

Just say yes to talking about and taking action on HIV and AIDS

An activity pack for older Guides, Senior Section members and peer educators



YOUTHVOICE

girls worldwide say



World Association of Girl Guides and Girl Scouts
Association mondiale des Guides et des Eclaireuses
Asociación Mundial de las Guías Scouts

Hello from the Youth advisers

Visit the Youth Voice website to find out more about our work and get other ideas on how to take action.

www.unicef.org.uk/youthvoice

The UNICEF UK Youth Advisers

Pictured:

Zoe, Ieuan, Eshe, Hannah A, Lauren, Sophie, Kalika, Andy, Hannah C, Alex and Imogen

Not pictured:

Emily, Joel, Daphne and Harriet

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Hi

First, let's do introductions: we are a group of 16 young people who support UNICEF to involve more young people in its work in the UK.



So, we're guessing you're pretty interested in taking action on the issue of HIV and AIDS? That's really exciting because we are too.

Last year, a few of us visited some amazing HIV-prevention programmes in Jamaica. We were blown away by young people taking action: in fact, they inspired us to adopt some of their methods when we got back home. Jamaica taught us that education is the only "vaccine" we have for preventing HIV.

We all think HIV is one of the most important issues facing young people today and we need to stop ignoring it. We can only challenge stigma and discrimination and protect ourselves if we talk about the issue. That's why we think everyone should "Just say yes" to talking about HIV and AIDS.

This is a really serious issue – but that doesn't mean tackling it can't be fun! There are lots of things you can do. Every action counts!

Some inspiration from Elspeth Henderson, the WAGGGS World Board Chair



As a Brownie or Guide in the UK, you are one of 10 million Girl Guides and Girl Scouts in 144 countries around the world. All of us together make up the World Association of Girl Guides and Girl Scouts, the “worldwide family” that we call WAGGGS.

WAGGGS believes that good health is very important for girls’ development. HIV is a big health issue for people everywhere in the world, particularly young women. In some countries, girls are three times more likely to be infected with HIV than boys, and every 15 seconds another young person gets the virus.

In the UK, the number of infections is rising. This seems to be partly because people do not know enough about HIV and its risks, and also because they are not sure what they should do to avoid becoming infected.

Under the WAGGGS banner, **girls worldwide say “fight AIDS”**. Girl Guides and Girl Scouts around the world are taking amazing actions – **you can get involved too**.

In this pack, you will find some inspiring examples that show how Guiding associations around the world:

- develop and run activities, programmes and projects to educate young people about AIDS prevention
- provide care and support to people with HIV and AIDS
- fight stigma and injustice

Now is your chance to join the fight against HIV and AIDS

Following a long history of fruitful co-operation, UNICEF and WAGGGS have now teamed up to offer you examples and activities for Guides and Senior Section members to become part of the global effort to fight this devastating epidemic. Join in. Just say yes!

All the best for your projects and please let us know what you have done.

A handwritten signature in black ink that reads "Elspeth A. Henderson". The signature is written in a cursive, flowing style.

Elspeth Henderson
WAGGGS World Board Chair

An introduction



**UNITE FOR CHILDREN
UNITE AGAINST AIDS**

The *Girlguiding UK: Changing the World* project is the perfect opportunity for your Guide or Senior Section group to stand up and make a difference. By choosing this activity pack, your group has made the first step towards making your voice heard and creating your own campaign against HIV and AIDS. This introduction lays out what you can hope to achieve using this pack.

Why should young people in the UK take action on HIV and AIDS?

Because young people in the UK are at risk of infection:

- It is estimated that by the end of 2006, there were 73,000 people with HIV in the UK. A third of these people are not aware they are infected. UK young people are at risk because the current trend is pointing to increased transmission of sexually transmitted infections (STIs). In 2006, more than 375,000 people were newly diagnosed with an STI. This is an increase of 63 per cent on 1997.

Because the HIV epidemic is a global catastrophe that UK young people should and can take action on:

- In 2007 there were an estimated 33.2 million people with HIV – more than 2 million of whom were children. There are 15 million children who have lost one or both parents to AIDS. Children are often the most affected by the epidemic because they lose parents, their childhood, their education and their health. But things do not have to be this way. Knowledge of how to prevent the transmission of HIV and other STIs has increased significantly. And we are now aware that one of the best ways to meet the HIV and AIDS challenge is to change behaviour through education.
- Over half the world's population is under the age of 25, making young people the group most at threat from HIV and AIDS. In 2007, young people age 15–24 accounted for about 40 per cent of all new HIV infections among people age 15 plus. There are now 5.4 million young men and women with HIV. But young people also have the greatest ability to defeat the epidemic because they are in a unique position to understand the behaviour of their peers and develop ways to change it. It is through this that HIV and AIDS will be beaten. And we must take action now to stem and reverse the tide

An introduction

What is HIV? What is AIDS?

AIDS (Acquired Immune Deficiency Syndrome) is one of the most serious illnesses in the world today. It is caused by a virus called HIV (Human Immunodeficiency Virus), which can be transferred from person to person via contact with infected body fluids, such as blood or breast milk. Most but not all people become infected through unprotected sex, injecting drugs, or via their mother during pregnancy, labour and delivery, or breastfeeding.

People who have HIV can stay healthy and live a normal life but without the right medical help, HIV can slowly destroy the immune system – the body's way of healing itself. When HIV has caused someone to become so weak that their body can't heal itself anymore, a person is said to have AIDS. When this happens, a person can easily catch illnesses like pneumonia or TB. Without the right medical care, they are likely to become very ill and die. In the UK, because we have a modern health service, it is incredibly unlikely that a child would be born with HIV. It is also extremely rare for a child's parents to die because of AIDS.

Who is this pack for?

This activity and action pack has been designed for Older Guides, Senior Section members and In4mers (peer educators). Any activities in this pack can be adapted to be made suitable for your group. (This pack can be used by any youth group or class).

Who should facilitate this pack?

This is for you to decide. Not everyone is comfortable talking about HIV and AIDS, so you could invite an external person to deliver some of your sessions. Also, the Guides and Senior Section members in your group might like to take the lead in adapting and delivering some of these activities themselves.

What is this pack for?

In two words – learning and action! The *Just say yes ...* pack will encourage your group to find out more about HIV and AIDS. As you work through the pack, your group will go on a journey – from finding out the facts, to gaining knowledge and skills to make informed choices for themselves, and then finally creating a campaign for change. The pack is full of ideas and inspiration to help you take action on the important issues of HIV and AIDS, providing practical guidance on how to create a campaign or project – one that could reach thousands of young people in the UK through the Youth Voice website.*

* The Youth Voice website is UNICEF UK's website especially designed with and for young people. Check it out at www.unicef.org.uk/youthvoice

I don't think my group knows a huge amount about HIV and AIDS. Can we get started with this pack?

Yes. This pack is designed to help you get started whatever your level of knowledge. But if you feel the group first needs some more basic information, download the Brownie and younger Guide pack for some great introductory and fun activities. One Leader who tested some of the activities in this pack with her Ranger unit had this advice, "Do it! Don't be scared by the topic or a lack of your own knowledge – you can learn together."

If you feel you don't know a great deal about HIV and AIDS, take a look at these helpful websites.

www.unicef.org/aids
www.avert.org
www.tht.org.uk

An introduction

How do we work through the pack?

Work through all the sections in the pack. You don't have to do every activity in the pack – do what works for your group. The important thing is learning more and taking action.

Section 1

This is packed with activities to get your group thinking about the facts. While you don't need to do all of the activities, it is strongly recommended that you do Thembi's diary activity (page 16).

Section 2

This contains activities to get your group to explore the relevance of the issue of HIV (and sexual health) to the lives of young people in the UK.

Section 3

Encourages your group to gain skills in campaigning and peer education. Fantastic examples of what Girl Guides and Girl Scouts are doing around the world to take action on HIV and AIDS will provide inspiration for your group's campaign.

Section 4

This section gives your group some different action and campaigning ideas to support their activities. Whatever campaign your group comes up with – don't forget to tell us about it. Your group could have the chance to work with us to turn their campaign into a national one on the Youth Voice website – reaching thousands of young people in the UK.

Section 5

Help the fight against HIV and AIDS by raising funds for much-needed equipment and medicines for children. There is a selection of HIV and AIDS projects and materials your group might like to raise funds for. To see these *Inspired Gifts** visit www.unicef.org.uk/youthvoice/changingtheworld. Section 5 also provides you with a useful fundraising flowchart to support your group's fundraising activities.

* UNICEF *Inspired Gifts* are far more than "virtual" gifts - they are real, life-saving and life-changing gifts that are being distributed to children and communities around the world right through the year.

An introduction

How long will it take to work through the pack?

The length of time it takes to work through the pack is up to you. Section 1 and 2 can be worked through in two meetings. The action you take could be anything from an hour to a term or a longer-term project stretching over some months – it's up to you. It is recommended that you work through the project in a minimum of four sessions.

The competition

Your group could win the opportunity to work with us to turn your idea into a national campaign on the Youth Voice website. All you will need to do is complete and return the campaign feedback form.

All forms and information can be found at

www.unicef.org.uk/youthvoice/changingtheworld

All entries must be received by 30 June 2009.

Communicating with parents/carers/guardians

An information letter is available for you to download and adapt so you can communicate your session plans with parents and carers.

Links to guiding

You can use the following Girlguiding UK activity resources to assist with any sessions on HIV and AIDS, rights and responsibilities and speaking out; *Right Directions*, *Right now!* and *Action on AIDS*.

Both of these resources can be downloaded or ordered from

www.girlguiding.org.uk. Also, check out the World Association of Girl Guides and Girl Scouts AIDS toolkit. Available from

www.wagggsworld.org/en/home

You might also find it useful to have a look at the Reality Checks series by visiting www.girlguiding.org.uk. The *Relationships and Sex* edition is particularly relevant.

This pack links to different parts of the Guides and Senior Section programmes.

Guides

The activity pack covers all five zones of the Guide Programme:

Healthy lifestyles, Global awareness, Skills and relationships,

Celebrating diversity (especially tackling discrimination) and Discovery (in learning new skills in advocacy and campaigning).

An introduction

**Education =
knowledge and
skills to protect
yourself and
to combat
discrimination**

Senior Section

Octants covered include; creativity, fit for life, community action, international, personal values and leadership.

A tip for peer educators

Peer educators can use the activities here to find out more themselves and then download the Brownie and younger Guide activity pack to run sessions with younger girls.

Girlguiding UK: Changing the World badge

- Remember to inform Girlguiding UK that you are taking part in the project and record your group's achievement through the Changing the World website www.girlguiding.org.uk/changetheworld/tellus or by calling the Girlguiding UK Information Team on **0161 941 2237** to share your project evaluation by phone.
- There is a Changing the World badge and this can be claimed on completing the Girlguiding UK evaluation form. Please download the form at www.girlguiding.org.uk/changetheworld

Section 1

GIVE ME THE TRUTH

Section One provides you with a selection of activities exploring some of the myths and stereotypes surrounding HIV and AIDS. The first two activities were written by UNICEF UK's Youth Advisers following a visit to HIV prevention projects in Jamaica (read Welcome note, page 1).

The last activity gives your group the unique opportunity to “hear” directly from a young woman living with HIV.

To find out more, please visit
www.unicef.org.uk/youthvoice

Game 1

That's so not true!



Time
5-10 minutes



Equipment
Copy of the "myth"
and "fact" cards



Preparation
Cut up the cards



Aim

To get the group comfortable discussing HIV and AIDS and explode some myths the group might hold.



What to do

Hand out one card to each person (if you have fewer than 20 people give each person another card). Explain that on their card is either a myth or a fact about HIV. Ask the group to walk around and try and find out their counterpart – so if they're holding a myth card, what is the corresponding fact? Once the group is paired off into "myths and facts" ask each person to read the statement on their card and why they thought it was a myth or a fact.



Talking points

Why is it dangerous if people believe myths? In what different ways can we explode myths in our own lives? Is it always easy to talk about these issues with friends and family? Why/why not? What can we do about it?

Game 1

That's so not true!

MYTH

If you have HIV,
you're going to die.

FACT

HIV isn't a death sentence.
Modern drug regimens mean that you
could live a long, normal life.

MYTH

You can get HIV
by kissing.

FACT

Not unless you're drinking saliva by the
bucketload! HIV can only be passed through blood,
unprotected sex, sharing needles, breast milk and
from mother to baby during pregnancy, labour
or childbirth.

MYTH

I'm only having sex with
one faithful partner, so I
don't need to use a
condom!

FACT

Even if you can be sure that your one partner is
completely faithful, one of you could already be
infected. A third of infected people in the UK don't
know that they have the virus.

MYTH

HIV is only for
gay people.

FACT

Definitely not. Men who have unprotected
sex with men are one of the risk groups but the
number of heterosexually acquired infections in
the UK has risen hugely in recent years.

MYTH

It only affects Africans, so I don't need to worry!

FACT

HIV can affect anyone. Although Africa has the highest rate of infections in the world, the rate of infection in the UK is also rising.

MYTH

HIV and AIDS are the same.

FACT

No. HIV is the virus which you are infected with, and you cannot die of HIV. AIDS is the title for normal illnesses (like flu) which you catch as a result of having HIV and cannot fight off due to having a weak immune system.

MYTH

HIV came from Africa.

FACT

There is not enough scientific evidence to know how or where the virus originally developed.

MYTH

A mother with HIV cannot have children.

FACT

With the right medicine and care, pregnant women with HIV are almost certain to have a baby born free from the virus.

MYTH

I can get HIV from a mosquito bite.

FACT

Mosquitoes suck blood, they don't spit it back out. Transmission from a mosquito bite has never happened so far.

Game 2

Where do you stand?



Time
10-15 minutes



Equipment
An "agree" and
"disagree" sign



Preparation
Pin the signs on
opposite ends of
the wall



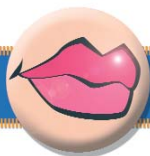
Aim:

To encourage the group to think about some of the issues surrounding HIV and AIDS in more depth.



What to do

Read out each statement (page 13). For each one, ask the group to think about the statement and then arrange themselves in a line, one end being "agree" the other being "disagree". They should arrange themselves to indicate how much they agree or disagree with the statement.



Talking points

When everyone has situated themselves along the "agree/disagree line" ask a couple of girls to volunteer the reasons why they've chosen their position. After you've read each statement ask anyone to volunteer why they've positioned themselves where they have. Encourage the group to share their views on each issue. Remind the group that there are no right or wrong answers. Every individual has the right to their opinion. However, our responsibility, as individuals, is to ensure that the choices we make are informed and that we know and consider what impact our actions may have on others. Ask the girls if they could consider any reasons why others might not have given the same answer as them.

Game 2

Where do you stand?

Statements

If you have HIV, you should tell your partner.

Talking points:

1. Can you think of any reasons why some people would agree or disagree with this statement? (For example, fear of repercussions or discrimination, confusion, depression, anger).
2. What are the implications for the partner's rights? (For activities exploring rights, check out Girlguiding UK's *Right now!* publication).

We should stop the spread of HIV by compulsorily testing all asylum seekers and immigrants when they arrive in the UK.

Talking points:

1. What would some of the human rights issues be around a policy like this?
2. If we test immigrants, should everyone in the UK not be compulsorily tested?
3. What might some of the human rights issues be around compulsory testing?

If you have HIV, you shouldn't have sex.

Talking points:

1. Why not?
2. How can you ensure the sex you have is safe if you have HIV?

It should be illegal to treat someone differently because they are HIV positive.

Talking points:

In 2005, the UK passed new laws that make it illegal to discriminate against anyone because of their HIV status. However, people with HIV still have difficulty getting life insurance and can be excluded from some professions.

Game 3

HIV in numbers



Time
10 minutes



Equipment
Copies of the "HIV
in numbers" quiz
for each girl, pens



Preparation
None



Aim

To encourage the girls and young women to consider the magnitude of the HIV and AIDS epidemic. Also to highlight how the issue affects people in the UK and in Europe.



What to do

- Give each girl a copy of the quiz. Ask them to match the statement to the correct figure or percentage.
- Go through the answers in a group, discussing each as you go along.

Statement	Answer
1. The number of people with HIV in 2007.	25 million
2. The number of people who have died of AIDS-related illness since AIDS was first recognised in 1981.	33.2 million
3. The number of people who died of AIDS in 2007.	2.1 million
4. The number of children with HIV in 2007.	9,399
5. Of the 17.7 million women with HIV globally, the number who live in sub-Saharan Africa.	13.3 million
6. Percentage of adults (age 15 plus) with HIV worldwide who are women.	33 per cent
7. Number of women age 20-29 in the UK infected through heterosexual sex in 2007.	2.5 million
8. Percentage of the 73,000 people with HIV in the UK in 2006 who were unaware of their infection.	48 per cent

Game 3

HIV in numbers

Correct answers:

1. 33.2 million
2. 25 million
3. 2.1 million
4. 2.5 million
5. 13.3 million
6. 48 per cent
7. 9,399
8. 33 per cent



Talking points

Did any of the figures surprise you?

A third of people in the UK who have HIV do not know their status. What issues does this raise?

If there are medicines that help people with HIV to live, why do you think there were so many AIDS-related deaths? Does everyone in the world have access to these medicines? Why not?

Game 4

Thembi's diary activity

Thembi's AIDS diary is used with kind permission of Radio Diaries, www.radiodiaries.org



Time

60 minutes (depending on the discussion). You might choose to do this activity over a few weeks, for around 5 minutes at the start of your session.



Equipment

Recording of Thembi's audio diary or, if you don't have the necessary equipment, the extract from the diary.



Preparation

Download and listen to Thembi's AIDS audio diary from www.aidsdiary.org/story.html If you don't have access to the equipment needed, have a read through the transcript. Also, have a look at the AIDS diary website to find out more about Thembi's activities as an advocate for change. www.aidsdiary.org.



Film

Thembi's AIDS diary is a very powerful tool and will give the group the opportunity to hear directly from a young woman with HIV. This should allow sensitisation towards the issue as well as development of empathy, giving HIV a human face and voice.



What to do

Play Thembi's audio diary to your group or read out the extract on page 17. The recording takes around 23 minutes. You might feel that a 23-minute recording is too long to play in one go with your group. In that case, you could break up the recording using the suggested breaks on page 17 over a series of meetings. Along with the suggested breaks you'll find some talking points to help get your discussions started.

Game 4

Thembi's diary activity

Timing	Description and suggested talking points
Track 1	An introduction by Desmond Tutu
0:00-2:31	Thembi says hello <i>Talking points:</i> Thembi calls HIV a “trespasser”. How do you think it might help for her to personify the virus? What did you think about the doctor’s crocodile example?
2:32-4:16	How I got HIV <i>Talking points:</i> Do you think Thembi was brave to get tested? How would you have felt in her situation? What issues could there be around the fact that Thembi had HIV for years without knowing her status?
4:16-7:00	Meet Melikhaya <i>Talking points:</i> Thembi said it was very painful to tell her boyfriend that she had HIV. Why do you think it might have been difficult for her to tell him? What did you think of Melikhaya’s response to Thembi when she asked, “Do you wish you had never met me?”
7:00-8:14	Visit to the doctor again <i>Talking points:</i> Did it surprise you that Thembi wasn’t already receiving anti-retroviral medicine? What could be some of the reasons for this? (Think about the cost of medicine). Anti-retroviral medicines (ARVs) normally work best the earlier they are given to people who need them. Is it fair that Thembi had to wait until she was really sick to get them?
8:14-10:29	It’s been a few months <i>Talking points:</i> How did it make you feel when Thembi said she hadn’t been recording because she didn’t want anyone to hear her sick voice? Thembi said she wanted to hide herself away and was afraid people would look, stare and point at her? Why might some people have done this?

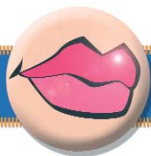
Game 4

Thembi's diary activity

Timing	Description and suggested talking points
10:29-13:15	Phone rings <i>Talking points:</i> Thembi describes how she has to take her medication. How do you think having to take medication in a specific way at the same time every day could affect some of your decisions or activities? Thembi said she is lucky she lives in a community that has access to ARVs. What would happen if she didn't? Thembi says lots of people in her community don't disclose their HIV status because they are afraid of discrimination. How do you think it must feel to be in this situation? Why do you think some people discriminate against people with HIV?
13:16-16:03	Introducing you to someone very special, Onwabo <i>Talking points:</i> Were you surprised to learn that Thembi had a baby? Before she gave birth, Thembi was given medicine to help her baby to be born free from HIV. What could have happened if the medicine hadn't been available?
16:03-19:20	Visiting Thembi's dad <i>Talking points:</i> How difficult do you think it must have been for Thembi to tell her dad she had HIV?
19:20-22:00	Thembi thinks about the future How would you describe Thembi's closing lines in her diary? What do you think when she says "Outside (her body) I will be the boss." Explain that Thembi has become a global advocate for change. For more information, see the information box on page 19.

Game 4

Thembi's diary activity



Talking points

Initiate a discussion with your group, using the questions below to help steer it:

- What are your initial thoughts?
- Do you think Thembi's story is positive or negative?
- Has Thembi taken control of her situation?
- How can talking about people with HIV in a positive, empowering way make a difference?
- Did anything surprise you in her story?
- How did Thembi's family react?
- Explain that Thembi has become a global advocate for change. For more information, see the information box below.



Thembi tells the world

For more than a year, Thembi carried a tape recorder and kept an audio diary of her struggle to live with HIV. Her story aired on national radio in the USA, UK, Australia and Canada, reaching more than 50 million people.

In 2006, Thembi travelled to the United States to present her story. In March 2007, Thembi's AIDS diary was heard in South Africa for the first time – in three languages (English, Xhosa and Zulu). Thembi and Radio Diaries toured South Africa, presenting her story at high schools, universities, community clinics, Constitution Hill and Parliament. You can read about the tour and see photographs at www.aidsdiary.org

Thembi's AIDS diary is used with the kind permission from Radio Diaries. Radio Diaries works with people to document their own lives for public radio: teenagers, seniors, prison inmates and others whose voices are rarely heard. For more information, visit www.radiodiaries.org

Section 2

WHAT'S ALL THIS GOT TO DO WITH ME?

This section explores the relevance of the issue of HIV to the lives of young people in the UK. Sex and relationships education at school and the services and information available to young women are explored in more detail.

Game 5

Education, education, education



Time
30-50 minutes



Equipment
Flipchart or paper and pens, the UK Youth Parliament (UKYP) report on sex and relationships education (download it from www.ukyouthparliament.org.uk/campaigns/sre/areyougettingit.pdf)



Preparation
On a large piece of paper, draw the outline of a young woman with a backpack. Photocopy and cut out the backpack option cards.



Film

To encourage the young women to consider and talk about the relationships education they've received at school, home or in other settings.



What to do

Ask the group to have a flick through the UKYP report. Do they think the report's findings echo their experiences of sex and relationships education at school?

Split the group into smaller groups of around 4 to 6. If your group is relatively small, you could all work together. Each group should draw the outline of a young woman with a backpack.

Ask the group to decide what sorts of feelings/emotions/worries a young woman (of a similar age to them) might be dealing with. They should write these on the inside of the outline of the young woman.

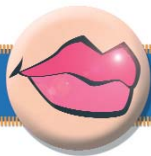
Then ask the group what sorts of external pressures/issues the young woman might be facing. These should be written around the outline.

Ask the group what sort of information/skills/tools the young woman might need to deal with all the issues and pressures facing her. These could be things learned at school or information available from parents/carers/friends or the web. You can use the backpack option cards (pages 23–24) to get the girls thinking. Photocopy the cards and cut them out – the girls can then paste the relevant ones in the backpack. Get them to come up with their own options.

Ask the group what the consequences might be of not getting the information and education they need. What kind of action can young people take to ensure they have access to the information they need?

Game 5

Education, education, education



Talking points

Throughout the activity encourage the young women to share their thoughts and views.

Encourage the group to think particularly about relationships and sexual health.

Ask the group what the best ways could be to ensure the young woman has access to all the skills/information and tools that she needs. It's important to record their thoughts. You could add another image, such as a laptop or leaflet, to the sheet to capture their thoughts on.

Initiate a discussion about some of the education/information individuals in the group might have received to deal with different pressures or issues – from relationships and sex education to medicine, education, nutrition and so on. This doesn't have to get personal – you can ask this question hypothetically.

Ask the group how children's rights are linked to access to information and services.

Backpack option cards

Examples in the table overleaf have been adapted from the Sex Education Forum's SRE audit toolkit.

www.ncb.org.uk/dotpdf/open_access_2/sre_audit_toolkit.pdf

Game 5

Education, education, education

The importance of making responsible choices for a healthy lifestyle.

To understand that all forms of prejudice and discrimination must be challenged at every level in our lives.

How to deal with the physical and emotional changes that take place at puberty and how to manage these changes in a positive way.

What influences health?
(including the media)

About the biology of sex and human reproduction, contraception, sexually transmitted infections and HIV.

About understanding risk in both positive and negative terms, and how to develop the confidence to try new ideas and face challenges safely.

To understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

About the emotions associated with loss and change (for instance, death, divorce, separation and/or new family members) and how to deal positively with the strength of feelings we may experience in different situations.

About the role and importance of marriage, the value of family life, and the role and feelings of parents and carers.

To appreciate similarities and differences between people (race, religion, culture, ability or disability, gender, age or sexual orientation) and understand that all forms of prejudice and discrimination must be challenged at every level in our lives.

Game 5

Education, education, education

To be aware of exploitation in relationships.

About the roles and responsibilities of a parent, and the qualities of good parenting and its value to family life.

To develop the confidence to try new ideas and face challenges safely.

To understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised.

About the health risks of early sexual activity and pregnancy, and about the safer choices we can make.

About how different forms of contraception work and where to get advice.

About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.

How to resist pressure to have sex or unsafe sex, e.g. pressure from peers, partners, the media, etc.

Game 6

Where to?



Time
Meeting 1 =
10 minutes;
Meeting 2 = 40-60 minutes



Equipment
Craft materials



Preparation
Print off the list of
useful organisations
from Brook's website

[www.brook.org.uk/content/
M13_1_goodlinks.asp](http://www.brook.org.uk/content/M13_1_goodlinks.asp)



Aim

Children have the right to the information that they need. This activity aims to give young women the opportunity to find out what services are available to them – in terms of information, medical and emotional support.



What to do

Meeting 1

Initiate a discussion about local and national (phone lines and websites) information and support services. Services could be on anything from sexual health or emotional support to information about drugs and alcohol. Does everyone know where to go for all of this information and support? Do they think their peers/friends know where to go (in person or on the internet) or who to talk to?

Make a group decision about all the important things young people have a right to information about. Ask the group to research what information/service is actually available to them and how they could access it. If you have phones/internet connection, they could do this during the meeting. If not, ask them to do it during the week and prepare the information for your next meeting.

Tip

To research your local support services, have a look at your council's website.

Get the group to come up with some criteria that they can all use to evaluate the different information sources or services. These can be quite simple, for instance:

Easy to find; Easy to understand; Relevant to me; Answers all my questions; Tells me how I can find the answers.

Meeting 2

Encourage the young women to share the information they've learned. What do they think the most important numbers/addresses/websites are? Why do they think that?

Game 6

Where to?

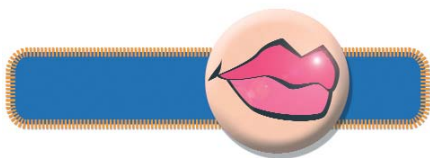
Encourage the group to use the craft material provided to collect together the information they feel is relevant to them in a way useful to them: for instance, they could make a small card to go in their bag or purse.

Take it further

Make a list of all the groups of people who would benefit from the information you found out. Have a discussion about the best way to share some of the information with them.

Your group could decide to do this as part of their campaign (see page 36). They could create information leaflets/posters/sessions for friends/peers. This would be a great way to take a simple action.

You could also encourage the girls and young women to contact some of the organisations with helpful feedback about their website/information or service. Young people have a right to have their opinions taken into account on issues that affect them. To find out more about Article 12 and the rest of the UN Convention on the Rights of the Child visit www.unicef.org.uk/youthvoice



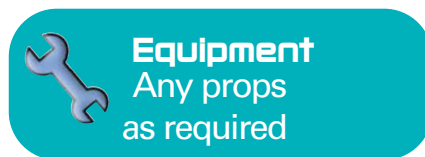
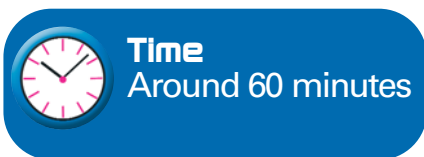
Talking points

Why is access to information a right?

How much of the information did you already know?

Game 7

Now what?



Aim

To encourage the young women to think of a range of situations they might face – and how they would best deal with them.



What to do

You can use the situations below, but the activity will be far more powerful for the young women to think about and use situations from their own experience/worries/realities etc. This activity requires the group to split into at least two smaller groups. If your group is quite small, it might be better to facilitate discussions around each of the situations. Encourage each group to have a discussion about current issues related to relationships and sex facing young people their age. To get the group's thinking started you could present a hypothetical situation as described below;

The party

Julie and her mates are getting ready to go to Josh's party. Julie is feeling a bit down, she thinks all her mates look loads better than she does. She's worried about her weight and feels unattractive the night of the party. Her friends try and reassure her that she looks lovely and not to be silly. They arrive at the party and soon everyone's dancing away. There's alcohol at the party, and some people might even be taking drugs. Julie and her mates have a few drinks and Julie starts relaxing, then she has a few more drinks. Fred, a guy Julie kind of fancies, arrives quite late to the party. Fred and Julie get chatting and the next thing you know, they're snogging.

Ask your group some of the following questions

How does this scenario relate to real life?

How is Julie feeling that night?

What could the possible outcomes of this scenario be?

Ask the groups to come up with their own scenarios (some are suggested below to get discussion started). Groups might feel more comfortable to give their scenario to another group to act out. They should create a short skit/role play for the rest of the group. The group should complete their skit up to a crucial "decisive" moment.

Once each group performs their short skit, the group should have a discussion about the different courses of action possible. What decisions could be made at that particular point? How are the individuals feeling? How might the situation end?

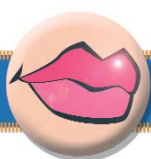
Game 7

Now what?

Possible situations

Someone you really fancy wants to have sex, you aren't sure. Your friend tells you she's had unprotected sex with someone. You want to buy condoms but they're so expensive and you're embarrassed to buy them from the pharmacy.

Your friend tells you she's confused about her sexuality and wants to talk to someone about how she's feeling, but she isn't sure if she wants to talk to any of her friends or family. You're learning about HIV at school and some of your friends aren't taking things seriously and are saying discriminatory and stigmatising things.



Talking points

Is there a right or a wrong answer in solving these situations?

Did any situations seem true to life (from what you know, what your friends say, or what you have heard from others)?

What type of information or support would have helped the person deal with the situation?

How important was it to have a trusted person to talk to?



Useful information for Leaders and groups

Frank

Information on drugs and alcohol

www.talktofrank.com

Tel: 0800 776600

Brook

www.brook.org.uk

Under 25s helpline on 0800 0185 023 (Monday to Friday, 9am-5pm)

Young Minds

www.youngminds.org.uk

For a comprehensive list of organisations and websites visit
www.brook.org.uk/content/M13_1_goodlinks.asp

Section 3

TAKING ACTION & COMMUNICATING

This section includes a selection of activities to grow your group's skills as campaigners, advocates or peer educators. By now, your group has explored the issues of HIV and AIDS in greater detail. They've learned the facts, had discussions and found out things that could help them make informed decisions and advocate on behalf of others.

What exactly does that mean though – “advocate for others?” Well, it could be anything from creating an information, education and awareness-raising campaign or peer-education activity, to lobbying your school, local authority or even the national government for the sex and relationships education young people have a right to. It is all about making your voice heard.

Please note. You should try to do all three activities in this section to develop your campaign project.

Game 8

Go Guides go!



Time
30-60 minutes
(depending on
discussion)



Equipment
Case studies,
paper, pens



Preparation
Photocopy and cut
up the case studies



Aim

To give the group some inspiration! Find out what Guides all over the world are doing on the issue of HIV and AIDS. These are ordinary girls and young women, just like Guides in the UK, who are standing up and making a real and positive difference for their rights and the rights of others.



What to do

There are five different case studies of girls taking action on HIV around the world. Ask the girls to split into five groups (or into two groups if you don't have many girls).

Each group should consider one or more of the case studies. Ask the groups to read their summary case study and then consider the talking points. They should discuss each in detail to build a picture of how they might be able to carry out a similar project locally. Get someone in each group to write down any ideas.

Then encourage each group to present their case study, along with their thoughts about how a similar action would work locally.

Have a read of the case studies and think about how the projects were started and supported. Could you imagine doing something similar in your own community?

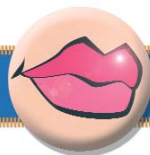
Game 8

Go Guides go!



Peru

Guides in Peru have created a project called *You decide*. This project aims to educate girls and young women around issues such as early pregnancy, sexually transmitted infections and HIV and AIDS. "The problem in Peru", Maria Mideros, President of the Association explains, "is that girls don't have anybody to talk freely to about sex or related topics." Through the project, a safe space is created where girls can learn more about their bodies and gender inequalities and are free to ask questions and share their thoughts. Young women are trained as peer educators and deliver training and workshops to girls age 13-18.

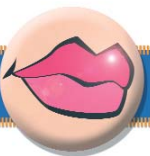


Talking points

- What do you think about the title *You decide*?
- Would it appeal to your friends/peers?
- What would they think of it?
- The project aims to create a safe space for girls to talk about issues like STIs and HIV. How could you use your Guide/Senior Section meetings in this way?
- What could be the benefits of talking about relationships and gender inequalities when talking about sexual health?

Game 8

Go Guides go!

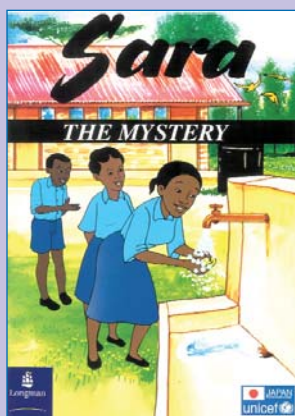


Talking points

- What is Girlguiding UK's peer education scheme called?
- How can you become a peer educator? Go to www.girlguiding.org.uk/section to find out more information. Did you know that In4mers offer sessions on sexual health and self-esteem?
- The Sara project uses the comic format to share messages about HIV. Would this work for your peers/in your school/college? Why do you think they chose this media?
- In the UK, what other ways might be good to communicate messages about sex, relationships, STIs and HIV and AIDS?
- The Sara project talks about partnership working between guiding and UNICEF. How can partnership working increase the success of a project? What kinds of partnerships could you form locally to help with your campaign project?
- What could be the benefits of talking about relationships and gender inequalities when talking about sexual health?

Kenya

The Kenyan Guide Association has trained more than 30,000 young women to become peer educators. Peer educators deliver sessions to girls their own age or slightly younger. The Kenyan peer educators love using mime and skits to explore issues around sex and relationships. One of their popular activities is called the "chanukka challenge". The challenge is set up like a game show, using a wheel to select the questions.



Another tool used by the Kenyan peer educators are the Sara comic books. Sara comic books, produced by UNICEF, tell the story of Sara, an adolescent girl.

Sara is a cartoon character. She is the product of 20 months of research and development work involving over 150 writers, artists, and researchers from all over Africa. Sara, her friends and family and the characters and happenings in her community are also the result of discussions with over 5,000 people. It is their insights and reflection which have shaped the adventures of Sara. The Sara comic **The empty compound** tackles the silence around HIV and AIDS.

The Kenyan Girl Guide Association (KGGA) has received 20,000 Sara comic books from UNICEF for use in their peer education sessions. The KGGA has also created a Sara badge award. More than 5,000 girls have already received the badge.

Some schools have set up Sara clubs. They read the comic books and pick out topics they wish to discuss. They also carry out performances during Sara days, where they invite neighbouring schools and their parents.

UNICEF recognises the power mass media can have in providing a catalyst for social change. Sara is an example of an "enter-education" strategy, which seeks to harness the power of popular entertainment to convey educational messages. These initiatives illustrate how creative and exciting stories can be used to promote social issues in an appealing and provocative way.

More information about the Sara books and films is available on the UNICEF website: www.unicef.org

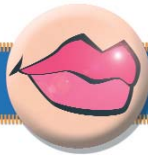
Game 8

Go Guides go!



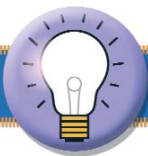
Brazil

Guides in Brazil worked with experts, young women, parents and Leaders to create a unique programme of information, activities and critically, face-to-face facilitated training sessions. Through these training programmes delivered by young women, over 75,000 people know more about HIV and are better able to protect themselves and stand up for others. A peer educator in Brazil says “Young people are generally more at ease with us. They would not talk to their parents about these topics, but they ask us.”



Talking points

- This project involved bringing lots of different people together – young people, parents, teachers and other experts. What can be the benefits of this? Is this something you could do locally? How?
- The second part of this project uses modern technology as a tool to reach more people. What are some of the benefits of this? (Hint: think about cost, reaching people in remote areas, accessing information anonymously, and so on.) What are the challenges? (Think about isolation, misunderstanding information or not knowing how to access it in the first place?)



Idea

Think about how you could use modern technology to help your project – from setting up a website or Facebook page to creating electronic leaflets to print or email around.

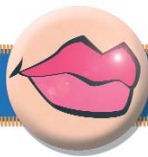
Game 8

Go Guides go!



Malawi

The Malawi Guiding Association empowers young women to gain the skills and knowledge to become peer educators. When the peer educators have been trained, they work with Guiding leaders to help deliver sessions to Guide groups on HIV and AIDS, life skills and relationships. Peer educators have regular monthly meetings to share their experiences and discuss issues that have arisen and share new questions.



Talking points

- How would you go about getting the training needed to become a peer educator?
- What kinds of issues could you talk to Guide or Brownie units about?
- What topics and activities would be age-appropriate?
- What would you hope to achieve by running any peer education sessions?

Game 8

Go Guides go!



India

In some parts of India, Guides and Scouts are encouraged and supported to carry out activities in their communities to raise awareness of the issues surrounding HIV and AIDS. Below, the Guides and Scouts share some examples of some of their outreach activities.

Tip

The poster exhibition is especially useful to reach people who cannot read.

Method 1

Give each participant some paper and a different coloured marker. Ask them to create a poster including a slogan on the topic of "fight AIDS". Allow enough time to be creative – at least 30 minutes.

Invite parents and people from the community to see the posters. Be ready to answer questions on HIV and AIDS.

Method 2

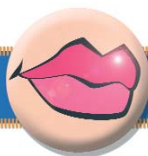
Organise a march through the streets. Write posters and pamphlets with slogans on how to fight HIV and AIDS. Messages can be:

- prevention is the best treatment
- by knowing about HIV and AIDS you can save others and yourself

Write handouts with information on prevention of HIV and AIDS and distribute them to people in the street.

Method 3

Organise an open event for people in the community and a quiz on HIV and AIDS. Prepare questions on the ways that HIV spreads and on different prevention strategies.



Talking points

- Have a look over the list of activities Guides and Scouts are encouraged to consider when they take action. How would each one work in your community?
- Did any of the projects surprise you?
- Did you get any ideas of what might work for your campaign project?
- If Guides all around the world are taking such positive action to make a difference, what could your group do?

Game 9

Mission: What's the issue?



Time
30 minutes
(depending on
discussion)



Equipment
Copies of issues
cards, paper, pens



Preparation
None



Aim

To help the group decide what issue/s they think are most important – this will allow them to focus their campaign and identify what needs to change.



What to do

Depending on the size of the group, work in smaller groups of around 4 to 6. (If the group is relatively small this can be done together.)

Take the issues cards provided and rank them in the shape of a diamond – with the most important at the top of the diamond shape, and the least at the bottom. Try to do this by reaching a group consensus on each one.

You might decide that some “issues” link together – for example, education can lead to tackling discrimination. So you could argue that one is more important as it could help achieve others.

Once you’ve all agreed on the relative importance of the issues, ask the group how you might be able to create a campaign for change around the most important issues identified.

Ask the group to write down the most convincing arguments and statements as to why they’ve identified these issues as the most important. This could be done dramatically: get the group to work in smaller groups and create an advert – trying to convince other young people why the issue is important. Present these back to the group.

Game 9

Mission: What's the issue?

Sex and relationships education at school

Let's all be open in talking about sex and relationships

We need services that are flexible and in places we can access them

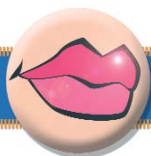
There should be no discrimination against people with HIV

We should get information through television programmes

Families should talk about sex

Information about where to get tested and counselled should be promoted

We should see more positive role models talking positively about tackling STIs and HIV



Talking points

- Was it difficult to come up with "the most important" issue?
- Do you think you could use this issue as the focus of your campaign? You might be able to incorporate some of the others into it.

Game 10

Shoutin' loud



Time
Around 60 minutes (depending on discussion) – to be done over two meetings



Equipment
Large piece of paper, pens



Equipment
For meeting 2, take a large piece of paper and draw:
a. the outline of a loudspeaker
b. an arrow pointing to a van
c. another arrow
d. the outline of a person
e. a final arrow and finally
f. the outline of a red ribbon (as a symbol of taking a stand on HIV and AIDS).

These drawings should be large enough for girls to write their ideas in, If the unit works in smaller groups, each group will need these pictures.



Aim

To encourage you to start forming your message, identifying your audience and exploring the different ways to reach/engage your audience.



What to do

Meeting 1: 45-60 minutes

So, your group has decided on your key issue. Now they need to decide: what the message is; who they're trying to get through to; how they're going to communicate it; and what they're going to ask them to do.

As a group discuss what actually needs to be addressed within your "issue". In other words: what change is needed? It could be to make sex and relationships education compulsory in schools or encouraging young people to talk about STIs and HIV and protect themselves.

The group should be transparent about what they want. Have a clear aim. Try and write it down in just one simple sentence. Having clear aims will make it easier to spread the message to others! The next step is to write down why this solution would solve this problem.

Research

Encourage the group to try and find out what's already happening in your local area/nationally and who they might need to influence to bring about their change. (If they are targeting their campaign at other young people – it might be peers/schools/colleges etc.)

Game 10

Shoutin' loud

Meeting 2: around 35 minutes

So, the group has decided on what needs to change. Encourage the group to work in groups of around 4 to 6. If your group is smaller, you can all work together.

Explain the drawings on the flipchart (see preparation). The loudspeaker symbolises the groups' message. The van symbolises how that message can be delivered. The outline of the person represents the audiences you are trying to reach, and the red ribbon symbolises the change you would like to see happen.

The loudspeaker

Get the groups to discuss their message, agree it and write it in the loudspeaker. When deciding on your message, encourage the groups to think about the following: What are you trying to say, and to whom? What action do you want them to take as a result?

The group needs to come up with strategies to make sure people remember what they're being told. Break your message down into a couple of small memorable chunks. (These are your key messages.)

The van

Now decide on the different ways you could communicate the message – this is only meant to be an ideas session, so don't worry too much about logistics yet, but try to be realistic. How is the group going to deliver its message? Ideas on how you can communicate your message can be found in section 4.

Person and ribbon

Agree your audience (you may have more than one) and write this down in the outline of the person. Finally, in the ribbon write down the positive action/change you want them to make.

Once each group has finished their ideas get everyone to present back to the group. As a group discuss the practicalities of all the ideas suggested. Facilitate a group discussion to agree your key messages and potential methods of delivery (you don't need all to agree on this yet). The group could concentrate on a couple of projects/campaigns or all decide to focus on the same thing.

Well done! Your group has clearly identified its message, audience, and the change they would like to see happen.

Move on to Section 4 to get practical tips on some ways you can implement your campaign project and then get campaigning!

Section 4

ACTION PLANNING

This section contains a range of practically focused ideas and activities to help your group take action. The ideas suggested should help the young women raise awareness and make their voices heard.

The steps are simple

1. The group has decided on its message and key audience and has had some ideas about how it could deliver the message.
2. Bring out the flipcharts from the Shoutin' Loud activity. The group should decide the best methods of delivery for their campaign. The idea boxes on the next page provide some ideas and inspiration.
3. You could photocopy and cut out each idea box and pin them on the wall. Hand out some sticky notes and ask the group to put their thoughts about each idea next to it.
4. As a group, discuss if there are any things you could do which haven't been suggested.
5. Can the group come to a consensus on some action ideas?
6. Now it's time to action plan. The group should assign itself roles and responsibilities. Decide what they'd like to do and when.
7. Don't forget to brand your campaign – encourage the group to make sure the language, pictures and logos used are right for the target audience.
8. Develop your materials.
9. Do it!
10. Tell us about it. Your group could win the chance to work with us to develop their campaign into a national one on the Youth Voice website.

Competition details

Complete and return the feedback forms. You'll just need to provide details of the groups' activities, their message and some photos. You can access all the forms and more information from www.unicef.org.uk/youthvoice/changingtheworld. All competition entries have to be received by 30 June 2009.

Section 4

ACTION PLANNING



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My Space, YouTube, Facebook, Bebo

You could create a page on your favourite social networking site. That way you could invite all your friends and encourage them to get involved.

It's important that your page looks good and is attractive to others. Have a look at some other pages and websites to pick up tips.

Make sure you present your key messages as the strongest visual element of your page. Use action-focused and powerful words. You want people to sit up and take notice. As you create your page, remember that it will be clearer and have a stronger message if it is uncluttered.

Make sure your time on the web is safe. For useful safety tips, check out the Girlguiding UK website at www.girlguiding.org.uk



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Organising an event or running a stand

You could have a kick-off event to launch your activity. The first question you need to ask yourselves is: what is the message you're trying to convey? Are you doing it to raise money, educate, campaign, raise awareness or get people to take action?

You can get UNICEF materials (details on Youth Voice website) to help make your event/stall look professional. Try to match the right people to the right jobs, but try to let everyone have a go at doing something they're interested in. Make sure everyone knows what they're doing and who's in charge of what.



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Create a postcard/leaflet

Make sure you have permission to use the images you want to. Also, make sure the images and words you have used don't have any negative connotations or portray anyone as a victim or powerless.

Many campaigners use stunts to get attention for their cause. Could you dress up and distribute your leaflets in your town centre or local schools? This would certainly get you noticed.

Section 4

ACTION PLANNING



Peer education sessions

Create a peer education session and deliver it to a younger group or a group of your peers. For some activity ideas, download the Brownies and Younger Guides Just say yes... pack from www.unicef.org.uk/youthvoice/changingtheworld

Have a look at the Senior Section web pages to find out more about the In4mer peer education project.
www.girlguiding.org.uk/seniorsection/



Write an article

Identify possible local media outlets that would be interested in an article about your activities. Contact them with your ideas. The Youth Voice website often has contributions from young people. Contact the Web Editor with your ideas. You have to be clear about why your story would interest others.

Remember to start your story with the most interesting bits. If you can, use direct quotes from people and get pictures – this allows people to understand and get excited about what you have to say.



Writing a letter to your MP

If you don't know who your MP is, visit www.theyworkforyou.com/ and do a quick search, either by your postcode or by the name of your constituency. Choose the MP for the area in which the group meets. It is worth knowing a little bit of background about your MP before contacting them.

Some tips for writing to your MP:

- Be polite
 - Be concise: keep your letter to one side of A4 paper
 - Make it personal. Write in your own words. Don't just copy the text from somewhere.
 - Tackle just one subject
 - Outline what actions you've taken and why
 - Ask for a reply ... and send a copy to Youth Voice
 - You could try emailing your MP. To find out their email address visit www.theyworkforyou.com
- Remember to send your letter as an attachment.

Section 4

ACTION PLANNING



i

Walk'n'talk

A “walk'n'talk” is a technique UNICEF UK's Youth Advisers picked up in Jamaica (see page 1). A walk'n'talk is a great way to spread your message face-to-face, in a dynamic and creative way. What you do is organise a day, time and venue for your group to meet. For instance, it could be a Saturday afternoon in your local town centre.

Make sure there are lots of your target audience about (for example, young people). Get their attention by playing games, singing songs or acting out skits on related topics. Start up a conversation with individuals and groups of people about HIV and AIDS – don't be pushy, be polite and friendly and make them feel comfortable. Find out what they know and what they think the current situation is in the UK and elsewhere. Share some of your learning with them. Judge how the conversation is going, and if it's going well get more in-depth and identify what kinds of actions they can take (for example, protecting themselves, campaigning and talking to their friends).

Tip

Don't get too personal – keep the conversation light and general.

Safety message: always stay in groups of three or more. Don't carry on a conversation with anyone who doesn't want to talk. You might want to do the walk'n'talk at a guiding event or at your local school, community centre or another youth group.

Please note: you may need to get permission from your local council if you do a walk'n'talk in the town centre, or from the organisers of an event if you plan to do your walk'n'talk there. Check your council website for more information or ask your Leader to investigate.

World AIDS Day takes place every year on 1 December. It aims to raise awareness of HIV/AIDS and encourage action. World AIDS Day could provide a great opportunity for your group to take some action!

Section 5

RAISING SOME MONEY!

Talking about and taking action on HIV and AIDS are really important ways to tackle discrimination, raise awareness and get people in power to sit up and take notice. Another thing we can all do is raise funds to support people affected by HIV and AIDS.

Use this page to help inspire your group with a range of different HIV-related projects for which to raise money. We have included links to a comprehensive youth fundraising pack that will give you lots of ideas, support and information on how to order materials.

Visit the UNICEF Inspired Gifts website

www.unicef.org.uk/youthvoice/changingtheworld

You will find a page specially designed for Girlguiding UK groups, filled with projects and materials you might want to raise money for.

As a group, select something you want to raise money for. Be realistic about the amount of money you think you will be able to raise. Set a fundraising target: how much money do you want to raise?

Access the Youth Voice fundraising pack

Go to www.unicef.org.uk/youthvoice/pack

for information. You can request a hard copy by writing to: UNICEF UK, FREEPOST NAT 20886, Billericay, CM12 0BR or email youthvoice@unicef.org.uk

The pack is full of great ideas to get you started – from how to raise money to how to order materials for your event!

Hold your fundraising event!

“Buy” your Inspired Gift

Tell us about your event and send us any photos*

You can email youthvoice@unicef.org.uk

* Check that you have a parent's/carer's permission if you are under the age of 18.