

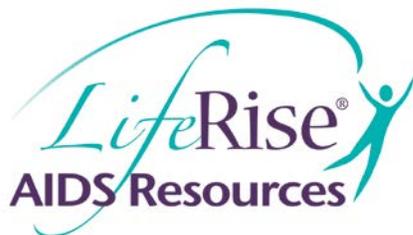
# HIV

## Education Outreach

*Sharing the 4 Most Important Messages  
About HIV*

**Community Health Evangelism**  
HIV/AIDS Module  
September, 2018

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# HIV Education Outreach

## *Sharing the 4 Most Important Messages About HIV*

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## **OVERVIEW FOR FACILITATORS**

Community Health Evangelism  
HIV/AIDS Training Module  
**HIV Education Outreach**

Cynthia Calla, Executive Director, *LifeRise AIDS Resources*  
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### **Sharing the 4 most important messages about HIV/AIDS**

This HIV Education Outreach is to share the 4 most important messages about HIV. These 4 messages are the following. They can be remembered by “**P2T2**.”

- 1) **Prevent** – People Can Prevent HIV
- 2) **Test** – People at Risk for HIV Need to Be Tested
- 3) **Treat** – People with HIV Need to Be Treated
- 4) **Protect** – Pregnant Women Need to Be Tested and Treated

### **Who the outreach is for**

This outreach is designed to be taken “on the road” to share with any group of people. It can be used in towns and villages everywhere to get the word out about HIV. Other groups may include churches; youth groups; schools; and workplaces.

This outreach is a Community Health Evangelism (CHE) HIV/AIDS training module. Therefore, it can also be used to train Community Health Evangelists (CHEs) or other Christian volunteer Community Health Workers (CHWs) about HIV/AIDS. CHEs can then share the 4 most important messages one-on-one on home visits, or at community gatherings.

### **How the outreach is set up**

There are 4 lessons – one for each of the 4 core messages. Each lesson starts with a role play, followed by a facilitation which covers the major points of the lesson. The discussion is led by a facilitator. The facilitation is meant to be as interactive as possible with the participants, while making sure the main points are covered within the time allotted. If the audience is a large crowd of people, there will be less interaction with participants than with a small group.

### **Facilitation team**

The team that presents the outreach is made up of a facilitator, who leads the teaching and facilitates the discussion, as well as the actors, who act out the role plays. The members of the team do not need special qualifications or training to present the outreach. It may help, though, if a team member has first been trained as a participant before he or she joins the training team. Also, it is helpful if the facilitator has some knowledge about HIV/AIDS.

We suggest that the actors be young people who are volunteers from a local church. This gets the young people involved in an outreach to the community and helps them to learn about HIV.

### **Be creative**

We encourage you to be creative with the scene settings, costumes, props, and set designs for the role plays. In the role play in Lesson 1 and Lesson 4, you may choose the scene setting which is best for your own culture. The actors may each add a brief statement related to the activity in the scene and act it out, in addition to speaking the set dialogue.

## OVERVIEW FOR FACILITATORS

Although we encourage creativity in the presentation, we do not encourage creativity in the teaching points of each lesson. The points are accurate in regard to knowledge about HIV/AIDS. You should try to cover them as closely as possible so you do not give inaccurate information. This is why it is helpful if the facilitator has some knowledge about HIV/AIDS.

### **Sound system**

We suggest a portable sound system for the outreach if there will be a large crowd. The actors can wear lapel microphones, so participants do not have to strain to hear the dialogue in the role plays.

### **Newsprint**

We suggest using large pieces of newsprint to write important points of the lesson, especially the core message. The newsprint can be posted on a wall or a tree with masking tape. Or, you can use an easel with a large flip chart.

### **Sharing the gospel**

The education outreach can be used to share the gospel. Although some spiritual concepts are woven into the 4 lessons, this is limited so that the presentation can be used for any audience. At the end, we suggest a transition to share the gospel if you are free to do this. Or, you can make this part optional, ending the outreach after Lesson 4 but allowing people to stay longer if they would like to hear the spiritual teaching.

### **Timing**

Although you can be creative as above, we encourage you to keep to the time suggested for each lesson. This makes the entire outreach 90 minutes total. If the gospel is shared at the end, we encourage you not to make this longer than an extra 15 minutes. If the outreach is too long, people may lose interest and leave before they have heard all 4 important messages.

### **Consider making a video**

We encourage you to think about making a video of the outreach using local actors and the local language. This will decrease the number of people needed to go on the road as the facilitation team. It will allow local leaders to do the teaching and multiply the audience and impact of the outreach. A video will draw a bigger crowd.

The video can be made to just include the role plays. Then, the video can be paused in the training to allow the facilitator to do the teaching and lead the discussion. Or, the video can be made to include both the role plays and the facilitation. The facilitation for the video would then be done as a teaching rather than as an interactive discussion with the participants.

### **Vision**

The vision for this education outreach is that people vulnerable to HIV will learn how to prevent it, especially through God's design for marriage. People at risk for HIV will be tested so they know their status and can anticipate the future. Those who test negative (not infected) will change their behavior to lower their risk. Those who test positive (infected) will access lifesaving HIV treatment. People living with HIV will become stable on treatment and stay on it for life: their health will be improved; they will live a long life and not die from HIV; and they will not pass the virus to others. Pregnant women living with HIV will seek treatment to protect their own health and to prevent their babies from getting HIV.

Through this outreach, the church and Christian ministries will keep people from getting HIV, a devastating disease. For those who are suffering with HIV, Christians will fulfill Jesus' calling to care for the sick, show compassion, and bring healing. Christians will see lives transformed in Christ. They will have a significant impact to help lower the burden of HIV in the community, expanding in an ever-widening sphere to their region and entire country. The AIDS epidemic could come to an end!

This is a vision worth the all-out effort of the church and Christian ministries to share the 4 most important messages about HIV far and wide.

## OVERVIEW FOR FACILITATORS

### **Abbreviations Used in this Module**

ART – Antiretroviral treatment (HIV treatment)

PLWH – People living with HIV

### **References**

1. 90–90–90: An ambitious treatment target to help end the AIDS epidemic. UNAIDS; 2014. [Available from <http://www.unaids.org>]
2. Consolidated guidelines on the use of antiretroviral drugs for treating and preventing HIV infection: recommendations for a public health approach. Second edition 2016. [Guidelines change frequently – check latest version available from <http://www.who.int>]

**PREVENT - PEOPLE CAN PREVENT HIV**

Date: 09/2018

(30 MINUTES)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Understand the purpose of this education outreach – to share the 4 most important messages about HIV
  2. Understand the first HIV core message: Prevent
  3. Learn ways to prevent HIV through behavior change

**OVERVIEW FOR FACILITATORS:** This lesson covers an introduction to this education outreach. Also, it covers the first HIV core message: Prevent.

METHOD	TIME	KNOWLEDGE
<p>I. Introduction to this education outreach</p> <p>A. This education outreach is to share the 4 most important messages about HIV. Why do people need to learn these messages?</p> <p>B. How is this education outreach set up?</p> <p>C. What are the 4 most important messages about HIV? They can be remembered by “<b>P2T2</b>” – 2 P’s and 2 T’s. The 4 messages are <b>Prevent, Test, Treat, and Protect</b>.</p>	<p>5’</p>	<p>I. <u>What this education outreach is about</u></p> <p>A. Why people need to learn these messages</p> <ol style="list-style-type: none"> <li>1. Because HIV is a deadly disease</li> </ol> <p>B. How the outreach is set up</p> <ol style="list-style-type: none"> <li>1. We will have one lesson for each of the 4 most important messages</li> <li>2. Each lesson will start with a role play which the actors will act out</li> <li>3. After the role play, we will discuss the most important things to know and do</li> </ol> <p>C. The 4 most important HIV messages -- <b>Prevent, Test, Treat, and Protect</b></p> <ol style="list-style-type: none"> <li>1. <b>Prevent</b> – People Can Prevent HIV</li> <li>2. <b>Test</b> – People at Risk for HIV Need to Be Tested</li> <li>3. <b>Treat</b> – People with HIV Need to Be Treated</li> <li>4. <b>Protect</b> – Pregnant Women Need to Be Tested and Treated</li> </ol>
<p>II. Before we start the first role play, let’s do a brief review of the basic things to know about HIV</p> <p>A. What is HIV?</p> <p>B. What are the main ways HIV is spread?</p>		<p>II. <u>Brief review of HIV basics</u></p> <p>A. HIV is:</p> <ol style="list-style-type: none"> <li>1. A tiny germ called a virus passed from person to person</li> <li>2. Once inside the body, HIV destroys the body’s cells which fight infection more and more over time</li> <li>3. The person gets sicker as the virus get stronger in the body</li> </ol> <p>B. Main ways HIV is spread -- through:</p> <ol style="list-style-type: none"> <li>1. Sexual relations             <ul style="list-style-type: none"> <li>• Vaginal</li> <li>• Anal</li> <li>• Oral sex</li> </ul> </li> </ol>

## PREVENT

METHOD	TIME	KNOWLEDGE
		2. Exposure to blood or body fluids that contain blood <ul style="list-style-type: none"> <li>• Sharing needles or syringes in injecting drug use</li> <li>• Cutting blades that have been used by other people</li> </ul> 3. Pregnant or breastfeeding woman to her baby <ul style="list-style-type: none"> <li>• In the womb</li> <li>• During delivery</li> <li>• Through breastfeeding</li> </ul>

**Role Play:** 5' Brackets [ ] enclose descriptive information about the role play, facilitation, or dialogue. This is not spoken as dialogue.

**[Scene Setting:** The actors are a male adolescent and his male friend. The 2 young men talk about how to prevent HIV. As they talk, they are engaged in an activity that 2 young men who are friends may do together in your culture. For example, fishing; taking their lunch break as construction workers; repairing something; or watching a soccer game. Costumes, props, and set designs support what they are doing. In addition to speaking the set dialogue, the actors each add a brief statement related to the activity they are doing in the scene, and act it out.]

**Facilitator introduces the role play:** A male adolescent talks with his male friend about how to prevent HIV. They are ... [facilitator explains what they are doing, for example, "They are fishing together at the river"].

Young man I like being with my new girlfriend. We have not had sex yet but maybe we will start. I heard at school about HIV and I am afraid of getting it. [Next, he makes a brief statement about the activity he is doing in the scene, and acts it out.]

Male friend You are right to be afraid! HIV is a deadly disease. I'm not going to risk it! I'm going to wait for sex until I'm older and know what I want out of life. I heard from my pastor that the best way to prevent HIV is to live by God's plan for relationships and marriage. It is very effective.

Young man What is God's plan?

Male friend [He makes a brief statement about the activity he is doing in the scene, and acts it out.] God's plan is waiting until I am married to have sex. And marrying a woman who has also waited and is not already infected with HIV. Then, being faithful to each other for life. This plan will give us the greatest happiness and fulfillment in marriage. We will also please God.

Young man I would like to please God and also be happy and fulfilled in life. I am going to ask God to help me to live by His plan.

III. The First Most Important Message About HIV: **Prevent** – People Can Prevent HIV

A. People do not have to get infected with HIV! HIV can be prevented by "**ABC**." What is **ABC**?

20' III. **Prevent**

A. Prevention of HIV by **ABC**

1. The most common way HIV is transmitted is through sexual relations. "**ABC**" is an easy way to remember how to prevent this transmission.

## PREVENT

METHOD	TIME	KNOWLEDGE
B. What does <b>A</b> stand for in ABC?		B. What <b>A</b> stands for in ABC 1. <b>A</b> bstinence – not having sex until marriage. Or, if a person becomes unmarried, being abstinent again. This may also be called “waiting for sex” until marriage, or “saving sex” for marriage. 2. This may also include delaying the age when a person has first sexual relations
C. What does <b>B</b> stand for in ABC?		C. What <b>B</b> stands for in ABC 1. <b>B</b> e faithful – mutual faithfulness with a marriage partner who is not infected with HIV 2. This may also include decreasing the number of partners from having multiple partners to one partner
D. What does <b>C</b> stand for in ABC?		D. What <b>C</b> stands for in ABC 1. <b>C</b> ondoms – stands for <b>C</b> orrect and <b>C</b> onsistent use of <b>C</b> ondoms 2. Condoms are for marriages in which one partner is infected with HIV and the other partner is not (discordant couples) 3. Condoms are also for those who are not able, not ready, or not willing to practice <b>A</b> (abstinence) and <b>B</b> (faithfulness) 4. If used correctly and consistently, condoms prevent HIV 50 – 80% of the time. But abstinence and mutual marital faithfulness works better – HIV prevention is nearly perfect!
E. What is God's plan for preventing HIV?		E. God's plan to prevent HIV 1. God's design for marriage is in the Bible. Marriage is between one adult male and one adult female for life, with sexual relations taking place only within marriage. 2. God's plan includes the <b>A</b> and <b>B</b> of <b>ABC</b> 3. People who follow God's plan for marriage will not be infected with HIV 4. They will have happier and more fulfilling relationships 5. Those who have a relationship with God through Christ can receive His power to live by His plan
F. What are other ways to prevent HIV in addition to ABC?		F. Additional ways to prevent HIV 1. Preventing and treating sexually transmitted infections other than HIV, especially those that cause open sores like syphilis and herpes 2. Male circumcision at birth or later as an adult

## PREVENT

METHOD	TIME	KNOWLEDGE
IV. <u>Conclusion:</u> You do not have to get infected with HIV! You are not helpless to protect yourself. There are things you can do to prevent it, like ABC. What's the first most important HIV message? [Have the participants shout it out]	IV. <u>Prevent – People Can Prevent HIV!</u>	3. Another common way HIV is transmitted is through injecting drug use by sharing needles and syringes. Prevention includes: <ul style="list-style-type: none"> <li>• Christian rehabilitation programs to help people break completely free from addiction</li> <li>• Programs that provide clean needles and syringes in exchange for used ones</li> </ul>
<b><u>ATTITUDE:</u></b> Participants will understand that they can prevent HIV. They are not helpless to protect themselves.		
<b><u>SKILL:</u></b> Participants will know the most important ways how to prevent HIV		
<b><u>EVALUATION:</u></b> Participants will be able to repeat back the first most important message: Prevent		
<b><u>MATERIALS:</u></b> -Costumes, props, and set designs -Sound system for the role play -Newsprint, markers, and masking tape if the facilitator wants to write the most important points of the lesson. If so, write at least the core message.		

**TEST - PEOPLE AT RISK FOR HIV NEED TO BE TESTED**

Date: 09/2018

(20 MINUTES)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Understand the second HIV core message: Test
  2. Learn about HIV testing

**OVERVIEW FOR FACILITATORS:** This lesson covers the second HIV core message: Test

METHOD	TIME	KNOWLEDGE
<b>Role Play:</b>	5'	Brackets [ ] enclose descriptive information about the role play, facilitation, or dialogue. This is not spoken as dialogue.
<b>[Scene Setting:</b> The actors are an HIV counselor and a young woman. The young woman has just been tested for HIV and sits with the counselor to receive her results. Costumes, props, and set designs support the scene. For example, the counselor wears a uniform; and there is a sign that says "HIV Testing and Counseling."]		
<b>Facilitator introduces the role play:</b>		A young woman has just been tested for HIV and sits with the counselor to receive her results.
Counselor		Your test shows that you are infected with HIV. This is called a "positive" test.
Young woman		[Pauses after she hears this news and then begins to cry] No! I cannot believe that this is true. Are you sure?
Counselor		[Gives her a handkerchief to wipe her eyes] I'm sorry to bring you this news. I can see that this is difficult for you. The test is accurate. But we will confirm the result with another test made by a different company.
Young woman		How am I going to tell my husband? ... My mother? ... My children?
Counselor		I can help you to tell them. Your husband and children need to be tested like you have been.
Young woman		[Starts a new wave of crying] What a shock! It is like having a death sentence. What is going to happen to me? What is my future? I do not want to die. I am afraid to die.
Counselor		We will link you to a clinic that gives the lifesaving treatment for HIV. This treatment gives great hope. It will improve your health. You can live a long life with the treatment. You should start on the treatment as soon as possible.

- |  |            |   |
|--|------------|---|
| <p>I. The Second Most Important Message About HIV: <b>Test</b> – People at Risk for HIV Need to Be Tested</p> <p>A. We've talked about how HIV is spread. What should people at risk for HIV do?</p> <p>B. Who is at risk?</p> <p>C. How is the test done?</p> | <p>10'</p> | <p>I. <b>Test</b></p> <p>A. Everyone who is at risk needs to be tested so they know their status</p> <p>B. Who is at risk</p> <ol style="list-style-type: none"> <li>1. Anyone who has ever had sexual relations, including adolescents</li> <li>2. Partners of people who have tested HIV-positive</li> <li>3. Children whose parent is infected</li> <li>4. Pregnant and breastfeeding women</li> <li>5. Anyone who has ever injected drugs</li> </ol> <p>C. How the test is done</p> <ol style="list-style-type: none"> <li>1. It is simple. Usually, it uses a drop of blood from a pinprick of a person's</li> </ol> |
|--|------------|---|

## TEST

METHOD	TIME	KNOWLEDGE
<p>D. Where can people get tested? [The facilitator can research the area where the education outreach is being done, and learn where to refer people for testing. If the facilitator does not know where to go for testing in the community, ask the participants. Some may know where to go to get tested.]</p>	5'	<p>finger. Or, a swab from the inside of the mouth.</p> <ol style="list-style-type: none"> <li>2. It is fast. Results are ready in 10 minutes.</li> <li>3. Usually the tester will counsel people before and after the test to help them understand the test and the results</li> </ol> <p>D. Where to get tested</p> <ol style="list-style-type: none"> <li>1. Clinic or hospital</li> <li>2. HIV test site</li> <li>3. Testing outreaches in communities</li> <li>4. Mobile testing</li> <li>5. Door to door testing by community workers</li> <li>6. Tests may be available for people to test themselves at home (self-testing)</li> </ol>
<p>II. What people should do with their test results</p> <ol style="list-style-type: none"> <li>A. What should people who test negative do? "Negative" means a person is not infected with HIV.</li> <li>B. What should people who test positive do? "Positive" means a person is infected with HIV.</li> </ol>	5'	<p>II. <u>What to do with test results</u></p> <ol style="list-style-type: none"> <li>A. What people who test negative should do <ol style="list-style-type: none"> <li>1. People who test negative should change their behavior to lower their risk</li> </ol> </li> <li>B. What people who test positive should do <ol style="list-style-type: none"> <li>1. People who test positive should link to medical care as soon as possible. This is so they can start on lifesaving HIV treatment as soon as possible.</li> <li>2. People should inform their sexual partners. Partners should get tested as soon as possible.</li> <li>3. Children and other household family members should also get tested as soon as possible</li> </ol> </li> </ol>
<p>III. <u>Conclusion:</u> If you are at risk for HIV, you should get tested as soon as possible! Testing will get you on the path to lifesaving treatment. What's the second most important HIV message? [Have the participants shout it out]</p>		<p>III. <u>Test – People at Risk for HIV Need to Be Tested!</u></p>

## TEST

METHOD	TIME	KNOWLEDGE
<b><u>ATTITUDE:</u></b>	Participants who are at risk for HIV will desire to get tested to know their status	
<b><u>SKILL:</u></b>	Participants will know how to get tested	
<b><u>EVALUATION:</u></b>	Participants will be able to repeat back the second most important message: Test	
<b><u>MATERIALS:</u></b>	<ul style="list-style-type: none"> <li>-Costumes, props (handkerchief), and set designs for an HIV test site</li> <li>-Sound system for the role play</li> <li>-Newsprint, markers, and masking tape if the facilitator wants to write the most important points of the lesson. If so, write at least the core message.</li> </ul>	

**TREAT - PEOPLE WITH HIV NEED TO BE TREATED**

Date: 09/2018

(20 MINUTES)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Understand the third HIV core message: Treat
  2. Learn about HIV treatment and the Care Pathway

**OVERVIEW FOR FACILITATORS:** This lesson covers the third HIV core message: Treat

METHOD	TIME	KNOWLEDGE
<b>Role Play:</b>	5'	Brackets [ ] enclose descriptive information about the role play, facilitation, or dialogue. This is not spoken as dialogue.
<b>[Scene Setting:</b> The actors are a man and a doctor. The man is seeking HIV treatment at a clinic. Costumes, props, and set designs support the scene. For example, the doctor wears a white coat; and there is a sign that says "HIV Clinic."]		
<b>Facilitator introduces the role play:</b>		A man who has tested HIV-positive sits with a doctor for his first visit at a local clinic that provides HIV treatment.
Man		I had a positive test for HIV yesterday at a test site. They told me to come here to be seen as soon as possible so I can start on the lifesaving treatment.
Doctor		Yes, the treatment is lifesaving! In the past, people had to wait until they got sick from HIV to start treatment. But now, people can start as soon as they know they are infected. You have great hope with the treatment.
Man		Will I be cured of HIV with the treatment?
Doctor		No, you will still have HIV in your body. But the treatment keeps HIV from moving through your body in your bloodstream and doing damage. The treatment can restore the cells that fight infection in your body that HIV has destroyed. It improves your health.
Man		How do I take the treatment?
Doctor		It is pills that you take. You must take every pill every day or the medicine may stop working. You need to get stable on treatment (when the virus is no longer found in your blood). You need to take it for the rest of your life.
Man		It sounds like a long journey! How am I going to get through it and stay strong?
Doctor		We will be there with you as you live with HIV. We will help you to stay on the pathway for care, to get stable on treatment, and to be well. The treatment is God's gift of healing for you, and He will help you, too, as you call on Him.

- I. The Third Most Important Message About HIV: **Treat** – People with HIV Need to Be Treated
- A. What should people do who test positive for HIV?
  - B. What is the latest good news about HIV treatment (ART)?

10'

- I. **Treat**
- A. What people who test positive should do
    1. They should seek medical care as soon as possible at a clinic that gives HIV treatment (called "ART")
    2. ART is for all people living with HIV (PLWH), including adults, adolescents, children, and pregnant women
  - B. Latest good news
    1. In the past, PLWH had to wait until they got sick to start on treatment

## TREAT

METHOD	TIME	KNOWLEDGE
C. Why should people get treated? What are the benefits of ART?		2. The good news is that now they can start as soon as they know they are infected C. Benefits of ART 1. Treatment is lifesaving! People no longer die of HIV. 2. The virus no longer destroys the body's system to fight infection. Instead, the system will get stronger and may even recover. 3. ART improves the health of the body's major organs like the brain, heart, and lungs 4. People living with HIV who are stable on ART do not pass the virus to others (almost perfect, 96% decrease)
D. How does ART work?		D. ART kills the virus circulating in the blood 1. ART is usually a combination of 3 drugs, taken in one or 2 pills a day 2. When the virus can no longer be found in the blood, a person is stable on ART. This is called "virally suppressed." 3. ART is not a cure because HIV still hides in areas of body where treatment doesn't reach 4. If ART is stopped, the virus returns to the blood in full force
E. How long do people need to take ART?		E. Once started on ART, people must take it for life 1. PLWH must take every pill every day at the same time of the day. This is called "adherence." It must stay almost perfect (greater than 95%). 2. If ART is stopped even for one day, the virus can become unresponsive and ART stops working. This is called "resistance" of the virus.
II. Care Pathway for HIV treatment	5'	II. <u>Care Pathway for treatment</u>
A. People living with HIV should take the <b>Care Pathway</b> to receive the lifesaving benefits of treatment. There are <b>5 steps</b> , which can be remembered by " <b>5 S's</b> : <b>Seek</b> ; <b>Stay</b> ; <b>Start</b> ; <b>Stable</b> ; <b>Sustain</b> ."		A. <b>Care Pathway 5 steps</b> for lifesaving treatment 1. <b>Step 1: Seek</b> medical care. After testing positive, people should seek medical care as soon as possible at a clinic that gives HIV treatment. 2. <b>Step 2: Stay</b> in medical care. People should stay in medical care until they are able to start treatment, and for their entire lives. 3. <b>Step 3: Start</b> treatment. People should start treatment as soon as possible.

## TREAT

METHOD	TIME	KNOWLEDGE
III. <u>Conclusion:</u> If you test positive for HIV, you should start treatment as soon as possible, become stable on it, and stay on it for life! Treatment is lifesaving! What's the third most important HIV message? [Have the participants shout it out]	III. <u>Treat – People with HIV Need to Be Treated!</u>	4. <b>Step 4:</b> Become <b>Stable</b> on treatment. This is when people take every pill every day and the virus is no longer found in the blood. 5. <b>Step 5:</b> <b>Sustain</b> treatment. People should sustain treatment for life.
<b><u>ATTITUDE:</u></b> Participants who are living with HIV will desire to get on lifesaving HIV treatment as soon as possible		
<b><u>SKILL:</u></b> Participants will learn how treatment works and how to take the Care Pathway		
<b><u>EVALUATION:</u></b> Participants will be able to repeat back the third most important message: Treat		
<b><u>MATERIALS:</u></b> -Costumes, props, and set designs for an HIV clinic -Sound system for the role play -Newsprint, markers, and masking tape if the facilitator wants to write the most important points of the lesson. If so, write at least the core message. For this lesson, also write the 5 steps of the Care Pathway.		

**PROTECT - PREGNANT WOMEN NEED TO BE TESTED AND TREATED**

Date: 09/2018

(20 MINUTES)

- OBJECTIVES:** After working through this lesson, participants will be able to:
1. Understand the fourth HIV core message: Protect
  2. Learn how pregnant women can protect their own health and the health of their babies from HIV with HIV treatment (ART)
  3. Review all 4 core messages of this education outreach

**OVERVIEW FOR FACILITATORS:** This lesson covers the fourth HIV core message: Protect. It also covers a summary of the 4 core messages as a conclusion to this education outreach. At the end of this lesson, facilitators may make the transition to share the gospel.

METHOD	TIME	KNOWLEDGE
<b>Role Play:</b>	5'	Brackets [ ] enclose descriptive information about the role play, facilitation, or dialogue. This is not spoken as dialogue.
<p><b>[Scene Setting:</b> The actors are a young pregnant woman and her older sister. The younger sister has just found out that she is pregnant for the first time. The older sister has a young child and gives advice to her younger sister about HIV in pregnancy. As they talk, they are engaged in an activity that 2 young women who are sisters may do together in your culture. For example, cooking; sewing; tending a backyard garden; or sitting together at a playground where the older sister's child is playing. Costumes, props, and set designs support what they are doing. In addition to speaking the set dialogue, the actors each add a brief statement related to the activity they are doing in the scene, and act it out.]</p>		
<b>Facilitator introduces the role play:</b>	A young woman who has just found out she is pregnant for the first time talks with her older sister about HIV in pregnancy. They are ... [facilitator explains what they are doing, for example, "They are talking together while the older sister cooks dinner at her home"].	
Younger sister	I have news! I just missed my monthly period and I think I am pregnant. I am telling you first before I tell my husband this evening. Since you have a child and have been through a pregnancy, I would like to hear your counsel for me. [Next, she makes a brief statement about the activity she is doing in the scene, and acts it out.]	
Older sister	How wonderful! I will be glad to be an aunt. You need to seek medical care as soon as possible and keep all your scheduled prenatal visits, so the doctor can check your health and that of your baby. It is very important that you get tested for HIV, among other tests the doctor will do.	
Younger sister	Why is that so important?	
Older sister	[She makes a brief statement about the activity she is doing in the scene, and acts it out.] It is important because if you have HIV, then you can pass it to your baby in the womb, during delivery, or through breastfeeding. Your baby will get HIV!	
Younger sister	Oh, no! Both my baby and I will be very sick with HIV! How can I prevent this?	
Older sister	You can prevent passing the virus to your baby by starting on HIV treatment as soon as possible in your pregnancy. Then staying on the treatment for the rest of your life. The treatment is lifesaving and protects your own health. It also protects your baby from HIV. Staying on it for life also protects you and your baby in future pregnancies.	
Young sister	I do not want to pass HIV to my baby. I want to give my baby the best future. And, if I have HIV I want to stay healthy. I will go to the clinic for my first prenatal check as soon as possible.	
Older sister	If you test positive for HIV, make sure your husband gets tested as well.	

## PROTECT

METHOD	TIME	KNOWLEDGE
<p>I. The Fourth Most Important Message About HIV: <b>Protect</b> – Pregnant Women Need to Be Tested and Treated</p>	15'	I. <b><u>Protect</u></b>
<p>It is very important for HIV-infected pregnant and breastfeeding women to take HIV treatment (called “ART”) and continue it for life. ART is lifesaving for women and for their infants.</p>		
<p>A. How is HIV passed from mothers to their babies?</p>		<p>A. How HIV is passed from mothers to babies</p> <ol style="list-style-type: none"> <li>1. Women who are HIV-infected can pass the virus to their babies: <ul style="list-style-type: none"> <li>• In the womb</li> <li>• During delivery</li> <li>• Through breastfeeding</li> </ul> </li> </ol>
<p>B. What happens when a baby is infected?</p>		<p>B. What happens when a baby is infected</p> <ol style="list-style-type: none"> <li>1. Infants who are infected have poor health and are very sickly</li> <li>2. Most infants who are infected die before age 2 unless they are treated for HIV with HIV treatment (ART)</li> <li>3. Infants who are infected start a lifelong journey of HIV disease and need to be on ART for life</li> </ol>
<p>C. How can passage of HIV from mother to babies be prevented?</p>		<p>C. How passage of HIV can be prevented</p> <ol style="list-style-type: none"> <li>1. All pregnant and breastfeeding women and their partners need to be tested for HIV</li> <li>2. <ul style="list-style-type: none"> <li>• A woman who tests positive should start on ART as soon as possible, become stable on it, and continue it for the entire pregnancy and breastfeeding period</li> <li>• This will protect her own health and prevent her from passing the virus to her baby in the <i>current</i> pregnancy</li> </ul> </li> <li>3. A pregnant woman should keep the schedule of all prenatal visits to the clinic. After delivery, she and her baby should stay in special care until she discontinues breastfeeding.</li> <li>4. <ul style="list-style-type: none"> <li>• A woman should continue ART after pregnancy and breastfeeding for her entire life</li> <li>• This will protect her own health and that of her baby when she gets pregnant again, in <i>future</i> pregnancies</li> </ul> </li> </ol>

## PROTECT

METHOD	TIME	KNOWLEDGE
D. What else may need to be done for the baby?		5. If a woman is already on ART, she should continue it when she gets pregnant. It will not hurt her baby. D. What else may need to be done for the baby <ol style="list-style-type: none"> <li>1. An infant born to an HIV-infected mother may need ART medicines from the clinic for the first few months of life to prevent infection</li> <li>2.               <ul style="list-style-type: none"> <li>• The infant should have an HIV test <u>at as young an age as possible</u> to give a definite result whether he or she is infected with HIV</li> <li>• Mother and baby should stay in special care until they get the baby's test result</li> </ul> </li> <li>3. An infected infant should start on ART as young as possible and stay on it for life</li> </ol>
E. How does ART allow HIV-infected women to breastfeed their babies?		E. How ART allows HIV-infected women to breastfeed their babies <ol style="list-style-type: none"> <li>1. Breastfeeding is considered more healthy for infants than baby formula in places where safe water is not available to mix formula, even for women who are HIV-infected</li> <li>2. Women who are stable on ART do not pass the virus to their babies through breastfeeding</li> </ol>
II. <u>Conclusion of this lesson:</u> If you are living with HIV and pregnant or breastfeeding, or a woman of child-bearing age, you do not have to fear passing the virus to your baby if you take HIV treatment. With ART, you can be healthy yourself and also give your baby a healthy future free of HIV! What's the fourth most important HIV message? [Have the participants shout it out]		II. <u><b>Protect</b> – Pregnant Women Need to Be Tested and Treated!</u>
III. <u>Conclusion of this education outreach:</u> Let's review the <b>4 most important messages about HIV – P2T2:</b> <ol style="list-style-type: none"> <li>1) <b>Prevent</b></li> <li>2) <b>Test</b></li> <li>3) <b>Treat</b></li> <li>4) <b>Protect</b></li> </ol> [Have the participants shout out the 4 messages]		III. <ol style="list-style-type: none"> <li>1) <b>Prevent</b> – People Can Prevent HIV</li> <li>2) <b>Test</b> – People at Risk for HIV Need to Be Tested</li> <li>3) <b>Treat</b> – People with HIV Need to Be Treated</li> <li>4) <b>Protect</b> – Pregnant Women Need to Be Tested and Treated</li> </ol> [Give participants a copy of the handout which follows this lesson, <i>The 4 Most Important Messages About HIV</i> ]

## PROTECT

METHOD	TIME	KNOWLEDGE
<p>IV. <u>Sharing the gospel</u>: Facilitators may make a transition to sharing the gospel at the end of this lesson. The entire education outreach is 90 minutes. Sharing the gospel at the end will add time. No more than 15 minutes is recommended. Possible transitions include:</p> <ul style="list-style-type: none"> <li>• We've talked about physical health - HIV. Now let's talk about your spiritual health.</li> <li>• How can you have the power to live these messages in your life? By having a relationship with Christ.</li> <li>• We've talked about HIV treatment as healing, which comes through doctors and clinics. Who is your healer beyond this? Jesus, the Great Physician.</li> <li>• We've talked about how people living with HIV can have a long life with treatment. Jesus offers eternal life!</li> <li>• Be creative and let the Holy Spirit guide you for other transitions!</li> </ul>	<p>No more than 15'</p>	<p>IV. [Consider giving out tracts or Bibles when sharing the gospel]</p>
<p><b><u>ATTITUDE:</u></b> Women participants and their partners will desire to protect their babies from HIV with HIV treatment (ART)</p>		
<p><b><u>SKILL:</u></b> Participants will understand what pregnant and breastfeeding women can do to protect their own health and keep their babies from becoming infected with HIV</p>		
<p><b><u>EVALUATION:</u></b> Participants will be able to repeat back the fourth most important message: Protect</p>		
<p><b><u>MATERIALS:</u></b></p> <ul style="list-style-type: none"> <li>-Costumes, props, and set designs</li> <li>-Sound system for the role play</li> <li>-Newsprint, markers, and masking tape if the facilitator wants to write the most important points of the lesson. If so, write at least the core message. For this lesson, also write all 4 core messages as a summary of the education outreach.</li> <li>-Handout, <i>The 4 Most Important Messages About HIV</i> (follows this lesson)</li> </ul>		

# The 4 Most Important Messages About HIV

## “P2T2”

- 1) **Prevent** – People Can Prevent HIV
- 2) **Test** – People at Risk for HIV Need to Be Tested
- 3) **Treat** – People with HIV Need to Be Treated
- 4) **Protect** – Pregnant Women Need to Be Tested and Treated