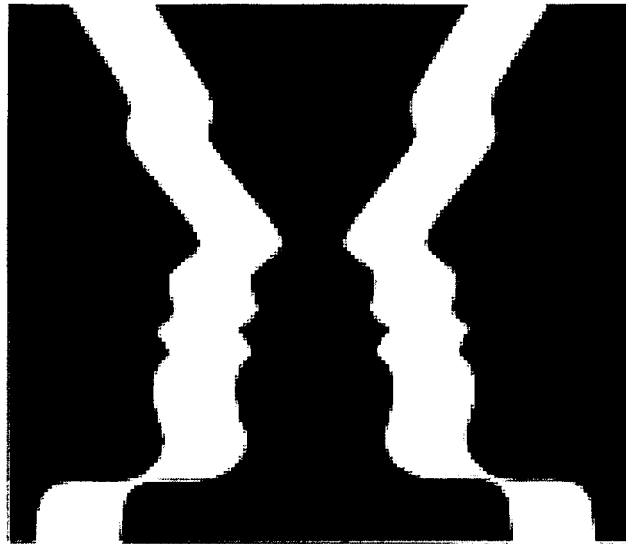


HIV 101



FACE TO FACE

SONOMA COUNTY AIDS NETWORK

Stats

- In U.S. there are approximately 50,000 new cases of HIV per year.
- In California approximately 8,000 new cases per year
- In Sonoma County approx. 30-50 new cases per year
- Since 1981 almost 1200 Sonoma County residents have lost their lives to HIV/AIDS related conditions
- Latinos have one of the highest rates of new infections in Sonoma County.
- In Sonoma County African Americans are 2% of the population but 4% of the HIV positive population.
- In California Latinos are 14% of the population in but 21% of new infections

Worksheet:
HIV AND AIDS - CHECKING WHAT YOU KNOW

Directions: Mark T for TRUE and F for FALSE on the blank next to the statement.

- ___ 1. HIV is the virus that causes AIDS.
- ___ 2. Being HIV infected and having AIDS are the same thing.
- ___ 3. A person can have HIV in their body and still look and feel well.
- ___ 4. If a person tells you they do not have HIV, you can be pretty sure that it's OK to have unprotected intercourse with them.
- ___ 5. The main ways HIV gets into a person's body are: unprotected intercourse (anal, vaginal, or oral), sharing needles or drug works, and an infected mother passing it to her baby during delivery or through breastfeeding.
- ___ 6. HIV is spread when the virus in one person's sweat, tears, or saliva comes into contact with another person's body.
- ___ 7. The law says that a drug store may ask teens for proof that they are 18 before selling them condoms.
- ___ 8. A bit of lubricant inside the condom gives many guys more feeling during intercourse.
- ___ 9. Lubricants such as petroleum jelly, hand lotion, and baby oil damage latex condoms and make them break more easily.
- ___ 10. A person can avoid getting HIV by not having intercourse (anal, vaginal, or oral), and not sharing needles.
- ___ 11. Condoms enable many guys to "last longer" before they ejaculate (come) during intercourse.
- ___ 12. If a girl is on the pill, she is also protected against HIV.
- ___ 13. Two guys who have anal sex without a latex condom have a higher chance of transmitting HIV than a guy and a girl who have anal sex without a condom.

Answers:

HIV AND AIDS - CHECKING WHAT YOU KNOW

1. TRUE.

HIV, Human Immunodeficiency Virus, is the virus that causes AIDS. AIDS stands for Acquired Immune Deficiency Syndrome. It is a condition that damages a person's ability to fight off common infections. A person develops AIDS after being HIV-positive; however, a person can live many years with HIV before becoming diagnosed with AIDS.

2. FALSE.

Being infected with HIV and having AIDS are very different. Being HIV infected (or HIV-positive) means that you have a virus that may progress to the condition known as AIDS. Having AIDS means that your immune system has been compromised to the point of not being able to protect you from illness or disease. A person does not die from AIDS. AIDS weakens the immune system so that a person may die from illnesses their body would normally fight off, like pneumonia and certain types of cancer.

3. TRUE.

People can be infected with HIV and look and feel perfectly healthy. They may have no symptoms at all for many years. People who are infected with HIV may not know that they are infected and may not realize that they can infect other people with the virus.

4. FALSE.

People may tell a partner that they do not have HIV because they do not know that they are infected. People can only know for sure if they have (or don't have) HIV by taking an HIV test.¹ Many people don't take the test because they feel healthy, do not realize they've engaged in risky behaviors, or are afraid to find out the results. If people don't want others to know, they can also lie.

5. TRUE.

Many sexual activities are risk-free. The more common ways to become infected with HIV are through unprotected intercourse (anal, vaginal, or oral), sharing needles or drug works, from an infected pregnant woman to her fetus during pregnancy or to her baby during delivery or while breast-feeding.

6. FALSE.

Fluids such as sweat, tears, and saliva do not contain enough HIV for transmission. Blood, semen, vaginal fluid, and breast milk do. Transmission can occur when the virus in any one of these four fluids from an infected person's body get into another person's blood. Common behaviors between teens or adults that transmit infection include penetrative sexual contact and IV needles used to inject drugs.

¹ An HIV test may not reveal recent infections. It is recommended that a person speak with an HIV counselor to determine if further testing is needed.

7. FALSE.

A person of any age is allowed to buy condoms. That's the law.

8. TRUE.

Many guys prefer to use lubricated, latex condoms or put extra water-based lubricant on their penis before rolling on the condom. They say they get more sensation this way than when using a dry condom.

9. TRUE.

Commonly used oil-based lubricants, like petroleum jelly, hand lotion, baby oil, and cooking oil break down the latex of the condom and cause the condom to weaken or break. Only water-based lubricants, like K-Y Jelly or contraceptive gel should be used with condoms.

10. TRUE

Intercourse (anal, vaginal, or oral) without the use of protection like a latex condom or dental dam can pass HIV from the infected person to his/her partner. Other sexual activities a couple might do (such as kissing, tongue kissing, fingering, hand jobs, rubbing) are basically safe, as long as there is no blood present.

11. TRUE.

The fact that a condom may delay ejaculation is an important advantage for couples that are bothered by quick ejaculation during intercourse.

12. FALSE.

The birth control pill protects against pregnancy, not HIV. If a person has intercourse, a latex condom is needed for protection against HIV and other sexually transmitted infections.

13. FALSE.

It's the behavior (in this case, anal sex without a latex condom) that causes the risk for HIV, not whether the people are homosexual or heterosexual.

AIDS

Acquired

Immune

Deficiency

Syndrome

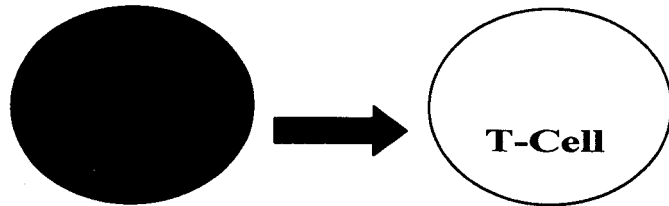
HIV

Human

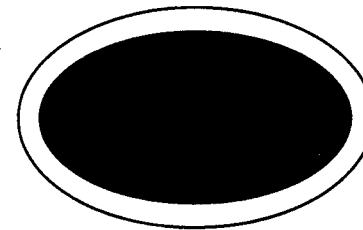
Immuno-Deficiency

Virus

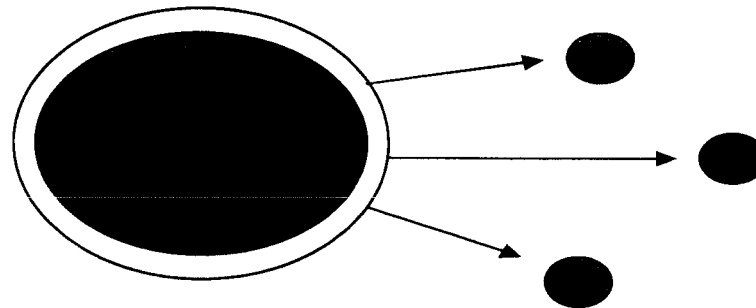
HOW HIV AFFECTS THE BODY



1. The HIV seeks-out and attacks the T-Cell. T-Cells are the part of our immune system that fights off disease and sickness.



2. The HIV destroys the inside of the T-Cell. Outside it still looks like a healthy T-Cell. Eventually, the cell will die.



3. HIV replicates itself throughout the body by shedding particles that attack other T-Cells and then become HIV.

Tcells 800-1000 ml per Drop of blood

If you get >200 tcell or you have an opportunist inf it becomes AIDS

Non-Infectious Fluids

- **Tears**
- **Sweat**
- **Vomit**
- **Feces**
- **Urine**
- **Saliva**

Infectious Fluids

- **Blood**
- **Semen**
- **Vaginal Fluids**
- **Breast Milk**

Risky Situations

Sex

- Oral
- Vaginal
- Anal
 - Receptive
 - Penetrative

Other Risky Situations

Needles

- Tattoos
- Piercing
- Drugs

Other

- Drug Straws
- Blood Transfusions
- Breast Feeding

Alcohol and Drugs

- When people are drunk or high they do things they would not normally do.
- You may put on the condom wrong
- You may forget or decide you do not need a condom
- Alcohol is associated with violence and sexual assault

Risk Factors for Latinos

- Access to Health Care and Prevention is limited and sometimes not culturally competent
- Lower levels of education and literacy
- Fear of I.C.E./Deportation may cause people not to access services
- Isolation and need for intimacy
- Economic struggles which sometimes lead to sex work
- Constant mobility (less likely to be tested)
- Homophobia within any culture (shame is not a tool of behavior change)
- Stigma of HIV or “el cancer”
- Separation from friends, family and usual sexual networks (use of sex workers)
- Using needles for Drugs/to inject vitamins and anti-biotics
- Use of alcohol/drugs to cope with above issues

Risk Factors for Women

- Economic Dependence
- Domestic Violence
- Patriarchy (male domination/power dynamics in media, relationships, medical and legal institutions)
- Sexual Assault
- Taking care of family/partner before taking care of self

Risk Factors for Transgenders

- more common for MTF to be at risk of HIV
- hormones: paying for them and injecting them
- sex work (for MTF it can reinforce a sense of being beautiful, wanted and feminine)
- health care and prevention programs not culturally competent or sensitive (ie, **Transgenderism still considered a psychological disorder**)
- Low self-esteem
- Can't get legal work due to stigma (aren't "normal")
- Compared with population at large, TG folk are more likely to be incarcerated, to experience violence, to be in poverty and to use drugs/alcohol

What can we do?

- Create more access to health care and prevention for the Transgender community, People of Color and Women
- Ensure that prevention and health services are culturally competent
- Utilize cultural values within prevention (ie, *Machismo* and *Famialismo* are values of responsibility not domination or submission)
- Advocate for policies that enable marginalized groups to have access
- Support programs that create economic opportunities and community building within marginalized communities
- Challenge racist, transphobic, homophobic and sexist policies, comments, and conditions

Keeping it Safe

There is no such thing as safe sex, only safer sex.

Sex

- Condoms
- Dental Dams
- Masturbation
- Abstinence
- Being sexual without having sex


Needles and Drugs

- Needle Exchange
- Abstinence

CONDOMS

Where should you keep your condoms?

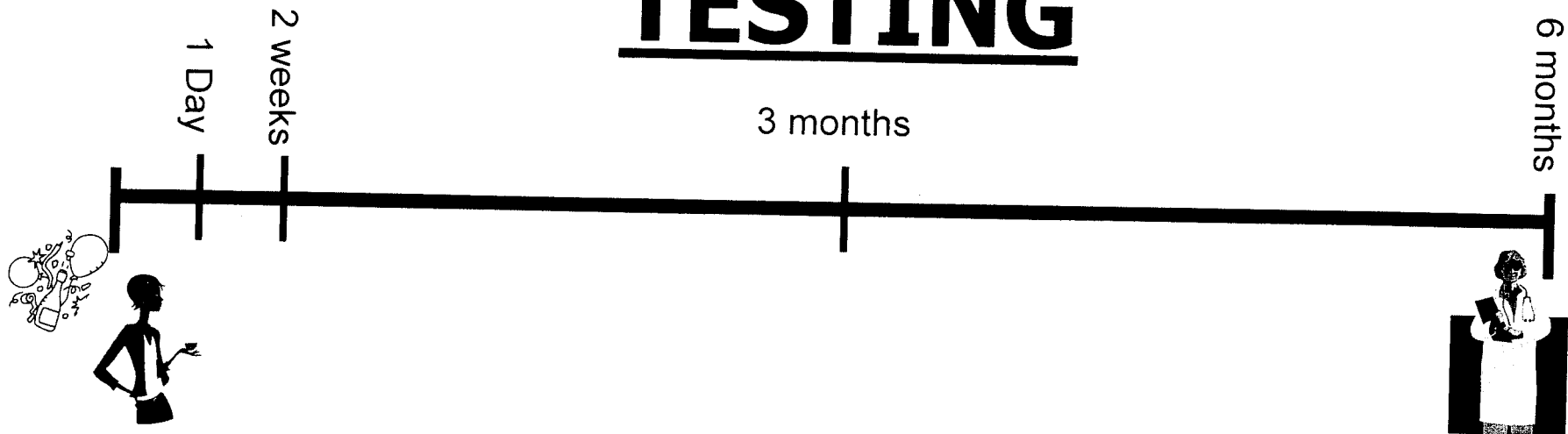
- In room-temperature
- In a drawer
- In your pocket

DO NOT leave your condoms in places such as your car or wallet. 

JUST WEAR IT.

1. Check to make sure there are no holes
2. Check the expiration date
3. Open the condom with your fingers and NOT your teeth
4. Make sure the condom is on the right way (the sombrero)
5. Pinch the tip while you roll it down
6. When you are done, hold the bottom ring of the condom while you pull out.
7. Do not put used condom in the toilet.

TESTING



The “window period” is the time it takes for an STI to show up on a test. For HIV the window period is three to six months. However:

- A person can pass on HIV within 24 hours.
- The soonest HIV will show up on a test is two weeks.
- About 90% of the population will show positive for HIV within three months but to be 100% you should wait a full six months to get tested.

Concerns About Testing

"I don't like needles"

To get a full STI check you do need to take a blood test. However, You can get an HIV test without a needle. It is simply an oral swab.

"I am not sure I want to know"

The best way to protect yourself and your partners is to know your status and theirs.

"I don't want my family or anyone to know"

There are two kinds of tests. Confidential tests which do require you to give them a name and Anonymous tests in which you are simply known by a number. However, even confidential tests are kept secret.

You do not need your parents permission to get a test

"I can't stand the thought of waiting for my results"

You can get and HIV test that takes only 20 minutes to get the results.

"It costs too much money"

There are low-cost and even free clinics that will do HIV and STI testing for you.

CLASS
4

Using Refusal Skills

Synopsis

Class 4 quizzes students on refusal skills and uses role plays to practice using these new skills in difficult situations.

Preparation and Materials

- ▶ Review Appendix A, How to Use Role Plays.
- ▶ Review Appendix B, Skills Overview.
- ▶ For each student, copy **Refusals** (Quiz 4.1).
- ▶ Make 2 copies of the scripted version of **At a Party** (Scripted Role Play 4.2).
- ▶ For each student, have a copy of **At a Party** (Role Play 4.3).
- ▶ For each student, copy **Observer Checklist** (Form 4.4).
- ▶ *Optional:* Have ready *Role Play* cards from the Activity Kit.

Outline of Activities

Activity	Time	Materials
Refusals Quiz	10 min.	<input type="checkbox"/> Refusals (Quiz 4.1)
Difficult Refusals	5 min.	<input type="checkbox"/> None
Demonstrate Role Play	5 min.	<input type="checkbox"/> At a Party (Scripted Role Play 4.2) <input type="checkbox"/> Observer Checklist (Form 4.4)
Role-Play in Small Groups	15–30 min.	<input type="checkbox"/> At a Party (Role Play 4.3) <input type="checkbox"/> Observer Checklist (Form 4.4) <input type="checkbox"/> <i>Role Play</i> cards (optional)

Activities

Refusals Quiz

1. Distribute **Refusals** (Quiz 4.1). Allow 5 minutes for students to complete.
2. Have students correct their own papers. Discuss each statement, asking volunteers to describe why it does or does not meet the guidelines for a clear refusal statement.
3. Ask students to recall the 5 characteristics of an effective refusal statement. List them on the board.

Difficult Refusals

1. Tell students that you want their ideas about things their friends might say to them that make saying no more difficult. Ask them to get out a piece of paper and write 1 or 2 “lines” that boys or girls they know might use to convince them to do something they don’t want to do—cut a class, lend their nicest clothes, go out somewhere, have sex or have unprotected sex. Suggest a couple of lines. For example, “You would if you loved me” or “Try it, you’ll like it!” Give them a few minutes to complete responses to the lines.
2. In the full group, read the lines. Have volunteers share effective responses to each statement. Use several lines on the same student to show how they can just repeat the refusal over and over without having to think up new ways to say no.

Demonstrate Role Play

1. Recruit students to act out both parts of the script **At a Party** (Scripted Role Play 4.2). Explain that they will need to pay attention to the verbal and non-verbal skills as they watch the actors. Give them a copy of the **Observer Checklist** (Form 4.4) to use to indicate which behaviors the actors used. Or, assign observers a specific behavior to watch for in the role play.
2. After actors have read and demonstrated the role play, ask them how they felt about their roles. Review the skills that were used. Ask observers for examples of:
 - saying no
 - body language that said no
 - repeated refusals
 - suggesting an alternative
 - relationship building

Note to the Teacher

It is important to help groups “get going” with the role plays. It may be necessary for the teacher to designate who in each group will start the scripted and unscripted roles and to guide the role-play process.

During the role plays, walk around the room to assess how students are using the skill. You may offer coaching if students are stuck or are using the skill incorrectly.

Time each round of practice and tell students when to pass their cards for the next round. Once students become more familiar with this type of practice, you can allow each group to monitor the rounds.

- 4.** When groups are finished, have students return to the full group and discuss the experience. Explain that their comfort working like this in small groups will increase each day as the process is repeated throughout the unit.

Use the following points to guide discussion:

- Identify feelings that came up about using the skill during the practice. What was easy? What was difficult?
- Discuss how this situation was or wasn't similar to real life.
- Discuss any barriers to using the skill. Have students identify ways to overcome these barriers.
- Ask what left the biggest impression as a result of the role play.
- Ask students to identify how they will use the skill in the next week with their friends.

Refusals

1. Write 1 statement for each of the following that includes at least 2 elements of an effective refusal.

C'mon, you don't have to go home yet. It's not that late. Your mom will understand.

You've said you love me. Now I want to show you that I love you—let's make love.

2. Put a check mark beside statements that follow at least 1 guideline for effectively saying no.

_____ No, I don't trust you.

_____ Well, I don't know. Probably not.

_____ No, thanks. I don't want to go to that party. Why don't we go to the movies instead?

_____ Why don't you go ask someone else?

_____ I don't think we should be doing this.

_____ No, not now. Let's watch TV instead.

_____ But you promised you wouldn't ask me that.

At a Party

Setting the Stage:

You are at a party with someone you like and have gone out with a few times. The party is at a friend's house and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party. Your date speaks first.

Person 1: Let's get out of here so we can talk—it's too crowded.

Person 2:

Person 1: I just want to be with you. This is our chance.

Person 2:

Person 1: I've been looking forward to this night with you—please don't spoil it.

Person 2:

Person 1: If I'd known you'd be like this, I wouldn't have come here with you.

Person 2:

Person 1: I really thought you were going to be a lot of fun.

Person 2:

Person 1: Don't worry. I'm not going to do anything. C'mon, let's go.

Person 2:

Name: _____

Date: _____

Observer Checklist Refusals

ROLE PLAY #

BEHAVIOR	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						