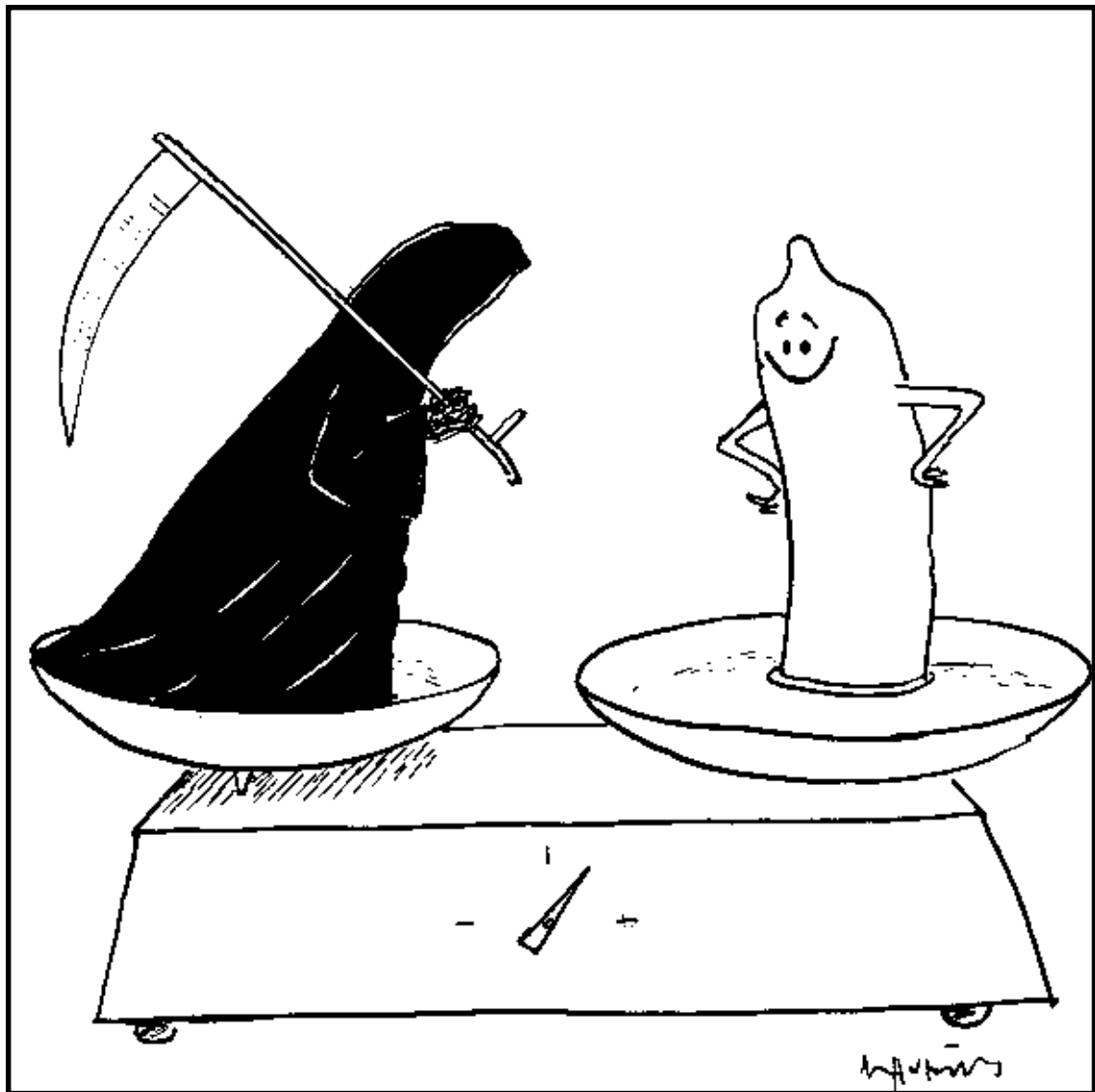


UNIT 1

Basic Knowledge on HIV/AIDS/STD



Unit 1: Basic knowledge on HIV/AIDS/STD

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HIV/AIDS/STD

Basic questions and answers



Purpose To present basic information about HIV/AIDS/STD. Students need to be familiar with the terms that will be used in the rest of the programme and understand why the programme is important to them. Teachers will get a clear idea of the level of knowledge, attitudes and possibly some of the fears of their students.



What the teacher does

This lesson could be developed in a number of ways:

1. Provide copies for each student, read the questions and the answers and provide additional explanation on new words.
2. Eight students ask one question each and the teacher responds to each question with the correct answer.
3. Leave the answers to each question blank and have the students provide the answers which they write into the spaces. This can be done individually, in groups or as a class activity.
4. The teacher could read each question and ask students for the answers.

Additional information

Since there may be additional questions from students when you do this activity, it would be important to read Questions on HIV/AIDS/STD in this guide.



Looking into AIDS

Purpose

This test can be used as an activity by itself or as a review of Student Activity 1 – Unit 1. It can provide a quick evaluation of how much the students already know about HIV/AIDS/STD.



What the teacher does

1. Read the “Why?” and “How?” to the students.
2. Decide how to give the test:
 - a) Give each student a copy of the test.
 - b) Read the questions to the students and have them write the answers. Read out the meaning of their scores.
 - c) Divide the class into two teams – choose one person from each team to give the correct answer – one team gets the even questions and the other the odd ones. Time should be given for each team to come up with what they think the correct answer is. Scores for each team are added and then the teacher and students can look at what the scores mean (see Students' Activities).
 - d) Make sure that students correct any wrong answers in their books.
3. Provide the answers for the students which are given below:
 - 1) **False** AIDS is a number of diseases that invade the body because HIV is progressively destroying the body's defenses (the immune system); AIDS is caused by HIV.
 - 2) **False** It is HIV that damages the body's immune system.
 - 3) **True** It may be some time before a cure is developed. Some drugs can help to prevent opportunistic infections.
 - 4) **True** Most people with AIDS will die within 6 months to 2 years after AIDS has developed.
 - 5) **False** STD are sexually transmitted diseases – that is, diseases that are transmitted by sexual activity.

Looking into AIDS



- 6) **True** Many people have HIV or STD and do not know it. The sad part is that they can pass the infections on to someone else without knowing it. Some STD can cause severe damage if left untreated.
- 7) **False** Since they are transmitted sexually or by using unclean needles, you can control these diseases by protecting yourself. These ways will be talked about later in the programme.
- 8) **True** There are more than 20 STD; gonorrhoea is one of the more common STD among young people.
- 9) **False** Women are slightly more vulnerable physiologically to HIV infection than men. Women are becoming infected at younger ages than men. This is partly because many young women marry or have sex with men older than themselves, who have already had a number of partners, and partly because of their biological vulnerability.
- 10) **False** Anyone can get HIV/AIDS/STD.

Additional information
Be prepared to answer additional questions
when taking up the answers.



HIV/AIDS/STD

What do they mean?

Purpose

Students should be familiar with basic terms and understand the seriousness of these diseases in order to be prepared for the rest of the course.



What the teacher does

1. Decide how to teach this activity:

- a) Each student receives a copy of the activity and follows the directions provided.
- b) The teacher reads the story (A) and puts the definitions (B) on the blackboard. Students select the correct definitions from B and put them in the proper spot in C. The unfinished sentences are also put on the blackboard for students to complete.

2. Give the correct answers for each definition:

AIDS = Illnesses that occur...
HIV = A virus that...
STD = Diseases that are...
Gonorrhoea = A type of STD...

3. Provide additional information after each definition as below.

- **AIDS is serious because:**
 - there is no vaccine;
 - there is no cure;
 - anyone can get it (even young people);
 - it is almost certain that everyone who has AIDS, dies;
 - often they are young people who would otherwise have many years to live.
- **After the definition for HIV, tell the students:**
 - most people who have HIV have no signs of it;
 - unlike many other diseases, HIV does not get to us through air, water or food—you get it by sexual contact or sharing of unsterilized needles and syringes;
 - HIV cannot live outside the body for very long;
 - it is not carried by animals or insects.

HIV/AIDS/STD

What do they mean?



- **STD are serious because:**
 - they can damage the reproductive organs;
 - they can cause infertility (inability to have children);
 - they can cause cancer, heart and brain damage, and possibly death.
- **After the definition for STD, tell the students:**
 - HIV/AIDS is an STD and so is gonorrhoea (give the local/slang name of gonorrhoea).
 - you should contact the health centre if you have pain in the genitals, or when urinating, if you have ulcers in the genital area or an unusual discharge from the vagina or penis.
 - most STD can be cured.

4. Ask the students for their answers to the unfinished sentences.

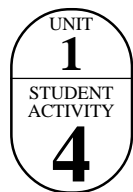
You might finish the class by asking them to respond to, “I learned from the class today that...”

Be sure to give positive feedback to each appropriate answer that is volunteered by the students.

5. Have a cardboard box with “Dear teacher” on it where students can put their questions. Do not have them sign their questions. Read them and find answers for the next class.

Additional information

The teacher may have to find answers to the students' questions. This should be done after class. You may need to find additional sources to answer all of the questions, like the professionals at the health centre or hospital. Do not be afraid to admit you could not find an answer to very difficult questions. Do not guess at answers – be sure the answer is correct.



How a person gets HIV*

*(the virus that causes AIDS)

Purpose To illustrate the three routes of transmission of HIV.



What the teacher does

1. Decide how to teach this activity:

- a) A copy is given to each student and the teacher reads the information. The teacher asks questions and/or clarifies each route of transmission.
- b) If there is only one copy, the teacher reads the information and asks questions and/or clarifies each route of transmission.

2. Questions for clarification might include:

- **HIV spreads through sexual intercourse:**
 - a) **What are other examples of STD?**
Chlamydia, gonorrhoea, genital warts, herpes.
 - b) **What fluids in the male reproductive system can contain HIV?**
Semen.
 - c) **What fluids in the female reproductive system can contain HIV?**
Vaginal secretions, menstrual blood.
 - d) **Where would the HIV in these fluids enter the person's body?**
Through the mucous membranes that line the vagina, penis, anus/rectum.
- **HIV is spread through infected blood:**
 - a) **How could there be blood in needles or syringes?**
Blood left in needle or syringe from a previous injection into another person.
 - b) **What substances do people inject into their bodies?**
Drugs – heroin, cocaine, speed, steroids.
 - c) **Why would unsterilized tools contain blood, e.g. ear-piercing?**
Blood left in needle or on instrument from cutting or puncturing.

How a person gets HIV*

*(the virus that causes AIDS)



- **HIV spreads from an infected mother to the unborn or newborn child:**
 - a) **How would the babies get HIV?**

From mother's blood, during pregnancy or delivery; less commonly, through breast milk.
 - b) **What could be done to prevent this from happening?**

A woman with HIV should seek advice and/or go for counselling as she may wish to avoid pregnancy.

What should be done by parent(s) (if there is a parents' guide)

Either read the information sheet How a person gets HIV infection, or have a child read the activity to the parents. The child could clarify questions about the information.

Additional preparation

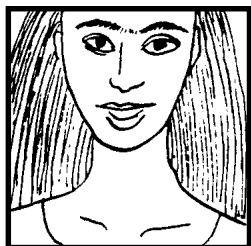
Teachers should prepare for additional questions on transmission, particularly if there are not follow-up activities on transmission.



You can't get AIDS by...

Purpose

As well as knowing how HIV is transmitted, it is important to know how it is not transmitted. This reduces irrational fears about the disease.



What the teacher does

1. Decide how to teach this activity:

- a) Hand out the activity sheet to the students and have them fill in the answers from the 12 pictures. Read with the students the information on the sheet.
- b) Put the students in small groups. Provide one activity sheet for each group. As a group they will fill in the answers from the 12 pictures.

2. Discuss the right answers. These are:

- | | |
|--|--|
| 1) Shaking hands | 7) Mosquito or any other insect bite |
| 2) Coughing, sneezing | 8) Eating or drinking from same glass or plate as an HIV-infected person |
| 3) Kissing on cheek | 9) Swimming or bathing |
| 4) Hugging | 10) Sharing a crowded bus |
| 5) Using a telephone or drinking from a fountain | 11) Looking after pets or animals |
| 6) Using a toilet | 12) Wearing someone else's clothes |

3. Ask the students if they can think of other activities that they think will not transmit HIV. Others might be: holding hands, giving blood, sharing a towel, sharing combs, going to school with or touching someone with HIV.

What should be done by parent(s) (if there is a parents' guide)

The parents can fill in the 12 answers from the pictures of the parents' guide. Parents and students can do the activity together.

What do you believe?



Purpose

To reinforce what has been learned about the ways in which HIV can and cannot be transmitted.



What the teacher does

1. Decide how to teach this activity:

- a) Hand out this activity to the students and have them answer the questions individually or with a partner.
- b) Form small groups and give five questions to each group. The group with the most correct answers is the winner.
- c) Have two teams with captains for each team. They could be boys against girls if the class is co-educational. The captains give the answer after consulting with their team. One team does the even numbers, and the other the odd. Keep score on the blackboard.
- d) Read the questions to the students and they answer true or false. Sheets for every student are not needed in either method c) or d).

2. Give the students the correct answers. They are:

- 1) **False** HIV cannot survive in air and so it is not spread by shaking hands.
- 2) **True** In fact, the most common way for HIV to spread is through unprotected sexual intercourse with a partner who has HIV.
- 3) **True** The AIDS virus can pass from the mother's blood to the baby's blood while it is developing in the mother or when the baby is being delivered.
- 4) **False** Professionals who collect blood use new, clean needles to take blood from those who give blood. There is no danger in donating blood. Do not give blood if you have HIV or have participated in risk behaviours.
- 5) **False** Again, HIV does not live in air, nor is it transmitted through the skin (unless there are breaks in the skin).



What do you believe?

- 6) **False** There have been no known cases of HIV being transmitted by kissing. While it is true that the virus has been found in saliva, there are no reported cases of family members becoming infected by kissing, hugging and sharing eating utensils while caring for persons with AIDS. It might be possible if both partners had open sores in the mouth and have been “deep kissing”.
- 7) **True** If the blood of someone who has HIV is transmitted to another person who does not have HIV, there is a high risk of that person getting HIV. This happens mostly when people re-use unclean (not sterilized) injection needles and syringes and sharp instruments for tattooing, ear and nose piercing, circumcision, etc.
- 8) **True** There are many cases of HIV being transmitted by drug users who share unsterilized injecting drug needles and syringes.
- 9) **False** Although more men than women were reported with AIDS at the beginning of this disease, women are now being infected with HIV at the same rate as men. Furthermore, women are biologically more vulnerable to HIV infection than men.
- 10) **False** The AIDS virus does not live in air and cannot be passed from skin to skin (unless there are breaks in the skin).
- 11) **False** HIV cannot be transmitted through swimming, bathing or drinking from water fountains.
- 12) **False** Anyone can get HIV/AIDS.
- 13) **False** A person can be infected with HIV, not be aware of it, and look perfectly healthy. During this time a person with HIV can pass it on to others.
- 14) **False** If cutting or piercing instruments are not sterilized before re-use, the blood left on these instruments, when shared by others, can transmit HIV.
- 15) **False** Re-used condoms may carry HIV, are more likely to break, and are more difficult to put on properly. Condoms should never be re-used.
- 16) **True** Obviously, the more sexual partners you have, the more chance of being exposed to someone with HIV.
- 17) **True** There have been no cases of transmission by these methods, even in people who care for people with AIDS.

What do you believe?



- 18) False** Since these instruments may have blood left on them, it is possible that they could transmit HIV to another person. Although the risk of infection is extremely low, it is advisable not to share toothbrushes.
- 19) False** Although there are not many young people with AIDS, it should be remembered that HIV may be in the body for up to 10 years or more without signs or symptoms. Therefore, a person who is infected at age 15, might not get AIDS until the age of 25.
- 20) True** Since HIV is contained in blood, menstrual blood of an HIV-infected woman will contain HIV, that can be transmitted through any open sores or mucous membranes of her partner. More seriously a woman who is menstruating is likely to be at a higher risk for HIV through sexual intercourse.

What should be done by parent(s) (if there is a parents' guide)

This activity may be included in the parents' guide under "fun tests". Parents can do the test alone or with their child reading the questions and helping with the answers.

Additional preparation

Teachers should expect questions from students as they are giving the answers to the true-false questions. Be sure to review the information in this guide on questions young people ask.



What would you do?

Purpose

Stories about people's lifestyles, their risk of HIV and what they can do to prevent the spread are an effective way to describe risk situations to students in a realistic way.



What the teacher does

1. Decide how to teach this activity:

- a) Give each student an activity sheet and have them follow the instructions.
- b) Read each story to the students, ask them the questions under each story and put the risk continuum on the board. Ask various students to put the name of the character on the continuum where they think that person's risk is located (only one activity sheet is needed).
- c) Divide the class into three groups with a leader in each group. Give each leader one of the stories which they will read to the rest of the group. The group will then answer the questions and come to a consensus as to what risk the person in their story has for HIV/AIDS/STD. The leader will report on the answers (only three activity sheets needed or cut three stories out of one activity sheet).

2. Take up the answers with the students. Possible answers are provided below:

• Story 1



- a) **What could Natombie tell his mother about the spread of HIV?**
He could say that there is no chance of him getting HIV/AIDS because it is only transmitted during unprotected sex and by dirty (bloody) needles, syringes or other instruments.
- b) **Does he need to quit his job? Why or why not?**
No. In fact, if he did, it would be a pity because he has no chance of getting HIV/AIDS and he would lose valuable money.
- c) **Risk for HIV.**



What would you do?



• **Story 2**

a) Do you think he should continue going to school? Why or why not?

Yes, he should continue going to school since he feels well enough and because he cannot spread HIV to other students.

b) Should he tell anyone? Who? Why?

That is up to Haiwa, but probably a school official should know so that if he becomes ill, the school will help him get proper care. He should get counselling to determine if he should tell others in the school.

c) How would you react if he told you?

You will get individual answers to this question but you should encourage students to be supportive and help Haiwa whenever he needs help.

d) Risk for HIV.

X		
no risk	low risk	high risk



• **Story 3**

a) What should you tell Maria? Why?

You should tell her the truth – that is, that HIV is transmitted by sex and that if Roberto has had sex with others (which you suspect he has) she had better: 1) not have sex with Roberto; 2) use a condom if she is going to have sex.

b) What risk would Maria have of getting HIV if she had sex with Roberto?

If they use a condom properly or if they use no protection.

	with a condom	no protection
	X	X
no risk	low risk	high risk

Additional preparation

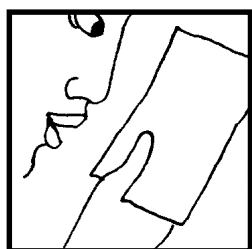
Be sensitive to the fact that some of your students may be in situations that are like the stories in this activity. You may want to remind the students that any questions or concerns are welcome after class in a private session with you.



What is your risk?

Purpose

Students will become more familiar with risk behaviours by classifying them as: **No Risk; Low Risk; High Risk**. They also need to evaluate their personal level of susceptibility based on their own risk behaviours.



What the teacher does

1. Decide how to teach this activity:

a) Hand out an activity sheet to each student and have them follow the instructions (you may have to clarify the three categories of risk).

b) Write each activity on the blackboard and have students discuss. Then you write NR, LR, HR next to each activity (no hand-out sheets are required). Place the continuum for “What is your risk” on the blackboard and let students visualize where they would put their “X”. **DO NOT HAVE THEM WRITE THEIR ANSWERS ON PAPER OR ON THE BLACKBOARD.**

c) Select two teams and two captains (peer leaders) – give one sheet to each – team 1 has questions 1 to 8 and team 2 has 9 to 16. Team captains read each activity and then take a vote – the winner is the team with the most correct answers. Have students draw the continuum for “What is your risk” on a sheet of paper and then decide where they are on the continuum. Do not let them write in their “X” – ask them to think about where they would put it.

2. Give the students the correct answers, and make sure that students place the correct answers in their sheets.

- 1) **NR** Using toilets in a public washroom
- 2) **NR** Touching or comforting someone living with AIDS
- 3) **HR** Having sex without a condom
- 4) **LR** Having oral sex (without semen in the mouth)
- 5) **NR** Kissing (dry kissing)
- 6) **HR** Having sex using the same condom more than once
- 7) **HR** Sharing needles for injection drug use

What is your risk?



- 8) **NR** Swimming with an HIV-infected person
- 9) **HR** Sharing needles for ear piercing or tattooing
- 10) **NR** Abstaining from sexual intercourse
- 11) **NR** Going to school with an HIV-infected person
- 12) **HR** Cutting the skin with a knife used by others
- 13) **NR** Being bitten by a mosquito
- 14) **NR** Giving blood
- 15) **LR** Having sex using a condom properly
- 16) **NR** Eating food prepared by an HIV-infected person

3. Answers for “What is your risk?” are private and need not be discussed.

What should be done by parent(s) (if there is a parents' guide)

Review the activity with their child (if each student has his/her own activity sheet).



Are you at risk (part 1)

Purpose

Students learn to assess multiple risk behaviours by looking at a variety of activities. They then evaluate their personal level of susceptibility based on their own risk behaviours.



What the teacher does

1. Divide the class into small groups (preferably 6 or 12 students in each group) and assign a leader to each group (to report back to the class and to direct and motivate the group).
2. Give each group a list of 6 behaviours/actions (you will have to repeat some lists if you have more than 6 groups).
3. Read the “How?” section to all of the students and explain to them how HIV can spread and the four risk levels (from the activity sheet).
4. Then assign them the task of determining the risk level for each of their 6 behaviours/actions. Also assign the questions under “Teacher asks” to each group.
5. Write the 4 risk levels on the blackboard with lots of space for the students to write the numbers of the various behaviours/actions (see example below) or go over the 36 behaviours/actions having each group report their results (see next page).

No risk (NR)	Low risk (LR)	High risk (HR)	No agreement (?)
Behaviours/actions number	Behaviours/actions number	Behaviours/actions number	Behaviours/actions number

6. Review each behaviour/action when the students have finished writing on the board. Try to determine where the “No agreement” activities would go.

The answers are listed on the next page. There may be some questions about some of the behaviours/actions and if the doubt is reasonable allow that activity to be in more than one category. The high risk related to ejaculation into the mouth during oral sex and the low risk related to oral sex without semen in the mouth, might have to be discussed.

Are you at risk (part 1)



7. Have students place the correct risk factor for all 36 activities on their activity sheets (if they have been distributed to each student).

Group 1

- NR 1. Body to body rubbing with clothes on.
- HR 2. Sharing a razor to shave legs or face.
- HR 3. Having sex with a condom – condom breaks.
- NR 4. Back rub – massage.
- NR 5. Riding on a bus with an HIV-infected person.
- HR 6. Cutting the skin with a knife used by others.

Group 4

- HR 1. Sharing needles for tattooing.
- NR 2. Sharing clothes with someone who has HIV.
- NR 3. Donating blood.
- NR 4. Eating food prepared by an HIV-infected person.
- HR 5. Having sex with a number of partners – no condom.
- NR 6. Going to school with an HIV-infected person.

Group 2

- NR 1. Using toilets in a public washroom.
- HR 2. Sharing needles for injection drug use.
- NR 3. Being bitten by a mosquito.
- NR 4. Dry kissing.
- HR 5. Having vaginal sex without a condom.
- HR 6. Cleaning up spilled HIV-infected blood without wearing gloves

Group 5

- NR 1. Using public drinking fountains.
- LR 2. Giving mouth-to-mouth resuscitation (if there are no sores in the mouth).
- HR 3. Having unprotected sex with an STD-infected person.
- NR 4. Playing sports with an HIV-infected person.
- HR 5. Sharing a needle cleaned with water.
- NR 6. Being close to an HIV-infected person who coughs or sneezes.

Group 3

- HR 1. Having anal sex without a condom.
- NR 2. Abstaining from sexual intercourse.
- HR 3. Sharing needles for ear-piercing.
- NR 4. Shaking hands with an HIV-infected person.
- LR 5. Having oral sex (without semen in the mouth).
- NR 6. Swimming with an HIV-infected person.

Group 6

- HR 1. Being bitten by an HIV-infected person.
- LR 2. Wet (deep) kissing.
- LR 3. Having sex using a condom properly.
- NR 4. Sharing a towel with an HIV-infected person.
- NR 5. Touching or comforting someone living with AIDS.
- HR 6. Having sex using the same condom more than once.

8. Discuss the answers to the questions under “Teacher asks”.

Some young people become very afraid of HIV/AIDS.

a) Why do you think they are so afraid?

- their information is not very accurate;
- the illness is serious and fatal;
- they are unaware of how it can be transmitted;
- they may have participated in risky behaviours.

b) What could be done to prevent this fear of HIV/AIDS?

- get more reliable and accurate information;
- talk to a medical expert;
- get tested for HIV;
- be aware of your risk behaviours.

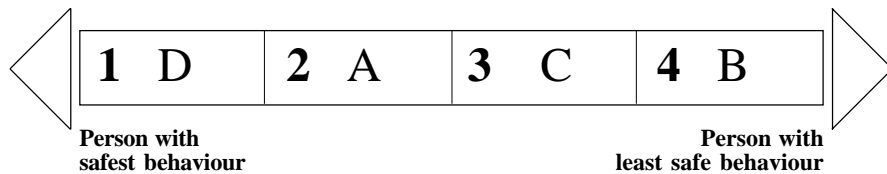
Are you at risk (part 2)



What the teacher does

1. Decide how to teach this activity.

- a) Give each student an activity sheet and have them follow the instructions.
- b) Divide the class into small groups and assign a peer leader for each.
- c) Draw the diagram on the blackboard and read out the description of each person. Have the students discuss amongst themselves or in their group the unsafe behaviours for each person. Then have them rank the four people according to their behaviour, from safest to least safe (1-4). Only one activity sheet is needed if (c) is used.
 - Person A: wet kissing and possibly touching genitals
 - Person B: sex without a condom; boyfriend has used unsterilized needles and has had sex with a number of sexual partners without using a condom
 - Person C: unsterilized needles for ear-piercing; sex with a condom
 - Person D: no risk behaviours



2. Discuss the answers to the question under “Teacher asks”.

What would the person in box 4 (B) have to do to reduce her chance of getting HIV/AIDS/STD?

Answers will vary but they could include: not have sex; use a condom; ask her boyfriend to get tested; have non-penetrative sex.

Additional preparation

You must decide how you are going to form groups. It is better if the teacher does this rather than allowing students to form their own groups. Groups should be no larger than 6. You should determine beforehand which peer leader will be with which group.

Are you at risk (part 3)



What the teacher does

1. It is important for young people to think about and visualize their personal level of vulnerability (susceptibility). The continuum from left to right in part 3 allows students to determine their own risk.
2. Ask students to think about the risk activities they take – How many risk activities? How risky is each one? How often do they take them? Do they use protection? Do they use protection all the time?
3. After allowing them a few minutes to think about these questions, ask them to decide on a point on the continuum where they think they are. Notice that they cannot sit in the middle.
4. If the age level you are teaching is quite young, the risk level will probably be quite low for the majority of students. Therefore, it is important to have them think about and visualize where they might be five years from now. Questions you might ask:

Do you think you might be in a relationship? Is there a chance it might involve sexual intercourse? Would you use condoms if it did? Consistently? Would you be assertive and insist on their use if your partner did not want to use them? Would you ever use injection drugs? Then ask them to think about and visualize where they would put their “X”.

5. This exercise is very important since “behaviour intent” often influences how we will actually act in the future.
6. Discuss the answers to the question under “Teacher asks”.

At what other times in your life would it be important to think about your personal risk of getting HIV/STD?

The best times to review your risk are when you decide to make changes in your sexual or drug behaviours.



What the peer leader(s) does (if used)

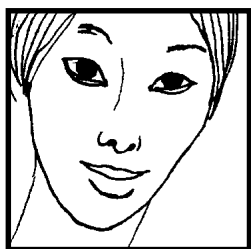
- They could be leaders in each of the small groups in part 1 and 2.
- They could be recorders and reporters for the small group decisions.
- They could hand out and collect materials.



Protect yourself Against AIDS

Purpose

It is essential that young people know how to protect themselves from HIV/STD. This activity provides information on, and encourages discussion of safer choices of behaviour in relation to sexual intercourse; unsterilized needles; cutting of the skin.



What the teacher does

1. Read the introduction to the activity.
2. Explain what the students have to do in the activity, i.e. decide on safer choices for 1, 2 and 3.
3. Provide the answers for the students:
 - a) **Sexual intercourse**
 - delay sexual intercourse;
 - be faithful to a partner who is free of HIV and is faithful to you;
 - love carefully – use a condom correctly.
 - b) **Unsterilized/shared needles and syringes (or other injecting equipment)**
 - always go to a doctor, clinic or hospital for injections; they use sterilized needles;
 - use new or clean (sterilized, boiled) needles if you must use an injection needle and syringe;
 - clean the needle and syringe with bleach if new ones cannot be obtained. Needles and syringes made of glass can also be boiled (see section 7 of this manual).
 - stop using injection drugs.
 - c) **Avoid unsafe blood contact**
 - refuse traditional cutting of the skin unless you can bring your own clean razor;
 - make sure sterilized tools are always used for tattooing, ear piercing, circumcision;
 - it is advisable not to share toothbrushes; there is a very slight risk of blood-to-blood contact.

Additional preparation

Teachers should know about using condoms and how to clean a dirty injection needle (included in this guide). You may need to discuss condom use in terms of future use, particularly if your community is opposed to discussing or advising condom use with young people.

Dear Doctor Sue



Purpose The medical profession is viewed as a reliable source of information about HIV/AIDS/STD. Dear Doctor letters allow students the opportunity of role-playing a health professional and comparing their advice to that of an actual doctor.



What the teacher does

1. Decide how to teach this activity
 - a) Provide a sheet for each student in the class and have them write one or more of the letters individually.
 - b) Divide students into a number of small groups and give each group one letter. Have each group do one or more of the letters.
 - c) Read the letter to the students and have individuals, pairs or small groups talk about or write a response. The "Doctor's bag" would have to be written on the black-board. (You only need one activity sheet for this method.)
2. Read the "Why?" and "How?" part of this activity to the students. Explain that they will write responses to the three letters as though they were doctors (individuals, pairs or small groups). Remind the students that the topic is protection from HIV/STD.
3. Explain that their letters will be compared to letters that have actually been reviewed by doctors who are experts in HIV/AIDS/STD. Tell them that young people often give good information and that their letters can be very useful to others.
4. Explain that they have a "Doctor's bag" of ideas to help them.
5. Ask a number of students or groups to read their first letter. Then read the actual doctor's letter (see next page) and ask the students to compare answers. Do the same thing for the second and third letters.

Additional preparation

You may think of additional things that could be put in the "Doctor's bag" that are more applicable to your community.



Dear Doctor Sue

Actual letters from doctors

Dear Norah,

You have made an important first step in writing this letter. I hope I can help you. Let me first say that you should do what you think is best for you and you shouldn't let someone else make that decision for you. It seems to me that your feeling of not wanting to have sex at this time in your life is a good idea. Often if you can delay having sex for a few years you will make better decisions and be more responsible about avoiding unwanted pregnancy and HIV/AIDS/STD. There are many ways of showing affection to your boyfriend without actually having sexual intercourse. Suggest to him that everyone is not doing "it" and there are other ways of showing each other love. Tell him about some of these and ask him to tell you about any he knows. You may have to be assertive with your boyfriend to get him to understand. Remember that no boy is worth having who doesn't listen to you or respect your feelings.

If you decide to have sex with your boyfriend, it is absolutely necessary for him to use a condom properly. If he doesn't wish to or won't buy them, then refuse to have sex. Remember, condoms are the only way to protect yourself from HIV/AIDS/STD.

Yours sincerely, Doctor Sue

Dear John,

Let me say first that your compassion and worry for your brother is very kind. I think Abine has a true brother in you. Abine has at least three problems. First, in using a knife with someone else's blood on it, he has possibly exposed himself to HIV. Second, since he thinks he has an STD, I assume he has had sex with someone. If he has caught an STD, he is at higher risk for HIV and since he didn't use protection while having sex, he could pass the STD and possibly HIV to others. Third, the fact that he doesn't get much sleep, has a poor diet and smokes means that his body's defense against germs is lower. I feel that you should immediately talk to Abine about visiting a doctor, clinic or hospital. Tell him you will make the appointment and will go with him. I hope this information will help you.

Yours sincerely, Doctor Sue

Dear Allana,

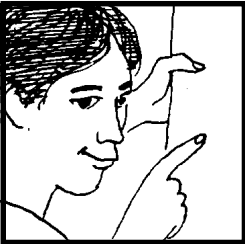
I think you must be very worried and I hope I can help you. Sometimes worry stops people from taking action to do something about their situation. Often worries are needless in that there is no problem. You must go to a doctor, clinic or hospital for a check-up. If you find this difficult, find a friend or adult to go with you. A friend or adult to talk to is very important. If you have a problem, you will be given help and advice. If you don't have a problem and there is a good chance you don't, you must do one of the following. You should perhaps delay having sex until you are ready. If you continue having sex you should consider reducing the number of sexual partners and insist on the proper use of a condom which will protect you from pregnancy and HIV/AIDS/STD. Good luck.

Yours sincerely, Doctor Sue

Which is safer?



Purpose Students need to know ways of protecting themselves but they also need to know that some ways are better than others.



What the teacher does

1. Decide how to teach this activity
 - a) Hand out a copy of the activity sheet and instruct the students to do the activity individually, in pairs or in small groups.
 - b) Write the different activities on the blackboard and discuss the answers with the class as a whole or have the students do it on paper at their desks (only one sheet needed).
 - c) Put the students in small groups and hand out one sheet to each group.
2. Read and explain each of the “Protection against HIV/STD” methods.
3. Explain the “How?” of this activity, perhaps giving an example on the blackboard.
4. Have the students decide on the proper ranking and any problems with these methods of protection.
5. Discuss the correct ranking and problems. These are listed below.

SAFEST

Method	Problem(s)
Abstinence:	this is difficult for a person's whole life
Kissing, etc.:	becomes risky only if blood, vaginal secretions, semen are exchanged
Condom:	if not used properly, it may break
One partner:	your partner may be already infected and not know it; partner must be 100% faithful
History:	many lie to have sex, are unwilling to tell everything
Few partners:	sex with one infected partner is enough to become infected with HIV
Get tested:	both partners need to be tested; you can get infected (e.g. by not being faithful) after being tested; one test is not enough

LEAST SAFE



What happens with HIV infection?

Purpose

Students should be familiar with: the window period; time from infection to AIDS; time from AIDS to death; signs and symptoms of HIV/AIDS.



What the teacher does

1. Provide a copy of this information sheet for each student, or put the information on the blackboard.
2. Ask the students the following questions:
 - **How long is the “window” period?**
Usually 2-12 weeks but in some individuals it may be longer.
 - **What is not present in the blood during this period?**
Antibodies to fight HIV, the AIDS virus.
 - **What would happen if you got tested during this period?**
You would test negative because the test is looking for antibodies to HIV, which have not formed yet; the end of the “window” period is when there are enough antibodies to HIV in the blood that the test is able to detect them.
 - **Are people infectious (able to pass HIV on to others) during the “window” period?**
During the “window” period, people may be very infectious, and can pass HIV on to others.
 - **How could they pass these infections on to others?**
Through blood, semen or vaginal fluids or from mother to baby
 - **What symptoms is a person likely to have during the first few weeks after infection with HIV?**
Immediately following infection there may be flu-like symptoms, with fever and swollen glands. Some people have fever, swollen glands, sore throat, skin rash or other symptoms in the days or weeks that follow infection.
 - **What is the possible length of time from infection to the beginning of AIDS?**
It varies a lot from person to person – it can be as short as six months or as long as 10 years or more.

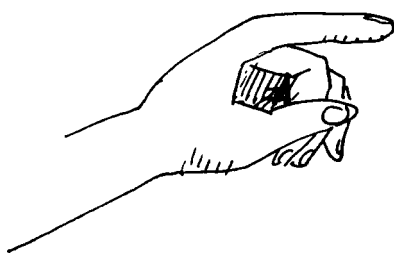
What happens with HIV infection?



- What are the signs and symptoms during this period of time?**
 People usually have an asymptomatic period of several years in which they may have swollen lymph nodes but no other complaints. Then, they may start to develop symptoms like oral thrush or night sweats. It may then still take years before they develop full-blown AIDS.
- Is the person infectious during this period?**
 Yes, HIV can be passed to others.
- How long is a person likely to live once they get AIDS?**
 It varies; approximately six months to two years or more.
- What are the symptoms of AIDS?**
 Major weight loss; persistent cough; fever or diarrhoea; and many others. They vary a great deal from person to person.
- Are people with AIDS infectious?**
 Yes; any time after someone has been infected with HIV, whether they have symptoms or not, they can pass HIV on to others.
- What are ways in which the infection cannot be passed on?**
 Hugging, glasses and dishes, touching, toilets, insects, etc.

What should be done by parent(s) (if the Parents' Guide is used)

This activity is included in the Parents' Guide under "Information sheets". Students can explain the various parts of the activity to their parents.



- ### Additional preparation
- Teachers should be knowledgeable about the progression from infection with HIV to AIDS. The above questions and answers will help and should be reviewed before doing the activity with students.
 - This activity may cause some anxiety in students. Teachers should be prepared to offer sources of help to students who may approach them with concerns.

How do you know if you have HIV/AIDS?

Purpose

It is important for students to know that a person with HIV:

- May have no signs or symptoms for a long time.
- Can infect others during this time.
- Gradually gets sicker and sicker and eventually dies.



What the teacher does

1. Decide how to teach this activity.

- a) Provide each student with an activity sheet and have them do the activity individually or in pairs, following the instructions on the sheet.
- b) Read the three stories to the students and ask the questions under each story (only one sheet is needed for the whole class).
- c) Divide the class into small groups each of which reads one story and answers questions (only one sheet for each group is needed).

2. Review the information from activity 13 – unit 1.

3. Take up the questions under each story. The answers are provided below:

• Story 1

Questions	Answers
1) How did Roberto become infected?	Used unsterilized needles to inject cocaine.
2) How did Carmencita become infected?	By having unprotected sexual intercourse.
3) Why does Carmencita have no symptoms?	People with HIV may not have symptoms for many years.
4) How long might it be before she gets AIDS?	It can be as long as 10 or more years, or as short as 6 months.
5) What should Carmencita do now?	She should get counselling for support, including advice on lifestyle and sexual behaviour.

How do you know if you have HIV/AIDS?



• Story 2

Questions	Answers
1) How did Jose become infected?	Sex with no condoms; multiple partners.
2) Why does he have these symptoms?	They often occur as the earliest symptoms of AIDS.
3) Can he spread HIV to others? How?	Yes. By having unprotected sexual intercourse, by sharing unclean needles and syringes.
4) What is likely to happen next?	He will probably get sicker and sicker.

• Story 3

Questions	Answers
1) Why would you suspect that Georgia has AIDS?	She has many symptoms of AIDS.
2) What should she do to find out if she is infected with HIV?	Get tested, see a doctor or nurse.
3) About what age was it possible that Georgia got the HIV infection?	From approximately 14 years onwards.
4) If she was infected at that age, how long has she been infectious (able to spread HIV)?	Up to 11 years.
5) What symptoms does Georgia have?	Fever, sweating, swollen glands, cough, sore throat, stomach problems, weight loss.
6) What is likely to happen next?	She will probably die.

Additional preparation

- Be sure to review the answers to the questions (above).
- Again, this activity may create some anxiety in students. Teachers should be prepared to listen and provide sources of help if needed.



Testing for HIV

Purpose Basic information about testing may be needed by some students.



What the teacher does

1. Decide how to teach this activity:
 - a) Have a peer leader or student read the questions by Marie. The teacher responds as Dr Matago.
 - b) The teacher reads both the questions and answers or attempts to obtain answers from the students.
 - c) Two students or peer leaders read the questions and the answers.
2. A pause should occur after each question and answer to allow students to ask additional questions.
3. The follow-up test (activity 16) should be given to students to test their attention and understanding (if there is enough time).

Additional preparation

- It is important that you read the section When Should One Be Tested for HIV? included in section 7 of this guide.
- Teachers should be prepared to answer questions about testing facilities and practices in their local area, and what to do if counselling and/or testing are not available.

Test: What you know

...about testing



Purpose

This activity will help students recall information and understand concepts about testing.



What the teacher does

1. Decide how to teach this activity.

- a) Provide each student with an activity sheet and have them do the test individually or in small groups.
- b) Put column B on the blackboard and read each statement from column A. Have students select the correct response (only one sheet needed).
- c) Place column A and B on the blackboard and have students do the activity individually or in small groups (only one sheet needed).

Note: For any of the above methods, it is possible to divide the class into two or more teams and have them compete.

2. Discuss the answers (provided below).

	Answers
The number of times you need to be tested in three months is:	G - twice
The test is accurate to:	I - 99 %
It is important to take the test so that you can:	J - tell your partners/ F - not infect others
It is also important to take the test so that you will:	F - not infect others/ J - tell your partners
The most common test for HIV is called:	D - "ELISA"
When no one else is told about the test that means that it is:	H - confidential
If you have HIV, you will be given:	A - advice and help
You can get tested at:	C - health centre or hospital
The test for HIV looks for:	E - antibodies
To get the results you probably have to:	B - come back later

Additional preparation

Be sure to go over the answers before doing the test.



AIDS help

Who? Where?

Friends, teacher or counsellor, family, religious leader, medical centre, STD or health clinic, AIDS hot line

Purpose

Information on help sources for HIV/AIDS/STD is essential for young people. Some students may develop AFRAIDS (acute fear regarding AIDS) and may need help and counselling.



What the teacher does

1. Decide how to teach this activity.

- a) Pass out the activity sheet to each student and have them work individually, in pairs or in small groups to provide the answers to the four situations.
- b) Read each situation to the students and ask them the questions. If they don't know the answers, provide the information for them.

Note: In some cases, the answers for all four situations will be the same.

2. Be sure, before doing this activity, to identify the sources of help in your own community.

Additional preparation
Be sure to find sources of help if they are not available in your community (i.e. the nearest source of help; informed people in the community).

You be the doctor



Purpose Information about drug use and abuse and its relationship to HIV/AIDS is important. The following topics are discussed:

- Drug use and impairment of judgement
- Abstaining from injection of drugs
- Clean needle use for injection drugs
- Method of sterilizing unclean needles



What the teacher does

1. Decide how to teach this activity.
 - a) Provide each student with an activity sheet and have them provide advice for one or more of the four situations individually, in pairs or in small groups.
 - b) Read each situation and have students provide advice (and why) from the doctor's bag which is written on the blackboard (only one activity sheet is needed).
 - c) Divide the class into small groups and give each group one or more situations for which to provide advice (only one activity sheet is needed for each group).
2. Have students read out their advice for each situation and discuss. Examples of appropriate advice are provided below:

<ul style="list-style-type: none"> • Situation 1 a) Advice: Don't use drugs and alcohol – they slow your judgement. b) Why? You might make decisions that cause you to get pregnant or HIV/STD. 	<ul style="list-style-type: none"> • Situation 2 a) Advice: Get clean (new) needles and syringes if you must use drugs. b) Why? Used needles and syringes will have small amounts of blood left in them, which may contain HIV.
<ul style="list-style-type: none"> • Situation 3 a) Advice: Never use injection drugs. b) Why? They can be damaging to your health and there is a possibility of getting HIV/STD. 	<ul style="list-style-type: none"> • Situation 4 a) Advice: Clean needles with bleach and water if you must use drugs. b) Why? There will be blood on the dirty needle that may contain HIV.
3. Students should be aware of how to clean needles and syringes. The procedure for this is found in the “questions” section of this guide.



Are you a Responsible person?

Purpose

As a summary to this unit, students are asked a number of questions about their behaviour and their behavioural intent. Behavioural intent indications may be good motivators to produce desired behaviour in the future.



What the teacher does

1. Decide how to teach this activity.
 - a) Provide an activity sheet for each student and have them do the activity individually.
 - b) Read out each question and have students write 3 for *yes (agree)*; 1 for *uncertain* and 0 for *no (disagree)*. Only one activity sheet needed.
 - c) Write the questions on the board and have students do the activity individually (only one activity sheet needed).

2. Students should total their score and refer to their “Responsibility score”.

Yes = 3 points Uncertain = 1 point No = 0 point	Responsibility score 33 - 36 points Very responsible 30 - 33 points Responsible 27 - 29 points Somewhat responsible	24 - 26 points Not very responsible 0 - 24 points You are taking risks! Maybe you should think again.
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Additional preparation
 Introduce this activity by telling the students that this activity is private (confidential) and scores will not be seen by the teacher or other students (unless revealed by the student).