Facing AIDS
A Christian Perspective for HIV/AIDS Prevention and Care

WORLD RELIEF
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## Facing AIDS

* A Christian Perspective to Prevention and Care

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Introduction

There are many reasons why AIDS continues to be passed from person to person in spite of widespread knowledge that it brings pain, suffering and death. But faith in God, and following His ways through the transforming power of His Holy Spirit, can overcome even the greatest temptations, threats and obstacles to AIDS prevention. His love, if we let it work through each of us, can also guide our response to those around us who are impacted by this deadly disease.

The body of Christ needs to mobilize to promote attitudes, actions and behaviors that will prevent AIDS and encourage compassionate care and support for those infected with and affected by HIV/AIDS.

This guide is for those who will help groups better understand the facts about AIDS and to encourage them to consider God’s plan for sex, marriage and families so that they can make healthy and life-promoting decisions.

It is divided into 12 learning sessions that offer step-by-step guidance for group facilitation using a group-based dialogue and reflection approach. The learning sessions do not separate Biblical teaching from the facts presented and the behaviors promoted. As the facilitator, you will help guide people to discover God’s plan and power in their lives and how to live a free and abundant life in Him.

During His time on earth, our Lord taught His disciples and others around Him about how we should live. We have tried to follow His example by using many of the same methods of teaching in this guide. Please refer to and read the resource section called: Jesus the Master Teacher: Helping People Learn the Truth.

May you be strengthened by His unfailing love and guided by His Spirit.
Using the Learning Sessions

Each learning session begins with **Notes to the Facilitator** which provides helpful background information and identifies the main **purpose** of each session. This is followed by the specific **objectives** for that learning session. A **preparation/materials** section is included to remind the facilitator what materials or activities should be prepared in advance for the session. A suggested delivery **time** helps guide the facilitator in allocating time during the session. Finally, the **steps** are listed to outline the primary activities in each session. **Illustrations** for the learning sessions are found in the resource section. These can be photocopied, colored and mounted on a poster for easier use. Facilitators are also encouraged to create their own illustrations and use local names for the story characters.

The learning session is scripted to help facilitators who may have limited experience in dialogue-based adult learning. Guidelines for effective training and facilitation are provided in the **resource section** and facilitation tips are also included in the sessions. **Italics** are used in the learning sessions to indicate tips and instructions to the facilitator. Discussion questions are in **bold** and technical information for presentation is placed in **boxes** for easy reference. Review information is placed in **boxes** with a dotted line, and suggested responses to questions are in italics. This format provides the facilitator with an easy reference while probing the group during discussions. Remember to allow participants to answer the questions, rather than reading the suggested responses.

Since participation is important in these learning activities and time is limited, one of the challenges facing the facilitator is providing enough time for people to feel they have been heard and to voice their concerns and fears. In some discussions it may be more important to allow a few people to give in-depth feedback rather than expecting every person to speak. With HIV/AIDS it is also critical to create a safe and positive learning environment where people feel respected and can speak openly about their feelings and beliefs. Since the content focuses on relationships and sexual issues, some people may find these topics difficult to discuss.

The box to the right is a reminder of some important principles and practices of adult learning to keep in mind as you lead each session. Remember that you, the facilitator, do not have all the answers. The participants come to the learning sessions with a great deal of experience and have many things to add. It is important that all participants (including you) teach and learn.

Enjoy the adventure of learning!

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**Important Principles to Remember**

- Create a safe learning environment.
- Give feedback to the participants and praise them for their efforts.
- Let the participants know that you are a learner with them.
- Ask open – not closed – questions (as shown in described in the Facilitation Tips)
- Use small groups (as suggested in the session guide). Small groups help involve all participants, build a sense of teamwork and create safety.
Notes to the Facilitator

This session introduces the learning series. It lays the foundation for future sessions that will discuss the importance of faithfulness in marriage. It shows that sex was created by God and intended to be an expression of the love between a man and woman. The purpose of this session is to help participants understand that sex was created for a good purpose and when used appropriately, brings physical pleasure and deeper intimacy to husband and wife. On the other hand, when not practiced appropriately, it can cause grief and sorrow.

Objectives
During this session, participants will:

- Identify that sex is a good gift that comes from God
- Discuss what the Bible teaches about sex and marriage
- Consider the consequences of misusing sex

Preparation/Materials

- Illustration of Anna and her family
- Scripture reference: Genesis: 2:22-25
- Read the story about Anna and her family. Decide if you will use local names and, if so, change them in this session as well as in all of the following sessions where they are mentioned.

Time
45 minutes

Steps
1. Introduce the Facing AIDS Together learning series – 5 minutes
2. Use scripture and stories to consider what happens when we misuse the gift of sex – 20 minutes
3. Review God’s plan for sex and marriage and ask participants to consider how the misuse of sex can affect our families – 10 minutes
**STEPS**

*Opening prayer and welcome*

1. **Introduce the Facing AIDS learning series – 5 minutes**

*Say:*

Today we are starting a series of 12 learning sessions on HIV and AIDS. Together, through our discussions, we will learn how HIV/AIDS affects our families and our community. You will be asked to share your thoughts and ideas so that you can decide how to face HIV and AIDS in your family and in your community. We will also look at the Bible to discover what God says about sex and marriage. If you have a Bible, please bring it with you whenever we meet.

AIDS and sex may be difficult to talk about. But AIDS is killing many people, so we must talk about these Things openly and seek solutions together.

HIV/AIDS is like a fire in your house. If your house was on fire, would you try to put it out? Facing AIDS is not easy, but if we want to protect our families, our marriages and our children, we have to put our hands together and put out this fire.

We all have questions about HIV/AIDS. We will be discussing many of these questions today and over the next 11 sessions. I will also share information from people who have studied the problem of HIV/AIDS.

Our plan for today is to reflect on God’s gift of sex and the problems caused by our misuse of it.

*Introduce Anna and her family, using the family illustration. Point to each family member as you introduce him or her.*

I would like to introduce you to a family that has been affected by HIV/AIDS. This family lives in a community like yours.

- Anna is a woman living with HIV/AIDS.
- Paul is Anna's late husband who died of AIDS.
- Peter is Anna’s and Paul’s eldest son.
- Irene is Anna’s and Paul’s youngest daughter.
- Nathaniel is Anna’s and Paul’s infant son.

2. **Use stories and scripture to consider the problem of AIDS, what the Bible says about sex and what happens when we misuse it – 25 minutes**

Let me tell you more about this family.

For many years, Paul and Anna had a good marriage. They attended church and were faithful to one another. But then Paul got a promotion. Paul’s new job took him away from Anna and the family for months at a time. In the cities Paul visited there were many cafes and many unmarried women. Paul was tempted to have other sexual partners, and he did. Paul did not tell Anna about these relationships. Anna suspected that he was unfaithful to her, but she never said anything. When he became sick, Anna suspected Paul had AIDS. Later, she discovered this was true. Paul never confessed to Anna how he had been infected with HIV.
Ask:

- What are the problems in this marriage?

Encourage participation and listen to several responses. (These may include: Paul was away from his wife for long periods. Paul could not resist temptation. Anna doubted his faithfulness. Anna and Paul did not communicate openly. The wage earner in the family has died.)

Let's look at what the Bible says about the marriage relationship.

Ask a volunteer to read: Genesis: 2:22-25:

“Then the Lord God made a woman from the rib He had taken out of the man, and He brought her to the man. The man said: ‘This is now bone of my bones and flesh of my flesh; she shall be called woman for she was taken out of man.’ For this reason a man will leave his father and mother and become united to his wife, and they will become one flesh. The man and his wife were both naked and they felt no shame.”

Ask participants to form groups of two or three and discuss the following question:

- What does this passage tell us about God's plan for the marriage relationship?

After a few minutes ask participants to share. Listen to responses. Rather than having each small group present, ask for new ideas after the first response. These may include: God created man and woman. He wants them to be united as husband and wife. Man shall leave the father and mother and become one with his wife.

Say:

We see that sex was created by God to be enjoyed by husband and wife.

Ask the large group:

- What else does this passage tell us about what God intended for sex between husbands and wives?

Encourage participation and affirm their responses. These may include: Sex is good, natural and right in marriage. God wants sex between a husband and wife to be enjoyable.

Say:

Listen to another story about the children in this community.

Anna is worried about how HIV/AIDS could affect her children and other children in the community. She has heard about teenage girls having babies and knows children as young as hers are experimenting with sex. She also knows that AIDS and other disease are not limited to adults, that children are also at risk for HIV/AIDS. “Some may already be infected with HIV and other sexually-transmitted diseases!” she thinks to herself. “Maybe I should lock my children away so they won’t be exposed to these bad things!” she cries. But she knows that is not the answer.

Say:

We see that sex has been misused in this family and in this community.

- What are the results of misusing sex in these stories?

Be patient and wait for participants to respond instead of giving the answer. Responses may include: Paul was infected with HIV and gave it to his wife Anna. Children could get HIV/AIDS and other sexually transmitted diseases and spread them to each other. Unmarried girls could become pregnant.
3. Review God’s plan for sex and marriage and ask participants to identify how the misuse of sex can affect families – 10 minutes

Ask:

→ **What is the purpose of sex in marriage?**

_Probe and encourage the group to identify the following points during the review. Provide information only if it is not mentioned by the participants. Responses could include: Sex is a beautiful creation of God, it is meant to be enjoyed in a marriage by both husband and wife._

→ **If marriage is not respected, how can the misuse of sex hurt our families?**

_Encourage participation. After you have listened to several responses, affirm those who answered and tell them you will discuss this again at the beginning of the next meeting._

_Say:_

Before we meet again, think about what God intended when he made us man and woman. Think about the fact that God created sex and also has a plan for how it should be used for good. If you are married, think about how you might honor God and your spouse by understanding and protecting this gift. If you are not married, think about what you need to do to save the gift of sex for marriage.

_Ask the group if they have any additional comments or questions. Remember, if you cannot answer their questions, do not give incorrect information. Tell them you will answer their question at the next session._

_Thank the group for their participation and openness in discussing this important subject._

_Close the session in prayer. Ask God to show us how we can honor Him with our bodies and value His gift of sex._
Session 2: Learning about HIV/AIDS

Notes to the facilitator

This session provides basic information about HIV/AIDS. It also offers participants the opportunity to discuss the problems and consequences caused by the misuse of sex. The lesson concludes that AIDS can be one of many negative consequences when God’s plan for sex is not followed. Participants may have questions about HIV and AIDS that you cannot answer. If you do not know the answer, do not guess and risk giving wrong information. Rather, thank them for their question and explain that you will find the answer in the coming week.

You should also be sensitive to the fact that people in the group may be HIV-positive or have AIDS.

Objectives

During this learning session, participants will:
- Discuss facts and questions about HIV/AIDS
- Identify and reflect on some of the problems that occur when we misuse sex
- Commit to ask someone in the community not present at the class what he/she thinks causes HIV/AIDS

Preparation/Materials

- Illustration of Anna and her family
- Scripture reference: John 10:10
- Know in advance where testing and counseling is available in case people ask

Time

40 minutes

Steps

1. Review God’s plan for sex and marriage and how the misuse of sex can hurt our families – 5 minutes
2. Present the facts about HIV/AIDS – 5 minutes
3. Use scripture, reflection and discussion to consider the problems that come when we misuse sex – 15 minutes
4. Review the facts about HIV/AIDS, ask participants to find out what others in the community think causes AIDS – 5 minutes
STEPS

Opening prayer and welcome.

1. Review God’s plan for sex from the previous session and discuss how the misuse of sex can hurt our families – 5 minutes

Ask:

→ What do you remember from our last session about God’s plan for sex?

Probe and encourage the group to identify the following points. Sex is a beautiful creation of God. Sex is intended to be enjoyed in marriage. The misuse of sex can bring problems. AIDS is one of these problems. Provide information only if it is not mentioned by the participants.

Say:
At our last meeting, I asked you to think about the importance of respecting marriage and God’s intention for sex.

→ What happens when we misuse or abuse sex?

Encourage participation and listen to several responses. Responses may include: destroys trust between husband and wife, breaks up marriages, or leads to pregnancies outside of marriage.

2. Present the facts about HIV/AIDS - 5 minutes

Say:
These are all big problems that can befall us when we misuse sex. Today we are going to talk specifically about the problem of HIV/AIDS. This disease can be a consequence of misusing sex. We will learn the facts about this disease. Later, we will discuss how to prevent it.

Let us discuss some information about HIV/AIDS. These are facts from people who have spent years studying the problem. God has helped people who study HIV/AIDS to understand these facts.

Present the following information:

- HIV/AIDS is a disease without a cure. While no medicine that can take it away completely, there are drugs that can slow down its progression.
- The most common way HIV spreads is through sex with an HIV-infected person.
- HIV is a virus, far too small to see, that lives in the blood and sexual fluids of a person.
- Once the virus is passed to a person, he or she becomes HIV-positive.
- A person may look and feel well but still have the virus and pass it to others.

Ask:

→ Why is necessary to have a medical test to find out if you are HIV positive?

Encourage participation, probe group to respond. Responses should include: Because you cannot tell by looking at someone if they are HIV positive. The virus is too small to see with the eye.
Continue with the presentation:

- HIV weakens a person’s ability to fight off illness, making it easier to get infections such as tuberculosis and pneumonia. People will eventually die from these illnesses because their bodies have no way to fight them.
- In this way, HIV/AIDS is a two-part disease which takes time to develop. First, a person is infected and becomes HIV-positive. Once that person begins to experience many illnesses, then we say they are living with AIDS.
- HIV/AIDS is similar to termites eating away at a house. The house looks strong on the outside, but it is being eaten away inside. When a wind comes, the house blows away.

Ask participants to form small groups of 4-8 persons to discuss the following:

→ If we suspect we are HIV-positive, why is it important to know our HIV status even if we are not sick with AIDS?

After groups have discussed this for 5-10 minutes, asks for groups to share their thoughts. Rather than have each group present, ask for one group to share an idea. Then ask if anyone has a new idea to contribute to the discussion. Try to guide the discussion to include that people with HIV should not pass the virus to others.

3. Use scripture, reflection and large group discussion to consider the problems that come from misusing sex – 15 minutes

Show the illustration of Anna and her family as you tell this story:

As I told you during our last session, Paul, Anna’s husband, died of AIDS. Even though he was HIV-positive, Paul looked and felt well and had girlfriends in different towns for many years. Anna was a faithful wife and had never had any other sexual partners.

Say:

Some say AIDS is a punishment from God. This is not true. AIDS is a disease like any other disease. God does not want us to be sick. He wants us to live full, healthy and happy lives. But he does give us choices. If we choose to disobey Him and use the good things he has given us improperly, we will have to suffer the consequences of our bad choices. God gives us sex in order to be fulfilled in marriage. But Satan tempts us to use sex in the wrong way.

Ask a volunteer to read John 10:10:

“The thief comes only to steal and kill and destroy; I have come that you may have life, and have it to the full.”

Ask:

→ What makes AIDS like a thief?

Listen to several responses. These may include: It took away Paul’s life and will probably kill Anna. It destroyed this family, stealing parents from children who need them. It stole happiness and introduced pain and misery to the family. It took away their financial provider.

→ In what ways does Jesus want us to have ‘life to the full’?

Encourage participation and listen to several responses. These may include: Living a long life and not dying young. Living a life full of God’s blessings rather than a life full of fear. Having a happy marriage.
In what ways did Paul, Anna and their family miss living life to the fullest?

Encourage participation and listen to several responses. These may include: Paul died at a young age. Anna became a widow. The children are fatherless. Anna and Paul lost trust in one another. Poverty has come to the family.

Say:
Anna was not unfaithful to Paul, yet both she and her children suffered.

How was this family hurt when the father was unfaithful?

Encourage participation and listen to several responses. These may include: They lost their father's care and income because he died. Their mother Anna was put at risk for HIV.
Note: You may need to clarify that Anna contracted AIDS not because of adultery, but because Paul was infected through sex and gave it to her.

Ask participants to discuss this question in small groups for 5-10 minutes.

How can our choice to be unfaithful to our spouse or have sex outside of marriage affect our lives?

After a time of discussion, ask them to share their thoughts. (These may include: It can make our lives difficult and unhappy. We could be infected with HIV and die of AIDS.)

4. Review the facts about HIV/AIDS and ask participants to find out what others in the community think causes AIDS – 5 minutes

Ask:
What did you learn today about HIV/AIDS?

Information for Review
Encourage participation. Probe the group until all points are covered.

- HIV/AIDS kills. It has no cure.
- HIV/AIDS is most commonly spread by sex with an HIV-positive person.
- HIV is a virus that makes the body too weak to fight infections and diseases.
- A person may be HIV-positive but still look healthy.
- The way to find out if a person is HIV-positive is with a medical test.
- HIV/AIDS is a two-part disease. First, a person is infected with HIV. As the virus destroys the immune system that person begins to develop many illnesses, then we say they have AIDS.

Ask for additional comments or questions. If you do not know the answer to the questions, say you will find out and tell them next week. Do not give information you are not sure about.

Say:
Before we meet again, speak to a family member or a friend and ask them, “What do you think causes HIV/AIDS?” At our next session, we will listen to what you have heard from them.
Knowing more about what people in your community think about the causes of HIV/AIDS will help you know what can be done to prevent HIV/AIDS from spreading.

Ask if there are any questions.
Thank you for your participation today. I'm looking forward to seeing you at the next session and hearing what others in the community think about the causes of HIV/AIDS.

Close in prayer. Focus on families who have been hurt because of misusing God's gift of sex.
Notes to the Facilitator

The purpose of this session is to help clarify how HIV/AIDS is spread. It is easy for fear, confusion and stigma to grow because people are not sure what behaviors or actions put them at risk. Fear, confusion and stigma can cause a community to ignore the existence of AIDS. When this happens, it is like somebody who has a snake under his bed and decides to ignore its presence. This ignorance will not prevent the snake from biting this person. We must see a snake and kill it before it bites us! In this session, participants will be asked to report on what people say causes HIV and AIDS. This will offer an opportunity clear up confusion and wrong information.

Remember that if participants have many questions about HIV and AIDS that are complicated or difficult to answer or if you are not sure of the answer, DO NOT give out incorrect information. Rather, write down the question and tell the group you will find out the answer and tell them when you meet again. Or collect their questions and have a health expert come and answer questions at a special meeting or before or after the session begins.

Objectives
During this learning session, participants will:
- Compare local beliefs about what causes HIV/AIDS with what health experts know
- Distinguish between what causes HIV/AIDS and what does not
- Use the Bible to consider issues of AIDS prevention

Preparation/Materials
- A piece of fruit (preferably a sectional fruit like an orange), divided in 10 equal pieces
- Illustration of Anna and her family
- Scripture references: Hosea 4:6, Ephesians 5:1-3, John 10:10

Time
45 minutes

Steps
1. Review facts about HIV/AIDS - 8 minutes
2. Present information about how HIV is passed from one person to another - 7 minutes
3. Use stories to distinguish how people can and cannot get HIV - 5 minutes
4. Use large group discussion to reflect on issues of HIV/AIDS prevention - 10 minutes
5. Use paired discussion to identify ways to deal with temptation - 5 minutes
6. Review how people get HIV/AIDS and ask participants to ask people in their community how HIV/AIDS can be prevented - 5 minutes
**STEPS**

*Opening prayer and welcome*

1. Review facts about HIV/AIDS - 10 minutes

Say:
We’re going to start today’s session by reviewing the facts of HIV/AIDS. The reason we are reviewing the facts is because if you want to prevent AIDS, you need to know as much as possible about it.

God encourages us to look for knowledge. In Hosea 4:6, God says: “My people are destroyed from lack of knowledge.” He wants us to understand AIDS and change our attitudes towards HIV and AIDS so we will not be destroyed by it. He wants us to know what it is, to know what it is not and to know how to prevent it.

Ask:

→ What important facts about HIV/AIDS did you learn in our previous session?

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**Information for Review**

 Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.

- HIV/AIDS kills. There is no cure.
- HIV/AIDS is a problem for everyone in the community.
- HIV/AIDS is most commonly spread by sex with an HIV-positive person.
- HIV is a virus that makes the body too weak to fight infections and diseases.
- A person can be HIV-positive and still look healthy.
- The only way to know if a person has HIV/AIDS is with a medical test.
- HIV/AIDS is a two part disease. It starts when one is infected with the virus and develops over time into AIDS.

Ask the participants to share what others in the community say about the causes of HIV/AIDS.

Say:
At the end of the previous learning session, you were asked to talk with someone in your family or in the community about what they think causes HIV/AIDS.

→ What did your friends and neighbors say when you asked them what causes HIV/AIDS?

Listen to several responses. If some participants report misconceptions about HIV/AIDS, wait to correct them at the end of Step 2.

2. Present information about how HIV is passed from one person to another – 10 minutes

Say:
God has helped people with curious minds to study HIV/AIDS. They have discovered the truth about how HIV/AIDS is passed from one person to another. This is what God has helped us to discover about AIDS:
Present the following information:

**How HIV is passed from one person to another**

- **Sex.** The most common way of getting HIV/AIDS is through sex with a person who is HIV-positive.
- **Blood to blood.** Someone can be infected with HIV through contact with fresh HIV-positive blood. HIV-positive blood is blood that contains the virus. This can happen if a syringe needle is reused rather than destroyed or a razor blade or other cutting instrument is used on a person who is HIV-positive and not properly cleaned before being used on someone else. It can also happen if a person receives HIV-positive blood in a transfusion.
- **Parent to child.** A baby can be infected from the mother if the mother is HIV-positive. Most babies born to HIV-positive mothers are not infected. But some babies become infected around the time of birth, while being born or while the baby is breastfeeding.

**Of the three ways HIV is spread, sex with an infected person is the most common way.**

To demonstrate that the majority of new HIV infections result from having sex with an infected person, ask for 10 volunteers to come forward. Have eight of the people stand together and the other two stand by themselves. Explain that 80%, or eight people out of ten, are infected by HIV through sex. 10% of infections result from blood-to-blood transmission (represented by 1 person) and another 10% of new infections results from parent-to-child transmission.

You can also use a piece of sectional fruit to demonstrate this concept.

After this demonstration, continue with the presentation:

- Some women may have questions about whether they should breastfeed their babies, especially if they know or suspect they are HIV-positive.
- In most places, it is recommended that mother’s still breastfeed her babies. This is because the dangers of other health problems from not breastfeeding are greater than the risk of giving the baby HIV.
- Pregnancy is not recommended for a woman who is HIV-positive because of the physical stress it will bring to her body and because babies born to HIV-positive women will eventually be orphaned.
- Girls can get HIV more easily if they have sex because their sex organs are not fully-developed and are less protected than they are in adult women.
- People with sexually transmitted infections (STIs) such as syphilis and gonorrhea can get HIV/AIDS more easily because these infections cause breaks in the skin and sores on the sex organs, making it easier for HIV to enter the body.

Ask:

> How do these facts compare with what people in your community say causes HIV/AIDS?

Listen to several responses. This is the time to correct any misconceptions about what people in the community say causes HIV/AIDS. Be careful not to judge or humiliate individuals in front of others, simply state how those misconceptions do not agree with what people who have studied HIV/AIDS tell us.
3. Use stories to discuss how HIV/AIDS is spread and how it is not – 5 minutes

Hold up the illustration of Paul and Anna and her family.

Say:
Now I will tell you more about Anna and her family. After each part of the story, I will ask some questions. You will decide if the answer is “yes” or “no.” Vote “yes” by standing up. Vote ‘no’ by staying seated.

Is that clear? Then listen carefully:

Paul, Anna’s husband, died of AIDS. Three years ago, Paul started a new job that took him away from home. That is when he began to have girlfriends in several different towns. Before that time, Anna and Paul’s only sexual experiences had been with each other. We know that Paul passed HIV to his wife Anna.

Paul Anna and Paul had three children: Peter, age 14, Irene, age 13; and Nathaniel, age 1.

→ Could Anna have passed HIV to any of her children? [Yes]
→ To Nathaniel? [Yes]
→ How? [Paul started being unfaithful three years ago, so he could have passed the virus on to Anna. Then Anna could have passed it to their baby, Nathaniel.]
→ To Irene? [No]
→ To Peter? [No]
→ Why not? [Anna and Paul had never had sex with anyone else before these children were born, so neither Anna nor Paul could have been infected with HIV. Therefore, there would be no infection to pass to Irene or Peter.]
→ If Anna is HIV-positive, could she pass HIV to people who buy food at the market? [No]
→ Why not? [HIV is not passed through food or other items that Anna touches.]

Peter, Anna’s 14-year-old son, has never had sex. However, Peter washed and fed his father when he was too weak to care for himself, and Peter slept on a mat near his father when he was dying from AIDS.

→ Could Peter get HIV from caring for his father or drinking from the same cup? [No]
→ Why not? [HIV/AIDS is not passed by touching or washing a person who has HIV/AIDS or by drinking from the same cup.]
→ If a mosquito bit Anna or Paul and then bit one of their children, could their children get HIV? [No]
→ Why not? [HIV is not passed in this way. The virus cannot live in mosquitoes or other insects.]

Ask:
→ How did AIDS come into this family? [Paul brought it in by having sex outside of his marriage with someone who was HIV positive.]
→ If Anna had been unfaithful to Paul, could she have brought AIDS into the family? [Yes. If she had sex with someone who is HIV positive.]

4. Large group discussion to reflect on issues of HIV/AIDS prevention – 10 minutes

Say:
We have established that God loves us, and Jesus, His son, wants us to have a full life. Jesus said in John 10:10, “I have come that they might have life, and have it to the full.”
God does want us to have full and happy lives, but we must do our part. Let’s look at God’s word on this:

Ask a volunteer to read Ephesians 5: 1-3
“Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God. But among you there must not be even a hint of sexual immorality, or of any kind of impurity or greed, because these are not proper for God’s holy people.”

Ask:

→ What does it mean to live a life of love as Christ did?

Listen to several responses. Mention the following only if it does not come up in discussion. To love as Christ loved, caring and sacrificing for others.

5. Paired discussion to identify ways to deal with temptation – 5 minutes

Ask participants to discuss in pairs:

→ What activities must we avoid if we want to follow God and be holy?

After they discuss for a few minutes, ask for volunteers to share. Listen to several responses. These may include: Avoid sexual immorality. Avoid all that is impure. Don’t be greedy or selfish.

Ask:

→ How can obeying God and living holy lives protect us from HIV and AIDS?

Listen to several responses. These may include: Both boys and girls, men and women not having sex until after they are married (abstinence), then only having sex with their spouse (remaining faithful) for the rest of their lives.

Say:

We need to search our hearts daily for any immoral or impure thoughts or actions. We need to ask for God to help us if we are weak. We need to ask Him what we should change in our lives in order to please Him. We should ask him to show us how to live a life of love in our marriages and relationships.

If you are unmarried, ask God to help you keep yourself pure for your future marriage partner, if that is God’s plan for you. Ask him to cleanse you from any thoughts or actions that are immoral or impure. If you are married, ask for his help to remain faithful to your spouse.

At the end of each day, ask God how you can honor him in your actions and thoughts. It is not easy to resist temptation. We need God’s help to do this.

Ask participants to form pairs and discuss the following:

→ What can you do to avoid sexual temptation?

After several minutes ask if anyone would like to share their ideas, however, do not pressure them as this could be very personal.
6. Review how people get HIV/AIDS and ask participants to ask people in their community how HIV/AIDS can be prevented – 5 minutes

Ask:

⇒ What do you remember about the ways people get HIV/AIDS?

<table>
<thead>
<tr>
<th>Information for Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>How People get AIDS</td>
</tr>
<tr>
<td>Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.</td>
</tr>
<tr>
<td>☐ Sex. Sex with a person who has HIV (the most common way)</td>
</tr>
<tr>
<td>☐ Blood-to-blood. When fresh blood with HIV enters your blood</td>
</tr>
<tr>
<td>☐ Parent-to-child. During pregnancy, at birth or through breastfeeding</td>
</tr>
</tbody>
</table>

Ask for additional comments or questions. Remember, if you do not know the answers, write down the question and say you will find out and tell them next time. Or else save their questions until a health expert can visit and answer their questions.

Say:
The next time we meet we will talk about how you and your family can avoid getting HIV/AIDS. Before we meet again, ask someone in your family or in the community the following question: “How do you think HIV/AIDS can be prevented?” Be ready to discuss their responses at the next learning session. Thank you for sharing your thoughtful answers today.

Close in prayer. Ask God to give you and others the strength to follow His plan for sex and marriage.
**Notes to the Facilitator**

Understanding the facts of AIDS is essential to prevention, but it takes more than knowledge to convince people to change behaviors that may put them at risk for contracting HIV.

In this session, the facilitator will present ways to protect oneself from HIV infection and encourage participants to make Godly choices about sex.

**Objectives**

During this learning session, participants will:

- Compare what people in the community say about preventing HIV/AIDS with what God says
- Consider options for preventing HIV/AIDS
- Consider the results of our choices about sex

**Preparation/Materials**

- Illustrations of community scenes, such as clinics, shops, schools, or a home—which may be drawn or cut out and pasted on a large piece of paper to form a community map
- Scripture reference: Deuteronomy 30:19-20

**Time**

50 minutes

**Steps**

1. Review the ways people get HIV/AIDS and hear how others in the community think HIV/AIDS can be prevented – 5 minutes
2. Discuss and discover ways to prevent HIV/AIDS – 10 minutes
3. Use illustrations and stories to discuss how to prevent the spread of HIV/AIDS – 10 minutes
4. Discuss some results of our choices about sex – 10 minutes
5. Review ways to prevent spreading HIV/AIDS through sex – 5 minutes
STEPS

Opening prayer

1. Review the ways people get HIV/AIDS and hear how others in the community think HIV/AIDS can be prevented - 5 minutes

Welcome the participants and say:
Today we are going to discuss ways to protect yourselves and others from getting HIV/AIDS. But before we begin, let us review what we learned during our previous session about how HIV is spread. If we are going to protect ourselves from getting HIV, we need to know how it is spread.

→ What do you remember about how people get HIV/AIDS?

Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.

The following should be discussed:

- **Sex** – Unprotected, sex with a person who has HIV.
- **Blood to blood** – Fresh blood with HIV enters your blood.
- **Parent to child** – From an HIV Positive mother, during pregnancy, at birth or through breastfeeding.

Ask:

→ What is the most common way HIV is spread?

Affirm correct response. Having sex with an HIV-positive person is the most common way people get HIV/AIDS.

Ask for volunteers to share with the group:

→ What did people in your family or in the community say when you asked them how HIV/AIDS can be prevented?

Listen to several responses. If some participants report misconceptions about how HIV/AIDS can be prevented, wait to correct them at the end of Step 2.

2. Discuss and discover ways to prevent HIV/AIDS – 20 minutes

Say:
We learned in the previous session that sex is the most common way HIV is passed. But many people focus on the least common ways HIV is spread. So let’s start with those first.

We learned that you can become infected with HIV if fresh blood infected with HIV enters your blood.

Ask:

→ How could you and others in the community protect yourself from getting HIV/AIDS through blood-to-blood transmission?

Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.
As a community, you could make sure that your clinic or hospital uses new needles when giving injections, and that they test blood for HIV before giving transfusions. Insist that razors/cutting instruments/tattoo needles be properly cleaned after they have been used. Provide your own new syringes.

We also learned that HIV/AIDS can be passed from an HIV-infected mother to her baby.

Let us now think about information women who become HIV-infected need to know before they have more children.

**Present the following information:**

<table>
<thead>
<tr>
<th>Women who are HIV-positive and want to have a child should consider the health risks for themselves and their children before they get pregnant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ There is a chance that HIV will be passed to their children during pregnancy, at delivery, or through breastfeeding.</td>
</tr>
<tr>
<td>☑️ Children with HIV/AIDS will die.</td>
</tr>
<tr>
<td>☑️ Pregnancy can be difficult for an HIV-positive woman. It weakens her body and she can develop AIDS earlier.</td>
</tr>
<tr>
<td>☑️ Children with parents who have AIDS are orphaned when their parents die.</td>
</tr>
</tbody>
</table>

**Ask if anyone has questions about this information. Respond as appropriate.**

Say:

If we want to protect our unborn children from getting HIV/AIDS, we must not become infected ourselves. We discussed in our last session that if both marriage partners follow God’s plan for sex and marriage, we can protect ourselves and others from HIV/AIDS through sexual transmission.

The Bible has a lot to say about marriage and sexual sin. In 1 Corinthians 6:18, we are taught to “Flee from sexual immorality.” Later in chapter 7, we read if we cannot abstain from sex, then we should have one marriage partner. We should be faithful to that partner, respect each other and meet each other’s physical needs. In Chapter 13, we find guidelines for how we should show love to another in marriage.

**Ask for a volunteer to read 1 Corinthians 13:4-7:**

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.”

**Ask:**

> → What does the Bible teach us about how we should relate to one another as husband and wife?

**Encourage participation and listen to several responses. (These may include: If we cannot abstain, then we should have one marriage partner. We should be faithful to our spouse. We should respect each other and meet each other’s needs. We should be kind to each other, protect each other and be honest.)**

> → According to what we have discussed, what can a person do to prevent getting HIV/AIDS through sexual transmission?

**Encourage participants to identify ways of transmission listed in the box below. Probe the group for the answers. Only add to what people say from the following information if they do not mention it.**
Here are some ways that you can protect yourself from getting HIV/AIDS through sexual transmission:

- **Not having sex** (also called abstinence). This is the best option for unmarried people.
- **Mutual faithfulness.** Both marriage partners commit to only having sex with each other.

If either partner has ever had sex outside of the marriage, both should be tested for HIV.

- **Correct and consistent use of condoms.** If you do not practice abstinence or have sex partners other than your spouse, you must use a condom every time you have sex. Condoms must be used correctly and consistently. Even then, they do not provide 100% protection from HIV.
- **Know the HIV status of yourself and your partner.** Be tested for HIV if there is the risk that one of you may have contracted HIV.

**Ask:**

→ How does what we have discussed compare with what people in your community say about how HIV/AIDS can be prevented?

**Encourage participation and listen to several responses. This is the time to correct any misconceptions about what people in the community say about preventing HIV/AIDS. Be careful not to judge or humiliate individuals in front of others, simply state that the misconception contradicts what the people who have studied AIDS tell us. Avoid debating sensitive issues like the use of condoms.**

→ What traditional practices could increase the spread of HIV?

**Probe the group for sexual practices that allow unfaithfulness in marriage, promote sex outside of marriage or encourage sex among young, unmarried people.**

→ How do these practices go against what the Bible teaches us about God’s plan for sex and marriage?

**Encourage participation. Listen to several responses. Be sure participants understand that as Christians they should abstain from sex before marriage and be mutually faithful after marriage.**

3. Use illustrations to discuss how to prevent the spread of HIV/AIDS – 10 minutes

**Say:**

We will now look at some illustrations and talk about ways to prevent the spread of HIV/AIDS. We know that children are curious about sex.

**Show the picture of the boy and girl in school.**

**Ask:**

→ What do you see happening in this picture?

**After listening to their responses, say:**

→ How can we teach our children to wait until marriage to have sex?
Listen to several responses. These may include: Talking to them about sex. Telling them that sex is for after they are married. Being a good example to them by being faithful to your marriage partner.

Show the illustration that shows the man and woman having an argument.

Ask:

→ What do you see happening in this picture?

Listen to several responses. Ask:

→ If this husband is being unfaithful, what could his wife do?

Bring out the following points only if they are not mentioned. (If the man is having sex outside of his marriage, he should stop. They should both be tested for HIV if he has had unprotected sex with others.)

Show the illustration of a couple in a church.

Ask:

→ What do you see happening in this picture?

Listen to several responses. Ask:

→ What should the Pastor tell this couple to protect them from HIV/AIDS?

Encourage participation. Bring out the following points only if they are not mentioned. If this couple has never had sex with anyone else, they should remain faithful to one another for life. If either of them has had other partners, they should both be tested to ensure they are free from HIV and will not spread it to each other.

4. Discuss some results of our choices about sex – 10 minutes

In the Old Testament of the Bible, Moses encourages the Israelites to love the Lord, obey him and walk in his ways.

Ask for a volunteer to read Deuteronomy 30: 19-20:
“This day I call heaven and earth as witnesses against you that I have set before you life and death, blessings and curses. Now choose life, so that you and your children may live and that you may love the Lord your God, listen to his voice, and hold fast to him. For the Lord is your life, and he will give you many years in the land he swore to give your father, Abraham, Isaac and Jacob.”

Ask:

→ Why does God want us to obey him and commit to his ways?

Encourage participation and listen to several responses. If necessary, help the group see from the verse above that God wants us to choose Him, obey Him, commit to His path of life so that we can live and our children can live.

Say:
If we want to live and take care of our children, we may need to make difficult choices in our relationships. Sometimes we cannot control the choices our spouses make.
Ask participants to form pairs and discuss the following:

→ If your spouse is not faithful, what should you do?

After they have discussed this for a few minutes, see if anyone is willing to share their thoughts.

Say:
We may need to choose between our marriages or death. If our spouses are not faithful, we may need to choose to not have sex or insist on using a condom. But remember that while condoms protect us from infection some of the time, they cannot be trusted to do so every time.

5. Review ways to prevent spreading HIV/AIDS through sex – 5 minutes

Ask:

→ If we are going to honor God and His plan for sex and marriage, what choices do we need to make?

Listen to several responses. These may include: Not having sex until you are married Be tested for HIV if you have had sex with others before marriage. Remain faithful to one partner.

Say:
Thank you for coming and for sharing your thoughts today.

During this next week, think about why it is important to listen to God and hold fast to him. Consider what you need to do in order to follow God’s ways. In the next session, we will discuss talking about HIV/AIDS to our children. Before we meet again, ask a child in your family or community what, if anything, they know about HIV/AIDS.

Close in prayer. Ask God for wisdom for those who are dealing with the issues of unfaithfulness in our marriages. Or for those who are not married, ask him for strength to help us abstain from sex.
Notes to the facilitator

Young children are also at risk for getting infected by HIV. They are sometimes pressured by peers and older children to experiment with sex and their curiosity and physical urges put them in situations where they can engage in sexual acts at an early age. Girls are especially at risk of being forced to have sex with older boys and men, especially if they do not understand what sex is all about. Young girls are much more likely to be infected by HIV if they are exposed as they are not fully developed physically.

The purpose of this session is to encourage family members to protect younger children by explaining the facts about sex and telling them about associated risks like HIV/AIDS. Because this is not easy for many parents or adults, this session provides an example of a mother having a conversation with her adolescent son about sex and the risks of HIV/AIDS.

Objectives
During this learning session, participants will:

- Consider the responsibility of Christian adults to talk to the children in their families about sex and HIV/AIDS
- Analyze a conversation between a parent and a child about sex and the problem of HIV/AIDS
- Identify the best way to talk to children about sex and HIV/AIDS

Preparation/Materials
- Illustration of Paul and Anna’s family
- Scripture references: Deuteronomy 6; 1 Corinthians 6:18

Time
45 minutes

Steps
1. Review ways that a person can and cannot become infected with HIV – 8 minutes
2. Discuss the responsibility of Christian adults to talk to the children in their families, churches and communities about sex and HIV/AIDS – 15 minutes
3. Discuss principles of talking to children – 7 minutes
4. Review what has been learned and encourage participants to talk to others about HIV/AIDS – 5 minutes
Steps

Opening prayer and welcome

1. Review ways that a person can and cannot become infected with HIV - 10 minutes

Say:
Today we are going to discuss ways to talk children about HIV/AIDS. We will be focusing on children from ages 10-14.

First, let us review what we have learned during our previous learning sessions. I am going to ask some questions about becoming infected with HIV. Answer with your fingers pointing up for “yes” or your fingers pointing down for “no”.

- Can you get HIV by holding the hand of someone who has HIV/AIDS? [No.]
  Why not?

- Can you get HIV from having sex with someone who is HIV positive? [Yes]
  Why?

- Can you get HIV by sitting next to someone who has HIV/AIDS? [No.]
  Why not?

- Can you get HIV from eating food prepared by people who have HIV? [No.]
  Why not?

- What is the most common way HIV/AIDS is passed from one person to another?
  [Having sex with a person who is HIV-positive.]

- How can we protect ourselves from getting AIDS through sex?

Encourage participation and listen to the responses. Participants might respond with: Not having sex until you are married. Be tested for HIV if you have had sex with others before marriage. Remain faithful to your spouse.

Say:
In the last session I asked you to speak to a child that you know and find out what that child knows about HIV/AIDS.

- Who would like to share what they discovered?

Listen to several responses. Affirm and encourage those who did this assignment.

2. Discuss the responsibility of Christian adults to talk to the children in their families, churches and communities about sex and HIV/AIDS – 25 minutes

Say:
In Deuteronomy 6, Moses tells the children of Israel that they must “love the Lord their God with all their heart, and with all their soul and with all their strength.” He encourages them to commit wholeheartedly to God’s commands and to “repeat them again and again to your children. Talk about them when you are home.”
In Ephesians 6:4, we are also instructed to bring up our children “in the training and instruction of the Lord.” These scriptures are challenging us to teach our children well. As Christian parents, God expects us to tell our children how to live in obedience to Him.

Here is what the Bible instructs us about sex:

*Ask for a volunteer to read I Corinthians 6:18-20:*

“Flee from sexual morality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body. Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.”

We need to share this with our children as well.

*Hold up the illustration of Paul and Anna’s family. Ask:*

→ Who can tell what they remember about this family?

*Listen to and affirm positive responses.*

Say:
I want to tell you more about Anna. Anna understands the warning in I Corinthians 6:18 that says: “Flee from sexual immorality.” It was her husband’s unfaithfulness that brought AIDS into her family. As a single parent, Anna is trying to protect her children from a similar problem. Peter is now 14 years old, and Anna is concerned he will be pressured to have sex. She knows she must follow God’s instructions and talk to Peter about HIV/AIDS and God’s plan regarding sex.

*Note: This is called a story with “holes.” You tell parts of the story then ask the group to fill in the “holes” with their own ideas.*

Anna notices that Peter is troubled. She waits until they are alone and have time together so that they can talk without interruption. Anna knew that Peter had learned about sex in school. She also made sure her brother, Peter’s uncle, talked to Peter about sex when he was turning 12.

Anna asks Peter, “You may have heard about a sickness called “AIDS” on the radio or maybe in class. What do you know about it?”

“Not much,” answers Peter, “except they are saying at school that my father died of AIDS. Some say I must have it, too.”

“Peter, let’s talk about AIDS. Yes, your father did die of AIDS. But you could not get it by helping care for your father. That is not how AIDS is passed. But it is important for you to understand how young people do get AIDS.”

*Ask:*

→ What should Anna say to Peter about how young people can get AIDS?

*Wait for responses. Encourage participation. Only mention the following if it is not mentioned by participants*. HIV/AIDS is most commonly passed through sex with someone who is HIV-positive.
Feeling more comfortable, Peter continues: “I know that two of my classmates are already having sex with different girls. But I heard that you cannot get AIDS if you are young.”

→ What should Anna say to Peter?

Wait for responses. Encourage participation; only add what is not mentioned. HIV/AIDS kills. The most common way to get it is through sex. Young people can get AIDS through sex, too. You can look healthy and still have HIV. There is no cure yet.

Peter looks a bit shy and then says, “Some of the boys are pressuring me to try sex. These boys are constantly bragging and telling me I am not a man.”

→ What should Anna say to Peter?

Encourage the group to respond. Then share what Anna said to Peter.

Anna responds, “To be a man means to follow God’s ways and resist pressure to do things that you know are not right. God’s commands protect us. When you choose to follow Him, you are choosing life. When you choose to ignore God’s commands, you are playing with death.

“This is what the Bible says in 1 Corinthians 6:18, “Flee from sexual immorality. All other sins a man commits are outside his body, but he who sins sexually sins against his own body. Do you know your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought with a price. Therefore honor God with your body.”

“To honor God, you must wait until you are married before you have sex. Then you can love your wife, take care of her and be faithful to each other for the rest of your life. If you follow God’s plan for sex and marriage Peter, you can protect yourself from getting AIDS and dying long before your time.

3. Discuss principles of talking to children - 15 minutes

Ask the participants to form small groups of 2 or 3 people to discuss the following two questions:

→ What did Anna do that made it easier for Peter to ask questions and share his fears with her?

→ What are some of the practices we should follow when talking to our children about HIV/AIDS?

Give the groups 5 minutes and then ask them to share what they discussed. Listen to the responses. If possible make a list of their ideas.

Ask the group:

→ If a child told you there is a person who wants them to have sex with them, what could you tell them?

Affirm the group for their positive answers.

4. Review suggestions for talking with children and encourage participants to save lives by talking to others about HIV/AIDS - 5 minutes
Say:
Talking about how people get HIV/AIDS can be difficult for anyone, but it is particularly difficult with our children. Remember this conversation will help children protect themselves from HIV/AIDS. You must have it!

Let’s review what we should do when talking to children about HIV/AIDS:

Review ideas generated from the group. Only add from the following list if they are appropriate in this culture and were not mentioned during the discussion.

<table>
<thead>
<tr>
<th>Suggestions for Talking with Children about Sex and AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Start with something interesting to the child.</td>
</tr>
<tr>
<td>☑ Make enough time to talk without being interrupted.</td>
</tr>
<tr>
<td>☑ Treat them with love. Speak with a kind voice and attitude.</td>
</tr>
<tr>
<td>☑ Let the child set the pace for the conversation and lead it.</td>
</tr>
<tr>
<td>☑ Build trust by listening to the child with respect and love. Do not judge the child.</td>
</tr>
<tr>
<td>☑ Answer questions honestly. Tell them the truth.</td>
</tr>
<tr>
<td>☑ With difficult topics, bring up the subject again at a later time.</td>
</tr>
</tbody>
</table>

Thank the participants for their work today. Encourage them to take what they have learned back to their families.

Say:
This is your assignment: Before we meet again, talk to one family member about HIV/AIDS. First ask them what they have heard about AIDS, then share what you have learned. This information could save their lives.

Close in prayer. Suggest that participants chose a partner and pray for their children asking God to give them wisdom when they talk to children about sex and the dangers of HIV/AIDS.
Session 6: Protecting our Children from HIV/AIDS

Notes to the Facilitator

This session helps participants identify ways that children are at risk for HIV infection and helps them consider strategies to protect them. It also gives them an opportunity to practice having conversation with a youth using a role-play. You may want to read “Directing a Role Play” found in the Resource Section of this guide.

Objectives
During this learning session, participants will:

- Share experiences in talking to children about HIV/AIDS
- Identify ways that youth are at risk of getting HIV and strategies to protect them
- Practice conversations with youth about HIV/AIDS
- Identify guidelines for talking to children about sex and AIDS.

Preparation/Materials
- Illustration of Paul and Anna’s family
- Scripture references: Matthew 7:11; Genesis 39

Time
45 minutes

Steps
1. Review principles of talking to children and share experiences – 5 minutes
2. Use scripture and a story to discuss the risks that children face – 15 minutes
3. Role-play to practice talking with a child about HIV/AIDS – 15 minutes
4. Review information for children about HIV/AIDS and encourage participants to talk to children about sex and HIV/AIDS – 5 minutes
STEPS

Opening prayer and welcome

1. Review principles of talking to children and share experiences – 5 minutes

Say:
Today, we will talk about ways children are at risk for HIV/AIDS and how to protect them. How many of you have children? As parents we protect our children from all sorts of dangers. HIV/AIDS is one of these dangers. So it is very important that we do all we can to protect them from this terrible disease.

Let us review what we learned during the previous session about talking with our children.

→ What do you remember about this from the last time we met?

Listen to the responses. Refer to the list generated by the group during last week’s session. Add the following ideas if they are appropriate and are not covered.

<table>
<thead>
<tr>
<th>Suggestions for Talking with Children about Sex and AIDS</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>✷ With difficult topics, bring up the subject again at a later time.</td>
</tr>
</tbody>
</table>

At the end of the previous session, you were asked to talk to others in the community, especially children, about HIV/AIDS.

→ What can you share with the group about this conversation?

Listen to several responses and encourage participants to talk to children about HIV/AIDS in the coming weeks.

2. Use scripture and a story to discuss the importance of protecting our children - 15 minutes

As Christian parents, God expects us to tell our children what He expects from them.

Ask a volunteer to read Ephesians 6:4:
“Fathers do not exasperate your children; instead, bring them up in the training and instruction of the Lord.”

We discussed in previous sessions that we must follow God’s plan for sex and only have sex with our marriage partner. Through the gift of salvation, we belong to Christ. As believers, our bodies are temples of the Holy Spirit. Our children also belong to Christ. We have a responsibility as parents to guide our children and protect them from harm. Therefore, we have a responsibility to talk with our children about sex and HIV/AIDS.

Show the illustration of Paul and Anna’s family.
Let's look again at Anna's family. This family has suffered a lot because of sexual sin. AIDS is one of the problems that came to the family as a result of her husband’s unfaithfulness. Anna and her baby Nathaniel are HIV-positive. Her other two children, Irene and Paul, however, have never had sexual relations, nor were they born with AIDS. Anna wants to do all she can to protect them from getting AIDS.

It is after the evening meal. Anna has just finished reading her Bible. Anna’s prayer for her children is that they do not suffer as she has suffered. She thinks: ‘I love my children. I know the dangers of AIDS that they face. We must talk openly about the risks of AIDS and work together as a family and a community to protect one another from this terrible disease.’

Let’s listen to another conversation between Anna and her two children, Peter and Irene. Anna uses a Bible story to talk about sex:

“I want to tell you a story about a young man named Joseph who lived in Bible times. Joseph’s brothers were jealous of him and sold him as a slave to a rich and powerful man named Potifer. God loved Joseph and blessed Potifer because of Joseph. But Potifer’s wife was full of desire for young Joseph and wanted to have sex with him.

“Joseph knew this was not right and refused to have sex with her. She asked again and again, and he always said, “no”. This made Potifer’s wife angry, so she tricked everyone and told them that Joseph had tried to force her to have sex with him! Potifer believed this lie and put Joseph into prison. Joseph did the right thing by refusing to sin sexually. Later, God honored Joseph and made him the most important man in the land next to the king.”

After telling this story, Anna continued talking to Irene and Peter: “I love you. I want to you to live and marry and have children. But you need to learn how to protect yourself from HIV/AIDS. You need to understand that following God’s plan for sex and marriage can protect you from getting HIV/AIDS.”

Ask:

→ How does this Bible story instruct us about what we should teach our children regarding sex?

Listen to several responses. (Participants might respond with: Flee from sexual immorality. Honor God and follow his ways by making good choices.) Only add information that is not mentioned by participants. Ask:

→ How are our children at risk of getting HIV/AIDS?

Listen to several responses. Encourage participation. Be sure that they mention children are also at risk for HIV through sex and that girls are especially at risk from older men and boys. Ask:

→ What advice can we give youth about protection from HIV/AIDS through sex?

Probe and encourage the group to identify the following points. Provide information only if it is no mentioned by the participants.

<table>
<thead>
<tr>
<th>Ways to Protect Children from HIV/AIDS</th>
</tr>
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<tbody>
<tr>
<td>Teach children to say “no” to unwanted sexual advances and to run from temptation.</td>
</tr>
<tr>
<td>Warn them about adults who may offer gifts or favors in exchange for sex.</td>
</tr>
<tr>
<td>Encourage children to wait until marriage to have sex and to remain faithful to their spouse for life. This is God’s plan for them.</td>
</tr>
<tr>
<td>Tell children that if someone is urging them to have sex, leave the situation and stay with a trusted adult.</td>
</tr>
</tbody>
</table>
3. Role play to practice talking with a youth about the risks of HIV and how to protect themselves - 15 minutes

Say:
We are going to practice a discussion between a parent and a child about how children can protect themselves from HIV/AIDS.

Choose a partner. One of you should share about your child or a child that you know. Then, one of you pretends to be that child and the other their parent. Role play a discussion between this child and the parent.

After each pair has practiced for a few minutes, ask for 2 groups to perform their role play in front of the group.

Then ask:
→ From what you have discussed and observed, what guidelines can we identify in talking to children about HIV/AIDS and sex?

Listen to the responses. Make a list if appropriate. Thank the participants for their good ideas.

4. Review the information youth need to know about HIV/AIDS and commit to talking to a youth about HIV/AIDS – 5 minutes

Ask:
→ What important information do you need to tell a youth about HIV/AIDS?

Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.

### Important Information for Youth about HIV/AIDS

- HIV is spread by having sex with someone who carries the virus.
- Right now, there is no cure for AIDS. If you get HIV, you will die.
- Delaying sex until you have one mutually faithful marriage partner is the best protection against HIV/AIDS.
- You cannot tell by looking at someone if he or she has the virus.
- Delaying sex until you have one faithful marriage partner is the best protection against HIV/AIDS.
- Say “NO” to sexual advances before marriage.

Ask participants to commit to talking to children about HIV/AIDS by saying:
Before the next meeting, your assignment is to have a conversation with one of your own children or with a child in your community about how to prevent HIV/AIDS. As parents or adults, make a commitment to ensure that all children in your community know how to protect themselves from HIV/AIDS. This discussion could save a child’s life. Be prepared to discuss your experiences at the beginning of the next learning session.

Close in prayer. Suggest that participants name a child in their mind that they want to talk to this week. Then pray for these children and the conversations that will take place in the next week.
Notes to Facilitator

Because AIDS can take several years to develop after a person is first infected with HIV, most people do not know that they carry the virus because they have not developed symptoms or have not been tested. Many who may suspect that they may be HIV positive avoid testing out of fear of knowing the truth.

The purpose of this session is to break down any fear and mystery surrounding HIV-testing and to encourage participants to be tested for HIV. Regardless of their HIV status, this information is essential for making decisions today and in the future. It also gives them time to plan and provide for those they leave behind.

It is hoped that those who discover that they do not have the virus will take even greater precautions to prevent HIV infection in future. And that those who are positive will commit to not spread the virus to others.

Objectives
During this learning session, participants will:
- Identify their fears about knowing their HIV status
- Examine choices about HIV/AIDS testing
- Consider how knowing their status leads to prevention and helps people cope with the challenges of living with AIDS

Preparation/Materials
- Illustration of Liza
- Illustration of Martha and Thomas
- Information on local testing centers (location, hours, cost)
- Scripture references: Romans 8:5; Proverbs 22:3, Philippians 4:6-8; Romans 5:8; 1 John 1:9

Time
50 minutes

Steps
1. Review what children need to know about AIDS and God’s plan for sex; share experiences of talking with a child about HIV/AIDS – 10 minutes
2. Use scripture and stories to address fears about HIV/AIDS testing – 20 minutes
3. Present information about local HIV testing – 10 minutes
4. Present information about living with HIV and AIDS – 5 minutes
5. Review situations when testing is recommended – 5 minutes
STEPS

Opening prayer and welcome

1. Review important AIDS information for children and God’s plan for sex; share experiences of talking with a child about HIV/AIDS – 10 minutes

Welcome the participants and introduce them to today’s topic.

Say:
Today we will talk about getting tested for the HIV virus. But before we begin, let us review the discussions we had at the previous learning session.

→ Who remembers what important information children need to know to protect themselves from HIV/AIDS?

Probe and encourage the group to identify the following points:

What Children should know about HIV/AIDS

- HIV is spread by having sex with someone who carries the virus.
- Right now, there is no cure for AIDS. If you get HIV, you will die.
- You can get HIV/AIDS from having unprotected sex even one time.
- You cannot tell by looking at someone if he or she has the virus.
- Delaying sex until you have one mutually faithful marriage partner is the best protection against HIV/AIDS.
- Say “No” to sexual advances before marriage.

Say:
It is important that children know the dangers of HIV/AIDS and how to protect themselves.

Ask for a volunteer to read Proverbs 22:3:
“A prudent man sees danger and takes refuge, but the simple keep going and suffer for it.”

Say:
As this verse teaches us, we need to be aware of the dangers of HIV/AIDS and protect ourselves and our children from these dangers.

At the end of the previous learning session, I asked you to speak to a child about HIV/AIDS.

→ Who will share what happened when they spoke to a child about HIV/AIDS?

Allow several volunteers to respond. Applaud those who talked to children and those who tried.

Say:
Remember, talking to a child about HIV/AIDS could save that child’s life.

2. Use scripture, stories and small group discussion to address fears about HIV/AIDS testing – 20 minutes

Show the illustration of Liza. Tell the participants:
We are going to continue the story of Anna, her family and others in her community. I want you to think about the verse we read earlier from Proverbs while you listen to the stories of two women, Liza and Martha.
Do you remember Paul, Anna’s late husband? Liza was one of Paul’s girlfriends. Liza learned that Paul had died of AIDS and that she was not his only girlfriend. Now Liza is worried that she may be HIV-positive. Liza now has a new boyfriend, and he has proposed marriage to her. She is afraid to have an HIV/AIDS test, especially since she may be HIV-positive.

→ What makes Liza’s situation difficult?

Listen to several responses. These may include: if she has HIV, it will be difficult for her to tell her boyfriend. If she doesn’t tell him and they marry, she could pass the virus to him.

Show the illustration of Martha and Thomas.

I’d like to tell you about Martha, Anna’s sister. Martha has been married to Thomas for two years. They do not have any children. A year ago Martha discovered she had a sexually transmitted infection (an STI) called syphilis. She has been faithful to Thomas, so she knew that disease must have come from him and that he must have other sex partners. When Martha asked Thomas about this, he denied it at first but then admitted that he has had sex with others. Now she is worried about HIV/AIDS.

○ What makes Martha’s situation difficult?

Listen to several responses. These may include: Thomas is not open and honest with Mary. Thomas is having sex outside of his marriage. Even though he is aware of the risks, he continues this behavior.

Let’s look at some Bible verses that help us in difficult times. They speak about God’s love for each one us in spite of wrong things that we have done that have displeased God.

Ask for a volunteer to read Romans 5:8 to the whole group:
“But God showed his great love for us by sending Christ to die for us while were still sinners.”
These are important words for people like Liza and Martha and Thomas. People who are facing difficulties need to know that God loves them with such a great love that he was willing to die for them.

Ask for a volunteer to read 1 John 1:9:
“If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.”

Ask participants to form small groups of 4-6 persons and discuss the following:
→ What do these verses tell us about our relationship with God?

→ How would these truths help Liza, Martha and Thomas?

After the groups have discussed these questions for several minutes, ask for volunteers to share what they discussed. Bring out the following points about our need for Christ if they do not come up in the discussion:

| God loves us unconditionally. |
| We need Him because all of us have sinned. |
| Christ gave his life for us so that our sins could be forgiven. |
| He will be with us in times of difficulty if we ask him. |
| God is merciful and His love is for everyone. |
3. Present information about local HIV testing - 10 minutes

Say:
There is a test that can detect the virus that causes AIDS so that we can know whether we are infected or not. If you or anyone you know is considering being tested for HIV, you may have fears. First, always remember that God will be with you, just as He has promised. You may want to seek the counsel of your Pastor or other Christian leaders you trust to help you face your fears about knowing your HIV status.

Voluntary and confidential counseling and testing centers, often called VCT centers, offer counseling before and after you are tested.

*Fill in the blanks below with information you have gathered about local testing:*

Voluntary counseling and testing for HIV is offered at ____________________. The VCT centre is open from __________ to __________. The cost of the test is __________.

*Ask if anyone has first hand experience of an HIV/AIDS counseling and testing center. If so, ask them to share to experiences. If not, present the following information about testing and counseling.*

Say:
This is what to expect if you go for an HIV/AIDS test.

**HIV/AIDS Testing**

The staff of the VCT centre will:
- Explain about HIV and the test and answer your questions. They will also explain how you can protect yourself from HIV.
- Take either a small amount of blood or saliva (depending on which kind of test is used).
- Tell you when the test results will be ready.
- Answer your questions and listen to your concerns after you receive the results.

If your test is negative the staff will:
- Tell you to stay negative! Always protect yourself from HIV infection.
- Suggest that you have a follow-up test in three months time.

If your test is positive the staff will:
- Help you understand that you can still have a very active life. Show you things you can do to help you stay strong and methods to prevent spreading HIV.
- Suggest you find someone you can talk to about your test, a friend you can trust and who will help you.
- If you have a sexual partner, they will ask you to encourage that person to be tested for HIV.
- Encourage you to continue with your life. If you are in school, stay in school; if you work, stay working; if you have a garden, keep working in your garden. It is very important that you stay active as long as you can.
- Tell you not to believe people who say they can cure HIV/AIDS or waste money on false cures.

→ What questions do you have about being tested for HIV?

*Answer participant's questions. Some of their questions may be covered in upcoming sessions. If so, answer briefly and say that you will give them more information in a later session. If you do not know the answer to their questions, tell participants you will find out and tell them at the next session.*
4. Present information about living with HIV and AIDS – 5 minutes

Say:
Here are some other things you need to know about being HIV-positive:

<table>
<thead>
<tr>
<th>If You Are HIV Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Eat a healthy diet with fruits, vegetables, and either meat, fish, eggs, or beans.</td>
</tr>
<tr>
<td>✅ Drink lots of clean water.</td>
</tr>
<tr>
<td>✅ Get enough rest and exercise.</td>
</tr>
<tr>
<td>✅ Drugs are available for people living with HIV. Some of these treat symptoms and illnesses (fever reducers, pain medications and antibiotics), others work on the disease itself (these are called antiretroviral medications).</td>
</tr>
<tr>
<td>✅ Many people who are HIV positive get tuberculosis (TB). It is very important to prevent the spread of TB. If you are coughing, be tested for TB. If you are positive, take all the medicines the clinic gives you.</td>
</tr>
<tr>
<td>✅ Avoid having sex or if you do, use a condom every time you have sex.</td>
</tr>
<tr>
<td>✅ Make sure you never give or sell your blood.</td>
</tr>
<tr>
<td>✅ Try to convince present or past sexual partners that it is important for them to be tested.</td>
</tr>
<tr>
<td>✅ Be sure you go the clinic when you get an infection of any kind, especially other sexually transmitted infections like sores on your sex organs.</td>
</tr>
<tr>
<td>✅ If you have children, think about when and how you will talk to them about HIV/AIDS; think about ways to protect their future.</td>
</tr>
</tbody>
</table>

→ What questions do you have about this information?

Respond to questions. You may need to refer to the resource section for more information. If you can not answer, tell participants you don’t know the answer and try to find out for the next session.

5. Review situations when testing is recommended – 5 minutes

Ask:

→ When should someone get tested for HIV?

Probe and encourage the group to identify the following points:

<table>
<thead>
<tr>
<th>When it is important to get tested for HIV</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ If you know your spouse or sexual partner is HIV-positive and you have had sex together.</td>
</tr>
<tr>
<td>✅ If either you or your spouse is currently having sex with other partners.</td>
</tr>
<tr>
<td>✅ If either you or your spouse has had sex with other partners in the past.</td>
</tr>
<tr>
<td>✅ If you planning to be married.</td>
</tr>
<tr>
<td>✅ After a child born to an HIV positive mother is more than 18 months old.</td>
</tr>
<tr>
<td>✅ If your blood had direct contact with another person’s blood that could be HIV positive.</td>
</tr>
<tr>
<td>✅ If you have participated in cultural practices that use cutting instruments on more than one person (for example: circumcision, scarification).</td>
</tr>
</tbody>
</table>

Thank the participants for their participation today and tell them:

Today we learned that it is important to know our HIV status in order to protect ourselves and others from HIV/AIDS. Everyone who goes for testing should know that God will help them face their fears.
Let's see what the Bible says about what to do when we are worried or afraid.

Ask a volunteer to read Philippians 4: 6-8:
“Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”

Suggestion for closing prayer:
“Lord, help us to have the wisdom to know when to go for testing and give us the courage to do it. Amen.”
Notes to the Facilitator

Previous sessions have emphasized that AIDS is preventable. However, just knowing the facts about AIDS, even knowing your HIV status, will not prevent a person from getting HIV/AIDS. Protecting oneself from HIV/AIDS requires a person to control his or her behavior and make tough choices. Changes in behavior are difficult, but in the case of AIDS, we must do all we can to prevent infection with HIV. In most cases, wives have little or no control over an unfaithful husband’s high-risk behavior that could cause him to contract HIV. And unfortunately, many women with unfaithful husbands have few choices when it comes to having sex with their husbands, even when doing so puts them at risk of getting HIV.

This session addresses this challenge by encouraging couples to talk openly and honestly with each other, especially concerning protection from HIV infection. Discussions about sex and AIDS can be difficult for many couples and even lead to domestic violence. Wives need to be prepared for any arguments their spouse may have when they approach the subject of protection from HIV infection. In addition, a spouse who has been unfaithful in the past needs to know it is not too late to begin to be faithful from today. They need to seek forgiveness from their spouse, knowing that if Jesus can forgive our sins, we should also forgive one another.

Through dialogue and discovery, this session continues to encourage couples to follow God’s plan of mutual faithfulness in marriage as it is best for their health, welfare and happiness.

Objectives

During this learning session, participants will:

- Consider an approach to discussing difficult topics
- Role-play a discussion with their spouse about HIV/AIDS
- Consider God’s plan for reconciliation in our marriages

Preparation/Materials

- Illustration of window period in finding HIV (seed sprouting)
- Illustration of Martha and Thomas
- Scripture references: James 1:5; Matthew 18:15-17

Time

55 minutes

Steps

1. Review situations where HIV testing is recommended and use an illustration to present the window period – 8 minutes
2. Use a scripture to talk about steps for discussing difficult topics – 5 minutes
3. Use a story to illustrate the steps for discussing difficult topics – 5 minutes
4. Role-play to practice a discussion – 12 minutes
5. Apply scripture to confronting sin in our marriages – 20 minutes
6. Review steps for discussion and God’s plan for reconciliation – 5 minutes
STEPS

Opening prayer

1. Review situations where HIV testing is recommended and use an illustration to present the window period in testing – 10 minutes

Welcome the participants and tell them about today’s session by saying:
Today we will discuss ways to talk to your spouse about HIV/AIDS. Before we begin, let us review what we remember from the last session. Who can tell me:

→ When should someone consider getting tested for HIV?

Listen, probe and encourage participants to identify the following points:

When it is important to get testing for HIV
- If you know your spouse or sexual partner is HIV-positive and you have had sex together.
- If either you or your spouse is currently having sex with other partners.
- If either you or your spouse has had sex with other partners in the past.
- If you planning to be married.
- After a child born to an HIV positive mother is more than 18 months old.
- If your blood had direct contact with another person’s blood that could be HIV positive.
- If you have participated in cultural practices that use cutting instruments on more than one person (for example: circumcision, scarification).

Present the following information using the illustration of the seed sprouting from the resource section:

Window Period
During our last meeting, we talked about the benefits of testing. There is one part of the test that can be confusing.

For a short time, it is possible for an HIV/AIDS test to be negative even when a person has the virus. That is because it is still too early to find the virus in the body through that test. I will use a growing plant to explain.

When a farmer puts a seed into the ground, it takes time to see a plant break through the soil. The same thing is true for HIV. Just like the seed right after it is planted shows nothing, the usual test shows nothing. It can take from 6 weeks to 3 months from the time a person is infected with HIV before it appears in the test. During that time, the test results may show that you do not have HIV.

When a test is negative and a person thinks they are at risk for HIV, it is important to repeat the test after three months. In the time between the two tests, the person must be very careful not to become infected. If the test is positive the second time, the time between the two tests is known as the waiting period. If there are no signs of HIV in the second test, you are not HIV-positive. It is then very important to continue to practice safe behavior.
Ask:

→ If you and your spouse’s tests (first and second) show no sign of HIV, what can you do to protect yourselves from HIV for the rest of your lives?

Probe and encourage the group to identify the following points: Be mutually faithful. If a couple is not faithful to each other, they must use a condom consistently and correctly.

2. Use scripture to talk about how to discuss difficult topics – 5 minutes

Say to the participants:
Talking to your spouse about sex may not be commonly done in your community. It may be very sensitive in your marriage. If one spouse is unfaithful, it can bring up strong emotions.

It takes great wisdom to communicate, and we should pray and ask God to guide our discussions. In James 1:5, we see that God has promised to guide us if we ask Him.

Ask for a volunteer to read James 1:5 from their Bible:
“If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.”

We are also called to love one another as Jesus has loved us. So we must remember these words in 1 Corinthians 13: 4-7:

4 Love is patient, love is kind. It does not envy, it does not boast, it is not proud. “It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. “Love does not delight in evil but rejoices with the truth. “It always protects, always trusts, always hopes, always perseveres.”

But if there is sin in a marriage, God gives us instruction about how to talk about it. In Matthew 18: 15-17, we are given guidelines to follow if someone sins against us. Let’s look at the first verse.

Ask for a volunteer to read Matthew 18: 15:
If your brother sins against you go and show him his fault, just between the two of you. If he listens to you, you have won your brother over.

But it is not easy to show someone their fault. Here is a way that may make it easier. I will teach you five steps that will help you when you are discussing a difficult topic with your spouse or someone else.

I will use hand movements to help you remember each step. Please practice the hand movements with me.

Present the following using the hand movements shown in parentheses:

**Step 1:** Pray together (hands folded).
**Step 2:** Say what you think and believe (hands around mouth).
**Step 3:** Listen to what the other person thinks and believes (hands behind ears).
**Step 4:** Repeat what your concerns are. Keep the discussion focused on the issue. Do not get sidetracked on other possible points of conflict (move hands back and forth in front of mouth).
**Step 5:** Agree on what each of you will do (clasp hands and shake up and down). If you cannot agree, state clearly what next steps you will take.
3. Use a story to illustrate the steps for discussing together – 5 minutes

*Show the illustration of Martha and Thomas to introduce this story. Say:*
Do you remember Martha, Anna’s sister, and Thomas, Martha’s husband? Let us look at their situation in relation to what we have just learned. Martha knows that Thomas has other sexual partners and that he could easily be infected with HIV. Martha wants to follow God’s ways in her marriage. Listen carefully as she tells us about her discussion with Thomas.

“My name is Martha. I know my husband, Thomas, has other sexual partners. I know this is not God’s plan for our lives. Even though I was afraid to talk with Thomas about this, I knew God had to show him this was wrong. When the time was right, I knew we had to talk about this problem openly.

“One day, when Thomas came home and I knew we were going to be home alone that entire evening, I said to him, ‘Thomas, I need to talk to you about something very important. But before I begin, can we pray together?’

He agreed and we prayed for a few minutes. After we finished praying, I said to him calmly:

‘Thomas, I have been hearing about HIV/AIDS, and I am afraid. I want us to protect ourselves from getting it. What do you think we should do?’

I listened carefully to Thomas. ‘What do you mean?’ he asked. ‘Why should we worry about this? Are you saying that you are having sex with other men?’

His words were painful to me, but I did not get angry. Instead, I refocused on the issue and repeated what I believe is God’s plan for our marriage.

‘No, Thomas, I am not having sex with other men. When we married, I promised before God to be faithful to you, and I have kept that promise. You also promised before God to be faithful to me. AIDS can kill us. I do not want you or me to die. What can we do to protect ourselves right now?’

I continued to listen respectfully to Thomas who responded in a loud voice: ‘You are just changing the subject! I know you have other boyfriends! Next you will be wanting me to use a condom!’

I repeated what I believed and said to Thomas, ‘I love you and want us to have a happy and long life together. I see the suffering this disease causes in families. I really want to protect both of our lives from HIV/AIDS and do what God says is right.’

While Thomas listened to me, I suggested what we could do. I said to him, ‘Our Pastor told us there is a place where we can be tested for HIV. They will answer our questions. The Pastor can counsel us as well. Then we can talk about what we need to do after that. What do you think about that?’

‘Thomas and I finally agreed what we would do. He said: ‘I do not like it, but I will agree to go for the test.’

‘I am hoping that his next decision will be to stop having other partners and to be faithful to me from now on.’

4. Role-play to practice steps for discussing – 15 minutes
Say:
Let us review the five steps for discussing a difficult topic then we will have a practice discussion using these steps.

Tell participants they should only use hand motions when they are reviewing the steps, not when they are practicing a discussion in the role play.

Step 1: Pray together (hands folded).
Step 2: Say what you think and believe (hands around mouth).
Step 3: Listen to what the other person thinks and believes (hands behind ears).
Step 4: Repeat what your concern is. Keep the discussion focused on the issue. Do not get sidetracked on other possible points of conflict (move hands back and forth in front of mouth).
Step 5: Agree on what each of you will do (clasp hands and shake up and down). If you cannot agree, state clearly what next step you will take.

Say:
These steps are good for solving disagreements of many kinds. Let’s use them now to practice having a discussion between a husband and wife. Everyone find a partner. Decide which one of you will be Martha and which one will be Thomas. Follow the story you’ve just heard and practice having a discussion.

Allow the role plays to continue for a few minutes. Then have one pair present their discussion in front of the rest of the group.

5. Apply God’s word to confronting sin and unfaithfulness in marriage – 20 minutes

Say:
This discussion had a good ending. But what if Thomas had not agreed to go for testing or does not give up his girlfriends? The rest of the passage from Matthew 18 tells us what to do if we show someone their fault and they do not listen to us:

Ask for a volunteer to read Matthew 18:15-17:
“If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church.”

In small groups of 4-6 people, discuss this question:
→ What can you do if your spouse is not being faithful to you and refuses to talk about it?

After 5-10 minutes of discussion, ask for groups to share their thoughts. Probe and encourage participants to identify the following points’.

1. Pray and seek God’s wisdom.
2. Understand what God’s word says.
3. Confront him/her respectfully and in love.
4. If he/she does not listen, go with another trusted person to confront him/her.
5. If he/she still does not listen, seek help from your church pastor or elders.
6. Review the steps for discussion and God’s plan for reconciliation – 4 minutes

→ Who remembers the steps for discussing difficult topics?

Repeat together with group prompting with hand motions

| Step 1: Pray together (hands folded). |
| Step 2: Say what you think and believe (hands around mouth). |
| Step 3: Listen to what the other person thinks and believes (hands behind ears). |
| Step 4: Repeat what your concern is. Keep the discussion focused on the issue. Do not get sidetracked on other possible points of conflict (move hands back and forth in front of mouth). |
| Step 5: Agree on what each of you will do (clasp hands and shake up and down). If you cannot agree, state clearly what next step you will take. |

Before the next learning session, try to use the steps for discussion when you are faced with a conflict or disagreement. Remember, discussing and agreeing with your spouse on being faithful to one another could save both of your lives.

→ Remembering the verses from Matthew 18, who can outline the biblical steps to reconciliation?

Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.

| 1. Pray for wisdom. |
| 2. Understand what God’s word says. |
| 3. Speak with your spouse in love. |
| 4. If your spouse does not listen, go with another person. |
| 5. If he/she still does not listen, seek help from your church pastor or elders. |

Thank you for sharing your thoughts today about how to face problems in your marriage.

Close in prayer. Ask God for wisdom. Pray for good communication and faithfulness in your marriages or the marriages of others in your church and community.
Notes to the Facilitator

This session addresses the painful stigma that is a common response to HIV/AIDS, and encourages community members to provide compassionate support to people living with AIDS. In this session, participants relate personally to what it feels like to be a person with AIDS, shunned by friends and community members. It is a very simple but powerful message and uses a simulation drama that involves the entire group. After reading the story, you, as the facilitator, are the first to assume the role of Anna and walk through the group while they shun you as they did in the story. Because you are working in the area of painful emotions, participants may try to make the simulation humorous to avoid this emotional pain. This will reduce the impact of the lesson; try to keep the tone serious.

Because some of the group members or their close family members may be living with HIV and AIDS, be sensitive to the feelings of the group members and create an atmosphere of safety from the start, where people can express their emotions openly and without fear.

Objectives
During this learning session, participants will:

- Place themselves in the position of having HIV/AIDS through a simulation
- Identify ways to help someone with HIV/AIDS

Preparation/Materials
Illustration of Anna and her family
Scarf, shawl, or some piece of outer clothing to identify Anna in the role-play
Scripture reference: Luke 5:12,13

Time
40 minutes

Steps
1. Review the Steps for discussing a difficult topic and God’s plan for reconciliation in relationships - 8 minutes
2. Use a story to dramatize being shunned because of HIV/AIDS - 9 minutes
3. Role-play to consider responses to someone with HIV/AIDS - 20 minutes
4. Identify opportunities for helping someone with AIDS - 3 minutes
Opening prayer

1. Review steps for discussing a difficult topic and God’s plan for reconciliation – 8 minutes

Welcome the participants and tell them about today’s topic.

Say:

Today we will try to understand how difficult it is for people who have HIV/AIDS when they are shunned by their community. But before we begin, let us review what we learned in the last session.

→ What are the steps for discussing a difficult topic?

Repeat together with group using hand motions to remind them of the steps.

<table>
<thead>
<tr>
<th>Steps for Discussing Difficult Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Pray together (hands folded).</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Say what you think and believe (hands around mouth).</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Listen to what the other person thinks and believes (hands behind ears).</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Repeat what your concern is. Keep the discussion focused on the issue. Do not get sidetracked on other possible points of conflict (move hands back and forth in front of mouth).</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Agree on what each of you will do (clasp hands and shake up and down). If you cannot agree, state clearly what next step you will take.</td>
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</tbody>
</table>

→ How does this follow what the Bible says about reconciliation?

Probe and encourage the group to identify the following points. Provide information only if it is not mentioned by the participants.

1. Pray for wisdom
2. Understand what God’s word says
3. Confront your spouse in love
4. If your spouse does not listen, ask a wise person to talk with you both.
5. If he/she still does not listen, seek help from your church pastor or elders.

2. Use a story to dramatize being shunned because of HIV/AIDS – 9 minutes

Use the illustration of Anna and her family to remind participants about the characters in this story. Tell the group you are going to tell them more about Anna and her community.

After her husband died, Anna joined a group that gave her a loan to start her own business. Her business is very important because it is her family’s only source of income now. Anna was determined to work hard while she was still strong and to save as much money as she could.

Anna knew she was HIV-positive because she went to the VCT site for a test. It was difficult to know the truth of her status, but her faith in God was strong and helped her face her fears with courage.

Anna’s son Peter told her that everyone in the village knew that his father, Paul, had died of AIDS. Some of them were saying that Anna gave the disease to her husband. She often thought, “How can they think
this? I have always been a faithful wife. Paul was the only man I have ever had sex with.”

Anna enjoyed the weekly group meetings, there was a great spirit of helpfulness and trust. She was even chosen as a group leader. However, some of the women began to suspect that Anna was HIV-positive and started to act differently towards her. They whispered when Anna came in and no one would sit near her at the meetings.

Anna’s business was not going well. Even her best customers stopped buying from her. People who used to greet her warmly now turned away when they saw her. They seem afraid to be near her.

*Ask for a volunteer to repeat the main points of the story then ask:*

→ **What does this story teach us?**

*Listen to a few responses.*

3. Role-play to consider responses to someone living with HIV/AIDS and identify opportunities for helping – 20 minutes

*Say to the participants:*

So that we can understand how Anna feels, let us each pretend to be Anna and see what it feels like to be shunned.

I will be Anna and you pretend to be people in my community. As I approach you, treat me like Anna’s group members, clients and neighbors treated her in the story.

*Put on a scarf, shawl or some article of clothing to indicate you are now Anna. Walk around the room. Then say:*

“I am Anna. You are my group members and neighbors. I am afraid and lonely. I need your help and friendship.”

*After you (the facilitator) have interacted with the group, invite several volunteers to be Anna. Put the scarf, shawl or article of clothing on each volunteer have him/her walk through the group. Ask them to tell the group how they feel. Encourage Anna and the group to interact.*

*Encourage as many participants as time allows to play the role of Anna. Then, ask one of the volunteers who played Anna to sit in front.*

*Say to the participants:*

Let’s think of what Jesus might do in this situation.

In Jesus’ day people with leprosy were shunned like Anna, but Jesus welcomed them.

*Read the example from Luke 5: 12-13a, when Jesus touched the leper. Ask for other examples if time allows.*

“While Jesus was in one of the towns a man came along who was covered with leprasy. When he saw Jesus, he fell with his face to the ground and begged him, “Lord, if you are willing, you can make me clean.” Jesus reached out his hand and touched the man.

*Say:*

Come up and visit with Anna and encourage her. Treat her as Jesus would treat her and how you would like to be treated if you were in her situation. Tell her some practical things you can do to comfort and help her.

*Encourage participants to come up and interact with Anna and tell her how they can help her. Let this continue for as long as time allows.*
Then ask the group:

→ How can we help people living with AIDS?

Make a list if paper or blackboard is available.

4. Review and close – 3 minutes

Ask all of the volunteers to return to their places. Thank the volunteers for their kind comments and suggestions. When everyone is seated, say:

Close your eyes and picture in your mind one person—a child or adult who is feeling alone or rejected because of AIDS or something else. Decide what you will do this week to help that person. Remember that you can help someone with HIV/AIDS live a positive and productive life.

Thank you for your participation and ideas.

Close in prayer. Focus on those who are living with AIDS and their families. Pray that they would be surrounded by loving, caring people and protected from being shunned and rejected by people who do not understand.
Notes to the facilitator

Because of the way AIDS progresses, death does not come suddenly. It is most often a gradual process as the immune system is less and less capable of fighting off infection and recovering from illnesses. While this creates challenges for those caring for a loved one with AIDS, it does offer time to say goodbye, to prepare for the surviving children in the family, to heal from emotional wounds, to forgive others and be forgiven.

For Christians, facing death with hope for eternal life is one of the many things they can enjoy through the gift of salvation.

The purpose of this session is to show caregivers of people living with AIDS how to help them prepare for death, both physically and spiritually. It will also teach how one can live positively with AIDS. Be sensitive, as some participants may know they are HIV-positive or have loved ones at home who are dying of AIDS.

As in Session 5, this session uses a group learning technique called a “story with holes” where you will tell part of the story then ask the group to fill in the “holes” with their own ideas. If necessary, you can prompt the group with the suggestions given. But the point is for them to contribute their own ideas.

Objectives
During this learning session, participants will:
- Consider what death and dying means for a Christian
- Identify necessary actions to prepare for death
- Identify how to help someone with HIV/AIDS prepare for the future
- Define what it means for people with HIV/AIDS to die with dignity and hope

Preparation/Materials
Illustration of Anna and her family (NOTE: Add additional pictures to illustrate the story).
Scripture references: II Corinthians 4:16; Romans 8:18-39

Time
40 minutes

Steps
1. Review ways to help people living with HIV/AIDS – 5 minutes
2. Use Scripture to consider death and dying – 5 minutes
3. Use a story to discuss helping Anna prepare for death – 15 minutes
4. Review what Anna did to prepare for death – 10 minutes
1. Review ways to help people living with HIV/AIDS – 5 minutes

Welcome the participants

Say:
In our last session we experienced the pain of being shunned because of AIDS and considered how Jesus would respond to someone living with AIDS.

Ask:
→ What were some of the things we identified to help people living with HIV/AIDS in our community?

Listen to several responses.

Ask:
→ Did any of you have an opportunity to talk to someone about HIV or help a person living with HIV/AIDS or the family caring for them? What did you do?

Listen to several responses. Encourage those who offered support to an individual or a family.

2. Use Scripture to discuss death and dying – 10 minutes

Say to the participants:
It is difficult to talk openly about death. We know that HIV/AIDS has no cure and that death eventually comes.

But as Christians we know that God has promised to walk with us in the days when we are dying. In Christ we have hope for eternal life.

Ask for a volunteer to read II Corinthians 4:16-18.
“Therefore, we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. So we fix our eyes not on what is seen, but on what is unseen. For what is seen is temporary, but what is unseen is eternal.”

Let us think about Anna. As AIDS continues to destroy her body’s ability to resist diseases, she is weak physically, but her faith in God is strong. Anna is ready to experience “eternal glory”, but she also wants to finish her life well.

→ What comfort do these words give Anna as she faces death?

Encourage participation and listen to responses. These may include: strengthened by the Lord in her spirit. Hope for eternal life. Freedom from fear of dying.

Anna didn’t concern herself with her body but with her soul.

Listen to their responses. If necessary, explain that as long as we have Jesus in our life, in spite of the death of our earthly body, we have hope for eternal life.
3. Use a story to discuss helping Anna prepare for death – 15 minutes

This is a “story with holes.” After each question, encourage participants to fill in the missing information. Possible responses are listed to help prompt the group and guide the discussion if participants are silent or have little to share.

Always consider what is normal in your country and culture, and adapt questions and suggested responses as appropriate.

Say:
Death can come to any of us at any time, and we all need to be ready. But people with AIDS need to use the time they have to prepare for eventual death.

Listen to how Anna and her family faced AIDS together and prepared for the future.

Anna is growing weaker and has many of the symptoms that are typical of AIDS. She knows that her time will come soon, and she also knows that she needs to prepare while she is still able. She has talked to her children and told them about her condition. She also has talked with her relatives and neighbors.

Knowing that there is no cure for HIV/AIDS, Anna decided not to spend money on witch doctors or false cures. Instead, she followed the instructions from the doctors and nurses and took medicines to help ease her symptoms.

While she was still able to work, Anna used her profits from her business to make it stronger. She also taught her children how to run the business. Her main concerns were to make sure her children were taken care of after she died and that their faith remained strong.

When Anna became very weak, she was not admitted to the hospital. Rather, her family and church friends supported her with care at home. They visited her often, helped to bathe her and brought her and her children nutritious food every day.

What do you think Anna should do before she dies to provide for her children’s practical needs?

Some possible responses: Consider options for housing and save money for school fees. Teach them to manage the business. Identify a trusted adult to care for them until they can care for themselves. Ask a friend from church to encourage them and instruct them in their knowledge of God and to pray with them often.

Anna also wants to be sure that her children will be able to keep her property and the money she has saved. At one of her group meetings, Anna learned the importance of having a plan that both family members and the government would accept. She decided to make a will, a legal document that says who will receive her property and care for her children when she dies.

What advice would you give to Anna about legal issues?

Some possible responses: Learn about laws regarding property rights. Find someone she trusts to give legal protection over her children. Find someone she trusts to help write a will. Inform all of her family members of the will and what will need to be done when she dies.
One day when she was feeling strong, she took advice from a friend and wrote a personal letter to each of her children to read after her death. This would enable them to hear her words and know that she loved them very much.

→ What do you think she should say to her children in the letter?

(Some possible responses: How much she loves them. How proud she is of them. Memories they shared. Letting them know that she is at peace. Encourage them to use money wisely and tell them how to manage expenses. Suggest that they stay together to help and protect each other. Encourage them to look to God for help.)

In her final days, Anna was at peace—she had forgiven her husband Paul for giving her HIV/AIDS. She had no bitterness in her heart, only sadness that she would not see her children grow up or hold her grandchildren.

When Anna died, many people attended her funeral and mentioned her kindness and dignity while living with HIV. The Pastor said at her funeral, “She was reconciled to God. She knew that even though we are all sinners, out of His great love for us Jesus died in our place. Anna had invited Jesus into her life and realized the comfort of the Holy Spirit and God’s word in her daily life. We rejoice because she is with Jesus.”

4. Review what Anna did to prepare for death – 10 minutes

Ask the participants:

→ What was the hope that Anna had for herself and her children?

Listen to several responses. (These may include: Eternal life with God. Her children’s physical needs would be met. That people would not exploit them after her death.)

Ask:

→ What were some of the things that Anna did to prepare for her death?

Listen, probe and encourage participants to identify the following points. Only provide information below if necessary:

**How Anna lived positively with AIDS**

- Talked to her children openly and shared her feelings with them.
- Saved money and planned for her children’s future economic needs.
- Asked to be cared for at home by family and friends.
- Considered legal issues regarding property.
- Pointed her children to God.
- Identified an adult to be a spiritual guide for her children and care for them

Thank the participants for coming and for sharing their ideas.

Close in prayer. Thank God for the gift of eternal life. Ask Him to guide us in bringing comfort and the hope of salvation to those who are facing death without knowing Him.
Notes to the Facilitator

In spite of knowing the facts about HIV and AIDS, people will sometimes respond with fear and panic when the disease affects them personally. Some people believe that AIDS results from a spiritual problem or curse. When we talk about curses, judgment and AIDS together, AIDS is most often presented as the deserved consequence of a sin. That is dangerous thinking that reinforces stigma and can prevent us from accepting people living with AIDS as individuals who need our love, compassion and help. Beliefs about AIDS also determine how people will approach prevention.

The purpose of this session is to help participants see how beliefs about AIDS determine their response to prevention and care for others living with AIDS. Through dialogue and reflection, participants will discover the benefits of accepting the truth about AIDS and the dangers of harboring fears about AIDS. This session also challenges Christians to respond to people living with AIDS as Christ himself would, with love and compassion, striving to alleviate their suffering.

Objectives

During this learning session, participants will:

- Examine their attitudes toward the causes of HIV/AIDS
- Compare how attitudes about HIV/AIDS affect their actions
- Consider God's power over evil and their attitudes about sin
- Identify a Christian response to AIDS

Time

50 minutes

Preparation/Materials

Illustration of Liza and John

Scripture references: John 16:33; I John 4:4; John 8:3-11; John 9:1-3

Steps

1. Review positive actions that participants and those living with HIV/AIDS can take – 5 minutes
2. Tell a story about a family that believes AIDS is a curse – 5 minutes
3. Use large group to discuss: “Is AIDS a curse?” – 5 minutes
4. Use small- and large-group discussions to demonstrate how beliefs affect responses to HIV/AIDS – 10 minutes
5. Use scripture to consider a Christian response to evil and sin in the world – 15 minutes
6. Review how beliefs can affect reactions to HIV/AIDS – 5 minutes
STEPS

1. Review positive actions that participants and those living with HIV/AIDS can take – 5 minutes

Welcome the participants and remind them of the sad fact of Anna’s death and the positive actions she took before her death.

Say:
At our previous learning session, we learned that Anna died of HIV/AIDS. However, while she was still strong, she did several things to make her death easier for her children and those who loved her.

→ What were some of the things Anna did to prepare for her death?

Probe and encourage participants to identify the following points. Only provide the information below if it is not mentioned by participants.

- Took the time to communicate openly with her children and share her feelings for them.
- Saved money and planned for her children’s future economic needs.
- Asked to be cared for at home by family and friends.
- Considered legal issues regarding property.
- Committed her children to God and made arrangements for their continued spiritual development.
- Identified an adult to be their caretaker and guide.

Ask:
→ Since the beginning of these lessons, who has spoken with someone about HIV/AIDS or assisted a person in his/her community living with AIDS?

Ask for a show of hands. Encourage their efforts to keep going, and ask if anyone would like to share a good experience.

2. Use a story to consider different responses to HIV/AIDS – 5 minutes

Note: This story is written for the African context. You may need to adjust the story to reflect your local beliefs and myths if you are in another context.

Show the illustration of Liza and John. Ask the group:
“Do you remember Liza? What do you remember about her?”

Fill in if they do not have the story right. Liza was Paul’s girlfriend. When Paul died, Liza found out he had a wife and other girlfriends. Liza later discovered that Paul had died of AIDS. She never got tested, but she was worried that she may have the virus.

Tell the following story:
Some time after Paul died, Liza met a man named John. John wanted to marry Liza. John and Liza married and moved to John’s village. Soon, they were expecting their first child. Liza was not well during her pregnancy, but she gave birth to a son. John was very proud.

Then the baby became sick. Before the baby was two years old, he died. After the baby’s death, Liza also became very sick. She had a test for HIV/AIDS and learned she was HIV-positive.
John’s father came for a visit. He looked at John’s situation and he said, “John, you have been cursed. Your only son is dead. And now your wife is also dying. The ancestors are not happy, you must do something about this.”

John loved Liza and was desperate for her to live. Believing his family was cursed, he used all of his money to pay the local healer to reverse the curse and to cure Liza. He sold his TV, his radio and his bicycle all to get money to give to the healer. But Liza only got worse and died before the end of the year. Since John’s family and the community believed he was cursed, they stayed away from him. John also became sick because of AIDS and died two years later. He was alone, afraid and in great misery.

2. Use large groups to discuss “Is AIDS a curse?” – 5 minutes

Ask the following question to stimulate discussion.
→ Do you think John was cursed? If so, why?

Allow people to freely express their beliefs. After a few minutes of discussion, close the discussion by saying:

I can see that in this community, there are strong beliefs about this topic. Let us explore this further to see how our beliefs about HIV/AIDS can affect the actions we take.

3. Use small and large-group discussions to demonstrate how beliefs affect responses to HIV/AIDS – 10 minutes

Ask the group to form pairs and discuss the following question:
→ What were John’s actions when his father said he was cursed?

Let the pairs discuss for several minutes, then ask for their ideas.

Listen and encourage participants to identify the following points. Only add from the information below if the group does not mention these points.

John’s Reactions to HIV/AIDS

⊙ He went to the local healer.
⊙ He used all of his money to try to reverse the curse.

Ask the group to return to their pairs.

Say:
Remember Anna? She believed that HIV/AIDS is a disease that has no cure.

→ What were Anna’s actions?

Let the pairs discuss for several minutes, then ask for their ideas. Encourage participants to identify the following points. Only provide information below only if necessary.
Anna’s Reactions to HIV/AIDS

She spent her money on good food and medications to help her symptoms.
She saved money for her children.
She made sure she did not spread HIV once she knew she was HIV-positive.
She forgave those responsible for giving her HIV.
She was not afraid of dying because she had hope for eternal life through Jesus Christ her savior.

To emphasize that AIDS is not a curse, say the following.

Anna did not believe AIDS was a curse. She knew it was a disease, something that could be prevented by her own actions or her husband’s actions.

5. Use scripture to consider a Christian response to evil and AIDS – 15 minutes

Say:
AIDS may result from bad choices, but AIDS itself is not a sin. Each of us, whether we have AIDS or not, are guilty of sin. Sin must be removed in all of us. But it is easy for us to condemn others rather than accept that we are all sinners. Let’s listen to this story from the life of Jesus:

Ask a volunteer to read John 8:3-11:

“Then the teachers of the law and the Pharisees brought in a woman caught in adultery. They made her stand before the group ‘and said to Jesus, ‘Teacher, this woman was caught in the act of adultery. ‘In the Law Moses commanded us to stone such women. Now what do you say?’ ‘They were using this question as a trap, in order to have a basis for accusing him. ‘But Jesus bent down and started to write on the ground with his finger. When they kept on questioning him, he straightened up and said to them, ‘If any one of you is without sin, let him be the first to throw a stone at her.’ ‘Again he stooped down and wrote on the ground. ‘At this, those who heard began to go away one at a time, the older ones first, until only Jesus was left, with the woman still standing there. ‘If Jesus straightened up and asked her, ‘Woman, where are they? Has no one condemned you?’ ‘No one, sir,’ she said. ‘Then neither do I condemn you,’ Jesus declared. ‘Go now and leave your life of sin.’“

Ask:

→ How does Jesus expect us to respond to each other when we are being judged by others?

Listen to responses. Encourage participants to identify the following points. Only provide information if necessary. (Show compassion. Do not judge. Examine ourselves. Be obedient to God’s ways and help others in their weaknesses.)

Say:
The power of God is greater than all other powers. If we accept God’s gift of eternal life through the sacrifice of Jesus Christ on the cross, we live by His power. He lives inside of us, and we have nothing to fear.

Ask a volunteer to read I John 4:1-4: (optional)

“Dear friends, do not believe every spirit, but test the spirits to see whether they are from God, because many false prophets have gone out into the world. This is how you can recognize the Spirit of God: every spirit that acknowledges that Jesus Christ has come in the flesh is from God, but every spirit that does not acknowledge Jesus is not from God. This is the spirit of the antichrist, which you have heard is coming and even now is already in the world. You dear children are from God and have overcome them, because the one who is in you is greater than the one who is in the world.”
Say:
Jesus told us when he was with us on earth to “take heart, for I have overcome the world.”

In I John 4:4, we are reminded that the spirit of truth is in those who have accepted Jesus Christ as their savior and is greater than all evil.

Discuss in small groups of 4-6 people.

→ How can we show the love of Jesus to people living with AIDS?

After five minutes of discussion, ask for volunteers to share their thoughts. These may include: Don’t judge, Be loving. Show compassion. Help them in practical ways. Look for what is positive. Show them we accept them, show them that they are not cursed. Show them that Jesus died for their sins, that God loves them and that His love is greater than all the evil in the world, that God is greater than any curse and that we need to pray specifically for His power.

5. Review how our beliefs effect our reactions to HIV/AIDS – 10 minutes

Ask the participants what they thought was important in today’s session. Listen to several responses.

Then ask:

→ How does trusting God and following His ways affect our response to HIV/AIDS?

Listen to several responses. These may include: We would not spend money on cures that do not work. We would not knowingly infect others. We would trust God’s power over evil and not be afraid. We would have hope for eternal life. We would not judge others. We would show compassion and forgiveness. We would help others face the truth about AIDS. We would examine ourselves. We would obey God. We would help others.

Say:
Today we have seen how our beliefs about HIV/AIDS can affect our actions and our responses to others. We also examined how trusting in God’s power and following his ways can free us from fear and give us loving rather than judgmental hearts. We know that AIDS is not a curse, but a disease that is hurting many people in our families and communities.

→ How can we help people living with AIDS?

Listen to several responses.

At our next meeting, we will talk about positive things we can do to prevent AIDS and care for people affected by AIDS in this community. Before we meet again, find out if anyone in your community is providing education about HIV/AIDS, helping people living with HIV/AIDS or providing assistance to children orphaned because of AIDS. We will share this information with each other at our next meeting.

Thank you for your ideas and participation today.

Close in prayer. Pray that God would help us not to be judgmental, but to examine ourselves, obey Him and show compassion to others, especially those infected or affected by HIV and AIDS.
Notes to the Facilitator

The purpose of this session is to encourage participants to commit to action and to mobilize others in their communities and churches. This could mean taking steps to protect themselves, educating others about HIV/AIDS or creating community-based programs to help families affected by AIDS. Participants are asked to identify a potential project, then are equipped with a simple number 4 method to plan and implement that project. See Care and Comfort for Persons Living with AIDS in the resource section of this guide for some ideas for community projects that help households affected by AIDS.

Objectives
During this learning session, participants will:

◆ Commit to protecting themselves from HIV/AIDS, preventing the spread of HIV/AIDS and helping those affected by AIDS
◆ Recognize the power of unity in Christ and the strength of a group
◆ Identify an activity they can do as a group to prevent HIV/AIDS or help those affected by it

Preparation/Materials
A string long enough to reach around a circle of all participants
Scissors
Scripture references: I John 3:16; Galatians 6: 2; James 2: 22; 1 Corinthians 13:27

Time
50 minutes

Steps
1. Review how beliefs about HIV/AIDS and following God’s ways can affect our actions and also discuss available local resources – 5 minutes
2. Use a unity exercise to demonstrate that we are one body – 10 minutes
3. Identify a community project – 15 minutes
4. Develop an action plan – 15 minutes
5. Commitment ceremony and close – 5 minutes
STEPS

1. Review how beliefs about HIV/AIDS affect actions and also discuss available local resources – 5 minutes

Welcome the participants and say:

Today is our last session. I have appreciated your participation and ideas and look forward to seeing how you will put what you have learned into action.

At our previous session, we discussed two very different reactions from people living with HIV/AIDS.

→ What do you remember about this from the last session?

Encourage participation. Listen to several responses.

→ How does trusting God and following His ways affect our response to HIV/AIDS?

Listen to responses encourage participants to identify the following points. Only provide information if necessary: Would not spend money on cures that do not work, would not knowingly infect others, would trust God’s power over evil and not be afraid, would have hope for eternal life, would not judge others or shun them, would examine ourselves, would obey God, would show compassion and forgiveness and help others.

Ask:

→ What did you find out about people or groups that provide education or help to people living with HIV/AIDS in your community?

Listen to several responses. Thank the participants for their efforts in finding local resources.

2. Use a unity exercise to demonstrate the strength of a group – 10 minutes

Ask the participants to form a circle. Say:

In our previous learning sessions, we talked about protecting ourselves and others from HIV/AIDS and following God’s plan for sexuality. We have also talked about how Jesus would respond to those living with HIV/AIDS and how we can minister comfort and care to them.

In many places in the Bible, we are challenged to love those around us, even our enemies.

Ask a volunteer to read I John 3:16:

“This is how we know what love is: Jesus Christ laid down his life for us. And we ought to lay down our lives for our brothers.”

In Galatians 5:13, we are encouraged “to serve one another in love”. In Galatians 6:2, we are asked to “carry one another is burdens and in this way you will fulfill the law of Christ.”

Say:

If we work as a group, it is easier to help one another and, working together, achieve more than we would as individuals.

Pass around a piece of string (long enough to stretch around the circle) so that everyone is holding on to it.
Say:
This is how God intended us to be when He created us – together as a community.

Cut the string into pieces as you say the following, so that each person has their own piece.

But the devil, through sin, has separated us from God and from each other. As a result, we have many broken relationships and often make poor choices. Diseases like HIV/AIDS have caused deep suffering, fear and separation.

But through Christ’s death on the cross, we have been given a path to restoration. Through Christ’s love, we can be reunited and come alongside each other through the difficult times of this life.

Ask participants to tie the string back together.

Say:
When we are reconciled with God, it is easier to relate to each other. Connected together by God’s love, we become closer and stronger as a community. If we stand together, we can heal our broken relationships. By living in God’s way, we can avoid diseases like AIDS and offer compassionate care to those who have it.

3. Identify some ideas for a community project for people affected by AIDS – 15 minutes

Ask participants to divide into small groups of 4-6 people.

Say:
Having a common purpose and working together can be a strong force against HIV and AIDS in our community. If we are willing, each day we can do something positive to help people who are suffering because of HIV and AIDS.

In your groups, discuss one activity or project you could do together as a group to prevent the spread of HIV/AIDS or to help those living with HIV/AIDS in your community. You idea should be specific and realistic. You may want to start with something small and simple that you know you can achieve—like bringing food one day a week to people with AIDS or visiting hospitals and praying with people.

Allow the discussions to continue for several minutes, then ask each group to share their idea.

Say:
Think about these ideas.

→ Which one do you think is the best idea for a project?

Repeat the ideas. Then explain that each person should vote for the idea they think the group could best accomplish.

When you have identified the most popular idea, say:
Now that we have chosen an idea, I will give you a process to follow to accomplish this project.

4. Develop an action plan – 10 minutes

Say:
First, we need to think about what must be done to accomplish this plan. Once we know what must be done, we need to decide who will be responsible for each activity, when each activity will be accomplished and where it will be done.
Go step by step, asking each of the questions below. Have the group secretary record the plan in the group’s book of accounts or minutes.

WHAT action(s) are we taking?
WHO is responsible for doing each action?
WHEN will this activity start? WHEN will it end?
WHERE will you be doing it?

After these questions are answered and recorded, review the plan by presenting the details to the entire group.

Then say:
Now we have a plan. Who will follow up and report on the progress this plan is making at the group meetings?

Have the group secretary or someone record the name(s) of who is responsible to follow up on this plan. Thank the volunteer(s).

5. Commitment ceremony and close - 5 minutes

Say:
This is our last session on HIV/AIDS. I have appreciated your participation, and I think we have learned a lot together. Your commitment to do something about HIV/AIDS in your community is very important. It may be the only way to save yourselves and those you love from this disease.

Ask participants to form a circle and join hands.

Let us say together, “I will do all I can to protect myself, to educate others and to help those living with HIV/AIDS.”

Allow participants to say the commitment aloud together.

Thank you for your participation and your commitment. Ask God to help you and to show you how you can help others.

Benediction and final closing prayer:

Now go out into the world in peace and love and serve one another, just as Christ has loved you. May the grace of our Lord Jesus Christ and the fellowship of the Holy Spirit be with you all, now and forevermore.

You may also want to include Psalm 33:22, “May your unfailing love rest upon us O Lord, even as we put our hope in you. Amen”
1. Jesus the Master Teacher: Helping People to Learn the Truth

“For by [Christ Jesus] all things were created...all things were created by him and for him.”
Col. 1:16

Jesus, (God’s Son) our Creator, made each of us with the ability to learn and change. Because he created us, he knows very well how adults learn best. During his days with us on earth, he was the greatest teacher who ever lived. And, the way he taught showed us his wise and loving character.

As we lead adult groups in conversations about HIV/AIDS, we can learn from Him. We can learn how to help people understand what is real and true and how to best encourage them to change the way they live. As important as it is for us to learn from Jesus how to teach, it is even more important to learn from Jesus how to live – how to be the kind of person he was within. As Jesus’ disciples, we need to ask him every day to help us become more like Him in the way we think and in the way we treat others.

HOW DID JESUS HELP PEOPLE LEARN?

1. Jesus cared deeply about people. He loved them. He wanted them to know the truth

“And when Jesus landed and saw a large crowd, he had compassion on them, because they were like sheep without a shepherd. So, he began teaching them many things.”
Mark 6:34

“(Jesus speaking) Oh Jerusalem, Jerusalem, you who kill the prophets and stone those sent to you, how often I have longed to gather your children together, as a hen gathers her chicks under her wings, but you were not willing!”
Luke 13:34

“...Jesus said, ‘If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.’”
John 8:31b-32

• People need to know that you care about them, that you are concerned they learn well and practice truth. Everything Jesus did showed his love for people.

“It was just before the Passover Feast. Jesus knew that the time had come for him to leave this world and go to the Father. Having loved his own who were in the world, he now showed them the full extent of his love.”
John 13:1

2. Jesus respected people and listened to them. He never made them feel small or stupid. They felt safe enough to move toward Him, to talk to Him and to ask Him questions. How easily people came to talk with Jesus and how safe they felt when they were with Him!

“Jesus then left that place and went into the region of Judea and across the Jordan. Again crowds of people came to him, and as was his custom, he taught them.”
Mark 10:1
“When a woman who had lived a sinful life in that town learned that Jesus was eating at the Pharisee’s house, she brought an alabaster jar of perfume, and as she stood behind him at his feet weeping, she began to wipe his feet with her tears. Then she wiped them with her hair, kissed them a poured perfume on them...Jesus said to the woman, ‘Your faith has saved you; go in peace’.”
Luke 7:37, 38, 50.

- Learners need to feel safe with you as a teacher and facilitator. They need to know that you will never judge or humiliate them.

3. Jesus used stories and illustrations built upon the everyday experience of his listeners.

“You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men. You are the light of the world. A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.”
Matt. 5: 13-16

“When the Pharisee who had invited him saw this, he said to himself, ‘If this man were a prophet, he would know who is touching him and what kind of woman she is—that she is a sinner.’ Jesus answered him, ‘Simon, I have something to tell you.’ ‘Tell me, teacher,’ he said. ‘Two men owed money to a certain moneylender. One owed him five hundred denarii, and the other fifty. Neither of them had the money to pay him back, so he canceled the debts of both. Now which of them will love him more?’”
Luke 7:39-41

- People learn well when a truth is set in a story or an illustration that is familiar to them.

4. Jesus asked questions to pose problems or help people think more carefully about something.

“. . . he asked them, ‘Who do people say I am?’ They replied, ‘Some say John the Baptist; others say Elijah; and still others, one of the prophets.’ ‘But what about you?’ he asked. ‘Who do you say I am?’ Peter answered, ‘You are the Christ.’”
Mark 8:27-29

“. . . the collectors of the two-drachma tax came to Peter and asked, ‘Doesn’t your teacher pay the temple tax?’ ‘Yes he does,’ he replied. When Peter came into the house, Jesus was the first to speak. ‘What do you think Simon?’ he asked. ‘From whom do the kings of the earth collect duty and taxes—from their own sons or from others?’ ‘From others,’ Peter answered. ‘Then the sons are exempt,’ Jesus said to him.”
Matt. 17:24-26

- Questions help learners discover truths for themselves and to think critically about how to solve the problems that the facilitator poses.

5. Jesus entered into conversations with people. As he talked with them, He discovered areas where their thinking needed to change. Then, he gently instructed them with the truth they needed to hear.

Jesus conversation with Nicodemus: “‘How can a man be born when he is old?’ Nicodemus asked. ‘Surely he cannot enter a second time into his mother’s womb to be born!’ Jesus answered, ‘I tell you the truth, unless a man is born of water and the Spirit, he cannot enter the kingdom of God.’”
John 3:4-5
“So he came to a town in Samaria called Sychar...Jacob’s well was there, and Jesus, tired as he was from the journey, sat down by the well...When a Samaritan woman came to draw water, Jesus said to her, ‘Will you give me a drink?’...The Samaritan woman said to him, ‘You are a Jew and I am a Samaritan woman. How can you ask me for a drink?’...Jesus answered her, ‘If you knew the gift of God and who it is that asks you for a drink, you would have asked him and he would have given you living water.’ ‘Sir,’ the woman said, ‘you have nothing to draw with and the well is deep. Where can you get this living water?’...Jesus answered, ‘Everyone who drinks this water will be thirsty again, but whoever drinks the water I give him will never thirst. Indeed, the water I give him will become in him a spring of water welling up to eternal life.’”

John 4:4-14

6. Jesus responded to people’s questions and sought to discover what they felt deeply about or struggled to understand.

“One of the teachers of the law came and heard them debating. Noticing that Jesus had given them a good answer, he asked him, ‘Of all the commandments, which is the most important?’ ‘The most important one,’ answered Jesus, ‘is this: ‘Hear O Israel, the Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength’. The second is this: ‘Love your neighbor as yourself. There is no commandment greater than these.’”

Mark 12:28-31

“As he went along, he saw a man blind from birth. His disciples asked him, ‘Rabbi, who sinned, this man or his parents, that he was born blind?’ ‘Neither this man nor his parents sinned,’ said Jesus, ‘but this happened so that the work of God might be displayed in his life. . .’”

John 9:1-3

7. Jesus responded to immediate problems in people’s lives that affected them deeply.

“As Jesus and his disciples were leaving Jericho, a large crowd followed him. Two blind men were sitting by the roadside, and when they heard that Jesus was going by, they shouted, ‘Lord, Son of David, have mercy on us!’...Jesus stopped and called them. ‘What do you want me to do for you?’ he asked. ‘Lord,’ they answered, ‘we want our sight.’ Jesus had compassion on them and touched their eyes. Immediately they received their sight and followed him.”

Matt. 20:29, 31-34

“A man with leprosy came to him and begged him on his knees, ‘If you are willing, you can make me clean.’ Filled with compassion, Jesus reached out his hand and touched the man. ‘I am willing,’ he said. ‘Be clean!’ Immediately the leprosy left him and he was cured.”

Mark 1:40-42

8. Jesus praised and encouraged people when they were thinking clearly and attempting to do the right thing.
“Blessed are the eyes that see what you see. For I tell you that many prophets and kings wanted to see what you see but did not see it, and to hear what you hear but did not hear it.”

“One of the teachers of the law came...When Jesus saw that he had answered wisely, he said to him, ‘You are not far from the kingdom of God.’”
Mark 12:28, 34

9. Learners need to be encouraged in even their smallest efforts to understand and change.

10. Jesus insisted that people change their behavior not just their thinking.

“...everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash.”
Matt. 7:24-27

“When Jesus had called the Twelve together, he gave them power and authority to drive out all demons and to cure diseases, and he sent them out to preach the kingdom of God and to heal the sick...So they set out and went from village to village, preaching the gospel and healing people everywhere...When the apostles returned, they reported to Jesus what they had done.”
Luke 9:1-2, 6, 10

• Adults usually want to exercise what they learn immediately. In order to encourage behavior change related to practicing a truth in their life, we must help them do the following:
  • think about ways to practice that truth in their everyday lives,
  • actually practice the truth with the support of the facilitator and the group through role-play,
  • take time to talk about what happened after they have tried to practice the truth.
Jesus shows us that to help people learn, we must:

1. **DEMONSTRATE LOVE** – People need to know that you care about them and that you are concerned that they learn well and practice truth. All of the marks of an effective teacher and facilitator display this love.

   “It was just before the Passover Feast. Jesus knew that the time had come for him to leave this world and go to the Father. Having loved his own who were in the world, he now showed them the full extent of his love.”
   
   *John 13:1*

2. **CREATE SAFETY** – Learners need to feel safe with you as a facilitator. They need to know that you will never judge or humiliate them.

   “As Jesus started on his way, a man ran up to him and fell on his knees before him. ‘Good teacher,’ he asked, ‘what must I do to inherit eternal life?’”
   
   *Mark 10:17*

   “All spoke well of him and were amazed at the gracious words that came from his lips. ‘Isn’t this Joseph’s son?’ they asked.”
   
   *Luke 4:22*

3. **USE STORIES AND WORD PICTURES** – People learn well when a truth is set in a familiar story or an illustration.

   “Again, the kingdom of heaven is like a merchant looking for fine pearls. When we found one of great value, he went away and sold everything he had and bought it.”
   
   *Matt. 13:45-46*

4. **POSE QUESTIONS** – Questions help learners discover truths for themselves and think critically about how to solve the problems that the teacher/facilitator poses.

   “But Jesus knew what they were thinking and said to the man with the shriveled hand, ‘Get up and stand in front of everyone.’ So he got up and stood there. Then Jesus said to them, ‘I ask you, which is lawful on the Sabbath to do good or to do evil, to save life or to destroy it?’”
   
   *Luke 6:8-9*

5. **ENTER INTO DIALOGUE** – Talking together about a truth gives both the teacher and the learner the opportunity to explore what they really think. It gives the teacher/facilitator the chance to identify and correct any misinformation. Finally, it helps reinforce the truth to the learner.

   “Now there is in Jerusalem near the Sheep Gate a pool, which in Aramaic is called Bethesda and which is surrounded by five covered colonnades. Here a great number of disabled people used to lie—the blind, the lame, the paralyzed. One who was there had been an invalid for thirty eight years. When Jesus saw him lying there and learned that he had been in this condition for a long time, he asked him, ‘Do you want to get well?’

   “‘Sir,’ the invalid replied, ‘I have no one to help me into the pool when the water is stirred. While I am trying to get in, someone else goes down ahead of me.’”

   “Then Jesus said to him, ‘Get up! Pick up your mat and walk.’ At once the man was cured; he picked up his mat and walked.”
   
   *John 5:5-9*
6. RESPOND TO QUESTIONS – Adults learn best when the truth deals with pressing questions they have.

“...two of them were going to a village called Emmaus...they were talking with each other about everything that had happened. As they talked and discussed these things with each other, Jesus himself came up and walked along with them; but they were kept from recognizing him. He asked them ‘What are you discussing together as you walk along?’ They stood still, their faces downcast. One of them, named Cleopas, asked him, ‘Are you the only one living in Jerusalem who doesn’t know the things that have happened there in these days?’

“’What things?’ he asked. ‘About Jesus of Nazareth,’ they replied...And beginning with Moses and all the Prophets, he explained to them what was said in the Scriptures concerning himself.”


“The Jews were amazed and asked, ‘How did this man get such learning without having studied?’ Jesus answered, “My teaching is not my own. It comes from him who sent me. . .”

John 7:14-16

“To the Jews who had believed him, Jesus said, ‘If you hold to my teaching, you are really my disciples. Then you will know the truth, and the truth will set you free.’ They answered him, ‘We are Abraham’s descendants, and have never been slaves of anyone. How can you say that we shall be set free?’ Jesus replied, ‘I tell you the truth, everyone who sins is a slave to sin. Now a slave has no permanent place in the family, but a son belongs to it forever. So if the Son sets you free, you will be free indeed. . .’”

John 8:31-36

7. ADDRESS FELT NEEDS – Adults learn best when the facilitator addresses their immediate problems.

“While he was saying this, a ruler came and knelt before him and said, ‘My daughter has just died. But come and put your hand on her, and she will live.’ 19Jesus got up and went with him, and so did his disciples.

20Just then a woman who had been subject to bleeding for twelve years came up behind him and touched the edge of his cloak. 21She said to herself, ‘If I only touch his cloak, I will be healed.’

22Jesus turned and saw her. ‘Take heart, daughter,’ he said, ‘your faith has healed you.’ And the woman was healed from that moment.”

Matthew 9:18-22

8. PROVIDE AFFIRMATION – Learners need to be encouraged in even their smallest efforts to understand and change.

“When Jesus heard this, he was amazed at him, and turning to the crowd following him, he said, ‘I tell you, I have not found such great faith even in Israel.’”

Luke 7:9

“’Martha, Martha,’ the Lord answered, ‘you are worried and upset about many things, but only one thing is needed. Mary has chosen what is better, and it will not be taken away from her.’”

Luke 10:41,42

“Peter said to him, ‘We have left all we had to follow you!’ ‘I tell you the truth,’ Jesus said to them, ‘no one who has left home or wife or brothers or parents or children for the sake of the kingdom of God will fail to receive many times as much in this age and, in the age to come, eternal life.’”

Luke 19:28,29
9. **OFFER CORRECTION** – Learners will not grow and change unless we confront them gently and graciously with the truth, pointing out the ways in which they are deceived in their thinking.

“As Jesus was saying these things, a woman in the crowd called out, ‘Blessed is the mother who gave you birth and nursed you.’ He replied, ‘Blessed rather are those who hear the word of God and obey it.’”

_Luke 11:27, 28_

10. **ENCOURAGE APPLICATION** – Adults usually want to use what they learn immediately. In order for them to begin to practice a truth in their life we must help them do the following:

- think about how that truth can be practiced in their everyday lives,
- encourage them to actually practice the truth through a role-playing activity with the support of the facilitator and the group,
- take time to talk about what happened after they have tried to practice the truth.

“Then Jesus came to them and said, ‘All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the son and of the Holy Spirit, and teaching hem to obey everything I have commanded you. And surely I will be with you always, to the very end of the age.’”

_Matt. 28:18-20_

**2. More Training Helps for Facilitators**

Participation and dialogue are essential in adult learning, especially when encouraging changes in attitude and behavior or mobilizing communities to action. These sessions are designed to help you engage learners and allow them to discover solutions to problems for themselves. As a facilitator, your focus should be on the learners. This requires that you listen to them with respect and interest, and ask questions rather than lecture to them.

**Things to remember as you lead these sessions**

- Be prepared. Practice the session beforehand and review it again on the day of the training. Arrive early and prepare the training room.
- Follow the curriculum provided, but be natural and use your own words.
- Remember to ask open, not “yes or no”, questions to encourage people to share their ideas and reveal their true feelings.
- Create a positive and open learning environment. Listen to participants with respect and protect them from embarrassment.
- Let participants know that you are learning along with them.
- Encourage participation as often as possible. Learners need to be engaged in the new ideas that are presented. They need to participate instead of listening only.
- Adults learn best when they are fully involved and able to draw on their own knowledge and experience.
- Do not lecture or dominate during the sessions. Let participants discover important lessons for themselves rather than coming up with answers for them.
- Use small groups (as suggested in the session guide). Small groups help involve all participants, build a sense of teamwork and encourage more openness. Adults bring years of life experience and can learn a lot from one another.
- Show respect by listening and affirming participants’ ideas and contributions and valuing the participants’ knowledge and experience.
Here are some helpful guidelines to assist you to lead more effective learning sessions.

1. Create a positive learning environment
- Learners need to feel that their ideas and contributions will be valued. Encourage even small efforts and be careful not to judge or humiliate individuals in front of others.
- Some topics may be emotional for those who have lost loved ones to HIV/AIDS or who are HIV-positive themselves. Be sensitive and aware of the learners’ reactions and their feelings.
- Because people will be discussing sensitive issues, it is also essential to create a respecting and open learning environment. Be sensitive to gender and local cultural beliefs and attitudes.
- Arrange the room in such a way that focuses on the learners so that they can see each other and share ideas easily.

2. Asking questions
- Be aware of the two types of questions in the learning sessions:
  1) **Open questions.** Questions that ask for the participants to express their ideas, opinions, and experiences. For open questions, there are no right or wrong answers. Instead, these questions help participants think for themselves, discuss the issues and make decisions. Example: “What can you add to this discussion?”
  2) **Closed questions.** Questions that ask for one—usually a “yes” or “no”—answer. Example: “Does anyone have anything to add?” Instead of closed questions, it is always better to invite people to share what they know.
  - Sometimes information follows a question to help remind the facilitator of the key information to be covered. Probe the group for this information and **only** give it yourself if the group does not provide it.
  - Possible responses to open questions are given in smaller text.
  - Pause after asking a question to allow participants time to think about their answers. Look around the group expectantly as you wait for someone to answer.
  - If no one responds, ask the same question using different words and pause again, waiting for them to answer.
  - Once someone volunteers a response, do not be too quick to go on to the next question. Rather, ask if someone else has something to add to the first response.
  - Listen to the responses for important points and commend the speaker.
  - When someone gives an answer that is clearly wrong, just continue by asking if someone else has a different answer. When the correct answer is given, repeat it so the correct information is emphasized.

3. Group discussion
- When a person speaks up, thank that person for speaking. People need to feel that they have been heard.
- Avoid interrupting people while they are talking. If you must interrupt someone who is talking too long, do so, but apologize.
- Try to have as many people as possible participate in the discussion. Encourage this by saying, “I’d like to hear from someone who has not spoken yet.”
- Listen carefully and considerately to what people say. Speaking up in a group takes courage. Being listened to increases the speaker’s sense of confidence and safety. When people feel safe, they speak more freely, give honest answers, ask questions and, in the end, learn more. When you listen carefully to what people have to say, you too will learn to understand their situation better.
- If people give a very short answer, you might want to encourage them to say more. You could say, “Tell us more about that.”
- One of the challenges you face as a facilitator is providing enough time for people to express themselves and feel they have been heard while keeping to the time allowed. In some discussions, it may be more important to allow a few people to give in-depth feedback rather than expecting every person to speak.
4. Small group work
- Breaking a large group into smaller groups increases participation and openness and builds a sense of teamwork.
- Consider the group size needed for the exercise. More people, especially very quiet people, will have the opportunity to share in-depth thoughts in the paired discussions. In groups of 3-5, everyone will likely have a chance to speak. In groups of 6-10, stronger people may dominate.
- When giving a group an assignment, be sure to clearly define the activity and that everyone understands. Ask: “Is the task clear? Are there any questions?” before they start the task.
- Make sure that participants move physically so they can face each other and hear each other—encourage quick movement into groups to maximize discussion time.
- Move around while discussions are occurring to assure understanding, answer questions and note key points of discussion. You may even want to encourage some groups to share specific key points with the larger group when the time comes.
- While it is important for all to participate, it is not always necessary (or possible because of time) to have each group present. Take a sample from among the groups and call on different groups throughout the session to be the main presenters.
- Also in the interest of time, avoid having each individual member of a group report to the larger group—ask groups to assign one person to serve as the spokesperson.

5. Telling a story
- Know the story well and practice telling it before starting the session.
- Use a different voice for each person in the story.
- Show different feelings on your face and in your gestures—such as worry, excitement or fear.
- Be sure to follow a story with the questions presented in the session. Most learning happens during the discussion after the story.

6. Presenting information (or making a presentation)
- Be familiar with important points so you do not have to read them word for word.
- Keep the presentation within the recommended time.
- Do not speak too quickly, because the participants will not hear or understand what you say. Do not speak too slowly, because they might get bored.
- Look at the participants as you share information. Even if you read the information, look up occasionally so that people do not feel ignored.
- After an important point, pause for a moment to let the audience think about it.
- Watch people for signs of confusion. If you see signs of confusion, stop and ask what questions people have.

7. Directing a role play
- Make it clear what role the person is to play.
- Take on the role briefly once yourself in order to demonstrate the use of the word “I” and to encourage positive, honest responses.
- Make sure that the participants playing the role assume the role being played; that is, they play it as if it were real for them.
- Stop the action after the “point” you wish to discuss has been made; don’t let the role play drag on.
- Ask questions after the role play to encourage reflection and application.

8. Showing a picture
- Pictures are useful for making a point or helping people remember and understand more clearly what you are saying.
- As you talk about the picture, hold it up so that everyone can see.
- If the group is large, walk around so everyone can get a closer look.
3. Frequently Asked Questions about HIV/AIDS

What Does HIV/AIDS mean?
HIV stands for Human Immunodeficiency Virus. HIV is a virus too small to see, which is passed between people through fresh blood and body fluids. When a person has this virus, he/she is considered to be HIV-positive. If someone is HIV-positive, he/she can easily become sick. When the HIV-positive person becomes sick with many illnesses that do not go away, then he/she is said to have AIDS. AIDS stands for: Acquired Immune Deficiency Syndrome.

People with HIV may live very full and useful lives, but eventually they will get sick with many different illnesses (such as tuberculosis, diarrhea, cough and skin sores) and die. There is no cure for HIV/AIDS. Once a person is HIV-positive, he/she will eventually get AIDS and die.

How is HIV Passed from One Person to Another?
HIV is passed between people in three ways:

1. Sex. The most common way of getting HIV/AIDS is through sex with a person who is HIV-positive.
2. Blood to blood. Someone can be infected with HIV if fresh blood that contains the HIV virus enters their blood stream. This can happen if an infected syringe needle is re-used rather than being destroyed, or a razor blade or other cutting instrument is used on a person who is HIV-positive and is not properly cleaned before being used on someone else. Finally, it can occur if HIV-infected blood enters the blood stream through an open cut or sore. It can also happen if a person receives HIV-positive blood in a transfusion, although most blood in hospitals or clinics is tested to make sure it does not contain the virus.
3. Mother-to-child. A baby can be infected from the mother if the mother is HIV-positive. Most babies born to HIV-positive mothers are not infected. But some babies (about one in three) become infected during pregnancy, at the time of labor and delivery or through breastfeeding.

Of the three ways HIV is spread, sex with an infected person is the most common way.

Should an HIV-positive mother breastfeed her baby?
Some women may have questions about whether or not they should breastfeed their babies, especially if they know or think that they may be HIV-positive. In most places, it is recommended that mothers still breastfeed their babies until they are 6 months old. This is because the dangers posed by other health problems from not breastfeeding during the first six months are greater than the risk of giving the baby HIV. Then, after 6 months, the mothers should give other foods and fluids but no breast milk.

Why are young girls more vulnerable to HIV infection than adult women or young boys?
Young girls can get HIV more easily than older women if they have sex because their sex organs are not fully developed. Skin and tissues are not as strong and tearing is more likely than in an older woman. Tearing makes it easier for bodily fluids containing HIV to enter the body.

How is HIV/AIDS NOT Spread?
• By touching someone with HIV/AIDS;
• By mosquitoes or other insects;
• By social kissing;
• By sharing eating utensils, spoons, forks, etc.;
• By swimming or bathing with someone with HIV/AIDS; or
• By living in the same house or working with someone with HIV/AIDS.
How Does HIV Affect the Body?
You cannot tell by looking at a person if he/she is infected with HIV. It may be years before someone gets sick with AIDS.

The following are common illnesses that can come with being HIV-positive:
• Fever that comes and goes, but does not go away completely;
• Diarrhea that comes and goes, but does not go away completely;
• Frequent cough; and
• Weight loss.

The following are other illnesses that come to some HIV-positive people but not all:
• Tuberculosis (TB),
• Pneumonia,
• Mouth sores,
• Skin sores,
• Some forms of cancer,
• Mental illness, and
• Blindness.

Do Sexually Transmitted Infections (STIs) Make it Easier to Get HIV/AIDS?
Yes, a person who has an STI is at much greater risk of getting or spreading HIV because these diseases cause sores or breaks in the skin, making it easier for bodily fluids containing HIV to pass from person to person.

What can I do to avoid getting HIV?
1. Boys and girls, men and women, should not have sex until they are married. This is the safest way.
2. Before you marry, if you or your future spouse have had sex before, you should both be tested for HIV.
3. When you marry, commit to being faithful to your spouse (only having sex with your spouse) to protect yourself and your spouse from infection.
4. If you or your spouse does have sex with someone else, use a condom every time you have sex. Go for an HIV test to determine your status and encourage your spouse to do the same.
5. A mother who is HIV-positive should carefully think about having children. It is best for her to avoid having children, first to protect her own health (pregnancy for an HIV-positive woman is very difficult), but also to avoid passing HIV to a baby. Furthermore, when the mother and father are both HIV-positive, children are left orphans.
6. Do not have blood transfusions unless you are sure the blood has been tested and does not have the virus.
7. Do not share anything that pierces the skin with anyone.
8. If you have another sexually transmitted disease, have it treated immediately. Continue your medicine until it is finished.

Are Condoms 100% Effective?
A condom greatly reduces the risk of a person getting HIV/AIDS if used correctly and every time he/she has sex. Medical studies suggest that when male condoms are used the right way and each time a person has sex, they protect a person 80-95% of the time. However, the only 100% sure way of preventing the spread of HIV through sex is abstinence from sexual activity.

What do you mean by using a condom correctly?
• The packet should be sealed, and the expiration date should be current.
• When opened, the condom should be moist. Do not unroll the condom before putting it on.
• Put the condom on only when the penis is erect (hard/stiff). Pinch the tip of the condom to leave a small empty space to hold the semen and use the other hand to slowly unroll it down the erect penis.
• Never wash a male condom or try to reuse it.
• If the condom tears or has a hole in it, remove it and replace it with a new one.
• Hold the base of the condom when the man withdraws his penis so the condom does not slip off and the semen does not spill.
• After removing the condom, dispose of it properly. Tie the end in a knot and throw it in the toilet, latrine or bury it.

**How Do You Know if You are Infected with HIV?**
The only certain way to know if a person has HIV is to be tested at a health clinic or testing centre.

When a virus enters the body, the body produces special substances called antibodies. By taking a sample of blood or saliva, a doctor can use an HIV test to check for these antibodies. If they are present, we know the person is HIV positive.

However, it can take six weeks to three months after a person is infected with HIV for his/her body to produce enough antibodies to be seen by an HIV test. This is known as the window period, the time between when a person is infected and his/her body begins to fight the virus. If a person is tested during the window period, the test will not show that he/she has HIV even though this person really has the virus and can infect others. Because of this window period, to be sure a person who has had sex without using a condom in the last three months does not have HIV, this person will need two blood tests, three months apart. Between the tests the person must refrain from sex, or only have sex using a condom, to avoid infecting themselves and creating another “window” period.

**What is Voluntary Counseling and Testing (VCT)?**
VCT is a process for testing for AIDS that is designed to support a person emotionally throughout the testing process. First, a person is counseled and given information to help them decide whether or not to be tested for HIV. If they decide to be tested, counseling is also provided after the test when a person learns the results.

Special places for VCT testing can be found both in towns and rural areas in many countries. At these testing places, counseling and testing is provided for a small fee or no cost. The HIV/AIDS counseling provided at the VCT place is done privately with one other person who will not tell any one else without the person’s permission. People who have good pre- and post-test counseling are able to deal better with their results and more likely to look after their health and protect others from infection.

It is important that all people, even those who are not showing signs of sickness, come forward and be tested. This will make testing more acceptable to all. Also, it is important for those who are infected to find out as early as possible so they can better care for their health and prepare for the future.

**What medical treatment is available for people living with HIV/AIDS?**
There are many different drugs for treating people living with HIV. Some of these drugs treat the typical problems that often affect people with HIV/AIDS (such as rashes on skin, TB, other STIs). These drugs include fever reducers, pain medications, and antibiotics.

Other drugs are directed to the virus itself. These are called antiretroviral (ARV) medications. There are many different types of ARVs, and a doctor must decide which combination of drugs is best for a patient. When a person takes ARVs, the speed at which the HIV virus multiplies inside the body can be greatly
reduced. It is very important that the patient carefully follow all guidance from their doctor or health worker about taking the medicines. A person taking ARVs will usually stay healthy longer. ARVs do NOT cure AIDS. A person taking ARVs can still pass the virus to others.

ARV drugs are very expensive and still not available to most people with the illness. New programs are lowering the price and increasing availability in some areas. Find out through a local health care provider whether ARVs can be made available for people living with HIV/AIDS in your community.

Not all illnesses that result from HIV/AIDS require drugs from the clinic. There are some simple but effective home treatments such as Oral Rehydration Solution that can treat diarrhea. It is important to talk to a doctor about all traditional and home treatments before using them, as some practices may be harmful to a person living with HIV/AIDS. Good nutrition and exercise are just as important in keeping a person with HIV/AIDS healthy as any drug treatment.

Can someone live normally knowing they are infected with HIV?
Persons infected with HIV can lead very normal lives for some time. They should continue with all their normal activities such as working, walking, visiting friends and family, and attending church for as long as possible. To avoid spreading the disease to others and re-infecting themselves (which can bring on AIDS more quickly), it is best for an HIV-positive person to not have sex. If they do, they must always use a condom.

What can I do for someone with HIV/AIDS?
Persons living with HIV/AIDS need a friend. They need someone to care for them and help them function in as normal a life as possible—working as long as they can, going to church, being with their family, etc.

4. Care and Comfort for Persons Living with AIDS

In Lesson Nine, we discussed ways to help Anna live well with HIV/AIDS. You learned and even experienced some of what it feels like to be rejected. You discussed ways to help persons living with AIDS. We will review some of those ways here.

1. Emotional support
Touching is a powerful way to express acceptance and love. Remember, helping people feel accepted is one of the most important ways to help someone living with HIV/AIDS.

People who are ill and facing death often have fears and concerns. It is important to listen to them and help them think through their fears and concerns. They may want to talk to others or plan for the future of their family. This support is just as necessary as food or shelter.

2. Care and comfort in bed
People with AIDS are sometimes in and out of sickness that keeps them in bed. When a person stays in bed, additional problems may come which can be prevented. To prevent more problems, every person in bed should:

Stay clean and dry.
Move from side to side in bed.
Get out of bed or sit up in bed.
Breathe deeply.
These things are important to prevent pneumonia, bed sores, poor blood circulation, stiff joints and weak muscles.

To help you remember these make up some actions and repeat them with one other person. For example:

“Stay clean and dry” – motion as if you are washing your arm.

“Move from side to side” – turn your whole body from side to side, looking one direction, then the opposite direction.

“Get out of bed” – take a step ahead and walk several steps.

“Breathe deeply” – take a slow deep breath.

3. **Healthy drinking and eating**

To keep strength and help fight illness, persons with HIV/AIDS must:

Continue eating the right foods.

Drink lots of water, juice, milk, porridge, or hot drinks such as warm water with lemon or tea.

*What are the right drinks?*

It is important to drink lots of safe water and porridge and, if you have it available to you, milk and fruit juices.

*What are the right foods?*

The right foods are those available to you that will give energy and strength and help fight infection. Many people find it better to eat smaller amounts more often rather than large amounts at one time during the day.

You should eat several times a day from each of these food groups.

1. Vegetables and fruits such as carrots, greens, papaya, bananas, avocados, and mangos.

2. Energy foods such as maize, potatoes, millet, coconut, wheat, sorgum, cooking bananas, sweet potatoes, cassava, rice

3. Foods to strengthen such as beans, lentils, dried peas, eggs, fish, chicken, meat, peanuts.

If you are having problems with your stomach or mouth sores, try to eat foods that are mashed and more mild such as papaya, bananas, eggs, mashed beans, avocado, mashed chicken, fish, or meat. Milk or yogurt can also soothe the stomach.

4. **Diarrhea and vomiting**

Most persons with HIV/AIDS develop problems with diarrhea, vomiting, and mouth sores. This can make it more difficult to eat and drink proper foods. Here are some ways to help:

If you have diarrhea, it is very important to replace the water lost through diarrhea with water or other fluids you drink. The best thing is to make a special solution from the Oral Rehydration Salts (ORS) packet found in your local chemist or health clinic. Mix one liter of boiled and cooled water with one packet of ORS. After every instance of diarrhea, have the person drink at least one cup of the ORS solution.
If you cannot get the ORS packets, take one liter of boiled and cooled water and add 2 small spoons of sugar and 2 finger pinches of salt. Mix well and drink at least one cup after every loose bowel movement.

You may also drink porridge, milk, clean water or juice. Do not stop eating even if you have diarrhea.

If you are also vomiting, it is even more important to drink lots of fluids but in very small amounts taken very often. When vomiting, wait awhile, then drink small amounts of clean water or porridge. Wait awhile longer and try small amounts again.

5. Coughing
Coughing that continues for weeks must be looked into by a doctor or clinic. Many people with AIDS also have tuberculosis (TB). TB can be treated with medicine. It is very important to take this medicine every day.

A coughing person must cover their mouth while coughing and spit what they cough up into a plastic bag or container and cover with a lid. Be sure to open the windows and doors if it is not too cold so that fresh air can carry away the germs that cause TB. All bed sheets, towels, and clothes should be put in the sunshine which also kills the TB germs.

6. Protecting yourself and others
AIDS is not shared easily. By far the most common way is through sex. If a person who is HIV positive is having sex, they must either stop having sex or, if they do, always use a condom to protect others from getting HIV through sex.

AIDS is also passed through fresh blood. Sometimes there is fresh blood in diarrhea, vomiting, fluid from cough, and cuts or sores. If possible, use gloves to clean up these body fluids. If gloves are not available, use a plastic bag to cover your hands. Then throw away the bag and wash the clothes or cloth with soap and water and place in the sun to dry. If you have bleach, mix one part of bleach to 10 parts of water and use that solution to clean the floors, beds and tables touched by the blood.

7. Caring for the caregivers
It is difficult to see someone you love suffering from AIDS. It is sometimes very difficult to take care of them. It is important care givers have others to go to and talk to, and opportunities to get away for awhile. Caregivers may also need practical assistance and support. Churches and communities can organize volunteers to help those who are caring for family members with AIDS or those with AIDS who are living alone.

Here are some ideas for organizing cooperative support for families living with HIV/AIDS:
• Offer relief for the main caregiver. A group of people should take turns sitting with AIDS patients for a few hours, freeing the main caregiver for other activities.
• Assistance in the garden or business of the family who is caring for someone with AIDS. A group of people offer a few hours of work in the garden or business of the family affected by AIDS.
• Assistance in the housework or home of the family affected with AIDS. A group of people offer a few hours to work in the home to help the family who is caring for someone with AIDS.
• Organized assistance to those individuals living alone with AIDS. A group of people take turns visiting and providing practical help to those living alone with AIDS.
• Make a library of resources available or supply a coordinator for material and legal support for families without adult members.
• Provide a resource person for assisting people living with HIV/AIDS to plan for their children (support for AIDS orphans).
• Organize assistance to monitor welfare of children orphaned as a result of AIDS.
5. Breastfeeding and HIV/AIDS

Having healthy children is the goal for all families. For most children, the best start in life begins when they open their mouths and start to suck from their mothers’ breasts. A child needs the complete nutrition and protection against diseases that breast milk offers. It is the best food a mother can give her infant.

A mother must begin breastfeeding as soon as possible after delivery and then continue without giving any other liquids or food, even porridge, for six months. She should give only breast milk because it has everything her baby needs. After six months, other foods are added to the diet, but giving breast milk remains important until the child is 24 months old. Breast milk brings the best nutrition and early bonds of love between an infant and his or her mother.

**Recommendation:** All mothers should breastfeed, since it gives the baby the best start in life.

We now know that HIV, the virus causing AIDS, is found in breast milk. The good news is that the chances of infants getting HIV from the breast milk of an HIV-positive mother are very low, though possible.

**Recommendation:** If a woman is HIV-negative or does not know her HIV status, experts recommend that she breastfeed.

If you are a mother who is breastfeeding and think you may be HIV-positive or are at risk of becoming HIV-positive, it is extremely important that you are tested to see if you are HIV-positive or -negative.

If you are HIV-negative, you should avoid getting HIV by observing one of the following suggestions:
1. Practice abstinence (no sex).
2. Mutual faithfulness (only have sex with your spouse who is HIV-negative and who only has sex with you).
3. The consistent and correct use of condoms every time you have sex.

If a mother tests HIV-positive, it means her baby has a chance of getting HIV during pregnancy, delivery or from her breast milk. It also means that her pregnancy will place stress on her own health. Perhaps most serious is that it means her baby and other children will likely be orphaned one day because there is no cure for HIV/AIDS.

If a woman knows she is HIV-positive, then she must understand the risks surrounding HIV and breastfeeding compared to the risks of malnutrition and other illnesses which could occur if she chooses not breastfeed her child.

The facts are that even with an HIV-positive mother, most babies will still do much better on breast milk than if they do not have breast milk. Most women in our communities do not have a clean water source or money to buy enough baby formula (if it is even available) for that to be a good replacement for breast milk. The infant has a very real chance of dying from poor nutrition or from diarrhea without the mother’s breast milk. The best option for most mothers who know they are HIV-positive is to breastfeed their babies.

If a mother has clean water, good sanitation conditions, good healthcare and sufficient money to buy baby formula, she should discuss this with her healthcare worker to see if she should breastfeed. A mother also needs to consider the bad thoughts people may have about her if she does not breastfeed.

The HIV-positive mother should take extra care while breastfeeding to avoid getting sore, cracked nipples or a breast infection. These sometimes come from too much sucking or sucking that is too hard. If a nursing mother starts having any problems with her nipples or with a sore breast, she should seek medical help.
There are many things to consider for the health of the mother and the baby. Remember, the best solution for all children is prevention of HIV/AIDS. Stay faithful to your partner and, if there is a risk, use a condom.

Breastfeeding Recommendations for Women Based on HIV Status

From the Ndola Demonstration Project—Zambia
(Linkages/AED)

<table>
<thead>
<tr>
<th>Status/Choice of Woman</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>HIV-negative or of unknown status</td>
<td>• Promote exclusive breastfeeding for six months, the introduction of complementary foods at about six months and the continuation of frequent, on-demand breastfeeding.</td>
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</tbody>
</table>
| HIV-positive woman who chooses to breastfeed| • Should practice exclusive breastfeeding for about six months before introducing complementary foods.  
                                           | • If she has breast problems such as mastitis, cracked nipples, or a breast abscess, she should breastfeed with the unaffected breast and extract and discard milk from the affected breast.  
                                           | • Should seek immediate care for a baby with thrush or oral lesions.  
                                           | • Should visit a health or medical center immediately if she develops AIDS-related conditions (prolonged fever, severe cough or diarrhea, or pneumonia). |
| HIV-positive woman who choose not to breastfeed and use another way to feed her baby | • Should learn rules for safe and appropriate use of infant formula or cow’s milk (with additional sugar) for the first six months, including safe water, correct mixing, and care of mixed formula.  
                                           | • Should use a cup, not a bottle. |
African Illustrations
for use in Learning Sessions
Anna, Peter, Nathaniel and Irene

By: Regina Faul-Doyle
Clinic

By: Regina Faul-Doyle
In the shop

By: Regina Faul-Doyle
In school

By: Regina Faul-Doyle
Liza

By: Regina Faul-Doyle
Learning Sessions 7, 8

Thomas

Martha

By: Regina Faul-Doyle
By: Regina Faul-Doyle
1. Say what you feel

By: Regina Faul-Doyle
2. Listen to what others feel

By: Regina Faul-Doyle
3. Restate what you feel

By: Regina Faul-Doyle
4. Agree to what you will do

By: Regina Faul-Doyle
### Guidelines for adapting the Learning Sessions

<table>
<thead>
<tr>
<th>Learning Session</th>
<th>Adaptation Issues</th>
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<tr>
<td>1</td>
<td>Review the stories about Anna and Paul and Anna’s concern for the children in her community and make sure they are in keeping with your local context.</td>
</tr>
<tr>
<td>2</td>
<td>Review the data on the percentage of new cases infected by each of the three means of infection and adjust step 2 if necessary.</td>
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<tr>
<td>3</td>
<td>Adjust illustrations in step 3 if necessary.</td>
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<tr>
<td>4</td>
<td>Adjust story in step 2 and suggestions for talking with children in step 4.</td>
</tr>
<tr>
<td>5</td>
<td>Adjust story in step 2 and suggestions for talking with children in step 4.</td>
</tr>
<tr>
<td>6</td>
<td>Adjust stories in step 2</td>
</tr>
<tr>
<td>7</td>
<td>Adjust story in step 3 to make it more appropriate for your local context and customs.</td>
</tr>
<tr>
<td>8</td>
<td>Consider local customs, laws and ideas about funerals, wills and care of children.</td>
</tr>
<tr>
<td>9</td>
<td>If there is NO belief that HIV/AIDS is a curse in your area, remove this learning session. Go from Session 10 to Session 12. Substitute Step 1 in Session 12 with Step 1 in Session 11, since the review should cover the previous learning session.</td>
</tr>
<tr>
<td>12</td>
<td>You may want to include a local proverb about the strength of the group as compared to the strength of the individual in step 2.</td>
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