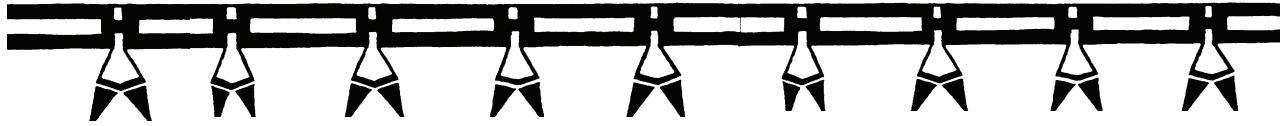


17: HIV/AIDS - Part 2



Purpose:

To provide Native STAND members with basic information about HIV/AIDS risks and to correct misconceptions.

Stages of Change Process:

Getting information, involving the emotions, thinking about how what you do affects others

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Identify routes of HIV transmission.
2. Identify personal strengths and weaknesses in HIV/AIDS knowledge.
3. Describe the personal experience of simulating someone with HIV or the partner of someone with HIV.
4. Describe the personal experience of someone living with HIV/AIDS.



THINKING AHEAD:
If possible, arrange for a counselor to be available during Session 19

Supplies/Materials:

- HIV/AIDS Match-Mismatch cards
- Small prize for winning team on Activity #2 (*optional*)

Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
HIV/AIDS True/False Part 2	●	●	
HIV/AIDS True/False Part 2 Answers	●		
HIV/AIDS Match - Mismatch Cards (<i>optional</i>)	●		
“This Can’t Happen to Me” Role play	●	●	
“This Can’t Happen to Me” Lab Results	4 of each result		●
Person Living with HIV/AIDS Interview Guide	●	●	
Resources	●	●	

Preparation:

- Cut out HIV/AIDS Match-Mismatch cards and shuffle separately by color (*optional*)
- Display Words of Wisdom



1. Welcome/Overview

3-5 minutes, large group lecture, adult co-facilitator

- Review Session 16: HIV/AIDS Part 1.
- Answer any questions in the Question Box.
- Introduce today's session: HIV/AIDS Part 2.
- Read today's WOW.

It's easy to be brave from a safe distance.

Omaha

2. HIV/AIDS True/False Part II

30-35 minutes, teams, adult or peer co-facilitator

- Have students get back into the same small groups they formed in Session 16 for the HIV/AIDS True/False quiz.
- Refer students to the HIV/AIDS True/False Part 2 in the PM.
- Tell the students to write their team's number or name on the top of the page.
- Give the groups 15 minutes to answer as many of the questions as they can.
- Reconvene large group and review answers. Ask teams to grade their own quizzes on the honor system. (Answers and brief explanations are included in the RM.)
- Tabulate team quiz scores and aggregate with the HIV/AIDS True/False Part 1 from Session 16.
- Provide a small prize for the team that answered the most questions correctly. (*Optional*)

HIV/AIDS True or False—Part 2 Answers & Explanations

1. Most teens report that they used a condom the last time they had sex. TRUE FALSE
Among high school students who were currently sexually active, 82% reported that either they or their partner had used a condom during last sexual intercourse.¹
2. The average time from when someone is exposed to HIV to when they first show signs or symptoms is 8 to 10 years. TRUE FALSE
After the initial flu-like symptoms that some people infected with HIV experience, most do not experience any other visible symptoms for 8-10 years.²
3. Today, HIV is acquired in 3 ways: TRUE FALSE
-Sexual intercourse with an infected person
-Blood-to-blood contact (mostly sharing needles and injection equipment)
-From infected mother to child during birth or through breastfeeding

HIV/AIDS True or False—Part 2

TEAM: _____

1. Most teens report that they used a condom the last time they had sex. TRUE FALSE
2. The average time from when someone is exposed to HIV to when they first show signs or symptoms is 8 to 10 years. TRUE FALSE
3. Today, HIV is acquired in 3 ways: TRUE FALSE
-Sexual intercourse with an infected person
-Blood-to-blood contact (mostly sharing needles and injection equipment)
-From infected mother to child during birth or through breastfeeding
4. About 1 out of every 4 new HIV infections reported in the U.S. are among persons under 22 years old. TRUE FALSE
5. HIV causes AIDS. TRUE FALSE
6. Breast milk of HIV positive women contains HIV. TRUE FALSE
7. Being "HIV positive" is the same thing as having AIDS. TRUE FALSE
8. Symptoms of late stage HIV infection include: TRUE FALSE
-Persistent, unexplained fatigue
-Soaking night sweats
-Shaking chills or high fevers
-Swelling of lymph nodes
-Chronic diarrhea
-Persistent headaches
9. Douching after sex reduces the risk of HIV infection. TRUE FALSE
10. You can catch HIV by touching saliva (spit), tears, or sweat. TRUE FALSE
11. You have to be gay to get HIV. TRUE FALSE
12. Doing drugs or drinking alcohol can increase your chance of getting HIV. TRUE FALSE
13. You can get HIV from sharing needles and other works to inject drugs. TRUE FALSE
14. There are medicines to cure HIV. TRUE FALSE

For syringes and new very rarely in infected blood or before or during

FALSE

ages of 13-29;

FALSE

one drink are called and help your body fight heavy to get sick. 500 to 1,500 per cubic cm. Even if your CD4

Answers to HIV/AIDS Quiz

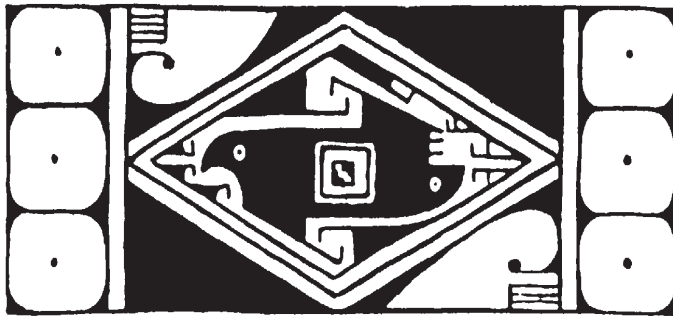
1. Most teens report that they used a condom the last time they had sex. **TRUE**
2. The average time from when someone is exposed to HIV to when they first show signs or symptoms is 8 to 10 years. **TRUE**
3. In the United States today, HIV is acquired in 3 ways: Sexual intercourse with an infected person; Blood-to-blood contact (mostly sharing needles and injection equipment); and from infected mother to child during birth or through breastfeeding. **TRUE**
4. About 1 out of every 4 new HIV infections reported in the U.S. are among persons under 22 years old. **TRUE**
5. HIV causes AIDS. **TRUE**
6. Breast milk of HIV positive women contains HIV. **TRUE**
7. Being “HIV positive” is the same thing as having AIDS. **FALSE**
8. Symptoms of late stage HIV infection include: persistent, unexplained fatigue; soaking night sweats; shaking chills or high fevers; swelling of lymph nodes; chronic diarrhea; and persistent headaches. **TRUE**
9. Douching after sex reduces the risk of HIV infection. **FALSE**
10. You can catch HIV by touching saliva (spit), tears, or sweat. **FALSE**
11. You have to be gay to get HIV. **FALSE**
12. Doing drugs or drinking alcohol can increase your chance of getting HIV. **TRUE**
13. You can get HIV from sharing needles and other works to inject drugs. **TRUE**
14. There are medicines to cure HIV. **FALSE**
15. Each year, the number of women diagnosed with HIV grows more than the number of men diagnosed with HIV. **TRUE**
16. Getting HIV is a death sentence. **FALSE**
17. Having an STD makes you more at risk for HIV. **TRUE**
18. HIV weakens your immune system so your body can’t fight against infections. **TRUE**
19. You can get HIV by sharing a razor or toothbrush with someone who is HIV positive. **TRUE**
20. Women are more easily infected with HIV by men than men are infected by women. **TRUE**
21. An HIV positive man with an undetectable viral load cannot transmit HIV. **FALSE**
22. There will probably be a vaccine for HIV/AIDS pretty soon. **FALSE**
23. It’s possible to get HIV from a blood transfusion today in the U.S. **FALSE**
24. Many cases of HIV/AIDS have been from female-to-female sexual transmission. **FALSE**
25. Current U.S. national guidelines recommend that everyone between the ages of 13 and 64 be screened for HIV. **TRUE**

Optional: Match-Mismatch

If you have time during today's session—or in a later session—this is another fun and interactive activity that checks for understanding regarding the body fluids that can transmit HIV and the points of entry for HIV.

15-20 minutes, large group activity, adult co-facilitator

- Before the session begins, cut out HIV/AIDS Match-Mismatch cards (in RM) and shuffle each set of colored cards separately.
- Divide the students into two groups. Have them form two lines facing each other
- Give each person in one line a green square and each person in the other line a pink square.
- The first person in each line will hold up their squares, examine the match, and determine whether HIV could be passed through that particular exchange. For example, if one person's card says "MOUTH", and the other person's card says "TEARS", this would be a mismatch (since HIV is not passed in one's tears and therefore getting an HIV+ person's tears in another's mouth would not transmit HIV).
- Ask other students to correct any misinformation.
- Repeat the process down the line.
- Lead a discussion. Was this an easy exercise? Or are there still misperceptions about transmission? Were students able to correct each other?



3. "This Can't Happen to Me" Role play

20-30 minutes, small groups of 4, adult co-facilitator

- Divide students into groups of 4 and assign each person in each group a specific role to play (Marco, Abby, Joshua, or Kelsey).
- Set the stage by sharing the back story:

Marco and Abby have been going out and having sex for several months. Things have gotten pretty serious lately, and they've even talked about getting married. They decide they should both get tested for HIV. Today is the day they get their test results. Marco does not know Abby's test result and Abby does not know Marco's.

Joshua is Marco's best friend and Kelsey is Abby's best friend. They are here to support them if they need to talk through things or have questions about HIV/AIDS.

- Refer students to “This Can’t Happen to Me” in the PM. Instruct them to read only the information for the character they have been assigned. Give them time to read their parts.
- Once everyone has finished reading their parts, give HIV test results to the students playing the parts of Abby and Marco.
- Tell the groups they will have about 15 minutes to perform their role plays.
- The facilitators should “float” from group to group, observing the process and providing input.
- Call time after about 15 minutes and have the students playing the roles of Kelsey and Joshua lead their groups in a discussion using the questions on their sheets.
- When each group has processed the discussion questions, come back together and ask each group to share their reactions to the activity with the entire group.

“This Can’t Happen to Me” Role Play
Marco’s Part

The Story:
You and Abby have been going out and having sex for several months. Things have gotten pretty serious lately, and you’ve even talked about getting married. You decide you should both get tested for HIV. Today is the day you get your test results. You do not know Abby’s test results and she does not know yours. If you need to talk through things or have questions about HIV/AIDS, your best friend Joshua is here to help you.

Before the Role Play:

- You will receive your HIV test results.
- Read the discussion questions on the bottom of your test results and think about the answers before you talk to Joshua or Abby.

During the Role Play:

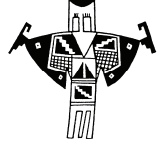
- Kelsey (Abby’s best friend) will tell you when it’s time to start the role play.
- Start by talking to Joshua or Abby. Tell him or her what your HIV test results are.

Ending the Role Play:

- The role play ends when you and Abby have made decision about your future.

After the Role Play:

- Joshua and Kelsey have some questions to discuss with the group.



NOTE: A version of this role play, acted out by Native students, is available at: <http://www.youtube.com/user/Nativestand7#p/u>

4. Personal Story of Someone Living with AIDS

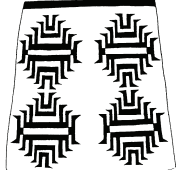
Option 1—Guest speaker available

30-35 minutes, lecture, large group discussion, adult co-facilitator

- Introduce speaker.
- Ask speaker to share his/her story. If the speaker is shy or the students are not asking many questions, refer them to the Interview Guide located in the PM.
- Students and co-facilitators can ask questions. Moderate the discussion carefully.
- Thank speaker. Provide with small gift (*optional*).
- Debrief with students:
 - ◇ What questions or concerns do they have?
 - ◇ Does hearing the personal story of someone with HIV/AIDS make them question their own behaviors?
 - ◇ Does it make them plan to do things differently?

**Person Living with HIV/AIDS
Interview Guide**

1. Tell us a little bit about yourself including how long you have known your HIV status.
2. Tell us about your life before you knew you had HIV.
3. Do you know when you contracted HIV? Was it with a particular partner or during a certain time in your life? Tell us about that.
4. How did you decide to get tested?
5. Tell us about your experience getting tested. Where did you go? What was the test like? How did you find out your status?
6. How did you feel when you found out you were HIV positive? Who did you tell?
7. How has your life changes since finding out you were HIV positive? How often do you go to the doctor? Do you take medications?
8. What is your life like now? How is your health? How have your relationships with other people changed?
9. What is one thing you wish you knew before you contracted HIV?
10. What is one word of advice you would give to young people about taking care of their health?



Option 2—Video (No guest speaker available)

30-35 minutes, video, large group discussion, adult co-facilitator

- Show one of the following videos:
 - ◇ Living with HIV/AIDS (Longhouse Media/Native Lens), available at: <http://www.youtube.com/user/Nativestand7#p/u>
 - ◇ Show one or more (or sections) of a video at The Positive Project: www.thepositiveproject.org. You can search videos by several characteristics, including race/ethnicity and topic of discussion.
- Debrief with students:
 - ◇ What questions or concerns do they have?
 - ◇ Does hearing the personal story of someone with HIV/AIDS make them question their own behaviors?
 - ◇ Does it make them plan to do things differently?

5. Closing

3-5 minutes, large group lecture, adult co-facilitator

- Refer Student to the Resources List in the PM.
- Preview Next Session: Field trip to local health clinic.

Ask:

- ◇ Have you ever been to the health center where we will visit?
 - ◇ Have you ever been there on your own (without a parent or guardian)?
 - ◇ Have you ever been there for an STD test or birth control?
 - ◇ What was that visit like for you?
 - ◇ How were you treated?
 - ◇ Were the staff youth friendly?
 - ◇ Was the clinic youth friendly?
 - ◇ Would you recommend that clinic to your friends?
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today's session and activities.
 - Adjourn.

RESOURCES

AIAN Resources

Centers for Disease Control & Prevention: HIV/AIDS Among AIAN
<http://www.cdc.gov/resources/factsheets/9/04/aiian.pdf>
Factsheet on HIV/AIDS in Native Americans from the CDC.

I Know Mine

<https://www.iknowmine.org>

I Know Mine is an STD/HIV prevention project of the Alaska Native Tribal Health Consortium. Its website has factsheets, quizzes, a clinic locator, digital stories, condoms, posters, brochures, and more.

Indian Health Service HIV/AIDS Program

<http://www.ihs.gov/MedicalPrograms/HIV/AIDS>

Links to HIV/AIDS resources and information relevant to AIAN.

National Native American AIDS Prevention Center

<https://www.nnaapc.org/programs/aiian-youth-media.html> NNAAPC helps organizations that serve Native communities to plan, develop and manage HIV/AIDS prevention, intervention, care, and treatment programs. This link is to NNAAPC's HIV Prevention Media, Curricula, and Resources for Native youth.

Project Red Talon

http://www.oregon.gov/health/epidcenter/project/project_red_talon

Project Red Talon is the HIV/AIDS Project of the Northwest Portland Area Indian Health Board. Culturally appropriate brochures, posters, and other educational materials available for download.

General Information

Amplify Your Voice: HIV

<http://www.amplifyyourvoice.org/issues/hiv>

Amplify is an online community dedicated to sexual health, reproductive justice, and youth-led grassroots movement building. A project of Advocates for Youth.

Avert: What is AIDS?

<http://www.avert.org/aids.htm>

AVERT is an international HIV/AIDS charity. Good and easy-to-read basic information.

Teen Source: What is HIV?

http://www.teen-source.org/pages/3026/Human_ImmunoDeficiency_Virus_HIV.htm

An educational resource for teens and young adults on healthy and responsible sexual lifestyles. Developed by the California Family Health Council.

TeenTalk

<http://www.plannedparenthood.org/teen-talk>

A teen-friendly sexual health website developed by Planned Parenthood.

NOTES