

Fourth Week's Sessions

Fourth week's sessions	Time
Recap of previous session.	15 min
Debriefing experience of training peer group members through the experiential learning cycle – positive reinforcement by recognition.	30 min
Sexual Risk and Prevention – The use of condoms – Demonstration on correct use of a condom.	30 min
Practice of training others – rehearsal sessions – on condom use.	10 min
Negotiating safe sex.	40 min
Refusal skills for risk-related behaviour.	40 min
Winding up: <ul style="list-style-type: none"> • Motivation to train peer group members and act as a role model, • Goal setting for service to peer group over the next week, • Goal setting for change in self based on behaviour change communication hierarchy. 	15 min

Recap and Preliminaries

Activity 1: Recap of previous session.

Objectives:

- To begin the day with a prayer reinforcing one's limitations,
- To revise the previous week's sessions and correct any misperceptions,
- To sharpen one's presentation skills,
- To develop leadership skills.

Material needed: None.

Time: 15 minutes.

Methodology: Group activity followed by a presentation and discussion.

Procedure:

1. Request a volunteer to lead the group in the serenity prayer.
2. Request the participants to hold hands and repeat each line of the serenity prayer after the leader.
3. The group members greet each other.

4. The group member who volunteered to recapitulate the previous week's sessions is requested to make his / her presentation.
5. Members clap in appreciation of the presentation.
6. Group members are encouraged to add what is missed/correct any inaccurate narration.
7. The facilitator corrects any incorrect narration, and requests anyone to ask for clarification.

Activity 2: Debriefing experience of training peer group members through the experiential learning cycle – positive reinforcement by recognition.

Objectives:

- To debrief the experience of each participant in narrating previous week's lesson to his/her peer group members,
- To debrief the experience of each participant in acting as a role model of change,
- To elicit information about change in self or others,
- To give genuine appreciation of the positive role-played by select participants.

Material needed: None.

Time: 30 minutes.

Methodology: Debriefing following the experiential learning cycle.

Procedure:

1. The facilitator explains the purpose of this session to the participants.
2. Each member is requested to relate his/her experience in narrating previous week's lesson to his/her peer group members, followed by his/her experience in acting as a role model of change.
3. The facilitator enquires about change in self or others from each participant.
4. The group claps in appreciation of each member's sharing.
5. While debriefing, the facilitator focuses on the feelings generated in the peer volunteer while educating peer groups members and acting as a role model.
6. The facilitator recognises and expresses appreciation for genuine efforts made by selected group members and encourages all to make sincere efforts towards the success of the programme.

Sexual Risk and Prevention

Activity 3: The use of condoms and condom demonstration

Objectives:

- To have participants improve their knowledge about how to use the condom correctly,
- To identify the correct steps for using a condom for sexual intercourse.

Time: 30 minutes.

Material needed: One condom demo model for each group and condoms, condom demonstration slides made on OHP/flip chart.

Methodology: Demonstration and group work followed by a presentation.



Procedure:

1. Demonstrate the correct use of the condom to the entire group.
2. Divide the participants into groups of 5-6 people each, depending on the number of participants.
3. Ask each group to conduct a similar demonstration in their respective groups.
4. Observe each group to see the correctness of the demonstration.
5. Once each group has conducted the demonstration, show the whole group the presentation on condom use.
6. This exercise also allows for some laughter in the group and also allows the facilitator to correct incorrect ideas about using condoms.
7. Encourage shy participants to come forward.
8. Applaud participants for correct demonstration.
9. Present the suggested slides on condom demonstration.
10. Ask, 'what are the risks of sex without using condoms?'.

Notes for the facilitator:

- While speaking of condoms, sex and sexual issues, emphasise on key issues like:
 - Checking for expiry date on the condom before usage,
 - Disposing off the condom properly,
 - No re-usage of a condom,
 - Washing hands after the disposal of the condom,
 - Maintaining personal and sexual hygiene,
 - Those with STIs are more vulnerable to HIV infection.
- For women, the most common vaginal infections are bacterial vaginosis, trichomoniasis, vaginal yeast infections or candidiasis. Some vaginal infections are transmitted through sexual contact, but others such as yeast infections probably are not, depending on the

CONDOM DEMONSTRATION

Suggested slides for condom demonstration	
<p style="text-align: center;">Inspecting the condom</p> <ul style="list-style-type: none"> · Inspect the condom. There should be no tears on the seal. · Inspect the expiry date. Is it valid? · Do not use a condom after the expiry date 	<p style="text-align: center;">Opening the Condom</p> <ul style="list-style-type: none"> · Lay the condom on the palm of your hand and squeeze the condom in the package to one edge. · Tear the condom free edge of package and take out the condom. Ensure that your nails do not cause a tear in the condom. · Inspect the condom to determine how it will unroll when placed on the penis
<p style="text-align: center;">Using the condom</p> <ul style="list-style-type: none"> · To prevent the condom from bursting, squeeze the tip of the condom to take out the air, and · Place the condom on the “Glans” (head/ tip) of the erect penis · While holding onto the tip unroll the condom down the shaft of the penis all the way to the base of penis <div style="text-align: center;">  </div>	<p style="text-align: center;">Using the condom</p> <ul style="list-style-type: none"> · Ensure that the shaft of the penis is free from lubricant to prevent the condom from falling off. · For a non-circumcised penis, when the condom stops rolling down, hold the lower edge of the condom and then unroll the rest of the condom down to the base of the penis <div style="text-align: center;">  </div>

Penetrative Sex

- Always use a condom for penetrative sex.
- Patience. Ensure the vagina is naturally lubricated before penetration. There is likelihood of injury to the vagina if not well lubricated.
- Grease/oil/petroleum-jelly based lubricants may cause the condom to tear. If needed, use a water-based lubricant.



Withdrawing the condom after sex

- After the male ejaculates (“comes”), hold on to the condom at the base of the penis
- Withdraw the condom from the vagina while the penis is still erect/hard



Removing the condom from the penis

- Hold the condom at the base of the penis as well as the tip
- Slide off the condom from the penis ensuring that the semen collected at the tip does not spill or leak out.



Safe Disposal of condom after use

- Tie a knot on the condom to prevent the spilling or leaking out of semen
- Dispose off the condom in a safe place where it can not be handled by another person
- Wash hands to ensure that there is no potentially infected semen or vaginal secretions on the hands.



cause. Whatever the nature of the infection, the chances of getting HIV increase with the onset of these infections.

- This session provides an in depth examination of how HIV is transmitted through sexual activity. Sexual subject matter can often be more difficult for people to talk about than injection drug use.

Activity 4: Practice of using a condom and demonstrating its use

Objectives:

- To enable each participant to practice using a condom while demonstrating the use of a condom to a another participant.

Material needed: Two condoms and one penis demonstration model for a group of two participants.

Time: 10 minutes.

Methodology: Practice and demonstration.

Procedure:

1. Ask participants to form groups of two.
2. The first partner of the pair practices using a condom on a penis demonstration model while speaking out each step.
3. Observer partner gives feedback on the correctness of the use of the condom.
4. Observe each group to see the correctness of the demonstration.
5. The observer partner then practices using a condom speaking out each step while the first partner gives feedback.

Negotiating skills

Negotiating is a part of life, and at some level all of us are negotiators. We often negotiate even when we are quite unaware of our being in the negotiation mode. As far as issues of sex and sexuality are concerned, a large number of women fall in the category of soft negotiators and most men are in the category of hard negotiators. Although, very difficult, communication is essential in the negotiation of safe sex. There are basic issues surrounding negotiation:

Power and gender (domination based on these);

Time available for negotiation;

Age factor (bullying etc. within a peer set up).

Activity 5: Negotiating safe sex

Objectives:

- To enable participants to understand the concept of negotiation,
- To explore the different methods of negotiation with partners or friends.

Material needed: Case scenarios written on slips of paper.

Time: 40 minutes.

Methodology: Role-plays (20 minutes each).

Procedure:

1. Request two participants to volunteer for a role-play. If there is a woman in the group, ask her to volunteer (only if she is willing). The rest are requested to observe attentively.
2. Give them the scenario: two people have been in a sexual relationship for a few months. They have not used condoms; the woman suggests to her partner to use condoms. He thinks this means she isn't being faithful — how does she resolve this?
3. After the role play is over, ask the following questions to the participants:
 - a. What was going on? What did you see?
 - b. Ask each role player how it felt to enact the role.
4. Ask the participants for feedback on all probable ways of negotiating in the scenario enacted.
5. After this role-play, call three volunteers for the next short role-play.
6. Give them the scenario: three boys are talking and two of them are smoking. They insist that their friend try a cigarette. The friend does not want to try but is being continuously persuaded. What does he do?
7. After the role play is over, ask the following questions to the participants:
 - a. What was going on? What did you see?
 - b. Ask each role player how it felt to enact the role.
8. Ask the participants for feedback on all probable ways of negotiating in the scenario enacted.

Refusal skills for risk related behaviour

Refusal is a type of behaviour that can be learned and practiced. It is a specific way of communicating that allows people to say 'no' more effectively to the demands of others with minimal feelings of guilt, anger or anxiety. As such, it is an important skill in social situations that involves pressure to use drugs or indulge in unsafe sex.

It is also valuable in negotiating and making choices in a range of health related situations. To refuse assertively, a person expresses his/her thoughts, feelings and values about a situation openly and directly while respecting the other persons feelings and values.

Activity 6: Refusal skills

Objectives:

- To understand why it is important to assert oneself,
- To accept one's own needs and to respect the needs of others,
- To practice how to say 'no' or refuse assertively.

Material needed: Blackboard/whiteboard/flip chart with appropriate markers and printed copies of the situations.

Time: 40 minutes.

Methodology: Role-play followed by discussion.

Procedure:

1. Explain the purpose of this activity to the participants.
2. Divide the group into two. Circulate copies of one of the following situations to each group:

Situation I

Your former drug-using peer approaches you asking for some money to buy food. He is still using drugs and you are sure that by giving him this money you will be indirectly helping him to buy drugs. What are your possible responses?

Situation II

Your neighbour asks you to lend him your motorcycle for an hour. You have seen him drive recklessly and are unsure if he will keep his word. Yet, you have known each other for long and you respect his mother a lot too. What are the possible ways in which one can respond to this situation?

Situation III

Manoj's former friends invite him for a party at their old joint. He knows that he would be called 'names' and accused of abandoning/ insulting them if he refused. He also knows that going there may trigger the relapse as in the past. Previously this was a difficult situation for him to handle. This time with life skills training, he clearly turned it down. What were his possible answers?

Situation IV

Four of his friends tease Ratan for not agreeing to go with them to visit a sex worker. They call him a sissy and other names as well. They keep bullying him. How can Ratan get out of the situation? What are the possible responses he can have?

3. Encourage group to present all options in each of the situations mentioned above.
4. List of possible responses:
 - Giving excuses;
 - Say you need it;
 - Give in;
 - Refuse to give in.
5. Debriefing questions:
 - What did you learn?
 - How did you feel?

Notes for the facilitator:

It is important to acknowledge that saying 'No' is difficult in some situations.

Winding up

Graded goal setting:

1. Motivate peer volunteers to train their peer group members and act as role models.
2. Motivate peer volunteers to get their HIV status checked at the nearest VCT centre.
3. Reinforce the concept of graded goal setting as a method of behaviour change.
4. Goal setting for service to peer group over the next week: obtain a commitment from each participant to play the role of a person with a mission to reduce risk-taking behaviour in at least three peer group members and sharing today's lesson with all persons in the peer group
5. Goal setting for change in self - based on behaviour change communication hierarchy: obtain a commitment from each participant to reduce risk-taking behaviour in himself / herself.
6. Encourage those that have begun trial behaviour change to sustain the changed behaviour.
7. Ask someone to volunteer to recapitulate the day's sessions at the beginning of the next week's training.
8. Form a circle with every one holding hands. Bid good-bye with the phrase: "keep coming back".