INFORMATION AND SUGGESTIONS FOR PARENTS AND INSTRUCTORS

This game is one among several results of an on-going project of the Oswaldo Cruz Foundation aimed at the development, distribution and evaluation of educational materials related to health and the natural environment. *Zig-Zaids* is a game intended to deliver fun and to pose challenges, while informing and stimulating discussions about the transmission and prevention of HIV/AIDS. It also deals with the social and psychological aspects of living with the AIDS virus, emphasizing the importance of solidarity.

*Zig-Zaids* was developed on the basis of specific scientific research conducted with children and teenagers. It was found that they know very little about AIDS and carry distorted conceptions about it. Using scientific literature and media reports, we decided to develop a game that could generate discussion and allow access to sound information and enlightened perspectives, in a participatory and fun-ridden manner. Extensive testing and much feedback has confirmed that the concept of *Zig-Zaids* was good: it allows players to learn while having fun.

The game is designed to overcome problems, such as the difficulty and embarrassment of adults when it comes to talking about sex, or the false belief that talking about sex with youngsters encourages them to engage in premature sexual practices, or the importance of hearing what children and teenagers have to say about the matter. We avoided a conformist point of view, that leads only to spreading panic. The dynamics and the content of the game are intended to offer children and teenagers, who are discovering sexuality, an opportunity to learn about - and get answers related to - the outbreak. A special feature is that the game allows parents and children, teachers and students, health professionals and patients, to speak more freely about delicate subjects such as sex and death.
In order to broaden the discussions arising from the game and to make things easier to understand, we included several activities that help players express opinions and recall the conveyed information. We added a mini-dictionary containing terms and expressions depicting sexual organs. We recommend that parents and adults in charge decide about allowing children to use this mini-dictionary.

Do not feel guilty or ashamed if you find it difficult to approach topics such as sexuality and drug use. There are books, manuals, bulletins and games that can help you, by providing information and stimulating exchanges. This game does more than provide information, though. It can actually motivate substantial conversations about social and emotional aspects, individual and collective responsibility, respect for others, solidarity - in short, about human relations. For this purpose, we encourage you to create new, original questions and cards and to include them in the game, as you play it and learn its potential.

The production of educational materials requires continuous evaluation and revision of the contents and strategies of educational and communication programs geared toward health. The first printed version of the ZigZaids was edited by Salamandra in 1991 and updated in 1994 and 1999. The last edition was updated according to (1) a review of the recent literature; (2) the identification of the most frequently asked questions (more than 200) about sexually transmitted diseases and AIDS by four thousand children and teenagers between the ages of 12 and 18 enrolled in public schools of Rio de Janeiro; (3) a sampling of the most frequently asked questions received through a hotline called “Dial for Health - Ask about AIDS”, maintained by Brazil’s National Office of Sexually Transmitted Diseases and AIDS, from a universe of five thousand phone calls made by youths between the ages of 10 and
19; (4) technical reviews by two teams of the National Office of Sexually Transmitted Diseases and AIDS, headed by Rosemeire Munhoz and Luiza Paiva. We wish to express our thanks for their participation and support.

We believe that educational materials should be evaluated not only on the basis of new scientific findings, but also in respect to the manners by which they are used by different groups. Tell us what you think about this game. We would like to hear from you. Your feedback is important to us and your opinions will help us check how well our goals are being met. Please write us about any aspect of Zig-Zaids!

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Suggestions for use in school

After the game, the instructor can start a discussion in which the players ask questions, express opinions, and consolidate their knowledge. The teacher can also propose activities related to the subject, such as writing letters or compositions, performing role-playing games, developing a school-wide AIDS prevention program, surveying the opinions of parents, and so on. To improve these activities, we have included suggestions that can be developed within the family, at school, and in other settings. They were adapted from the Manual de Técnicas (1991), developed by the Centro de Apoio ao Desenvolvimento de Assistência Integral à Saúde - Secretaria Estadual da Saúde de São Paulo. Let your creativity loose and keep having fun. Good luck!

PS. The Portuguese language version of Zig-Zaids includes a reading list suggested for children, teenagers, educators and parents.

Illustrating Different Conceptions and Values

Objective: To discuss the participants’ concepts and values about some issues, demonstrating that they can vary according to people’s beliefs, and to point out that sometimes this can cause difficulties.

Instructions: Each participant has to write on a piece of paper one phrase about a question related to a subject selected by the instructor. The pieces of paper with the answers should be placed on a wall or black-board. Then, participants and the instructor should divide into groups based on similarities. After that, each participant should choose the group of sentences that she/he thinks is the best answer to the question. At the end, participants who have chosen the same group of answers have to discuss their choice and present it orally to the entire group. Tip: The coordinator has to organize these stages and facilitate the integration of the group.
Posters

Objective: This activity intends to stimulate communication, creativity, empathy, relaxation and integration among the group, through plastic and graphic language.

Instructions: The group has to be divided in four subgroups. Each subgroup must receive a big sheet of paper (or a poster board) with a question, and four markers of different colors. Each paper must contain one of the following four questions: What is AIDS? How is the AIDS virus transmitted? How is the AIDS virus not transmitted? How one can protect oneself from the AIDS virus? The instructor informs the four subgroups that they will have about five minutes to answer their question. Then, he/she switches the question papers among all subgroups, so that each has the opportunity to answer the four questions. After that, he/she hangs the papers with the answers to the four questions, reads them aloud, and completes or corrects the information, if necessary. At the end, the instructor should stimulate exchanges about other subjects related to the HIV/AIDS epidemic, such as testing, medication, epidemiological data, media news, and so on.

Case Discussions

Objectives: To perform a multidimensional analysis of a problem and identify a solution.

Instructions: The group must be divided into four subgroups, with five to eight people each. The coordinator provides each subgroup with a description of a case problem and asks them to identify the variables that define the problem. Then, each subgroup presents the results of its discussion to the entire group, through writing or dramatization. In order to improve the discussion, the coordinator should ask questions such as: How were the results achieved? What
was easy and what was difficult about the process? What is the suggestion to solve the problem? The case can be based on newspaper or magazines reports about the control of blood quality, hospital care, prejudice toward people affected by HIV/AIDS, mandatory testing, or HIV/AIDS prevention among intravenous drug users.

Dramatization

Objectives: To simulate experience with power and authority, to explain ideas and concepts, and to systematize knowledge.

Instructions: The instructor explains to the group a situation involving power or authority, and asks for volunteers to dramatize it. The other participants observe and take notes. During the dramatization, the coordinator can interrupt and suggest a role change. He/she can also interfere if someone seems embarrassed. In this case, he/she should emphasize that the evaluation of the activity is to be based on the image achieved by the group, and not on the great performances by volunteers, or on their interpretation of the contents. If one volunteer monopolizes the situation, the instructor should say that the dramatization has to express the group consensus about the situation, so that everyone is stimulated to participate in the process. The dramatization should result from the work of the entire group. Its goal is to raise questions about the subject. After the dramatization, the instructor should ask: What did each volunteer feel during the dramatization? What as difficult and what was easy? Which were the relations established? In which daily situations did the group find a similar relation?

An example of dramatization: Jury Trial

Instructions: This is a dramatization of a trial. The issue is: Should schools accept - without restrictions - people (students, teachers,
employees) with the AIDS virus? To organize the trial, the instructor suggests that five groups be formed: the prosecution group, the defense group, the witnesses, the jury, and the judge. The defense and prosecution groups prepare their arguments, select their witnesses (name, job, discourse), and elect three attorneys each. The jury defines the criteria for the ruling. These can be the consistency of the arguments, the veracity of the examples, and so on. Witnesses have to improvise defense or prosecution arguments according to questions made by the attorneys.

**Rules for the Trial:**

1) Only the elected attorneys have the right to speak. The remaining members of the defense and prosecution groups can help the attorneys by sending notes to them.

2) The defense attorney and the prosecution attorney have two minutes each to present their arguments. The number of turns is defined by the judge.

3) Rebuttals can be made only during the period specified by the judge.

4) The attorneys can call as many witnesses as they deem necessary. When the attorneys call a witness, they have to identify her/his role so that she/he can improvise the discourse.

5) When the judge decides that the trial is over, the jury meets to reach a verdict. After that, jury members must read the verdict to everybody and explain their decision, collectively or individually.

**Questions suggested for the defense group or the accusation group:**

Is it safe to live with someone with HIV? What should be done when one discovers that there is a person in school with the AIDS virus? Does a person with HIV need special attention? What are the risks for a person with HIV/AIDS when he/she goes to school? Who should be informed that there is someone with HIV/AIDS in the school? Does everyone in the school have to take the anti-HIV test? Does social contact transmit the AIDS virus? What are the legal rights of a person with HIV/AIDS? What should one do when a person with HIV/AIDS starts bleeding?
ZIG-ZAIDS Mini-dictionary

The following glossary describes some expressions related to sexual practices. Its use should be decided by parents, teachers or other adults.

Anal intercourse: When a man inserts his penis inside the anus of another person.

Anus/Rectum: opening from which feces come out; it is the little hole between the buttocks.

Bisexual relation: when a person has both heterosexual and homosexual relations.

Coitus interruptus: when the penis is taken out of the vagina before a man ejaculates (when his semen is released). This is not an efficient method to avoid AIDS, STDs or an unwanted pregnancy, because there is a risk of releasing sperm or infectious agents, such as HIV.

Female sexual organ: vagina, also called "private parts", or "pussy".

Male sexual organ: penis, also called "private parts", or "dick".

Heterosexual relation: when a man or a woman prefers to have sex with a partner of the opposite sex.

Homosexual relation: when a man or a woman prefers to have sex with a partner of the same gender.

Masturbation: a person touching his/her sexual organs (penis or vagina) in order to obtain pleasure. It does not generate lumps in the chest, nor does it make body hairs grow.

Mucous Membrane: delicate skin that covers the interior of body cavities, such as the mouth, the anus, the vagina, etc.
**Oral sex**: contact between the mouth and the partner's sexual organs (penis or vagina).

**Sexual Fluids**: sperm, also called semen, is a white fluid that comes out of the penis. Vaginal secretion is a liquid that lubricates the vagina.

**Sexually Transmitted Diseases**: diseases caused by contact with germs during sexual intercourse with someone who is infected or ill, or during birth. These diseases are also called venereal. AIDS is one of them. Also known as STDs.

PS. In its original printed version in Portuguese, the text that goes along with Zig-Zaids contains a summary of Joint Ordinance number 796, of May of 1992, issued by the Brazilian Secretariat of Health and the Brazilian Secretariat of Education, defining rules and procedures related to the HIV/AIDS epidemic in schools, and containing a list of addresses of the State Offices of the National Office of Sexually Transmitted Diseases and AIDS.