module 1
BASICS OF HIV AND AIDS

PURPOSE
This module equips participants with the basic facts about HIV and AIDS, HIV and AIDS in Ethiopia, and HIV and AIDS at Addis Ababa University.

OBJECTIVES
By the end of this module, participants should be able to:

- Define HIV and AIDS;
- Identify the ways in which HIV is transmitted;
- Explain the factors which contribute to the spread of HIV/AIDS
- Identify the ABC approaches for preventing HIV transmission;
- Define Positive Prevention and describe its fit with HIV prevention
- Identify some of the sectoral, socio-economic, and structural impacts of HIV and AIDS on society.

TIME 6 hours and 10 minutes

MODULE OUTLINE – Basics of HIV and AIDS

Session 1    Introduction to HIV and AIDS    3 hours 30 minutes
Activity 1.1 What is HIV and AIDS
Activity 1.2 HIV and AIDS in Ethiopia
Activity 1.3 Determinants of HIV and AIDS
Activity 1.4 Impact of HIV and AIDS

Session 2    Components of Primary Prevention    2 hours 40 minutes
Activity 2.1 ABC Approaches for HIV Prevention
Activity 2.2 ABC Approaches - Strengths and Weaknesses
Activity 2.3 HIV Testing and Counseling. (HCT)

MATERIALS NEEDED
Newsprint, markers, pens, masking tape, computer, LCD, manila, computer, scissors.

HANDOUTS
1 HIV Personal Risk Assessment
2 Myths and Misconceptions: True and False Activity
3 Ethiopia’s Response to HIV and AIDS
4 Gender-based Vulnerabilities to HIV
5 Determinants of HIV and AIDS
6 Sectoral, Societal and Structural Impact of HIV and AIDS
7 Correct Condom Use
8 Strengths and Weaknesses of the ABC Approaches
9 Abstinence, Being Faithful, and Condom Use
10 HIV Counseling and Testing Case Studies
11 Counseling and Testing
POWER POINTS

1 HIV and AIDS Basics
2 HIV and AIDS in Ethiopia
3 Condoms
4 HIV Counseling and Testing

ADVANCE PREPARATION

• Review entire module;
• Photocopy and organize handouts for participants;
• Review and test PowerPoint presentations;
• Write module and session objectives on flipchart paper;
• Prepare for exercises and activities in all sessions. Specifically:

Activity 1.1 - Prepare the following for the game in Step 2: On three idea cards, write “After you read this, don’t follow any of my instructions until I say return to your seats.” On the remaining cards, write “Follow all my instructions.” On three of these cards include a small “c” in the upper right hand corner, on one card include a small “z,” and one card include a small “x.”

Activity 1.2 – See Handout 2 - Myths and Misconceptions of HIV and AIDS for the list of true and false statements. Cut the handout so that statements 1-8 are together, statements 9 – 16 are together and statements 17 – 24 are together.
Activity 1.4 – Write the four topics listed under Activity 4 below on flipchart paper in large print.

Activity 2.1 - Ensure you have enough penis models and male condoms for each participant.
SESSION 1.1 INTRODUCTION TO HIV AND AIDS    3 HOURS 30MIN.

Session 1.1.1 What is HIV and AIDS    1 hour

**Step 1**  Introduce the session to participants by explaining the objectives. Hang up the flip chart with the objectives and explain them as you present them.

By the end of this session participants should be able to:
- Describe how HIV is transmitted;
- Explain the difference between HIV and AIDS; and
- Explain the life cycle of HIV

Refer to these objectives throughout the module as you go through the various sessions.

For the following exercise, see the advance preparation instructions for this module.

**Step 2**  Be sure to have an enough idea cards so that each participant has one. Write the Distribute one card to each participant. Tell them to keep the special instructions on their cards a secret and to follow the instructions. Ask the group to stand up, move around the room and shake hands with three people and ask each to sign the back of their cards.

*(ALLOW 20 MINUTES TOTAL FOR STEPS 2 – 9)*

**Step 3**  When all the participants have collected three signatures, have them take their seats.

**Step 4**  Now ask the people with the “z” and “x” on their cards to stand up.

**Step 5**  Ask everyone who shook hands and got signatures from those people to stand up.

**Step 6**  Ask everyone who shook hands with a standing person to stand up and so on until everyone is standing, except for the designated non-participants who were told not to follow any instructions.

**Step 7**  Now tell the group to pretend that the person with the card marked “x” was infected with HIV and that instead of shaking hands that person had unprotected sexual intercourse with the three people whose signatures she or he collected. Do the same with the card marked “z” (syphilis). Tell participants that having unprotected sexual intercourse with multiple partners (especially concurrently) is the most common way in which HIV and sexually transmitted infections (STIs) are spread. Ask them how they feel about this.
Step 8: Ask those that are still seated why they haven’t been standing. They will probably say that they were told not to follow any instructions. Explain that these people had chosen to abstain from sexual intercourse, and were therefore protected from HIV and STIs. Ask them how they feel about this.

Step 9: Ask the participants to check if they had a “c” marked on their card. If so, tell them they can sit down. Explain that fortunately, these people had used condoms and were not at significant risk for infection. Ask them how they feel about this. After they share how they felt, ask all the participants to sit and remind them that this was only a game.

Step 10: Explain that this activity should have helped participants to understand how HIV is transmitted and how it is not transmitted as well as what risky behavior is.

Step 11: Show PowerPoint Presentation 1 - The Basics of HIV and AIDS. Discuss the slides as you present them. At the end of the presentation, address any questions the participants may have.

(ALLOW 20 MINUTES FOR THE PRESENTATION AND QUESTIONS)

Step 12: Hand out the HIV Personal Risk Assessment Questionnaire - Handout 1. Ask participants to go through the questions and reflect on their individual risk by themselves. Tell participants that they do not have to write down their answers to the questions, but can mentally keep track of their scores to maintain confidentiality.

(ALLOW 10 MINUTES FOR THIS EXERCISE)

Step 13: Use the following questions to help participants process their results:

- Do you need to score a 12 to be at risk for HIV?
- What are some things we can we do to reduce our risk?

Make sure to share these three points with participants:

1. You don’t need to score a 12 to be at risk of HIV infection, you can score as little as a 1 and still be at risk.
2. Many of us do risky behaviors, even though we don’t consider ourselves to be “risky” individuals. These risky behaviors leave us vulnerable to HIV infection and other problems.
3. This list of risks is not extensive, but serves as a guide to reflect on individual risk.

(ALLOW 10 MINUTES FOR THIS DISCUSSION)

Total time: 60 minutes. If life cycle is part of this session, add in 10 min throughout session.
Activity 1.2 HIV and AIDS in Ethiopia

1 hour

Step 1
Tell the participants that they will now explore some misconceptions about HIV and AIDS.

Step 2
Divide participants into 3 groups. Give each group eight statements from Handout 2 - Myths and Misconceptions about HIV and AIDS. Tell the groups they have 10 minutes to come to a consensus on whether the statements are true or false and be prepared to defend their answers to the larger group.

Step 3
Allow 10 minutes for the groups to work on their statements.

Step 4
After 10 minutes is up, call the groups back together and ask them to share their decisions about each statement.

Answers for True and False Statements


Using Handout 2 - Myths and Misconceptions, clarify any misconceptions held by participants, recognizing that there is a great deal of incorrect information circulating about HIV and AIDS.

SHARE IMPORTANT STATISTIC: 67.9% of in-school Youth (ISY) had at least one misconception surrounding HIV (Ethiopia BSS, 2006).

(Allow 20 minutes for this activity)

Step 5
After the game is completed, ask participants: What are some strategies that can be used to correct misinformation and misconceptions about HIV and AIDS on campus?

Answers could include:
• Group discussions in clubs
• Awareness raising concerts
• Panel discussions with HIV experts

(ALLOW 10 MINUTES FOR THIS DISCUSSION)

Step 6
After the short discussion, inform participants that you will now take a quick look at some HIV and AIDS trends in Ethiopia. Show PowerPoint Presentation 2 – HIV and AIDS in Ethiopia. At the end of the presentation, address any questions the participants may have.

(ALLOW 15 MINUTES)

Step 7
After the presentation is complete, tell participants to review Handout 3 - Ethiopia’s Response to HIV and AIDS in their spare time.
Step 1 Explain that they will now examine some of the different determinants and impacts of HIV infection.

Step 2 Tell participants that many things determine someone’s risk of HIV infection. Tell them they will listen to two clips from the reality radio diaries show Betengna to help them start thinking about these determinants and how they affect real people.

Step 3 Play the following two Betengna radio clips:
- Shopkeeper Clip
- Commercial sex worker clip

(ALLOW 10 MINUTES FOR LISTENING TO THE CLIPS)

Step 4 After the group finishes listening, explain that the clips are real life examples of how poverty can be a determinant and an impact of HIV.

Step 5: Tell participants that they will take a look at determinants at an individual level. They will do this by defining different aspects of men and women’s risks and vulnerabilities with respect to HIV.

Divide participants into three groups. Tell them to remain in their seats so that you can give the following instructions:
- Group 1 will define men and women’s biological risks and vulnerabilities
- Group 2 will define men and women’s socio-cultural risks and vulnerabilities
- Group 3 will define men and women’s economic risks and vulnerabilities

Tell participants that each group will have ten minutes to work define their factors and five minutes to present their results.

Step 6 Have participants work in their groups for 10 minutes.

Step 7 Have the three groups present their findings on a flip chart in plenary. Each group will have no more than five minutes to present and discuss their findings.

As the groups present their findings, make sure you contribute the examples of gendered risks and vulnerabilities from Handout 4 – Gender-based Risks and Vulnerabilities To HIV not mentioned by the groups.

Be sure to mention that these gendered risks and vulnerabilities must be taken into consideration when designing holistic responses to the HIV/AIDS pandemic.

(ALLOW 20 MINUTES)

Step 8 End this activity by examining determinants from a broader scale. Use the following questions to guide a short 15 minute discussion in plenary:

1. What role does poverty/economics/migration play in regards to HIV transmission?
2. What are some examples of how culture and society can increase vulnerability to HIV infection? Be sure to include the different ways in which gender-based violence is linked to HIV infection.

3. What are some psychological states (or perceptions) and behavioral patterns that may affect a person’s risk to HIV infection?

Make sure you use Handout 5 – Determinants of HIV to help you manage the discussion. End the discussion by telling participants to review Handout 4 and 5 for additional information on determinants of HIV.

(Allow 15 minutes for this discussion)

### Activity 1.4 Impact of HIV and AIDS

#### Step 1
Tell participants that now that they have examined determinants of HIV, they will now explore the impact of HIV and AIDS at multiple levels of society.

Divide participants into four groups. Tell them to remain in their seats so that you can give the following instructions.

Each group will draw a visual representation of one of the following four topics. Show the topics written on flipchart paper so that the participants can see each question:

1. How has the HIV and AIDS epidemic impacted the health sector and health in general?
2. How has the HIV and AIDS epidemic impacted the education sector and education in general?
3. How has the HIV and AIDS epidemic impacted the agricultural sector and the economy at large?
4. How has the HIV and AIDS epidemic impacted on the political sector and the government at large?

Tell participants to use mostly pictures and to minimize words. Flow charts and diagrams should be encouraged, as they are good ways to show impact on a societal level. Tell participants that they have 10 minutes to draw their representations and each group will have 3 minutes to present their work in a plenary art show.

#### Step 2
Give participants flipchart paper and give them 10 minutes to draw their representations

(ALLOW 10 MINUTES)

#### Step 3
Ask participants to place their images side by side on a common wall. Ask one participant from each group to present and explain their groups’ visual representation. After each group presents ask participants if anything has been missed and clarify or complete any necessary information.

(ALLOW 12 MINUTES)

#### Step 4
End this activity by reminding participants to look at the Handout 6 - Sectoral Impacts of HIV and AIDS in their spare time.
Step 1
Explain to participants that this session has 3 key discussion areas for the primary prevention of HIV and AIDS. They are:
- ABC approaches for HIV Prevention
- Condoms
- HIV Testing and Counseling

Step 2
Explain to participants that this session will focus on the prevention of sexual transmission of HIV. Remind participants to keep in mind the emotional nature of sexual behavior as we proceed through this session.

Explain that sexual behavior is complex and based on many things and feelings of love or lust may overpower personal caution. Sexual encounters may be mistaken for expressions of love, just as sex can sometimes be used as a way to gain power within relationships.

(ALLOW 5 MINUTES FOR STEP 1 AND 2)

Activity 2.1 ABC Approaches to Prevention 1 hour.

Step 1
Write the letters ABC on the flip chart and ask participants if they know the meaning of these letters in the context of HIV and AIDS. Explain that ABC is an important set of behaviors to promote in the prevention of HIV.

A = Abstinence
B = Be faithful to one faithful partner
C = Condom use, consistently and correctly

Explain that abstaining from sexual activity, mutual monogamy (or reducing the number of partners one has, especially concurrently), and consistent condom use are three key behaviors that can prevent or reduce the likelihood of sexual transmission of the HIV virus.

Explain to participants that understanding and effectively promoting these behaviors are crucial elements in combating the spread of HIV and AIDS. Program planners can target and balance A, B, and C interventions according to the needs of different at-risk populations and the specific circumstances of a particular country confronting the epidemic.

(ALLOW 10 MINUTES)
Step 2

Ask participants to write down the meaning of abstinence on a small piece of paper and to place it in a basket. Read aloud 2 or 3 papers and develop a common definition that is written on the flip chart. The following points should come out:

- Abstinence means restraining from something or doing something.
- People often think abstinence means saying no to sexual intercourse, but in fact, abstinence can refer to many other behaviors like chewing, other drug use, drinking, or having intimate contact with someone.
- Abstaining from sexual intercourse can also mean that you partake in other types of sexual pleasure that are safer such as masturbation, kissing or protected non-penetrative sex (rubbing, dry sex with clothes on).
- Abstinence can also mean restraining from activities that you think may lead to sexual intercourse. You should know your own limits.

End this discussion by stating that there are many benefits to abstaining or saying no to things that could harm our health.

(ALLOW 10 MINUTES FOR THIS DISCUSSION)

Step 3

Explain to participants that they will now examine another method of primary prevention – the male condom. Tell them that they will learn the correct way to use a condom.

Remind them that although all forms of contraception can prevent pregnancy, and that spermicides protect against some STIs, only condoms can help to prevent STIs, HIV and AIDS as well as pregnancy.

Ask a couple of participants what their opinions are about getting and using condoms. (Allow 5 minutes for this short discussion)

*Ensure you have enough penis models and male condoms for each participant.

(ALLOW 10 MINUTES)

Step 4

Demonstrate proper condom use with a penis model. Follow these steps, explaining what you are doing as you go along:

1. Check expiration date to make sure condom is still good.
2. Open the package carefully. Be careful of long fingernails tearing the latex.
3. Hold tip of condom, squeeze out the air and roll it down over penis model.
4. Roll the condom down to the base of the model. Be sure you leave a reservoir at the tip, so that the ejaculated semen can be captured there.
5. Explain that once ejaculation has occurred withdraw from your partner.
6. Be sure to hold the base of the penis model (explain that to prevent spilling of the semen, the condom must be held at the base while withdrawing from the partner’s body). The condom should be removed before the penis goes limp.
7. Remove the condom, tie it in a knot, wrap it in tissue or other paper, and discard it in a place where children will not find or play with it.

(ALLOW 10 MINUTES FOR THIS DEMONSTRATION)
Step 5  Show PowerPoint Presentation 3 - Condoms. Explain each slide as you present it. Answer any questions the participants might have.  
(ALLOW 10 MINUTES FOR THIS PRESENTATION)

Step 6  Inform participants that they will now play the Condom Negotiation Game. This activity is a simulation of a conversation that is to be had in the bedroom and is used to improve safe sex and condom negotiation skills. An example should be given to participants before they start so they are clear on how to play the game.

Break up the group into boys on one side and girls on the other. Take a balloon (or blown up condom and use it as a balloon) and give it to the boy’s team. The boys have to take the stance that they want to wear condoms, ex: “If you love me you’ll let me wear a condom” then toss the balloon to the girl’s team. Whoever catches the balloon on the girls team has to come up with a response as to why they do not want to use a condom like, “If you really trusted me you wouldn’t use a condom”, and throw the balloon back to the other side.

The debate should go back and forth. After a few minutes switch perspectives so the boys defend not wearing a condom, while the girls try to get the boys to accept their use. Points can be awarded to the team that has the best responses. (This activity can be done as a point earning game or just as an activity without points).

End this exercise by reminding participants that it is important for youth to develop condom negotiation skills that they can use to manage and have healthy relationships.  
(ALLOW 15 MINUTES)

Step 7  Remind participants to go over Handout 7 - Correct Condom Use in their spare time.

Activity 2.2 ABC Approaches - Strengths and Weaknesses 35min.

Step 1  Tell participants that since they have now examined two of the important methods of prevention, they will now closely examine strengths and weaknesses of these HIV preventative behaviors.

Divide participants into three groups and assign one of the three approaches (abstinence, be faithful, condom use) to each group. Tell groups to answer the following questions for their assigned approach:

1. What group of individuals might be most likely to benefit from this approach (e.g., age, stage of life, married or unmarried, etc.)? Why?
2. What are some of the strengths and weaknesses of this approach?
3. What are the advantages to the individual who adopts the behavior?
4. What are some barriers to adoption of the behavior?

Step 2  Tell groups they will have 15 minutes to answer these questions and five minutes to present their results to the plenary  
(ALLOW 15 MINUTES FOR GROUP WORK)
Step 3  Ask each group to present its answers to the plenary. Allow participants to make comments after each presentation. Fill in gaps in their presentations using Handout 8 – Strengths and Weaknesses of the ABC Approaches. 

(ALLOW 15 MINUTES)

IF TIME PERMITS:
Ask for feedback from participants. Which of the ABC approaches receive highest priority in their country? How would you combine each element of the ABC approaches to better prevent HIV transmission in your country?

Step 4  End this activity by telling participants to review Handout 8 - Strengths and Weaknesses of the ABC Approaches and Handout 9 - Abstinence, Be Faithful, Condom Use

Activity  2.3 HIV Counseling and Testing (HCT)  1 hour

Step 1  Begin this activity by telling participants that you will now explore a crucial element of HIV prevention.

Show PowerPoint Presentation 4 – HIV Counseling and Testing (HCT) - Introduce the basics of voluntary counseling and testing and introduce HIV testing approaches. Cover the basic components of counseling and testing, as well as barriers to taking HIV test.

At the end of the presentation, ask participants if there are any questions. 

(ALLOW 20 MINUTES)

Step 2  Divide participants into three groups. Each group will receive one of three case studies from Handout 10 – HCT Case Studies. Ask participants to read the case study, discuss it within their group and answer the questions. Tell groups they have 15 minutes.

CASE STUDIES:

1) A young married couple has been married for two years and has been faithful to one another throughout the entirety of their marriage. The young couple does not use condoms when they have sex, as they are in a committed relationship and are faithful to one another. The wife is pregnant with their first child.

1. Are these people at risk to HIV infection? Why?
2. If they haven’t been tested, should they be tested for HIV? If so, why?
3. What are some of the reasons and/or benefits for them to seek testing?

2) A twenty year-old girl named Mare has been dating the same man, Mesfin, for the last three years. Mesfin is the only man Mare has ever had sexual intercourse with and she is faithful to him. When they have sex they use condoms fairly consistently, but not every time. Unfortunately for Mare, Mesfin has several sexual relationships on the side without Mare’s knowledge (including some visits to commercial sex workers when he goes out of town for the weekend). He does not always use condoms with his non-regular sex partners.
1. Are they at risk for HIV infection? Why?
2. If they haven’t been tested, should they be tested for HIV? If so, why?
3. What are some of the reasons and/or benefits for them to seek testing?

4) A couple that has been dating each other for a few months decides to take their relationship to the next level and have sexual intercourse. They decide to play it safe and get an HIV test before they have sex. When the results of the HIV test come back they find out that one of them is HIV+ while the other is HIV- (this is what we call a “discordant couple”).

1. As a counselor or a friend what advice would you give this couple and why? (ALLOW 15 MINUTES FOR GROUP WORK)

**Step 3**
Have each group read their case study aloud and present their answers to the plenary. Each group has five minutes to present.

Ask the plenary if there are any questions and use Handout 11 – HCT Case Studies to help you clarify any issues. (ALLOW 20 MINUTES)

**Step 4**
End the session by asking participants to read Handout 11 -HCT Case Studies and Handout - 12 Counseling and Testing.