA Sexual Reproductive Health Facilitator's Manual & Resource Book (2003)  
 PNGFHA Sexual Health Education – A Training Manual for the Pacific (3<sup>rd</sup> Ed), FPA  
 PNGFHA Reproductive Health Education – A Manual for Teachers in the South Pacific (2<sup>nd</sup> Ed), FPA  
 NDoE HIV/AIDS & Reproductive Health Student Teacher Course Book and Lecturer's Guide 1<sup>st</sup> or 2<sup>nd</sup> Ed. (2006/07)  
 NDoE TVET Health Education to Prevent HIV/AIDS & STIs Student Resource Book and Teacher Guide (2007)

NDoE Personal Development Syllabus and Teacher Guide Grade 6-8 (2003)

NDoE Health Syllabus and Teacher Guide G3-5 (2004)

NDoE Health & Personal Development Sample Units of Work for Grade 5-8 (2008)

**Other resources**

Gr7&8 Guidance Books (1990)

[www.kidshealth.com](http://www.kidshealth.com)

### Reproductive Sexual Health In-service Module –example weekly program

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome, collective prayer, workshop rules brainstorm, Question Wall  <b>Self assessment</b>	<b>Sexuality</b>  Influences Sexual orientation	<b>Conception and fertilisation</b>  Pregnancy and birth	<b>HIV/AIDS</b>  Background information and transmission	<b>In-service planning session</b>
Morning tea				
<b>RSH Policies and Plans</b> <b>What is RSH?</b>  Human rights	<b>Relationships</b>  Communication skills and assertiveness  <b>Self esteem for young people</b>	<b>Family planning</b>  Myths and barriers Why is it important for individuals, communities and PNG  <b>Family planning methods</b>	<b>HIV/AIDS</b>  Prevention and ABCD	<b>In-service planning session</b>  Certificates and thanks
Lunch				
<b>Syllabus and Teacher Guides –</b> where are the learning outcomes for RSH?	<b>Gender and RSH</b>  Sexual harassment and rape Zero tolerance policy for NDoE	<b>Teenage pregnancy</b>  <b>Safe sex and condom demo</b>	<b>HIV/AIDS</b>  VCT and ART and PEP	<b>Preparation for community peer group awareness</b>
Afternoon tea				
<b>Puberty and the male and female reproductive system</b>  Adolescence	<b>Human sexual response</b>  In men and women <b>Sexual intercourse</b>	<b>Negotiation skills</b>  <b>Values and attitude development</b>	<b>STIs</b>  Signs and symptoms Treatment and prevention Where to get tested	Preparation for community peer group awareness
Evaluation	Evaluation	Evaluation	Evaluation	<b>Host community peer group awareness and farewells</b>



## ***Life Skills (for Primary, Secondary and TVET)***

*Standard in-service module for all NDoE approved training providers*

### **Aims**

1. Improve the teaching of life skills in primary schools, secondary schools and TVET institutions
2. Provide teachers with a range of appropriate teaching and learning strategies for life skills
3. Improve student behaviour through more effective teaching and learning in Personal Development and Health

**Recommended length of module:** 5 days

### **Criteria for attendance:**

Diploma or Degree; teaching primary or secondary Personal Development or Health, teachers college lecturer, school based counsellor, TVET HIV/AIDS teacher; equal representation of male and female teachers; must be willing to train other teachers; enthusiastic about new teaching and learning strategies; having a variety of experience from schools is desirable; knows the syllabus and teacher guide well; will have completed approved RSH and basic HIV/AIDS/STIs training; may also be appropriate for church workers

### **Training outcomes**

By the end of the module participants can...

1. Analyse the curriculum documents to identify the related learning outcomes
2. Identify the key life skills young people must develop
3. Justify the importance of life skills in relation to RSH, relationships, HIV/AIDS/STIs, drugs and alcohol, growth and development and safety
4. Relate life skills in modern society to basic Melanesian cultural values and customs
5. Explain the factors that lead to an effective life skills teaching and learning strategy
6. Demonstrate, analyse and adapt a variety of teaching and learning strategies used for teaching life skills
7. Plan and programme for units of work and lessons using the new range of life skills strategies

## Knowledge, skills and attitudes developed in the training

Knowledge	Skills	Attitudes
<p><b>What are life skills?</b></p> <ul style="list-style-type: none"> <li>Relationship of life skills to traditional cultural values and customs</li> </ul> <p><b>Bridge model for life skills</b></p> <ul style="list-style-type: none"> <li>Importance of life skills education for young people</li> <li>Consequences of not developing life skills (e.g. risks of HIV/AIDS/STIs, violence, poor relationships, drug and alcohol abuse, teenage pregnancy)</li> <li>Accepting and anticipating young people making mistakes</li> <li>Being an adolescent, risk taking, safe boundaries and personal safety</li> </ul> <p><b>What makes an effective life skill strategy?</b></p> <ul style="list-style-type: none"> <li>e.g. participation, enjoyment, relevant, interesting etc.</li> </ul> <p><b>Relationship life skills</b></p> <ul style="list-style-type: none"> <li>Personal responsibility for your actions</li> <li>Communication</li> <li>Conflict resolution &amp; managing emotions</li> <li>Assertiveness &amp; resisting pressure (saying “no” without being rude or weak)</li> <li>Decision making, problem solving &amp; critical thinking (what is really going on in a situation and what is the best choice of action)</li> <li>Empathy (imagining how other people feel) &amp; caring</li> <li>Peer education &amp; leadership</li> <li>Negotiating safer sex</li> <li>Recognising and valuing difference and diversity</li> </ul> <p><b>Personal life skills</b></p> <ul style="list-style-type: none"> <li>Values &amp; morals (including gender equity)</li> </ul>	<p><u>Teachers will learn strategies for teaching:</u></p> <p><b>Communication</b> e.g. role play debate, swap debate, discussion</p> <p><b>Self awareness</b> e.g. body mapping, values clarification, talents</p> <p><b>Self esteem and self confidence</b> e.g. My Bilum</p> <p><b>Decision making and problem solving</b> e.g. POOCH (Lower Secondary PD Teacher Guide), road mapping</p> <p><b>Empathy</b> e.g. case studies, image theatre</p> <p><b>Goal setting and forward planning</b> e.g. future diaries, reflective journals</p> <p><b>Assertiveness, saying “no” and resisting pressure</b> e.g. role play</p> <p><b>Values and morals</b> e.g. sorting and prioritising, Vote with your feet, reflection</p> <p><b>Conflict resolution</b> e.g. forum theatre, win-win negotiation, anger control</p> <p><u>Teachers will learn to:</u></p> <ul style="list-style-type: none"> <li>Plan and program lessons which use new life skills teaching and learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Creative and enthusiastic advocate about the syllabus and life skills</li> <li>Keen to train other teachers</li> <li>Willingness to accept change</li> <li>Tolerant and supportive of students who “fall off the bridge” and willing to help them get back on again</li> <li>Confident in using and demonstrating new teaching and learning strategies for life skills</li> <li>Positive advocate for the importance of life skills education and its benefits</li> <li>Can relate life skills to traditional Melanesian culture</li> <li>Constructive, positive appraisal and feedback to other teachers</li> <li>Works well in a team and respects the views of others</li> <li>Being prepared to put these life skills into their own life and work</li> </ul>

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Self awareness, self esteem (a positive view of yourself) &amp; self confidence (a realistic belief in your own decisions)</li> <li>• Managing emotions</li> <li>• Goal setting &amp; forward planning (being prepared)</li> <li>• Research (being able to know where to find more information)</li> </ul> <p><b>Curriculum (depending on whether primary, secondary or TVET)</b></p> <ul style="list-style-type: none"> <li>• Syllabus learning outcomes that address different life skills</li> <li>• NDoE HIV/AIDS Policy statement on life skills</li> <li>• Reporting and assessing life skills from the learning outcomes</li> </ul> <p><b>Gender issues around relationships</b></p> <ul style="list-style-type: none"> <li>• Impact of gender inequality, gender based violence, sexual abuse and power imbalances</li> <li>• How life skills education can improve these</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and analyse each other's teaching and each strategy (peer teaching evaluation)</li> <li>• Suggest adaptations to strategies and where they can be used in other subjects and topics</li> <li>• Engaging and networking with partners and the community</li> </ul>	

**Approved resources:**

NDoE HIV/AIDS & STI Resource Book (2007/2008)

NDoE HIV/AIDS & Reproductive Health Student Teacher Course Book and Lecturer's Guide 1<sup>st</sup> & 2<sup>nd</sup> Ed. (2006/07)

NDoE TVET Health Education to Prevent HIV/AIDS & STIs Student Resource Book and Teacher Guide (2007)

NDoE Health & Personal Development Sample Units of Work for Grade 5-8 (2008)

**Other resources:**

NDoE School Based Counselling Modules 1<sup>st</sup> Edition

### Life Skills In-service Module – example weekly program for primary or secondary teachers

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome, prayer, workshop rules, icebreaker  <b>Self assessment</b>  <b>Bridge Model and life skills brainstorm</b> Importance of life skills	Warm up game for life skills  <b>Self awareness T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	Warm up game for life skills  <b>Assertiveness &amp; resisting pressure T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	Warm up game for life skills  <b>Empathy T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	Warm up game for life skills  <b>Conflict resolution T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?
Morning tea				
<b>Syllabus studies</b> – which learning outcomes include life skills?  NDoE HIV/AIDS Policy  Which life skills strategies do we already know and use?	<b>Self awareness T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Assertiveness &amp; resisting pressure T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Empathy T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Conflict resolution T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?
Lunch				
<b>Communication T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Self esteem &amp; self confidence T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Decision making &amp; problem solving T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Values &amp; morals T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Planning and programming</b> Using units of work, Personal Development syllabus and TG, in pairs, add new activities into a teaching plan
Afternoon tea				
<b>Communication T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Self esteem &amp; self confidence T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Decision making &amp; problem solving T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Goal setting &amp; forward planning T&amp;L strategies</b> Demo, microteaching and assessment Which learning outcomes?	<b>Assessment and reporting</b> Design one assessment using a life skills strategy with detailed criteria
Self evaluation and appraisal feedback to partners	Self evaluation and appraisal feedback to partners	Self evaluation and appraisal feedback to partners	Self evaluation and appraisal feedback to partners	Evaluation, certificates, thanks and presentation of new drama techniques to host community





## **Peer Education**

*Standard in-service module for all NDoE approved training providers*

### **Aims**

1. Improve positive behaviour and reduce risk taking by students
2. provide students with facts about sexual and reproductive health, STIs and HIV/AIDS, drugs and alcohol and gender issues
3. Equip young people with the values and life skills to make well informed and healthy choices about their behaviour
4. Improve the decision making and negotiation skills of young people so that they may be able to deal with issues such as negative peer pressure and early sexual debut
5. Improve the communication skills of young people so that they may be able to interact positively in different situations

**Recommended length of module:** 5 days + regular termly follow up training

### **Criteria for attendance:**

Secondary school staff and students only

### **Teachers (peer education advisers):**

An equal number of male and female, volunteers, open minded and tolerant, passionate about improving the life skills and reproductive sexual health of young people, committed to gender equity and reproductive sexual health education, good communicator with young people & a good listener, not embarrassed to discuss sexual issues, able to give enough time to the program, liked and respected by the majority of students, a good role model in their own life and their own behaviour, able to be discrete and maintain confidentiality & confident to refer serious problems; they will be asked to sign a code of ethics/conduct

### **Students (peer educators):**

An equal number of male and female peer educators should be recruited from Grade 9 and Grade 10, volunteers, role models for peers, excellent & confident communicators, responsible & mature, reliable, good academic and behavioural record at the school; they will be asked to sign a code of ethics/conduct

## Training outcomes

By the end of the module participants can...

### Student peer educators

1. Be a good role model showing a healthy responsible lifestyle and treating peers and adults with respect and understanding
2. Share accurate information about reproductive health, gender equity, HIV/AIDS & STIs, life skills, violence, drugs and alcohol
3. Be a good listener and a good communicator and facilitator
4. Complete 5 days of basic training and actively develop their own skills and knowledge
5. Facilitate peer education activities out of the classroom (e.g. film nights, one-to-one chats, small group discussions)
6. Report on these activities to their fellow peer educators and their advisers
7. Highlight any problems or issues to advisers or school counsellors
8. Support fellow peer educators
9. Maintain confidentiality
10. Link peers to services, resources and further help when needed

### Peer education advisers

1. Support the peer educators
2. Participate in training and complete 5 days of basic training
3. Be a role model for the young people in their own behaviour and attitude
4. Collate peer educator reports and report to school management and NDoE
5. Help peer educators make links with services and resources
6. Raise awareness of the program and its benefits in the community and school
7. Help peer educators monitor and evaluate the program
8. Select peer educators
9. Deal with emergency situations and referrals in a calm and sensible manner
10. Maintain confidentiality

## Knowledge, skills and attitudes developed in the training

Knowledge	Skills	Attitudes
<b>What is peer education &amp; why it is effective?</b> <ul style="list-style-type: none"> <li>• Peer education theory</li> <li>• What it means to be a volunteer peer educator and adviser</li> <li>• How the peer education program will work</li> <li>• How peer educators will be supported</li> <li>• Planning and reporting activities</li> <li>• Rights and responsibilities</li> <li>• The importance of role models and what to do if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict resolution &amp; managing emotions</li> <li>• Assertiveness and resisting pressure</li> <li>• Decision making, problem solving &amp; critical thinking</li> <li>• Peer education, team building, facilitation &amp; leadership</li> <li>• How to create awareness and advocate for peer education</li> <li>• Negotiating safer sex, faithfulness and</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting your body &amp; expressing your sexuality in a healthy way</li> <li>• Respecting the rights and sexuality of others</li> <li>• Demonstrating strong values</li> <li>• Showing integrity and leadership in the school and wider community</li> <li>• Showing empathy, caring and thoughtfulness in relationships</li> <li>• Being a good role model and being able to identify role models</li> <li>• Supportive of others and</li> </ul>
<b>How young people are vulnerable to risk</b> <ul style="list-style-type: none"> <li>• How adolescence leads to increased risk taking</li> <li>• Risky situations, times and people</li> </ul>		

Knowledge	Skills	Attitudes
<p><b>What are life skills and how can we promote them?</b></p> <p><b>What is sexuality?</b></p> <ul style="list-style-type: none"> <li>• Sexuality, love, lust</li> <li>• Developing healthy relationships</li> <li>• Marriage</li> <li>• Expressing sexuality</li> </ul> <p><b>Reproductive sexual health</b></p> <ul style="list-style-type: none"> <li>• Male and female reproductive organs</li> <li>• Health of the reproductive system</li> <li>• Sexual intercourse, conception, fertility</li> <li>• Family planning</li> </ul> <p><b>HIV/ AIDS</b></p> <ul style="list-style-type: none"> <li>• How HIV is transmitted, how HIV is not transmitted</li> <li>• Who is vulnerable to HIV/AIDS</li> <li>• The epidemic in PNG</li> <li>• The HAMP Act and human rights, stigma and discrimination</li> <li>• The NDoE HIV/AIDS Policy</li> <li>• ABC and other strategies</li> <li>• Resisting pressure to have sex</li> <li>• Correct use of male and female condoms and their effectiveness</li> <li>• Christian and Melanesian care for someone who is HIV positive (Positive Living, ART and home based care)</li> </ul> <p><b>Sexually Transmitted Infections</b></p> <ul style="list-style-type: none"> <li>• Signs, symptoms and treatments of common STIs and how to prevent transmission</li> <li>• How STIs increase the risk of HIV</li> <li>• Syndromic management of STIs</li> </ul> <p><b>Drug and alcohol abuse</b></p> <ul style="list-style-type: none"> <li>• Marijuana, home brew, beer and spirits</li> <li>• How to resist drinking and taking drugs and alcohol</li> <li>• Smoking, drinking and chewing and the effects on the body</li> </ul>	<p>abstinence</p> <ul style="list-style-type: none"> <li>• Goal setting &amp; forward planning</li> <li>• Correct use of male and female condom</li> </ul>	<p>able and willing to help others</p> <ul style="list-style-type: none"> <li>• Enthusiastic about changing behaviour in their community and willing to get involved in awareness programs</li> <li>• Being responsible, reliable and trustworthy</li> <li>• Positive attitude to gender issues, able to communicate appropriately and confidently with both sexes &amp; wanting to improve the position of women and girls in society</li> <li>• Reflective and self aware – being able to identify strengths and weaknesses and plan to improve these</li> <li>• Confident, responsible and articulate</li> <li>• Follows the code of ethics for peer educators and ethos of the school</li> </ul>

Knowledge	Skills	Attitudes
<b>Gender</b> <ul style="list-style-type: none"> <li>• What it means to be a man or a woman</li> <li>• Gender inequalities and strategies for overcoming these</li> <li>• How to act towards a member of the opposite sex</li> <li>• Impacts of gender inequality on the individual, the family, community and country</li> <li>• Child and human rights</li> </ul> <b>Violence &amp; abuse</b> <ul style="list-style-type: none"> <li>• Causes, the law, sexual abuse and power relationships</li> <li>• conflict resolution and people who can help</li> </ul>		

**Approved resources:**

NDoE/UNFPA Peer Education Training Manual (2008)

NDoE/UNFPA Peer Educator Resource Book (2008)

**Other resources available:**

NACS Peer Education Modules (1-7) (2006)

Department of Education  
**Peer Education – sample weekly program**

**Monday**

1. Welcome to your training: workshop opening, workshop outcomes, prayer, ground rules (1 hour)
2. Icebreaker game (Name Game) (20 mins)
3. Issues and challenges faced by young people (45 mins)
4. What is peer education? The role of the PEs & PEAs (1 hour and 15 mins)
5. What makes a successful peer education activity? (1 hour)
6. Life skill – assertiveness (1 hour)
7. Life skill – resisting pressure (1 hour and 30 mins)

**Tuesday**

1. Welcome, review, prayer and warm up game
2. The challenges of being a peer educator
3. Understanding myself
4. What is sexuality
5. Understanding relationships
6. Love and lust
7. The language of sex
8. Girlfriend/boyfriend/husband/wife
9. Life skill – Values and morals

**Wednesday**

1. Welcome, review, warm up game and prayer
2. Gender issues for young men and women
3. Parenthood
4. Sexual response and sexual intercourse
5. Family planning
6. Rape, abuse and harassment
7. Drug and alcohol issues
8. Life skill – communication
9. Life skill- decision making

**Thursday**

1. Welcome, review, warm up game and prayer
2. HIV&AIDS basic facts – transmission and how HIV damages the body
3. STI basic facts – symptoms and treatment
4. Risky and safe behaviours
5. ABC and safe sex
6. Male and female condoms
7. Fighting stigma and discrimination
8. VCT, Positive Living, care and support
9. Life skill - negotiating

**Friday**

1. Getting help and helping others – referrals & services
2. Working together – peer educators & our advisors
3. Activities for peer educators
4. Supporting each other – dealing with problems
5. Reporting our work
6. Life skill – facilitating small groups
7. Challenging questions & assessment
8. Closing ceremony & the follow up training

**Follow up training (once a term)**

- First Aid
- Conflict resolution
- Family planning
- Gender Equity advanced
- Public speaking
- The law
- Study skills & time management
- Drama and role play
- Goal setting
- Applying for work – resume and application letters
- Pregnancy, birth and baby
- Relationships and marriage advanced
- Human rights and responsibilities

## Contacts and suggesting improvements to this text

For more information and contacts with HIV/AIDS and life skill trainers please contact:

### **Department of Education HIV/AIDS Desk**

3rd Floor, A wing, Fincorp Haus, PO Box 446, Waigani, NCD  
(t) 301 3394 (f) 301 3398

All teachers colleges, University of Goroka and PNGEI have HIV/AIDS and reproductive health lecturers and trainers. Recent graduates and school based counsellors can also help with training and teaching Personal Development and Health. Schools can also contact their local Provincial AIDS Committee for resources and trainers.

**Department of Education Guidance officers** (can deliver school based counsellor training in their Province)

**Department of Education/UNFPA Population Education** (for RSH and Peer Education training) 324 6487

### **Church Education Offices & HIV/AIDS Church organisations**

**PNG Family Health Association, Lae** (for RSH training) 472-6523

**Anglicare StopAIDS** (for peer education and HIV/AIDS & STIs training) 325 1855

**Voluntary Service Overseas (VSO) Tokaut AIDS** (for HIV/AIDS & STIs and drama training) 852 3385

**Hope Worldwide** (for HIV/AIDS & STIs training) 325 6901

**BAHA HIV/AIDS Helpline (Free, Mon-Fri 8am - 5pm)** 7200 2242

We encourage all teachers, trainers and partner organisations to give us feedback on the materials produced for schools. If you have any comments, suggestions for improving this framework or if you find any errors in the text, please contact:

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Teacher Education Division  
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NCD

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## Acronyms

<b>ABCD</b>	Abstain from sex, both be faithful & both get tested, use a condom every time, delay time of first sex
<b>AIDS</b>	Acquired Immunodeficiency Syndrome
<b>ART</b>	Anti-retroviral medicine
<b>BAHA</b>	Business Coalition Against HIV/AIDS
<b>CFS</b>	Child friendly schools
<b>HAMP Act</b>	PNG HIV/AIDS Management and Prevention Act (2003)
<b>HIV</b>	Human Immunodeficiency Virus
<b>HPS</b>	Health promoting schools
<b>NACS</b>	PNG National AIDS Council
<b>PEP</b>	Post exposure prophylaxis
<b>PLWHA</b>	People living with HIV and AIDS
<b>RSH</b>	Reproductive sexual health
<b>STI</b>	Sexually transmitted Infection
<b>TVET</b>	Technical and vocational education and training
<b>VCT</b>	Voluntary counselling and testing