

Full
Session
plans

LOVE,
LIFE
& HIV

Voices of young people with HIV
from around the world

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ACRONYMS

AIDS	acquired immune deficiency syndrome
HIV	human immunodeficiency virus
PLHIV	people living with HIV

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INTRODUCTION

The *Love, Life and HIV* interviews were recorded, produced and edited by young people living with HIV to tell the world about their experiences living with HIV. This toolkit is designed to explore the issues raised in the DVD, provide information on how to reduce HIV-related stigma and discrimination, and develop a greater understanding of what it means to be young and living with HIV.

The *Love, Life and HIV* toolkit is based on the idea that the foundation for achieving sexual and reproductive health and well-being is fairness, human dignity, equal treatment, opportunities for participation, and human rights for all; and that every young person has the potential to make a positive difference in creating more just and compassionate societies.

Who is this toolkit for?

The activities in this toolkit have been primarily designed for all young people and could be carried out in secondary schools, universities and youth groups. The DVD and some of the activities will also be beneficial for health providers, policy makers and advocates.

How do I use this toolkit?

The *Love, Life and HIV* toolkit includes:

- **A DVD.** It features young people living with HIV from around the world talking about their experiences of living with HIV and their desires for the future. While young people living with HIV come from a diverse range of backgrounds and settings, these interviews show a commonality in a number of themes and issues faced by young people living with HIV. The DVD is organised around six of these themes.
- **Session plans to accompany each of the interview themes.** Sessions one and two provide a foundation for the remaining sessions, with basic information about HIV and AIDS and HIV-related stigma and discrimination. Each of the remaining sessions looks at a specific issue experienced by young people living with HIV.
- **A variety of interactive resources.** Each session includes discussion starters and activities, take home points summarizing the session, and links to further resources to enable users to maximize the potential learning in the stories shared on the DVD. The sessions can be adapted for different audiences and needs.
- **Handouts with further information on each of the themes.** These can be used by educators when preparing to lead sessions, or can be given to participants as reference materials. The handouts are available for download at <http://bit.ly/lovelifehiv>

The exercises in this toolkit should be used by experienced facilitators although no particular personal or professional background is required. For example, facilitators may be teachers, peer educators, youth group leaders or medical professionals. Most importantly, facilitators need to recognize the rights of young people living with HIV, understand learner-centred approaches (see page 3) and be sensitive to interpersonal dynamics and the well-being of individuals within the group. The activities in this toolkit will work best for groups of up to 40 people.

FACILITATOR'S GUIDE

When preparing for each session, the facilitators should first have a look at the full lesson plan and handout. Each handout provides a list of useful websites and resources to go to for more information. Two useful general sources are:

- www.avert.org/lessons.htm
- www.ippfwhr.org/en/allonecurriculum_en

Understanding learner-centred approaches

How information is presented is as important as what is presented. The activities in this booklet use learner-centred and participatory approaches, which are the most effective methods for gaining a deeper understanding about complex topics like HIV, stigma and sexuality.

Learner-centred and participatory approaches use activities designed to encourage participants to share their ideas and emotions, discuss and analyse issues, and generate solutions for positive change. You can do this through:

- **Creating a comfortable and respectful learning environment.** Work with the participants to establish guidelines to ensure that everyone feels safe to share and critically examine ideas. Encourage participants to respect each others' privacy by not sharing what other people have said, and reassure them that you will do the same. Make sure participants know that it is okay not to participate or share if doing so makes them feel uncomfortable. Help participants understand when comments or actions are disrespectful to someone else in the group.
- **Linking learning to the real world.** Encourage participants to draw and build upon their existing knowledge and experiences, to explore the linkages between the ideas in the sessions and their own experiences, and apply what they learn to their daily lives and in their communities.
- **Encouraging participants to think critically.** This can be about the issues raised by *Love, Life and HIV*, the world around them, and their own beliefs, attitudes and perceptions.

Educating about challenging and sensitive topics

Educators and participants alike may find that some of the issues raised by *Love, Life and HIV* make them question or rethink their assumptions. Participants may hold strong opinions about these issues, some of which may be stigmatizing or discriminatory towards young people living with HIV.

Here are some tips to help you create a safe and inclusive space in which participants can explore and discuss issues:

- ✓ Familiarize yourself with the content and key messages of *Love, Life and HIV*.
- ✓ Before you can successfully encourage participants to explore and question their perspectives, you must do so yourself. Reflect on your own biases about people living with HIV, sexuality, sexual orientation and young people.
- ✓ A comfortable and respectful learning environment is an important foundation for productive conversations. Work with participants to establish ground rules.
- ✓ Model respectful communication. Listen to understand. Challenge participants to question their perspectives, thinking and underlying stereotypes and misconceptions.
- ✓ Address stigmatizing comments and assumptions that living with HIV is a bad thing, and reinforce that everyone deserves to be respected and treated with dignity.
- ✓ Words can be powerful; language can reinforce stigma and leave people feeling excluded. Avoid language that is moralistic, judgmental or commonly used as a put down. Find out what language people living with HIV (PLHIV) organisations in your community or country recommend for talking about living with HIV.
- ✓ Some participants may decide to talk to you about personal or family issues linked to *Love, Life and HIV*. Prepare yourself to provide support by learning about local programmes and services to which you can make referrals, and develop strategies for supporting participants while maintaining appropriate boundaries. Respect participants' privacy and confidentiality, unless you are required by law to notify authorities (such as in the case of the sexual abuse of someone under 18 years of age).
- ✓ Be aware that some members of the group will know they are living with HIV and be open about their status, some will know their status but not want to disclose, some will not know their status, and some will know they are HIV-negative. The facilitator must acknowledge and respect the different perspectives of each of these groups at all times.

Session 1

BEING YOUNG AND HIV-POSITIVE

Objective	Learners will be introduced to the <i>Love, Life and HIV</i> series, and will have a basic understanding of HIV and AIDS as well as the common issues faced by young people living with HIV.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), copies of Handout 1: Beginner's guide to HIV.
Total time	60 minutes
Activity 1 Introduction to <i>Love, Life and HIV</i> 30 mins	<p>Overview Participants identify beliefs about HIV and young people living with HIV.</p> <p>To prepare Write each of following sentence starters in the middle of the blackboard. Leave enough space around each sentence starter to record the participants' ideas.</p> <ul style="list-style-type: none"> ● The world tells me that HIV is... ● The world tells me that young people living with HIV are... <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain: Over 40 per cent of new HIV transmissions each year are among young people aged 16–25 years old. 2. In a large group, ask participants to brainstorm responses to each of the statement starters. <i>Variation: Participants can brainstorm individually by writing ideas on slips of paper (one idea per paper) and then taping these papers around the sentence starter.</i> 3. Encourage participants to reflect by asking: <ul style="list-style-type: none"> ● Where do we get these messages about HIV and people living with HIV? ● How might these messages affect a young person living with HIV? (<i>Probes: For example, how a young person feels about their self, their desire to go to school, work or participate in their community.</i>) ● What impact might these messages have on efforts to prevent the transmission of HIV and respond to the needs and rights of people who are living with or affected by HIV?
Activity 2 Interactive introductory HIV mini-lecture 20 mins	<p>Overview Participants learn basic information about HIV and AIDS.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that it is important to make sure everyone has a basic understanding of HIV before further discussing the specific issues young people living with HIV may face. 2. Use an interactive question and answer approach to respond to the questions below. <i>Variation: Invite a guest speaker to provide an introductory HIV workshop.</i>

Session 1

	<ul style="list-style-type: none"> ● What does the acronym “HIV” stand for? ● What does the acronym “AIDS” stand for? How is “AIDS” different from “HIV”? ● How is HIV transmitted? ● How can HIV transmission be prevented? ● Why are some groups of people more vulnerable to HIV than others (e.g., young women, and men who have sex with men)? ● How does HIV affect the body? ● How does HIV treatment work?
<p>Activity 3 Watch DVD introductory sequence</p> <p>10 mins</p>	<p>Overview Participants are introduced to <i>Love, Life and HIV</i> as an opportunity to rethink and challenge negative beliefs.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Watch the introduction of the DVD (select play all and play the first one minute 40 seconds of the DVD). 2. Encourage participants to reflect by asking: <ul style="list-style-type: none"> ● What is something that the young people shared that seemed particularly important to you? (<i>Probe for why.</i>) ● How do the messages shared by the young people in the video compare to the messages that were brainstormed by the group about what the world tells you about HIV? 3. Distribute handout 1. 4. Reinforce the take home points.

TAKE HOME POINTS

- Over 40 per cent of new HIV transmissions each year are among young people under 25.
- Young people receive many negative messages about HIV and young people living with HIV. This increases HIV-related stigma.
- The *Love, Life and HIV* series provides an opportunity to learn about the issues young people living with HIV face and how other young people and their communities can better support young people living with HIV.

Session 2

FACING STIGMA

Objective	Learners will understand what stigma and discrimination are and will contribute to efforts to reduce HIV-related stigma and discrimination.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), quotes on paper, copies of Handout 2: HIV-related stigma and discrimination.
Total time	70 minutes
Activity 1 Introducing stigma and discrimination 10 mins	<p>Overview</p> <p>Participants are introduced to the concepts of stigma and discrimination.</p> <p>Instructions</p> <ol style="list-style-type: none">1. Explain:<ul style="list-style-type: none">● We will explore stigma and discrimination in this session.● Stigma is a social process in which people are seen as less normal or less valuable than others. It is often expressed as negative attitudes and prejudice.● Discrimination happens when people act on their stigma, and treat other people badly or unfairly.● People experience stigma and discrimination because of social characteristics such as their age, gender, race, ethnicity, religion, ability or sexual orientation.2. Draw an imaginary line down the room and ask participants to stand on it.3. Explain that you are going to make a series of statements. Participants should step forward if a statement is true for them. After each statement, they should step back to the line again.4. Say each of the following statements one at a time. Give participants enough time to step forward and have a look before moving to the next statement.<ul style="list-style-type: none">● Step forward if you have ever been called a name or treated badly just because of one or more of your social characteristics?*● Step forward if you have ever been excluded or rejected just because of one or more of your social characteristics?● Step forward if you have ever been treated unfairly just because of one or more of your social characteristics?● Step forward if you have ever judged someone, treated them badly, or treated them unfairly just because of one or more of your social characteristics?● Step forward if you have ever judged yourself or avoided situations just because of one or more of your social characteristics?5. Reflect:<ul style="list-style-type: none">● What did you notice during this activity?● What feelings or thoughts did you have during this activity? (<i>Probe for: people can experience multiple layers of stigma, people can both be stigmatized and stigmatize others and stigmatize themselves.</i>)

* Social characteristics refers to the groups you belong to, who you are or who other people assume you are due to your ethnicity, gender, age or sexual orientation etc.

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<p>Activity 2 Watch DVD chapter 1</p> <p>10 mins</p>	<p>Overview Participants are introduced to young people living with HIV's experiences with stigma and discrimination.</p> <p>Instructions</p> <ol style="list-style-type: none">1. Explain that in this video clip young people living with HIV are sharing their experiences of stigma and discrimination.2. Watch the chapter of the DVD called "Stigma and discrimination"3. Reflect:<ul style="list-style-type: none">● What is something that the young people shared that seemed particularly important to you? (<i>Probe for why.</i>)● What are some of the strategies that the young people shared for coping with the stigma and discrimination they face?
<p>Activity 3 Transforming images of stigma</p> <p>45 mins</p>	<p>Overview Working in small groups, participants use image theatre to explore and transform experiences of stigma and discrimination.</p> <p>To prepare Write the following quotes on slips of paper that can be handed out to participants (one quote per piece of paper):</p> <ul style="list-style-type: none">● <i>When I went to apply for a job, they said they couldn't give me a job, because I had this "thing". Because I have HIV. When I'm affected by discrimination like this, it affects me economically because if I can't work, how will I get money?</i>● <i>Every woman should have property rights whether she is HIV+ or not. Widows should be entitled to their husband's property but HIV+ women are thrown out of the house...</i>● <i>[When one of my friends]...told his parents that he was HIV-positive, they just bought him a red cup, a red glass, a red dish, a red blanket, that was a symbol in the house so that everybody knows.</i>● <i>...Neighbours or friends reject them and refuse to offer them any assistance....</i>● <i>I am being discriminated secondarily, because at first I was discriminated because of being gay, and now there is this HIV.</i> <p>Instructions</p> <ol style="list-style-type: none">1. Explain:<ul style="list-style-type: none">● This activity will be done in small groups.● Each group will be assigned a quote from the video, and with their bodies will create a still image (like a photo, there should be no movement or sound) to illustrate the quote. This will be an image of stigma.● The group should give their image a name.2. Give the groups 5–10 minutes to work on their image.3. Share, explore, and debrief the group images one at a time:<ul style="list-style-type: none">● Ask the group to share their quote, image, and the title of their image.● Explore the image in one or more of the following ways:<ul style="list-style-type: none">● Ask group members to identify thoughts or feelings that their character in the image is experiencing, which they can share with everyone when tapped on the shoulder. Emphasize that there are no right or wrong answers.

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	<ul style="list-style-type: none"> ● Create conversations between characters by having them repeat their thought or feeling using the tapping technique. ● Ask group members to make a step towards their “ideal or solution image” each time you clap your hands. This is a picture of how each they would like things to be. Remind participants not to talk and to freeze after each movement. ● Have group members verbalise their innermost thoughts and feelings in the “ideal or solution image.” ● Debrief each image by asking: <ul style="list-style-type: none"> ● What did you see in the first image – the image of stigma? (<i>Probe: What were the characters thinking? What were they feeling?</i>) ● What did you see in the second image – the “ideal or solution image”? ● What happened that helped the characters move from the image of stigma to the ideal image? <p>4. In a big group, debrief the activity by asking the following:</p> <ul style="list-style-type: none"> ● What was most memorable for you in the different images? ● What did you learn through the images that could be used to reduce HIV-related stigma and discrimination in real life?
<p>Activity 4 Closing discussion</p> <p>5 mins</p>	<p>Overview Participants reflect on what they have learned in the session and the actions they will take as a result.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Distribute the handout. 2. Reinforce the take home points. 3. Ask: <ul style="list-style-type: none"> ● What is one thing you’ve learned in this session? ● What actions – big or small– will you take to stand up against HIV-related stigma and discrimination? ● What are some challenges that you might encounter when standing up against stigma and discrimination? ● How can you overcome these challenges?

TAKE HOME POINTS

- HIV-related stigma refers to negative attitudes and prejudice held against people that are known or assumed to be living with HIV. Discrimination happens when people act on these prejudices and attitudes and treat people unfairly.
- People sometimes internalise the stigma in their community and household, which is sometimes called self-stigma. This type of stigma can have a massive impact on the self-esteem and confidence of a young person living with HIV.
- People experience stigma and discrimination for many reasons, including their gender, race, religion and sexual orientation.
- Stigma and discrimination negatively affects young people living with HIV’s access to health services, opportunities, rights and well-being.
- Everyone has a role to play in challenging HIV-related stigma and discrimination. This role starts with reflecting on personal attitudes towards people living with HIV.

Session 3

ACCESSING SERVICES

Objective	Learners will understand the service needs of young people – including young people living with HIV – in a world with HIV and strategies to ensure services are accessible.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), large sheets of paper, markers, copies of Handout 3: Accessing services, a list of youth-friendly HIV-related services and providers in your local area.
Total time	40 minutes
Activity 1 Watch DVD chapter 2 10 mins	<p>Overview</p> <p>Participants are introduced to young people living with HIV's experiences with accessing services.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that in this video clip young people living with HIV are sharing their experiences of HIV-related services. 2. Watch the chapter of the DVD called "Accessing services" 3. Reflect: <ul style="list-style-type: none"> ● What is something that young people shared that seemed particularly important to you? (<i>Probe for why.</i>)
Activity 2 Barriers and facilitators 20 mins	<p>Overview</p> <p>Participants work in small groups to identify factors that support and prevent young people from accessing HIV and sexual and reproductive health services.</p> <p>To prepare</p> <p>Write the following quotes on separate slips of paper that can be handed out to participants:</p> <ul style="list-style-type: none"> ● <i>You come to the hospital and you disclose your status... there were moments when they said, "Oh, you are HIV-positive!?! I'd rather put gloves on", and they put on not one pair, but three, four....</i> ● <i>When I came back (to collect the results) people were staring at me because I was a young boy of 12 years old. They asked me where my parents were. I told them that I didn't have a father, and that I was actually living on the streets...</i> ● <i>...[I]t has been two months since [my son] had [treatment], as there is no medicine. They said there is a delay in supplies for 2009...</i> ● <i>In some clinics it's not very easy to get sexually transmitted infection treatments. You know, they will refer you to another clinic which is a couple of kilometres away...</i> <p>Instructions</p> <ol style="list-style-type: none"> 1. Give each group one quote. 2. Explain that: <ul style="list-style-type: none"> ● This is a small group activity. ● Each group has been given a quote from the video. ● For each quote, brainstorm with your group:

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	<ul style="list-style-type: none"> ● What type of service is being discussed? (e.g. HIV testing and counselling, antiretroviral therapy, prevention of mother to child transmission, medical services, diagnosis or treatment of sexually transmitted infections) ● Why is this service important or needed? ● What barriers did the young people face in accessing this service (e.g., age, parental consent, HIV-related stigma among service providers, lack of money)? ● What would stop you from accessing this service? ● What could be done to make it easier for you to access this service? ● Groups will be asked to share their ideas with the rest of the group. <p>3. Write on the blackboard (or equivalent): types of services, importance, obstacles, facilitating factors.</p> <p>4. Large group discussion:</p> <ul style="list-style-type: none"> ● What are some of the common obstacles young people face in accessing HIV-related services? (<i>Probe for barriers related to service providers, community attitudes, service availability, structural issues such as transport and affordability, and legal barriers such as consent and the criminalization of HIV transmission.</i>) ● Who is responsible for providing these services to young people? ● What can clinics and governments do to make it easier for young people to access HIV-related services? ● What can young people do to increase their access to services?
<p>Activity 3 Closing discussion</p> <p>10 mins</p>	<p>Overview Participants reflect on what they have learned in the session and the actions they will take as a result.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Distribute the handout. 2. Reinforce the take home points. 3. Ask: <ul style="list-style-type: none"> ● What is one thing you learned in this session? ● Where can you go for the services we've talked about in your local area? ● Are these services youth friendly? If not, what would make them youth-friendly?

TAKE HOME POINTS

- All young people have the right to information, skills and services that enable them to make informed choices about how to prevent HIV transmission and look after their sexual and reproductive health.
- Providers should be aware of and facilitate the different service needs of young people living with HIV depending on a variety of factors, including their well-being, timing of HIV diagnosis and support network.
- Some of the HIV-related services that young people living with HIV need are: psychosocial support, comprehensive sexuality education, youth friendly clinics, positive prevention, family planning, HIV treatment, care, education and employment.
- Youth-friendly services are built on the principles of quality and rights. Quality services respond to young people's realities, respect their confidentiality, ensure their access to choices and help them understand their rights.

Session 4

FINDING LOVE

Objective	This session aims to raise awareness of and support young people living with HIV's rights and ability to lead responsible, healthy and fulfilling sexual lives.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), masking tape, copies of handout 4: Finding love.
Total time	70 minutes
Activity 1 Defining sexual rights 10 mins	<p>Overview Participants are introduced to the concept of sexual rights.</p> <p>Instructions</p> <ol style="list-style-type: none">1. Explain that all young people – including young people living with HIV – have sexual rights.2. First ask the participants the questions and then give the definition:<ul style="list-style-type: none">● What does "sexual rights" mean? (<i>Human rights that relate to people's sexuality. They are included in a range of international human rights treaties and agreements, including UN conventions.</i>)● What are examples of sexual rights? (<i>The right to choose sex partners and form relationships based on choice and consent, to say yes or no to sex, to express sexuality and seek pleasure, to access information and services, to protect one's sexual health, and to enjoy bodily autonomy free from violence or exploitation.</i>)
Activity 2 Watch DVD chapter 3 10 mins	<p>Overview Participants are introduced to the experiences young people living with HIV have had with dating, intimate relationships and sex.</p> <p>Instructions</p> <ol style="list-style-type: none">1. Explain that in this video clip young people living with HIV are sharing their experiences with dating, intimate relationships and sexual health.2. Watch the chapter of the DVD called "Finding love"3. Reflect:<ul style="list-style-type: none">● What is something that the young people shared that seemed particularly important to you? (<i>Probe for why.</i>)● What problems did the young people face in finding love and maintaining their relationships? (<i>Probe for barriers related to self, their current or potential partner, family, and community.</i>)● What are some factors that helped the young people find love and maintain their relationships?

Session 4

Activity 3

Take a stand

40 mins

Overview

Participants critically examine their attitudes about the sexual rights of young people living with HIV and learn about mutual responsibility for sexual and reproductive health.

To prepare

Draw an imaginary line or use tape to create a line across the length of the room. There should be enough room for all the participants to stand along the line. At one end put a piece of paper that says strongly agree and at the other a piece of paper that says strongly disagree.

Instructions

1. Explain that:

- You are going to read a series of quotes from the video.
- The line represents a continuum of agreement.
- Everyone is to stand on the continuum in the place that represents their level of agreement with the quote and/or the actions it is suggesting.
- One end of the line (*point to the relevant end*) means that you “strongly agree” with the quote. The other means that you “strongly disagree” with the quote. The area in between these two ends represents different points along the spectrum of agreement.

2. Read the quote below about finding love and being loved. Give participants time to decide where they want to stand.

- *The biggest challenge was being accepted. When I found out I had HIV, I broke up with my partner and I assumed I would always be alone. I thought it was over...*

3. Ask participants to share why they choose to stand where they did. Sharing should be voluntarily. Strategies to encourage dialogue and critical thinking include:

- Ask for opinions first from one end of the line with strong views, then the opposite end, and then the middle.
- Allow some debate between the two sides as long as comments are considerate and not discriminatory.
- Gently encourage participants to question their own thinking, particularly when opinions are expressed that are stigmatizing and/or contrary to the rights of PLHIV.

4. Draw on the information in the background section to help correct misinformation.

5. Repeat steps 2–4 for each of the following quotes on marriage.

- *I believe everyone has the right to get married...*
- *...and it's not necessary that I only marry an HIV-positive girl.*

6. Repeat steps 2–4 for the following quote on disclosure.

- *I've dated people and I don't tell them till I see that it might be going somewhere, or after they become a stable partner...or I trust them enough to tell them...*

Encourage participants to identify factors that may discourage a young person living with HIV from sharing their HIV status with a partner. (*Probes: Why might a young person living with HIV be hesitant or scared to share their HIV status? What are some possible consequences of sharing their status?*)

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	<p>7. Repeat steps 2–4 for the following quote on sexual health and shared responsibility.</p> <ul style="list-style-type: none"> ● <i>If you're participating in a sexual act each partner is responsible for it.</i> <p>Encourage participants to reflect on the responsibilities of all individuals for taking care of their own and other people's sexual health, as well as reasons people may not know their HIV status.</p> <p>8. Repeat steps 2–4 for the following quote on HIV criminalization (this quote is from www.ippf.org/en/What-we-do/AIDS+and+HIV/Behind+bars.htm).</p> <p><i>Do I think people living with HIV should disclose their HIV status before every sexual encounter? That depends on the person whom they want to disclose to, and whether this person will give support. At the same time they should insist on protection. Alice Mwangi, Kenya</i></p>
<p>Activity 4 Closing discussion 10 mins</p>	<p>Overview Participants reflect on what they have learned in the session and the actions they will take as a result.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Distribute the handout. 2. Reinforce the take home points. 3. Ask: <ul style="list-style-type: none"> ● What is one thing you've learned in this session? ● What actions – big or small – will you take to protect your sexual health?

TAKE HOME POINTS

- Young people living with HIV have the right to freely form relationships, express their sexuality and seek pleasure. This includes expressing their sexual orientation and gender identity.
- Living with HIV should not limit the possibilities of young people living with HIV to love and be loved.
- Young people living with HIV can have relationships with HIV-negative people and/or people living with HIV.
- Preventing HIV transmission, other sexually transmitted infections and unplanned pregnancies is an equally shared responsibility among sexual partners.
- Young people living with HIV have the right to decide if, when and how to disclose their HIV status and to whom.
- Laws that criminalize non-disclosure of one's HIV status violate the rights of people living with HIV and weaken HIV prevention efforts.

Session 5

HAVING A FAMILY

Objective	Learners will understand the rights of young people living with HIV to have children and form families, and will be aware of services and support available for parents living with HIV.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), copies of handout 5: Having a family.
Total time	60 minutes
Activity 1 Defining reproductive rights 10 mins	<p>Overview Participants are introduced to reproductive rights.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that all young people – including young people living with HIV – have reproductive rights. 2. First ask the participants the questions and then give the definition: <ul style="list-style-type: none"> ● What do “reproductive rights” mean? (<i>Rights related to reproduction. There are international agreements that protect individual and couple’s right to control their fertility.</i>) ● What are key reproductive rights? (<i>The right to choose whether, when, and with whom to have children.</i>) ● What does this mean in practical terms? (<i>Control over decisions about whether to have or not have children. Access to contraception, to abortions, to post-abortion care, to family planning and antenatal care.</i>) 3. Ask participants for their thoughts on: <ul style="list-style-type: none"> ● Why do people have children? ● What sorts of things should all people think about when deciding whether and when to have children? ● What responsibilities do parents have to their children? ● Are these desires, considerations and responsibilities different for young people living with HIV and, if yes, how?
Activity 2 Watch DVD chapter 4 10 mins	<p>Overview Participants are introduced to young people living with HIV’s experiences with having children.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that in this video clip young people living with HIV are sharing their experiences with having children. 2. Watch the chapter of the DVD called “Having a family.” 3. Reflect: <ul style="list-style-type: none"> ● What is something that young people shared that seemed particularly important to you? (<i>Probe for why.</i>) ● What barriers did the young people face in having children? (<i>Probe for barriers related to self, their current or potential partner, family, and community.</i>)

Session 5

	<ul style="list-style-type: none"> ● What challenges did the young people face around parenting that are unique to being HIV-positive? ● What are some factors that helped the young people have children?
<p>Activity 3 Inside/outside circles</p> <p>35 mins</p>	<p>Overview Participants will critically reflect on their perspectives about young people living with HIV having children.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that this activity provides an opportunity to explore perspectives on young people living with HIV having children. 2. Explain: <ul style="list-style-type: none"> ● We are going to form two circles, one inside the other. The people in the inner circle will face outwards and the people in the outer circle inwards, so that each person is facing someone else. ● I am going to read out a quote from one of young people in the video. ● You will take it in turns to share your perspectives on the quote with the person opposite you. It is okay to ask each other questions to better understand the other person's perspective. ● The people in the outer circle will then take a step to the right, so that they have a new discussion partner. We'll do this a few times. 3. Read out the following quotes one at a time, leaving time for participants to discuss with their partner. Don't forget to have the outer circle move one person to the right at the end of each question. <ul style="list-style-type: none"> ● <i>I did have several experiences of discrimination in the public hospital...they told me that I was abusive, that I could not bring a child into the world, because I had no right to have a child.</i> ● <i>The prevention of mother to child transmission process really helped me because they took care of me and my baby and now my baby is negative.</i> ● <i>As a mother, I take responsibility for the health of my child, for taking the medicines. I think it is very important for all mothers, fathers and families to take responsibility as our kids are special, our kids have to be happy and healthy, this is our problem, a problem for the parents, not the kids – every mother wants to make her child healthy and happy.</i> ● <i>I do have a son but he is still so young, he is only about 7 years old, so I haven't yet told him about my status.</i> 4. In a large group, ask the questions below. Use Handout 5 to address misconceptions about young people living with HIV, their rights to have children, and their ability to have a safe pregnancy. <ul style="list-style-type: none"> ● What were some of the reasons you heard for why young people living with HIV should be able to have children if they want? ● What were some of the reasons you heard for why young people living with HIV should not have children? ● What are the concerns, beliefs and assumptions behind the reasons young people living with HIV should not have children? ● Which of these concerns, beliefs and assumptions are based on misinformation and/or stigma? ● What are some ways to address these concerns?

Session 5

Activity 4 Closing discussion 5 mins	Overview Participants reflect on what they have learned in the session and the actions they will take as a result. Instructions <ol style="list-style-type: none">1. Distribute the handout.2. Reinforce the take home points.3. Ask:<ul style="list-style-type: none">● What is one thing you've learned in this session?
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TAKE HOME POINTS

- All young people – including young people living with HIV – have the right to choose if, when, how and with whom to have children.
- With HIV treatment and proper care, the risk of passing HIV from mother to child can be reduced to less than two per cent.
- Children born with HIV, or who acquired HIV during infancy, can lead long and healthy lives.
- All parents are responsible for providing their children with the best care and opportunities possible, and taking steps to plan for their children's future (for example, writing a will and appointing a guardian).
- Parents living with HIV also face unique issues such as worrying whether or not their child has HIV, when and how to tell the child about their HIV status, coping with HIV-related stigma, and managing their own or their child's treatment regime. Many PLHIV networks include support groups that can help families cope with these issues.

Session 6

BEING SUPPORTED

Objective	Learners will understand the importance of support to the well-being of young people living with HIV and strategies for supporting them.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), copies of handout 6: Being supported.
Total time	60 minutes
Activity 1 Watch DVD chapter 5 15 mins	<p>Overview</p> <p>Participants are introduced to young people living with HIV's experiences around support from family, friends, their community, service providers and others.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that in this video clip young people living with HIV are sharing their experiences around support from family, friends, their community, and others. 2. First ask participants and then explain: <ul style="list-style-type: none"> ● What does support mean? ● Why is it important? 3. Watch the chapter of the DVD called "Being supported." 4. Reflect: <ul style="list-style-type: none"> ● What positive experiences of being supported were shared? What made these experiences positive? ● What negative experiences of being supported were shared? What made these experiences negative? ● What barriers to support did the young people face? (<i>Probe for barriers related to self, family/friends/intimate partner, and community.</i>) ● Is there anything else that young people shared that seemed particularly important to you?
Activity 2 What support is needed? 25 mins	<p>Overview</p> <p>Participants identify the challenges young people living with HIV face and what support they may need.</p> <p>To prepare</p> <p>Write the following key events or aspects of living with HIV on slips of paper.</p> <ul style="list-style-type: none"> ● Going for an HIV test ● Being told you are HIV-positive ● Disclosing your HIV-status to family and friends ● Disclosing your HIV-status to someone you want to date or are in intimate relationship with ● Disclosing your HIV-status to your school/university staff or your employer ● Adhering to antiretroviral therapy ● Dealing with HIV-related stigma and discrimination

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	<p>Instructions</p> <ol style="list-style-type: none">1. Explain that this activity examines how to support young people living with HIV during key events and with key challenges.2. Explain:<ul style="list-style-type: none">● This activity will be done in small groups.● Each group will be assigned a key event or aspect of living with HIV, and will answer the following questions. Write these questions on the blackboard (or equivalent):<ul style="list-style-type: none">● What might be some of the challenges young people living with HIV face in relation to this issue?● How can family members, friends, and romantic partners support young people living with HIV with this issue?● What does helpful support look like? What does harmful support look like?● Other than friends and family, where else can young people living with HIV get support with this issue?● Groups will be asked to share their ideas with the rest of the group.3. Assign a key event or aspect of living with HIV to each group.4. Invite small groups to share a summary of their discussion with the large group.5. Ask participants to identify the key lessons they learned about supporting young people living with HIV.
<p>Activity 3 Support that helps</p> <p>15 mins</p>	<p>Overview Participants identify the characteristics of appropriate support.</p> <p>Instructions</p> <ol style="list-style-type: none">1. Explain that this activity is intended to identify strategies for ensuring that our efforts to be supportive are well received.2. Instruct participants that:<ul style="list-style-type: none">● The first part of this activity will be done individually and silently.● Think about a few times when you were having difficulties and someone helped you. What did people do that you liked or found helpful? What did they do that you didn't like or wasn't helpful?● What can you learn from this experience about how to provide good support to other people?3. Wait a few minutes, and then ask participants to form pairs and share the qualities and actions of "good support."4. Wait a few minutes, and then ask participants to share with the whole group qualities and actions that contribute to "good support."5. Write the characteristics of good support down on the blackboard (or equivalent).

Session 6

Activity 4 Closing discussion 5 mins	Overview Participants reflect on what they have learned in the session and the actions they will take as a result. Instructions <ol style="list-style-type: none">1. Distribute the handout.2. Reinforce the take home points.3. Ask:<ul style="list-style-type: none">● What is one thing you've learned in this session?
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TAKE HOME POINTS

- Being and feeling supported is important for everyone's health and well-being and support can act as an important buffer against the many challenges and stresses young people living with HIV face.
- Supporting young people living with HIV means respecting their privacy and being a good friend.
- Young people living with HIV can also get support through people and places other than their friends and family, such as their school, workplace or faith community.
- PLHIV networks can be an important source of support. Working with other PLHIV to overcome injustices and obstacles can increase young people living with HIV's sense of control over and purpose in their life.

Session 7

GETTING INVOLVED

Objective	Learners will understand the important role of young people living with HIV in the response to HIV and ways that young people living with HIV can be involved.
Resources required	TV, DVD player, <i>Love, Life and HIV</i> DVD, blackboard and chalk (or equivalent), writing paper, envelopes, copies of handout 7: Getting involved.
Total time	60 minutes
<p>Activity 1 Watch DVD chapter 6</p> <p>15 mins</p>	<p>Overview Participants are introduced to young people living with HIV's experiences of being involved in the HIV response.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that in this video clip young people living with HIV are sharing their experiences of being involved in the HIV response. 2. Watch the chapter of the DVD called "Getting involved." 3. Reflect: <ul style="list-style-type: none"> ● What is something that young people shared that seemed particularly important to you? (<i>Probe for why.</i>) ● Several of the young people said that involving young people living with HIV is critical in the response to HIV. How do you think the involvement of young people living with HIV benefits HIV policies and programmes? ● What's the difference between being involved and being meaningfully involved? Why is this an important distinction to make? ● What are some potential barriers that make it difficult for young people living with HIV to get involved in the response to HIV?
<p>Activity 2 Many ways to create change</p> <p>20 mins</p>	<p>Overview Participants identify different ways – big and small – people can contribute to positive change around HIV.</p> <p>To prepare Write the following quote on the blackboard (or equivalent): <i>"Somehow, a lot of people think that the growth of the HIV epidemic and other global, social problems should be tackled on the global level, in some big offices, by "big people" in our lives, in our country. All this is an illusion. These changes can be achieved by one person in collaboration with another person."</i></p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Say: People often think that social change only means taking big actions to create big changes, like changing a law. Even small efforts can make a meaningful change in your own life or someone else's life. This activity provides an opportunity to identify the different ways – big and small – that people can contribute to positive change around HIV. 2. Explain: <ul style="list-style-type: none"> ● This is a small group activity.

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	<ul style="list-style-type: none"> ● Each group will brainstorm actions people can take to prevent ongoing HIV transmission among young people and ensure a supportive environment for young people living with HIV. Consider what young people can do: <ul style="list-style-type: none"> ● On personal level (e.g., how they treat others). ● On a local level. ● On a national level. ● On a global level. 3. In a large group, ask: <ul style="list-style-type: none"> ● What are some things that young people – including young people living with HIV – can do at a personal level to contribute to positive changes in the HIV response? Local level? National level? Global level? ● What are some barriers that young people may face in trying to create change? ● What are some ways that young people can overcome these barriers?
<p>Activity 3 Personal action plan</p> <p>15 mins</p>	<p>Overview Participants write a letter to themselves to identify ways that they can contribute to the HIV response.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Explain that this is an individual activity. Each person will write a letter to his or her self answering the following questions: <ul style="list-style-type: none"> ● What HIV-related issue do I care most about? ● Why do I care about this issue? ● What change would I like to see in this issue? ● What can I do to contribute to this change? ● Who (people and organizations) can I work with to contribute to this change? 2. Provide participants with an envelope. Ask them to put their name on the envelope and seal their letter inside. 3. Keep the envelopes in a safe place and return the letters to the participants a few months later.
<p>Activity 4 Closing discussion</p> <p>10 mins</p>	<p>Overview Participants reflect on what they have learned in the session and throughout the course and the actions they will take as a result.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Distribute the handout. 2. Reinforce the take home points. 3. Ask: <ul style="list-style-type: none"> ● What is one thing you've learned in this session? ● What is one thing you've learned over the whole course? ● Does anyone want to share some of the actions they plan to take?

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TAKE HOME POINTS

- Involving young people living with HIV in the response to HIV is supported by international commitments about young people and PLHIV.
- Meaningful involvement of young people living with HIV in policies and programmes that affect their lives makes HIV responses more effective, contributes to more supportive societies, and empowers the young people living with HIV who are involved.
- There are many ways for young people living with HIV to be involved in the response to HIV.