



## Session 1

# Getting the Language of HIV and STIs

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1:1	Introductions	<i>20 min</i>
1:2	What Are the Facts about HIV/AIDS and STIs?	<i>20 min</i>
1:3	High Risk Situations	<i>20 min</i>
1:4	Feeling Situations	<i>20 min</i>
1:5	You Can Never Tell	<i>15 min</i>
1:6	Future Dreams	<i>15 min</i>

# street smart

## Session 1: Getting the Language of HIV and STIs

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### Objectives:

1. Participants will become familiar with HIV/AIDS and STI terminology.
2. Participants will acquire a basic understanding of HIV and STIs and the routes of transmission.
3. Participants will learn how much of a threat HIV and STIs are to them.
4. Participants will envision a positive future in which to make plans to reach life goals.

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### Rationale:

A basic assumption in this session is that knowing the facts about HIV/AIDS is essential, because this knowledge allows a person to protect himself/herself and others. Furthermore, understanding HIV/AIDS allows people to monitor their own effectiveness at implementing HIV intervention strategies.

Even though many youth are now quite informed about HIV/AIDS, facilitators need to know existing misinformation and gaps in HIV, STI, and sexual health knowledge. Facilitators need to assess their participants' knowledge early on, in order to guide the sessions accordingly.

The participants will acquire current information about HIV/AIDS, its transmission and assessing how great the risk for HIV is for the each of them. Then the participants will be in a better position to determine the pros and cons of getting an HIV test. This training encourages participants to envision a future achieving the goals they have set. Emphasis is placed on the youths' potential for success and happiness, and how they can reach these goals.

The main point of this session is to help the participants identify HIV/AIDS and STIs as real threats to themselves.

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## **Procedures:**

1. Introduce the Street Smart program, have participants introduce themselves, set ground rules, and learn about using the Feeling Thermometer and tokens.
2. Play the “Be Smart About HIV/AIDS and STIs” game, which consists of two teams trying to answer basic questions about HIV/AIDS and STIs. The back of the card has the right answer.
3. Role-play a scene (Rose and Richard) and elicit the group’s level of understanding of issues related to HIV/AIDS and STIs.
4. Have participants generate situations in which each would feel high discomfort, moderate discomfort, low discomfort, and no discomfort. Use volunteers to model this task for the group, with the help of the facilitators.
5. Have participants pretend they are at a party, selecting a sex partner. Using prepared name-tags, a small star or square indicates that two of the people are HIV-positive or have an STI. Demonstrate how transmission is made to those who have contact with initially uninfected persons.
6. Help participants examine what they are doing now to use their strengths and resources in moving toward their dreams of a happy life.

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## **Materials:**

Goals of Street Smart

Lottery prize

Tokens

Feeling Thermometer poster

Ground Rules newsprint

Newsprint and marking pens

HIV, AIDS, and STI Fact Cards-questions on the front, answers on the back

Handouts of HIV/AIDS questions and answers

Rose and Richard script

Feeling Thermometer Worksheet

Feelings and Emotions Word List

Name-tags

(Everyone will write their names on the available nametags at the beginning of the session. On two of the blank nametags, put a small star in the corner. On two others, put a small square.)

## **Exercise 1: Introductions (20 minutes)**

Welcome to Street Smart where we are working on protecting ourselves against HIV and on leading the life we want for ourselves.

Let's go around and introduce ourselves. Tell us your name and the kind of job or role you would like to have in three years.

Don't make it long, just say, "I'm Charles and I want to be a teacher."

I'll start, I'm \_\_\_\_\_ and in three years I want to \_\_\_\_\_.

***Have everyone give their name and what they want to be.***

Very good. Thank you.



***Hand out tokens of appreciation to everyone.***

These are tokens of appreciation.

We use them a lot to show group members how much we appreciate their contributions to the group.

So, if you appreciate someone else's comment or action, please give them a token.

You must say something to the other person when giving a token. It is important to hand the token directly to the other person.

The idea is to share positive feelings with others by distributing your pile of tokens by the end of the session.



***Put up "GOALS OF STREET SMART." (Also see end of session.)***

During these sessions, we will focus on the feelings and thoughts that lead to unsafe actions.

For example:

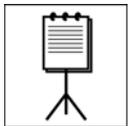
You are drunk and meet this really sexy guy; he wants to play sex.  
You want to have a boyfriend.  
You go ahead and have unprotected sex.

This kind of situation happens often.

The goals of Street Smart are to help you stay safer, especially in high-risk situations. We will give you the tools, information, and practice to help you keep yourself safe. Our goals are to help you:

1. Practice safer sex, like monogamy or sticking to one partner, using condoms correctly every time you have sex, and practicing abstinence.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

We are committed to making sure that this is a safe place to share feelings and thoughts, try out new approaches, give feedback to each other, and work together.



***Put up "FEELING THERMOMETER POSTER." (Also see end of session.)***

First, I want to know how comfortable you feel right now.

Here is a Feeling Thermometer. This is a way that you can monitor your feelings.

You can see that being the most uncomfortable is 100 and being very comfortable is 0.



***Have participants look at the Feeling Thermometer Poster and have them indicate where they are on the thermometer.***

Thank you.

It is quite natural for people to feel uncomfortable at the beginning of meeting together.

It is important to stay in touch with how much comfort or discomfort you are feeling, and what those feelings mean.

People experience different levels of comfort and discomfort for different situations and reasons.

***Hand out the " FEELING THERMOMETER WORKSHEET." (See end of session.) Tell the kids you will use the Worksheet to guide a discussion.***

**Tell them they can fill in the Worksheet if they want to, but they do not have to.**

OK, using the Feeling Thermometer, let's figure out which situations are uncomfortable. A very high discomfort level is 100. A rating of 0 indicates no discomfort - therefore you feel completely comfortable. Let's figure out what situations are high and low in discomfort for you.

Don't worry about the feelings or bodily reactions - we will talk about that later. Let's just focus on the situations.

I want you to think of a situation where you would feel 100 - the most discomfort.

If you want to you can write a word or two by the 100 on the Feeling Thermometer so you know what it is about. Otherwise, just keep the situation in your head for a few minutes.

For example, if not having a job were high for me, I'd write, "Not having a job."

Has everyone got the idea about picking a really uncomfortable situation?

***If the participants are having trouble choosing an uncomfortable situation, ask some probing questions about seeing someone you like at a party and who you also know uses drugs, going to a clinic to get tested for HIV, etc.***

Take a few minutes, think of a situation, and write it down if you like.

***Wait a few minutes. Then ask for a couple of group members to share the situation they thought of ~~read what they wrote.~~***

Who will share what they thought of ~~put down~~ for that one?



***Encourage two people to talk about their uncomfortable situations. Give them tokens.***

Thanks.

Now think of a situation that represents the 0 end of the scale for you.

It could be playing sports with friends, seeing a movie, listening to music, or many other things.

So think of a completely comfortable situation and write it down.



***Allow a few minutes. Then ask for a couple of group members to read what they wrote or describe what they thought of. Continue using tokens to catch someone doing something good.***

Who will share what they thought of ~~put down~~ for that one?

***Encourage two people to talk about their comfortable situations. By the time the session is over, everyone will have had a chance to volunteer.***

Thanks.

Our role as facilitators is to help you learn to stay safer.

That means we will give you many opportunities to practice.

Over the course of these sessions, we will be talking about many different situations that can put people at risk for HIV, STIs, and unwanted pregnancy.

We will be dealing with situations that put you at risk that you may have encountered, and some situations that you may have never encountered.

The idea is to incorporate all different experiences that can put you at risk, such as sex with persons of the opposite sex, sex with persons of the same sex, using and abusing alcohol and drugs, trading sex for food, drugs, money, or accommodations, and many others.

We don't expect that everyone will have the same experiences. We are all here to learn and help to keep each other safer.

One thing we will do to make it a safe place is to have ground rules.



***Put up "GROUND RULES" newsprint. (Also see end of session.)***

In order to work together as a group, we need some ground rules on how we want to be treated.

In order to learn new things, we all need to agree on some rules that will help build trust, encourage sharing, and develop the ability to work together.

What are some ground rules that would be good for us to have?

***Elicit some ground rules from group members. If members do not offer the rules that follow, add them to the list.***

The rules for Street Smart are:

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance.
6. Don't come when you are high from drugs or alcohol.

What other rules would you like to add?



***Encourage sharing and give out tokens. Catch someone doing something good.***

Great! Let's do the next exercise now.

**Exercise 2: What Are the Facts About HIV/AIDS and STIs?**  
**(20 minutes)**

Now we will talk about choosing safe friends and partners.

Why is this such an important topic?

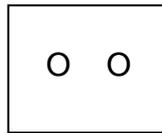
Well, AIDS is spreading among young people in Africa more than in any other age group. There are over 34 million people living with HIV/AIDS worldwide. Thirteen million of these people are young people living in Sub-Saharan Africa. There are about 10 million young people, ages 15 to 24, and almost 3 million children, 15 years and younger, living with HIV in Sub-Saharan Africa alone. That includes Uganda.

That means one of you in this group might be HIV-positive now or at high risk of becoming infected in the future.

Let me show you something.

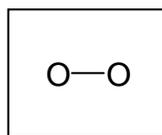


***In the middle of the newsprint, draw two circles.***

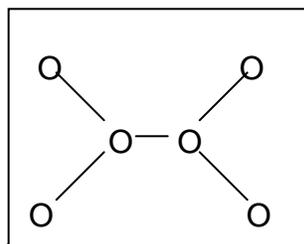


Let's say that each of these circles is young person, and they have sex.

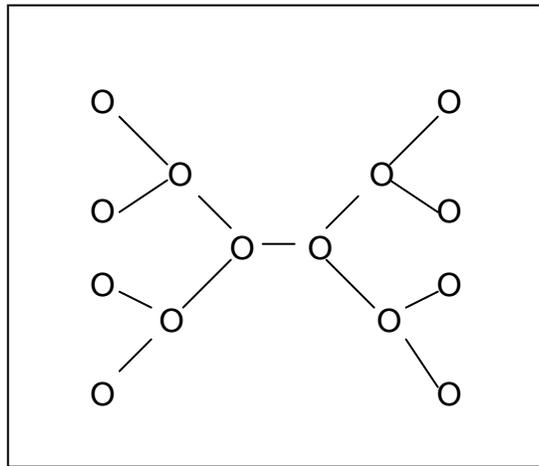
***Draw a line connecting the two circles to represent them having sex.***



Then they each have sex with two other people.



Then each of those four new partners has sex with 2 more people.



Can I have two volunteers to help me make these circles?

**Select two volunteers and have them draw two circles next to each of the last circles.**

One of you take the right side, and the other take the left side.

And each of the eight new partners has sex with two more people.



**Have the volunteers draw the circles and keep on going until the page is filled out like a big butterfly. Give tokens to the volunteers and have them sit down again.**

As you can see, every time you have sex you are not just having sex with one person.

In a way, you are having sex with everybody that your partner and your partner's partners have had sex with.

You are having sex with everyone on this page.

And you don't know what these people have been doing.

Let's illustrate this a little more.

Remember, the goal of today's session is to make you an expert on HIV/AIDS and STIs.

When it comes to HIV/AIDS and other Sexually Transmitted Infections, which we call STIs, the more you know and understand, the more you can make smart choices and control where you are going.

More and more we are learning that having an STI makes a person more vulnerable to HIV.

We want to make three main points about STIs.

First, just like AIDS, they can cause you serious harm, hurt your partner, and damage your child if you have an STI while pregnant.

Second, often there is no way to tell if you have one.

They sit inside you like a time bomb, and then one day they go off.

Third, they can make you vulnerable to HIV.

So that you know what your choices are, we want to make sure that you have the knowledge you need about STIs.

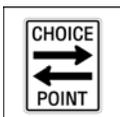
Some of the words may be hard to pronounce, but we'll do the best we can.

We are going to play the "Let's Be Smart About AIDS and STIs" game.

***Use the HIV, AIDS, and STI Fact Cards. (See end of session.)***

There will be two teams.

***Divide the group into two teams and have them line up facing each other.***



## **CHOICE**

***If the facilitators are pressed for time, allow team members to look for the answers on the Fact Cards and time each team for how long it takes for them to find the answer.***

I'll give a card to someone on Team A.

I will help Team A read the question on the card to the first person on Team B.

The person on Team B tries to answer it.

You can ask your team members for help if you want to - that's up to you.

After Team B gives an answer, the person on Team A who has the card will turn it over and read the answer written on the back of the card.

Then it will be Team B's turn. I will then help Team B read a question to someone on Team A.

Each team takes turns at asking a question.

Let's give tokens for good answers, good tries, and good support for each other.

What questions do you have about the game?

***Pass out the first card to the first person in line on the starting team. Have the first person in line on the opposite team answer the question. Make sure that the question side is up. Don't let anyone turn the card over until the other team has answered. Keep going down the line so that each person has had a chance to answer questions. Play until all the questions have been used up.***



***Give out tokens as the teams play.***

That was a great game.

Here are some copies of the questions and answers, which were on the cards.

***Pass out copies of the text of the cards. (Also see end of session).***

### **Exercise 3: High Risk Situations (20 minutes)**

I know that many of you already know a lot about HIV, AIDS, and STIs.

So today's goal is making you even more of an expert.

First, I want your opinion about this scene.

Who will play Rose and who will play Richard?



**Select volunteers and explain to them the scenario they will be acting out. Volunteers may either read from the script below, or come up with their own lines based on the scenario description. (See end of session.)**

Thank you.

While you two do the role-play the rest of us will observe.

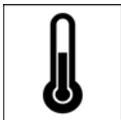
We will look for what emotions you are showing and how you handle unclear sexual situations.

#### **Select volunteer observers.**

You watch the face of Rose, and you watch the face of Richard. Look out for what emotions they might be showing.

You look for emotion in the voice of Rose and you Richard.

You watch the hands of Rose and you watch the hands of Richard. Body language can be a good way to figure out how someone is feeling.



Now, actors, remember we just talked about the Feeling Thermometer. Where are each of you on the Feeling Thermometer in terms of how you feel about doing this scene?

**Get Feeling Thermometer levels for both actors.**

Okay, let's do the role-play.



Rose and Richard

Scenario:

Rose: You like Richard and want to play sex with him. You just broke up with your boyfriend, Charles. You are pregnant with Charles' baby. You don't think you can catch an STI while you are pregnant.

Richard: Rose wants to play sex with you. She dated Charles. Charles dates many girls at once. You are worried about STIs but Rose convinces you that she doesn't have any.

Script:

Rose: Hey, do you want to play sex?

Richard: Aren't you still with Charles?

Rose: Not anymore, not after he found out I was carrying his baby. So, do you want to or not? I know a place down the road just for us.

Richard: But that guy has too many girlfriends. He probably has an STI.

Rose: Sure, sure, but I'm safe from STIs while I'm pregnant. Me and my baby are just fine. We don't even have to use kapira.

Richard: Well.... I guess so. Okay, let's go.

THE END

That was great!



**Encourage sharing of tokens.**

Where are your Feeling Thermometers now?



**Get Feeling Thermometer readings for both actors.**

What did each of you like about how you played that role?

**Elicit what aspect each actor liked about their performance.**

What would you have done differently?

**Elicit what each actor would have done differently.**

Observers, what feedback can we give our players?

First tell them what you observed about their emotions, body language, eye contact, etc.

Observers, what did you like about what the actors did, and what would you have done differently?



**Encourage discussion and share tokens.**

Thank you for your feedback.

The main point of this role-play is that HIV and STIs are a real threat to you, no matter what some people may tell you.

What was true or false about what you heard in the role-play?

What about the AIDS "facts" that Rose was telling Richard?

**Clear up any misconceptions and provide some basic facts about HIV and pregnancy. If group members do not recognize the incorrect "facts" from the role-play, make sure that you point them out.**

**The correct HIV/AIDS facts include:**

- **HIV can be transmitted during pregnancy.**
- **The mother can get it from an infected partner and pass it on to the baby before the baby is born, during labor and delivery, or after birth through breast-feeding.**

- ***There are medicines and other treatments that will help her to not pass HIV to her baby. The sooner a woman knows that she is pregnant, the sooner she can find out if she is HIV-positive. If she is infected, she can get the right kind of treatment to make sure she has a healthy baby.***
- ***Pregnant women with HIV can also pass it on to their partners if they have unprotected sex.***

What information about other STIs do Rose and Richard need to worry about?

***Briefly discuss that there are many STIs that can be transmitted through sex and some STIs can harm not only Rose, but her baby as well.***

## **Exercise 4: Feeling Situations (20 minutes)**

As we said at the start of today's session, the goals of Street Smart are to help you stay safer by focusing on the feelings and thoughts that lead to unsafe actions.

Recognizing feelings is an important first step.

If I am being pushed to have unsafe sex when I don't want it, and I don't realize in time how much discomfort I feel, I will have much more trouble getting out of the situation.

What are some difficult sexual situations you can think of?

***If no one comes up with any right away, suggest the following:***

Here are some situations that might create a feeling of discomfort:

Asking someone for a date.

Dealing with a sex partner who wants to have unsafe sex.

Refusing to smoke marijuana with a friend whose respect you want to keep.

In our little role-play, it seemed as if Richard was hesitant to have sex with Rose because he knew her previous partner had many other partners.

From what Richard was saying, where do you think his Feeling Thermometer was?

***Recap what was discussed after the role-play. Richard might have been feeling nervous so his Feeling Thermometer might have been high.***

***Show the Feeling Thermometer Poster again.***

Can everyone look at their Feeling Thermometer Worksheets again?

Earlier in the session we talked about 100 and 0 Feeling Thermometer situations.

Now think of a situation that fits at 75 on the Feeling Thermometer. Write it down or keep it in your head for a few minutes. Then find one for 25 on the Feeling Thermometer. Write it down also, or keep it in your head for a few minutes.

**Allow a few minutes.**

So everyone should have four situations - one at 100, one at 75, one at 25, and one at 0.

Now see if you can find a word that describes the emotions that went with each situation.

By emotions I mean things like sad, happy, angry, scared, and nervous. Often it is hard to think of emotion words.



**Hand out “FEELINGS AND EMOTIONS WORD LIST.” (See end of session.)**

Here is a list that might be helpful to you.

**Read a few examples from the list.**

Now pick the feeling that best fits what you experienced for each situation. You can write it down if you want to.

After you pick the feeling, go to the next column and ask yourself, “What is going on in my body during these situations?”

For example, in some heated situations, you might feel a tightness in your throat or your mouth becomes dry.

Who can give me some other bodily reactions that people have during different types of feeling situations?

**Elicit responses such as sweaty hands, fidgety fingers; stomach feelings such as nausea, jumpy, tight, in knots; feelings in your legs such as weak, twitching; neck and shoulder aches; facial responses such as blushing, forehead sweating, jaw clenching, tears, etc. If participants have a hard time coming up with the above ask specific questions such as: “What might you be feeling in your stomach? Your neck and shoulders? Your face? Your legs? Your hands?”**



**Allow time for the participants to think of and write down emotions and then ask for two volunteers to share read their situations, indicate whether it was 100, 75, 50, or 0, and tell what emotion they chose. Have the volunteers share and give out tokens.**

That was great!

So what was one aspect of the exercise that you liked?

What is one aspect that you would change?

***Discuss the group's responses.***

## **Exercise 5: You Can Never Tell** **(15 minutes)**

**At the check-in table for the session, have blank name-tags available. Put a small star on two of the blank nametags, and a small square on two other blank name-tags. Try to make the stars and squares small enough so the participants are not aware of them as they put on the name-tags.**



Now let's do an exercise to practice social skills and talk about sexual risk with others.

Pretend you are at a party, and go around and meet each other.

While you are meeting people, identify at least two situations that are risky triggers for you. Find out as many risk factors as you can.

Tonight is going to be the big night, so pick your partner. Remember, you are all acting in this party scene.

**Allow about five minutes for socializing and deciding.**

What did you like about your social skills? What would you change?

What were you able to learn about people's risk situations?

Two people here have a little star on the back of their name-tag.

These people represent persons who are HIV-positive.

Two people had squares on their name-tags— they represent persons who have an STI.

**Allow time for participants to discover who has the stars and squares on their nametags.**

If you had unprotected sex with them, you may have gotten HIV or an STI.

How do you feel now?

What's the lesson of this exercise?

You can't tell just by looking at someone, or even talking to them, who is HIV- positive or who has an STI.

**Encourage reports of feelings and comments.**

## **Exercise 6: Future Dreams** **(15 minutes)**

We have talked about many things today.

Some of these issues and feelings can be difficult.

We are going to try and relax now by thinking about our future dreams - what we want for ourselves in the future.

Your future is whatever you imagine it to be.

We are going to try and teach you a way to help yourself relax.

Get yourself in a comfortable position.

***Read the words in a slow, steady voice with an easy beat. See if you can relax yourself at the same time.***

Now close your eyes. ***Pause.***

Just watch your breathing. ***Pause.***

Can you feel the cool air coming in and the warm air going out? ***Pause.***

Can you feel yourself taking three slow and deep breaths? ***Pause.***

Can you imagine the air coming in your nose and flowing down your body and out your toes - taking all the tension with it? ***Pause.***

Can you sense how relaxed your body and mind are beginning to feel? ***Pause.***

Now from deep inside you, let yourself float up to the surface. ***Pause.***

That self that has a dream.

That self that is the highest expression of who you could be.

What do you want for that self?

Just let all your special dreams for yourself come out.

Can you see the goal and dream that you have? ***Pause.***

Let your hope and dream surround you.

Hold on to your dreams. **Pause.**

Now yawn and stretch.

Where are you on the Feeling Thermometer?



**Get Feeling Thermometer levels. Encourage responses.**

Everyone here has lots of strengths and resources.

What are you doing now to work toward your dream?

Think about it for a moment.

Being here is working on your future.

What other things are you doing now?

I want each person here to tell us one strength that you have, and one thing that you are doing now to move toward achieving your dream.

**Go around and get ideas of what participants' strengths are, and what they are doing now to move ahead.**



**Give out tokens for encouragement.**

Great!

We also have a workbook with some exercises for you to try between now and the next session.

**Give out workbooks and point out the homework for Session 1.**



Now go around and tell the person on your right something you liked that they said or did today. And give out some tokens!

Our next meeting will be held on \_\_\_\_\_ at \_\_\_\_\_.

Remember, one of our ground rules is to agree to come one more time.

We hope to see you then!

**END OF SESSION 1**

# Goals of Street Smart

1. Practice safer sex.
2. Get in touch with your feelings.
3. Get rid of thoughts that are self-defeating.
4. Take control of your life.
5. Feel confident about your ability to act safe.
6. Know where to go when you are in trouble and need help.
7. Know your own patterns of risk.
8. Make friends who can help you to stay safer.
9. Have fun while changing behaviors.

# Feeling Thermometer

<u>Level</u>	<u>Triggers (Situations, People, Places, Feelings, Things)</u>
<b>Very uncomfortable</b> 100	<hr/> <hr/> <hr/> <hr/>
<b>Uncomfortable</b> 75	<hr/> <hr/> <hr/> <hr/>
<b>Mildly Comfortable</b> 25	<hr/> <hr/> <hr/> <hr/>
<b>Very comfortable</b> 0	<hr/> <hr/> <hr/> <hr/>

# Ground Rules

1. Keep confidentiality. What you say is yours - what you hear is theirs.
2. Ask questions - there are no stupid questions.
3. If you are going to be in the group, be involved.
4. Don't judge others - accept group members as you would want to be accepted.
5. Agree to come "one more time" if you think you want to quit, give it a second chance.
6. Don't come if you are high from drugs or alcohol.

# HIV, AIDS, and STI Fact Cards

## **In what bodily fluids is HIV transmitted?**

Blood, semen, vaginal fluids, and breast milk.

## **Why can't you get HIV from saliva, urine, and feces?**

Because there is not a high enough number of the virus in these fluids.

## **Can you get HIV through oral sex?**

Yes. If semen or vaginal fluids get in your mouth and you have sores or bleeding in your mouth, you can pick up HIV.

## **If HIV lives in blood, semen, and vaginal fluid, how do you usually get it?**

You can get HIV from vaginal sex, anal sex, or oral sex, and from shared needles used for drugs or blood transfusions. Infected mothers can pass HIV to their unborn babies before or during labor, or through breast-feeding.

## **What are the illnesses that affect people with AIDS?**

Most common are pneumonia, tuberculosis (TB), herpes and certain kinds of cancer.

## **Is there a cure for AIDS?**

No, not yet.

## **Is there a vaccine that can keep you from getting AIDS?**

To date no vaccine has been developed.

## **What causes AIDS?**

A virus called HIV—Human Immunodeficiency Virus.

## **If someone is infected with HIV, will they get sick right away?**

Some people get flu-like symptoms, but they go away. Then these people carry the virus without looking or feeling sick.

**Who gets HIV?**

Anyone can get the virus under the right conditions, like exchanging bodily fluids or sharing needles.

**Can you get tested without parental consent?**

Yes.

**Can HIV-positive mothers have healthy babies? How often?**

Yes, HIV-positive mothers can have a healthy baby. If the mothers get special treatment before the baby is born, the baby has a 95% chance of being born healthy.

**How do marijuana, alcohol, or inhalants change your thoughts about sex?**

When you are on any kind of drug, your judgment is affected. You take bigger risks and have more unprotected sex than if you were sober.

**If a person gets infected with HIV, how long might it take for the HIV test to show that they've got it?**

Up to six months.

**Can you get HIV through a knife and fork, dishes, or a pit latrine?**

No, HIV does not survive in the open on objects like these.

**Does HIV live in the air?**

No, HIV dries out and dies when it comes in contact with air.

**Can you tell by looking at someone if they are infected with HIV?**

No, a person infected with HIV does not look any different.

**Can a baby become infected if the mother has HIV?**

Yes, during pregnancy, labor or delivery, or during breast-feeding. If the mother gets treatment while she is pregnant, the baby can be born healthy.

**Can a woman get HIV if she is pregnant?**

Yes, only a latex or polyurethane condom can protect a woman from getting infected with HIV.

**How are you tested for HIV?**

Through a sample of blood or saliva.

**Is there any treatment for HIV?**

Yes. There are drugs to slow HIV, but they are very expensive and not easily available in Uganda. Treatments for opportunistic infections, like tuberculosis, are more readily available in Uganda, but these treatments are not cures for HIV.

**Can you get HIV from kissing or touching someone who is infected?**

No, HIV cannot be passed by casual contact.

**Should a mother breast-feed her baby if she has HIV?**

Because HIV can be passed to the baby in breast milk, breast-feeding isn't a good choice. It is better to bottle-feed your baby.

**What are the bad things that can happen to me if I get HIV?**

You can get pneumonia that is very difficult to treat. You can get tuberculosis. Drastic weight loss, and severe pain in your feet and hands are also possible. You can die.

**Should I end my pregnancy if I find out I am HIV-positive?**

Not necessarily. There are drugs you can take that can help the baby be born healthy.

**What are the early warning signs of genital herpes?**

Some early signs are itching, tingling, or burning sensations, pain in your legs and butt, and abdominal pain. Genital sores usually occur later.

**What harm can gonorrhea do to you?**

In women, gonorrhea can spread into the uterus and tubes. This damage can lead to tubal pregnancy, or prevent her from ever having a baby. In a man, gonorrhea can scar the tube in his penis shaft. Or it can make his testes swell. This damage can prevent him from ever becoming a father. Gonorrhea also makes it easier to catch HIV.

**What harm can chlamydia do to your baby?**

If exposed during birth, the newborn baby can get eye infections and pneumonia.

**How do you get hepatitis B?**

Mostly through blood exchange and unprotected sex. It can be passed from a mother to her unborn baby.

**What harm does hepatitis B do?**

Causes hardening of the liver, and it weakens your immune system.

**What are the early warning signs of hepatitis B?**

There are no clear signs. Some people may have a fever or headache. They may feel very tired or lose their appetite.

**What is pelvic inflammatory disease?**

It's when an STI infects a woman's uterus and tubes. If the tubes fill up with pus and burst, she could die.

**What are the early signs of syphilis?**

A painless, red sore on a part of your body that you use for sex (penis, vagina, tongue, butt), a rash on your body, dark blotches on your hands and feet, or slimy white patches in your mouth. Some people with syphilis have clumps of their hair fall out.

**What harm does syphilis do?**

Syphilis attacks your heart, spine, and brain. Without treatment you can go blind, become partially paralyzed, have tumors grow inside you, or go insane. A pregnant woman can pass syphilis to her unborn baby. The baby can die inside her, or can be born retarded or with other serious health problems. Having syphilis makes it easier to catch and pass on HIV.

# Rose and Richard

## Scenario:

Rose: You like Richard and want to play sex with him. You just broke up with your boyfriend, Charles. You are pregnant with Charles' baby. You don't think you can catch an STI while you are pregnant.

Richard: Rose wants to play sex with you. She dated Charles. Charles dates many girls at once. You are worried about STIs but Rose convinces you that she doesn't have any.

## Script:

Rose: Hey, do you want to play sex?

Richard: Aren't you still with Charles?

Rose: Not anymore, not after he found out I was carrying his baby. So, do you want to or not? I know a place down the road just for us.

Richard: ~~Didn't that guy use heroin?~~ But that guy has too many girlfriends. He probably has an STI.

Rose: Sure, sure, but I'm safe from STIs while I'm pregnant. Me and my baby are just fine. We don't even have to use kapira.

Richard: Well.... I guess so. Okay, let's go.

THE END

# Feeling Thermometer Worksheet

Feeling Thermometer	Situations	Emotions	Bodily Reactions
<p><b>100</b> most uncomfortable</p>			
<p><b>75</b></p>			
<p><b>50</b></p>			
<p><b>25</b></p>			
<p><b>0</b> most comfortable</p>			

# Feelings and Emotions Word List

## **ANGRY**

Angry, annoyed, bitter, critical, disgusted, dismayed, enraged, envious, fed up, frustrated, furious, hateful, hostile, impatient, irate, irritated, livid, mad, outraged, riled, resentful, seething, sore, worked up

## **CONFUSED**

Anxious, awkward, baffled, bewildered, bothered, confused, dazed, disorganized, disoriented, distracted, disturbed, embarrassed, jolted, lost, mixed up, panicky, paralyzed, perplexed, puzzled, shocked, stuck, stunned, surprised, tangled, trapped, troubled, uncertain, uncomfortable, undecided, unsure

## **FEARFUL**

Afraid, apprehensive, awed, cautious, chicken, edgy, fearful, frightened, hesitant, horrified, ill at ease, intimidated, jumpy, nervous, panicked, scared, shaky, stressed, tense, terrified, threatened, timid, uneasy, worried

## **HAPPY**

Alive, amused, cheerful, content, delighted, ecstatic, elated, energized, excited, fantastic, fulfilled, glad, great, happy, hopeful, joyful, lively, optimistic, overjoyed, pleased, proud, refreshed, relieved, satisfied, spirited, thankful, thrilled, turned on, up, wonderful

## **LOVING**

Admiring, affectionate, amicable, amorous, attracted, caring, close, craving, devoted, desirous, fond, friendly, hot, interested, kindly, liking, loving, loyal, neighborly, motherly, passionate, sentimental, sympathetic, tender, wanting, warm

## **SAD**

Awful, bad, blue, crushed, depressed, desperate, devastated, disappointed, dissatisfied, distressed, down, gloomy, glum, hopeless, hurt, lonely, low, miserable, painful, sad, sorry, terrible, turned off, unhappy, unloved, upset

## **STRONG**

Active, aggressive, alert, assertive, bold, brave, calm, cool, capable, confident, determined, eager, energetic, forceful, great, healthy, open, positive, potent, powerful, relaxed, secure, solid, strong, super, sure, tough

## **WEAK**

Ashamed, bored, defenseless, exhausted, fragile, frail, guilty, helpless, ill, impotent, inadequate, incapable, insecure, lifeless, lost, overwhelmed, passive, powerless, run-down, shaky, shy, sick, slow, small, stupid, timid, tired, useless, vulnerable, weak, worn out