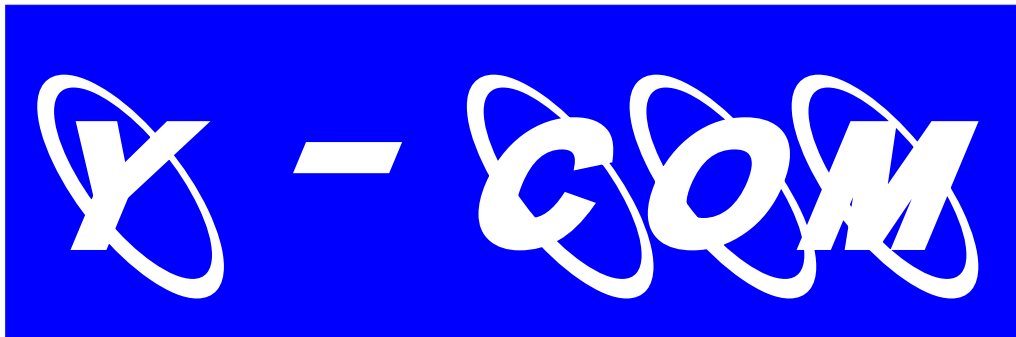


A training of trainers manual



Effective Communication of HIV/AIDS information to Senior Secondary School Students in order to Improve Information Base, Seeking, and Sharing Behavior and Mobilizing Youths for Action.

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INTRODUCTION

HIV/AIDS messages just like other reproductive health issues have suffered neglect because of religious and cultural misconceptions, as such halting the efforts of various individuals. This has translated into poor knowledge of HIV/AIDS and existence of archaic misconceptions. Today, youths suffer a great deal as a result of this. This manual is designed to address the issues of HIV/AIDS in a cultural and religiously sensitive way.

OBJECTIVE OF THE MANUAL

1. Providing concise information about HIV/AIDS
2. Promoting information seeking and sharing behavior amongst youths
3. Mobilizing youths for action in their homes, schools, and communities.

RULES OF APPLYING THIS MANUAL

1. Number of participant should not be more than 10 in order to ensure adequate participation from all.
2. Number of participant must be in even number.
3. There shall be no use of vulgar languages
4. There shall be breaks to observe prayers.
5. Everybody's opinion must be taken seriously
6. Cultural insensitivities shall not be tolerated
7. For the purpose of the training, participants shall have equal chances to contribute.

BEFORE STARTING THE TRAINING

1. Ground rules should be formulated by participants.
2. Participants should be paired up
3. Every participant should introduce him/herself (Name, Class, Favorite subject, Favorite food)

MODULE 1: MY LIFE, MY FUTURE, MY BODY, MY DISEASE (20 MINS)

Purpose:

1. Identify common aspirations and dreams of youths.
2. Describe effectively how HIV/AIDS can threaten those aspirations and dreams.

Procedure:

1. Ask participants to list some of their aspirations and dreams.
2. Describe how the future of youths depends on good health.
3. Ask participants whether HIV/AIDS threatens hopes and aspirations, separate those that agree from those that disagree.
4. How HIV/AIDS threaten the dreams and hopes of participants.
5. Ask participants to use the knowledge to give a scenario on how HIV/AIDS can threaten their dreams and aspirations.

MODULE 2: A DISEASE CALLED HIV/AIDS (30MINS)

Purpose:

1. Help participant understand the basics of HIV/AIDS including its history and brief statistics.
2. Identifying correctly all ways in which HIV/AIDS can be transmitted.

Procedure

1. Ask participant to tell you all they know about HIV/AIDS.
2. Give a concise presentation on the basics of HIV/AIDS.
3. Can HIV be detected on a person's face? Deliberate with participant.
4. Assess participants' knowledge of prevention
5. List all possible ways in which HIV/AIDS can be transmitted.

MODULE 3: PROTECTING MYSELF (10 MINS)

Purpose:

1. Identifying correctly how HIV/AIDS can be prevented.

Procedure:

1. Ask participants to list the prevention methods that they know.
2. Elaborate on the prevention methods.
3. Introduce the concept of “ABC of prevention” with emphasis on Abstinence.
4. Introduce HIV Counseling and Testing.

MODULE 4: INFORMATION SOURCING AND SHARING (30 MINS)

Purpose

1. Identifying correctly how to get information about HIV/AIDS
2. Understand the importance of discussing HIV/AIDS with teachers and Parents.

Procedure:

1. Ask what participants understand by information.
2. Discuss the meaning of information
3. Source of information they know, and which do they utilize the most
4. Sourcing information about HIV/AIDS. Identify with participants the easiest and cheapest ones.
5. Discussing HIV/AIDS with teachers and parents. They know more.
6. Introduce the concept of collective responsibility and shared destiny.

MODULE 5: WE ARE ALL IN THIS TOGETHER. (30 MINS)

Purpose:

1. Help youths recognize that they have to be their brothers' keepers.

Procedure:

1. Give participant 10 minutes to develop a drama, and present in 5 minutes. The drama should portray what they understand by collective responsibility and what shared destiny means.
2. Discuss what collective living is and the meaning of collective responsibility.
3. Discuss how to bear collective responsibility.

MODULE 6: YOUTH LEADERSHIP ROLE IN HIV/AIDS PROGRAMMING (20 MINS)

Purpose:

1. To help youths know themselves as potential leaders and their importance in the fight against HIV/AIDS.

Procedure:

1. Discuss what leadership means.
2. Who is a leader?
3. Allow participant to identify some of the qualities of a good leader.
4. Youths for youths. We are all in this together.
5. Role of youths in preventing the spread of HIV/AIDS and fighting stigma. US Marshal Fights crime, Red Ribbon Marshal fights HIV/AIDS.

MODULE 7: REFLECTIONS AND PLANNING FOR ACTIONS (20 MINS)

Purpose

1. To brainstorm on what has been learnt.
2. To identify how they can act.

Procedure

1. Ask participants to identify the most important thing they have learnt.
2. How they think they can act.
3. Ask participants to get a book and record all actions and efforts geared into HIV/AIDS prevention every term and submit to the head teacher, and stand a chance of winning a youth leadership award.
4. Farewell and exchange contact information

Discussion

Chapter 1

Youth is period, a time of transition from childhood to adulthood. It is a time of all encompassing change physically mentally and socially. Youths at this stage have developed the capacity for abstract reasoning. They have developed the capacity to think about abstract concepts like justice, freedom, God and Religion. It is a time for experimenting and new experiences. It's a period when the developing adult acquires the capacity to contemplate the universe. Youths are intellectually and emotionally developed enough to seek the truth for themselves and decide their own destiny. They see their identity as unique and want this uniqueness to be respected and appreciate by their parents, teachers, and the society at large. At this stage, young adults struggle and at time rebel for their parents to recognize that they are "adults" who can make their own choices especially of friends and careers. This is the time at which a growing child challenges his or her parents' authority.

Youths at this stage also form a close circle of friends whether of the same or the opposite sex, and relate personal information to them. They also want to be successful when they grow up; they want to be doctors, lawyers, business men, politicians, etc.

All these conflicts could still be compounded by a lot of ailments and diseases, some of which are discovered at that stage, other are carried from childhood.

HIV/AIDS can kill all the dreams and aspirations of the youth. Infected people are usually avoided by their friends and treated differently most at times badly; societal stigma could interfere with studies as even other parents might begin to complain about their child studying with a HIV positive. Untreated, HIV could be fatal.

Chapter 2

The origin of HIV/AIDS is not known and this has puzzled scientist ever since it was first seen. There have been many assumptions and speculations but none can be proven. The first recognized case of AIDS occurred in the USA in the early 1980 but even at this time it did not have a name. HIV was soon discovered and there is clear evidence that it causes AIDS. The first AIDS epidemic occurred in 1970 in Kinshasa, the cause of this epidemic is a speculation up till today. In Nigeria, the first two cases of HIV/AIDS were identified in 1985.

HIV mean Human Immunodeficiency Virus and it belong to a large group of viruses called the retrovirus. Over 33 million people are living with HIV/AIDS, its burden is greatest in sub Saharan Africa, and Nigeria is a sub Saharan country. As at 2007, an estimated 2.7 million people are living with HIV. According to the Nigeria STD Control 60% of new HIV transmission occurs amongst youths aged 15 - 24 years old.

WHY IS IT SPREADING IN NIGERIA

1. Lack of sexual health information and education. Talking about sex is culturally unacceptable in most part of Nigeria, and this have affected the spread of information about sexually transmitted diseases leading to various misconceptions, myths, and stigma
2. HIV Testing. There is high level of non compliance of people to VCT and this is another contributing factor.
3. Cultural practices
4. Poor health care system

Risk Factors

1. Long distance travelers
2. Commercial Sex Workers
3. Multiple partners
4. Injection drug users

Mode of transmission

1. From and infected mother to her child.
2. Through sexual relations with an infected person
3. Blood and blood products

Basically, HIV is transmitted when body fluids from an infected person gets access into another person's body. This could possibly through traditional barbers (wanzami), commercial nail cutters, clippers, blood oaths, piercings etc.

Chapter 3

Most diseases are preventable, eg, sleeping under ITNs, keeping our environments clean and spraying of insecticides protects against malaria. This is the same for HIV/AIDS. Since HIV/AIDS is transmitted through three main ways which include sexual relations with an infected person, infected mother to child, blood and blood products, thus prevention techniques will best be targeted at these.

Sexual transmission can be prevented by adopting one or more of the following strategies

1. Abstinence from sex
2. Be faithful to one partner
3. Condomise, conduct, careful.

These are known as the ABC of prevention.

Abstinence is the best method to prevent sexual transmission of HIV/AIDS. It makes your parents and community proud of you, makes one honor's himself, is a good conduct even in most religions and cultures. It is very effective, and that is what young adult should practice and talk about.

Transmission through blood can also be prevented by;

1. Screening all blood before transfusion
2. Sterilizing all sharp equipments with blood stain
3. Never share a sharp object with like needles, razor, nail cutter, with people.
4. Do not engage in any activity that will allow blood from someone to get into your body directly.

Transmission of mother to child can be prevented if all pregnant women see their doctors immediately they become pregnant.

Chapter 4

Information is a concept with many meanings. In computer science; it means processed, stored, or transmitted data, in law; it means a formal accusation of a crime made by a public officer rather than by grand jury indictment, in English Language; it means knowledge derived from study, experience, or instructions. It is knowledge of specific events or situation, a collection of facts or data.

Common sources of Information

1. Television
2. Radio
3. Internet
4. Newspaper
5. Journals
6. Magazines
7. Books
8. Parents
9. Teachers
10. Peers

All these sources of information can be used to find and learn more about HIV/AIDS. A lot of HIV/AIDS information are broadcasted over the radio and television all the time. The library is also a good source of information as it contains various newspapers, magazines, and books. Although access to the internet is poor, it is probably the best source of information today. To request for information about HIV/AIDS you could send an email to info@masterpieceng.org with your specific questions under parental guidance or information can be sourced directly from the internet. The closest source of information, however are the parents and teachers. They are always available, and they have more knowledge. They are always glad to be of help.

You could always get more information from your peers/friends but you must be aware of two things.

1. Positive peer information
2. Negative peer information

Always confirm from your teachers or parents.

Chapter 5

Collective responsibility is a concept denoting that what happens to someone happens to you. It is an emphasis on concern for and empathy towards our fellow human. Youths should see themselves as individuals with interconnected destinies, as future leaders, and as a group with a common problem. Youths must serve to educate their peers on HIV/AIDS and other related issues. Peer pressure whether positive or negative encourage youth to change their attitudes, values, or behavior, and as an educate individual equipped with enough knowledge about HIV/AIDS, he/she should be able to manage such pressures effectively and even positively influence his/her peers. Youths must build self esteem, know and respect their limits, and be willing to influence their friends and peers positively at all time even when the friend is seen to have gone astray.

Chapter 6

Leadership has been described as the process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task. Alan Keith of Genentech said leadership is ultimately about creating a way for people to contribute to making something extraordinary happen. Do you have qualities of a good leader? Do you believe you have what it takes to be a good leader? Can you lead the fight against HIV/AIDS?

Some of the qualities of a good leader include; honesty, confidence, patience, focus, dedication, consistency, motivates others, effective communication etc. Your leadership qualities can be used greatly in disseminating information about HIV/AIDS. It is a task for everybody, and you have a big role to play.

Youths communicate better with fellow youths. Young people are often reluctant to heed adults who warn them about dangerous behaviors, but they most often listen to their mates or friends. Teens are energetic, resourceful, and imaginative and are very effective when charged with the responsibility of educating peers. Youths have a big role to play when it comes to mobilizing for HIV/AIDS messages and fighting stigma.

The End