

THIS BOOK MUST BE RETURNED BY
THE DATE LAST SHOWN

o/c

SANCHAYA



FRIENDLY ADVISORS HAND BOOK

DIS-380

1.

"We believe in the power of youth and communities to transform themselves. Our job is to give them the tools, training and technical assistance they need to succeed."

Wendy Wheeler, President, Innovation Center

Module objectives:

I enjoy my youth responsibly

During this session, focus on the participants' understanding of being young. The dimensions of changes during this stage of youth are reviewed briefly. The Friendly Advisors should use this module to introduce the five dimensional changes during youth, reinforce the importance of safe relationships and help them understand their mood swings.

2.

By the end of ONE-HOUR interaction, youth will:

- Describe the five dimensional changes that they are undergoing
- Participate in sharing how social and emotional changes make them vulnerable to HIV infection
- Participate in experiential learning games, which highlight the importance of managing the changes they undergo in a healthy manner
- Discuss how just being young makes a person vulnerable to HIV and how anybody can get HIV infection.

3.

The five dimensions of change in youth

Physical changes: from a baby's body to a young male or female mostly. This is due to hormones that are being released.

Emotional changes: from being mostly calm and relaxed, young people experience great mood swings. Either too sad or too happy. Or too emotional, with too strong sexual attractions.

Intellectual changes: from comprehending and learning, young people begin to think logically, rationalize and assimilate information now.

Social changes: from being close to family and parents, young people become closer to their friends. Also, from being close to people of their own sex, they are now mostly attracted to people of the opposite sex.

Spiritual changes: from accepting any religious doctrine of the elders or parents, young people question and try to seek for themselves the reality of a power (God) above them.

4.

Tips for keeping relationships safe

- Suggest having a wide circle of friends. This will help them to understand better both the same and opposite sex.
- It is important to study the attitudes and thoughts a youth has about males and females. Does he think of a female as a “chick” or “item” or does she think of a male as a “hunk” or a “hulk?” Both these attitudes are negative and one may be treated as a “thing” rather than as a unique, precious person. It is also possible that boys themselves have wrong opinions that look like “hunk” or “hulk”. The same with girls also.

5.

What to do when a young person is ‘in love’ with someone?

- One may not need to do anything about it, because even though it seems real strong just now, the feelings may change soon.
- Being “in love” now does not mean that it will continue. Never to assume that every relationship will end in marriage. Even when one strongly feels one is in love, it is wiser to keep within one’s limits and just be friendly. The new hormones in their body make them feel strongly attracted. By next month they may be in love with somebody else. They are adolescents, remember?

6.

How can they protect themselves?

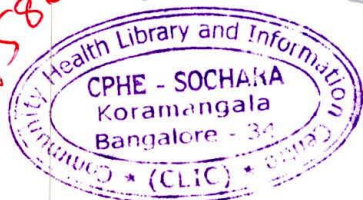
- Check out if the person he/she “loves” has self-respect and respect for the other person. If this is lacking, it is better to avoid the relationship.
- Is this person saying things like, “Only if you do (kiss me, come to a movie with me, write records for me, etc.) I know for sure that you love me”? This may lead to abuse. Nobody needs to do what one does not want to do. If this is happening with their friends (Raja and Rani), advise to caution them.
- Youth should meet in groups rather than meeting alone. To meet in a public place rather than in a private place because there are limited chances of abuse when one is in a crowd rather than being alone with the other person.

7.

How to explain emotional changes?

Explain with this example.

DIS-380



How many of you have cooked a meal? When you first began cooking, did you put exactly the right amount of salt every time? Didn't you sometimes put too much or too little? Slowly you learnt to add the correct amount of salt, right? Well, our bodies also produce chemicals (hormones) to transform us from children to adults. Our bodies also do not yet know how much chemicals (hormones) to produce to make us into that exact adult. So sometimes they produce less chemicals than the body requires. That's when we feel low/depressed/sad/hurt. Sometimes the body produces more chemicals than required and that is when we feel hyper/happy/high. That is when we also feel strong sexual urges, feel attracted towards the opposite sex and fall in love too. So our emotional state and feelings also depend on the hormones produced by the body. If we understand this, we will be able to manage our feelings safely for life. Only around 21 years of age the body learns to produce the exact amounts of hormones to stabilize our emotions.

All of us need to recognize that when we do not understand our feelings, we will be impulsive or act on them without thinking.

8.

Stigma – what is it?

Stigma is something that detracts from the character or reputation of a person, group, etc., a mark of disgrace or reproach. People living with HIV infection face stigma. Stigma has often been associated with disfiguring or incurable diseases, in particular diseases that society perceives to be caused by the violation of social norms, including those that sanction sexual behavior. Parker (et. al., 2002) describes stigma as a tool of **social control** that is used to identify and use "differences" between groups of people to create and legitimize social hierarchies and inequalities. Stigma 'significantly discredits' an individual in the eyes of others and also has important consequences for the way in which individuals come to see themselves.

9.

Why is there stigma about HIV and AIDS?

Young people are the ones who are most vulnerable to HIV infection because they are the sexually active group. There are some factors which contribute to HIV and AIDS-related stigma:

- People living with HIV and AIDS are often thought of as being responsible for becoming infected.
- Religious or moral beliefs lead some people to believe that having HIV and AIDS is the result of moral fault (such as promiscuity or 'deviant sex') that deserves to be punished.

10..

Key messages

1. Being young is a critical time.

2. It is normal to feel moody, feel attractions, and feel closer to friends.
3. Youth can manage their changes, emotions and relationships safely.
4. All young people are at risk for HIV. Anybody can get HIV infection. Hence there is no need or justification to stigmatise people living with HIV and AIDS.

11.

Action plan

- Encourage use of the stigma assessment form to find out how their friends view people living with HIV infection
- Prepare some skits or drama on the five changes that every young person experiences, how to keep relationships safe and how to understand emotions when young.
- Encourage each youth in your group to mentor at least 25 to 30 of their classmates, youth club members and friends on stigma and how to remain healthy. Make each young person sign the commitment: I enjoy my youth responsibly.

12.

If you want to learn more, write to us and find out.

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1.

"Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies."

Kofi Annan

I Prevent STIs, HIV and AIDS

Module Objectives:

During this session, focus on the participants' understanding of the basics of HIV and AIDS. The dynamics of prevention by youth are addressed briefly. The Friendly Advisors should use this module to introduce the basic facts about STIs, HIV and AIDS during youth, reinforce the importance of stigma and discrimination attached to them on account of misconceptions.

2.

By the end of the ONE-HOUR interaction, youth will:

- Describe the difference among STIs, HIV and AIDS.
- Describe the difference between HIV infection and AIDS.
- Discuss ways by which HIV is spread and not spread.
- Define Window Period
- Discuss prevention using the acronym SAVED.
- Discuss stigma and discrimination on account of HIV related myths and misconceptions.
- Discuss the impact of HIV and AIDS and the role of youth in prevention.

3.

Key notes

- Sexually transmitted infections / diseases are commonly referred to as STIs or STDs.
- Majority of the STIs/STD can be treated and cured completely.
- AIDS caused by HIV is also a STI but without cure. So prevention is better than cure.
- HIV the virus that causes AIDS is basically transmitted through four ways.
- Each one of us is at risk.
- It is very important to tackle the myths and misconceptions because it is not HIV that kills but the stigma and discrimination attached to it which prevents disclosure and denial of treatment. This in turn can be a cause for increased prevalence.
- Youth is the best force to launch prevention campaigns.

- People Living with HIV {PLHIV} can live for many years since HIV infection is a chronic infection like diabetes, which also can be controlled but not cured.

Nobody can do everything, but everyone can do something.

Author Unknown

4.

Tips for prevention of HIV and AIDS

- **Tips for detecting STI/STD:** sore/swelling, tenderness with itching/irritation and/or discharge in the private parts. Medical intervention is very important.
- **Difference between HIV infection and AIDS**

➤ HIV infection	➤ AIDS
A person looks normal and feels healthy. Can work and earn. Can look after family. Leads to AIDS. This phase can last 6-20 years.	Looks ill. Experiences different infections such as TB, pneumonia, fungal infections, continuous fever, diarrhea, etc.

5.

- **How HIV is spread and not spread**

➤ HIV is not spread	➤ HIV is spread
Coughing & sneezing Hugging Insect bites Sharing utensils Swimming in the same pool Shaking hands Sharing the same room and clothes Using the same toilet.	Transfusion of HIV infected blood and blood products Unsterilised infected needles Unprotected sex (anal, vaginal or oral) with opposite or same sex partners who are infected with HIV An infected mother to her unborn or newborn child.

6.

Window period

The only way to know that someone has HIV infection is through a blood test. This blood test will search for HIV antibodies in the blood. Any adult who has these antibodies is considered HIV positive. But it takes around 9-12 weeks after the person is infected with the HIV virus before the antibodies can be detected in the blood. This is called the **window period**. Therefore, in case of suspected exposure, one should repeat the blood test (if it comes negative the first time) after three months to be doubly sure that there is no HIV.

7.

"It's really important for people who are HIV positive to reach out to let other people know that they can be tested, they can find out that they can still live a life – a positive life, a happy life."

Laura Bush

How to prevent HIV?

When you know how HIV is transmitted then it is a lot easier to know how to prevent it. Remember birth control pills can prevent conception but not HIV. Follow these steps to be "SAVED".

8.

S - Safer practices

- Choose abstinence - the safe way to prevent sexual transmission of HIV.
- Choose to nurture a mutually faithful sexual relationship - be faithful.
- If you are already sexually active, use condoms correctly and consistently.
- Use disposable or sterilized needles and syringes for injections and tattooing.
- Insist on receiving HIV negative blood for any blood transfusion.
- Say 'No' to intravenous drug abuse.
- Practice universal medical precautions for health care.

Pregnant HIV positive women can protect their babies from infection by accessing special medical care at the PPTCT (Prevention of Parent to child Transmission Centre).

Health care providers can access post exposure prophylaxis if they have been exposed to HIV infection.

9..

A – Anti Retroviral Treatment (ART)

Adhering to prescribed ART for those who are HIV positive helps prolong the HIV infection stage and prevents early onset of AIDS.

V – Voluntary testing and counselling

Barely 1% of the 2.5 million estimated people with HIV infection know that they are infected because the others have not yet been tested. Encourage everybody to go for testing. If one is negative, celebrate life by staying negative and avoiding risky behaviours.

E - Empowerment

Those who are positive, can get medical care and should be responsible for not getting reinfected or pass on the infection to others.

D - Drugs

There are drugs for infections associated with HIV and AIDS and for basic health care.

10.

What are opportunistic infections?

When the body's resistance is lowered some harmful germs take the opportunity to cause infections. These are called 'Opportunistic Infections'. Preventing opportunistic infections is one of the important ways to ensure that a person with HIV infection does not progress too fast into the stage of AIDS.

Why there are myths and misconceptions?

The common myths and misconceptions about how HIV spreads is related to the fear surrounding HIV because there is no cure for it yet. It is because of this that stigma and discrimination exist. Awareness through education is the way to address it.

11.

It's easy to make a buck. It's a lot tougher to make a difference.

Tom Brokaw

Impact of HIV and AIDS and the role of youth in prevention

HIV and AIDS have a tremendous impact on the social, cultural, economic and community developments of individuals, families, community and country. Acting to prevent the after effects is the immediate need of the hour. Youth have a very important role to play as instruments for change. It is only when they are armed with the right information and the will to make a difference, change can be initiated.

12.

Stigma and discrimination – what are they?

Stigma is a negative reputation often attached unfairly to individuals or groups that may influence the way they are perceived or how they perceive themselves. Discrimination refers to the action taken as a result of the prevailing stigma, which often ends up in unfair treatment, subjecting the affected individuals to feelings of guilt, shame and isolation. Persons living with HIV infection may not seek treatment or delay going to the doctor due to the fear of real or perceived discrimination against them. This itself can be another cause of higher prevalence of HIV because meanwhile he keeps spreading the infection. Ignorance and fear about HIV is the main contributor to stigma and discrimination. So break the silence and spread awareness about HIV and AIDS.

13.

Key messages

- Anyone can get HIV infection through unsafe sex or blood
- Say NO to HIV; not the people living with HIV
- Most STIs are curable
- People Living with HIV (PLHIV) can live for many years since HIV infection is a chronic infection like diabetes, which can be controlled and not cured.

14.

Action plan

- Find out how much their friends know about HIV and tell them how HIV spreads and does NOT spread.
- Screen the film 'AMMA', get response and enable them to reflect as an individual how each one of us can make a difference
- Encourage your youth group to mentor at least 25 to 30 of their classmates, youth club members and friends on HIV and AIDS prevention. Make each one sign the commitment: I prevent STIs, HIV and AIDS.
- Any other question?

Write to us with your actions and plans at

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***I am only one, but I am one. I cannot do everything, but I can do something.
And I will not let what I cannot do interfere with what I can do.***

Edward Everett Hale

1.

India is eternal. Though the beginnings of her numerous civilizations go so far back in time that they are lost in the twilight of history, she has the gift of perpetual youth. Her culture is ageless.

Nani Ardeshir Palkhiwala
Indian lawyer & philanthropist

I deal with socio-cultural influences healthily

Module Objectives

During this session, focus on cultural and social aspects and its impact on gender and gender based norms. The module focuses on how to deal with it healthily. The Friendly Advisors should use this module to strengthen the understanding of sex, gender and the difference between the two for youth. This will enable them to understand the special and unique time of youth and particularly to help women with protecting themselves better from STIs, HIV and AIDS.

2.

By the end of the ONE-HOUR interaction, youth will:

- Describe the influence of culture, media and gender on their vulnerability to HIV and AIDS
- Be able to differentiate between sex and gender.
- Describe ways to deal with media and gender based socio cultural influences.

3.

Key notes

What is culture? A culture is the way of life of a group of people. Generally, their behaviours, beliefs, values and symbols are passed on from one generation to the next by sheer force of habit without questioning their relevance or validity. The 'ideal' male and 'female' also spring from this cultural legacy of stereotyped thinking and suppression of women. Beliefs such as men are strong, dominating, deserve better attention as bread earners, as head of the family, have been handed down for centuries. This attitude may make a man to indulge in risky behaviour which makes him vulnerable to HIV infection.

4.

If you don't like something, change it; if you can't change it, change the way you think about it.

Mary Engelbreit

You can help youth to protect themselves

However valuable, our culture and media can increase our vulnerability to HIV. The youth, who are just entering adulthood can succumb to peer pressure, identity crisis and influence of the media for all wrong reasons and fall victim to their own fantasies. They, however can not only avoid the negative impact of developments on society by not promoting them but also by being instrumental in preventing HIV infection through awareness messages and clearing all myths and misconceptions. The value of abstinence, staying faithful, building strong relationships, leading a healthy life, all is a part of our culture which can be used for ones betterment. The saying 'sound mind in a sound body' belongs to the ancient Indian way of life.

5.

Perhaps in return for conquest, arrogance and spoilation, India will teach us the tolerance and gentleness of the mature mind, the quiet content of the unacquisitive soul, the calm of the understanding spirit, and a unifying, a pacifying love for all living things.

Will Durant
American historian

Tips for dealing with socio cultural influences healthily

- It is important to know the difference between SEX and GENDER.
- Gender based norms often encourage young men to prove their manhood or virility by having multiple partners.
- Young men and women find it difficult to assert their right to abstain, remain faithful and use condoms as they find it embarrassing to discuss these aspects of their relationship and use/purchase contraceptives.

6.

More tips

- Young women deprived of education are not well placed, are economically weak and with poor negotiation skills. This can trigger trading of sex for cash or goods leading to risky behaviours.
- Young women's ability to influence sexual decision making is restricted on two accounts - gender based norms and early marriage.
- Young women may have older sexual partners with longer sexual history with chances of already having acquired STI and HIV infections. These men may pass on the infection through unprotected sex.

7.

More tips

- Stigma and discrimination attached to homosexuality makes it difficult for young homosexual men and lesbian women to express their sexual orientation openly. This in turn makes it difficult for them to obtain much needed sexual and reproductive health information and take action to reduce their health risks.
- Value our culture for building strong relationships but respect choices, diversity and build tolerance.
- Drug abuse and alcohol increase vulnerability to HIV infection in two ways – increased feelings of “being in control” when they really are not, and willingness to take risks such as unsafe sex, sharing of unsterilized injecting equipment which can lead to direct transmission of the virus.
- Cultural identity – specifically, positive cultural identity formation – could thus be a potent force in prevention efforts.

8.

Preconceived notions are the locks on the door to wisdom.

Merry Browne

Sex – what is it?

Sex refers to the **physiological** attributes that identify a person as male or female.

- Type of genital organs (penis, testicles, vagina, womb, breasts)
- Type of predominant hormones (estrogen, testosterone)
- Ability to produce sperm/ova
- Ability to give birth and breast feed children.

9.

Gender – what is it?

Gender is the **social** differences of being male or female.

- It refers to widely shared ideas and expectations concerning men and women.
These include typically feminine or female and masculine or male characteristics.
- It includes shared expectations about how men and women should behave in different situations. These ideas and expectations are learnt from tradition, family, school, workplace, media, friends, religious leaders and religious/cultural institutions. They reflect and influence the different roles, social status and economic and political power of men and women in society.

10.

Key messages

- + Culture affects the way we think about ourselves.
- + Gender is the sociological difference between being male and female while sex is the physical difference of being male and female.

- Gender affects our vulnerability to HIV infection and STIs.

"It's the action, not the fruit of the action, that's important. You have to do the right thing. It may not be in your power, may not be in your time, that there'll be any fruit. But that doesn't mean you stop doing the right thing. You may never know what results come from your action. But if you do nothing, there will be no result."

— Mahatma Gandhi

11.

Action plans

- Use the Ideal male and Ideal female concept to break stereotypes in thinking.
- Prepare some skits or drama to bring about the effect of gender on young men and women and HIV infection.
- Encourage each in the group to mentor at least 25 to 30 of his/her classmates, youth club members, friends and family members on gender, sex and sexuality, its impact and how to remain healthy. Make each one sign the commitment: I deal with socio-cultural influences healthily.
- Any other questions? write to us with your actions and plans at

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"Don't follow in any footprints, make your own prints. Because, you are the future of tomorrow."

Jackie Joyner-Kersey

1.

It's surprising how many persons go through life without ever recognizing that their feelings toward other people are largely determined by their feelings toward themselves, and if you're not comfortable within yourself, you can't be comfortable with others."

Sidney J Harris

I value myself

Module Objectives

During this session, focus on the participants' understanding of self being unique, precious and also on the importance of self esteem. Self esteem plays a major role in decision making and protects self from HIV. The Friendly Advisors should use this module to introduce I, Me, My Body, to reinforce that each one is beautiful and stress on the hidden inner strength within each individual by appreciating self.

2.

By the end of the ONE-HOUR interaction, youth will:

- Describe the uniqueness of self.
- Understand that valuing themselves will empower them to protect themselves from STIs, HIV and AIDS.
- Participate in experiential learning games which highlight the importance of I, Me, My Body.
- Learn to appreciate and safeguard their own selves.

3.

Key notes

-By appreciating oneself and one's own values, a person is confirming being special, unique and precious.

-There is never another one like any of us in this world.

- When a person gives the best of what he has to himself, he can protect his body from being vulnerable to HIV.

- True beauty is inside, the real PERSON.

- Every person is as unique as his fingerprint.

4.

There may have been reasons in the past to distance ONESELF from one's INNER SELF in the process of growing up, but as one grows older and understands oneself better this distance can be narrowed down. Let us not underestimate the hidden capacities and appreciate their value. In doing so one will not only protect oneself from preventable diseases including HIV infection but also gain positive self esteem.

5.

I've gone through life believing in the strength and competence of others; never in my own. Now, dazzled, I discover that my capacities are real. It's like finding a fortune in the lining of an old coat.

Joan Mills

Tips for valuing oneself

- When we value ourselves we become precious.
- When we appreciate ourselves, we tend to take care of ourselves and our self esteem is good.
- Having good self esteem is important for positive thoughts. Build self-esteem in youth as people with low self-esteem engage in destructive behavior.
- Appreciate others – give sincere compliments often.
- Show youth to accept all experiences and give them time to wipe out some of the unhealthy experiences of the past.

6.

Self esteem –what is it?

Self-esteem refers to our positive and negative evaluations of the self. Feelings we have about ourselves and the way we would like to be valued are basic ideas about what is right and wrong. Values generally influence our attitudes and behavior. Discovering our values is very important because values lead to actions to make us a happy individual. Knowing ourselves is a prerequisite to good self-esteem.

When we know and value yourself, we can help others to do the same.

7.

Key messages

1. Every person is unique, special and precious.
2. Treat oneself as that special unique person.
3. Valuing oneself empowers one to protect oneself and truly celebrate life.

8.

Action plans

- Use the uniqueness of your own self to understand yours and other people's capacities.
- Prepare some skits depicting each individual as unique irrespective of caste, creed and race. How important it is to look inside oneself and find the inner strength, and say, "I'm proud of what I am and who I am, and I'm just going to be myself to keep relationships safe."
- Help each participant in your group to mentor at least 25 to 30 of his or her classmates, youth club members and friends on how each one is unique and how we tend to underestimate our capacities. Make each one sign the commitment: I value myself.

Any other questions? Write to us with your actions and plans at

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Having a low opinion of yourself is not "modesty". It's self-destruction. Holding your uniqueness in high regard is not "egotism". It's a necessary precondition to happiness and success.

Bobbe Sommer

1.

The purpose of having boundaries is to protect and take care of ourselves. We need to be able to tell other people when they are acting in ways that are not acceptable to us. A first step is starting to know that we have a right to protect and defend ourselves. That we have not only the right, but the duty to take responsibility for how we allow others to treat us.

Robert Burney

I set my boundaries

Module Objectives

During this session, focus on the participants' understanding of boundaries and how to set it. Setting healthy boundaries shows that they care for themselves, value and treasure themselves. If they do not set their own boundaries, others will set them for them. The Friendly Advisors should use this module to emphasize that each one not only has the right to set boundaries, but also the right to protect and defend oneself from HIV infection.

2.

By the end of the ONE-HOUR interaction, youth will:

- Describe what boundaries mean.
- Choose boundaries for themselves.
- Learn ways to maintain it.

3.

Key notes

We need to set boundaries for ourselves based on our culture, beliefs, customs and traditions. This largely depends on the choices we make. Choice defines what it means to be human. Our choices make us happy or sad. Challenges are unavoidable but each individual makes the choice of how to deal with them.

Sexual abstinence is a sign of real emotional maturity and integrity. It requires courage, maturity and honesty to resist the pressure of somebody we love and make a decision consistent with the boundaries we have set for ourselves. Your boundary is as far as your

nose permits you and not beyond. Setting healthy boundaries means sometimes saying, "No."

4.

"Self-image sets the boundaries of individual accomplishment."

Maxwell Maltz

Tips for maintaining boundaries

- Show youth how to respect other's boundaries as they respect their own.
- If uncomfortable with a unwanted touch, they can voice it out and move away.
- They can protect themselves from negative peer pressure by joining a group or club which thinks like them.
- Start debate on issues related to HIV and AIDS and the perceived risk of infection.
- One needs to understand a person before revealing secrets.

5.

More tips

- It is not necessary to accept gifts.
- One can balance yes and no appropriately by saying no to the things that are not good for oneself, and yes to the things that are good. Let the head rule the heart while making decisions in emotional situations as the feeling may be temporary and pass off.
- When one respects one's own "NO!" then others will, too.
- Be clear about what "No" means. Say no to things one doesn't want, to leave room for things one does want.
- Sometimes, "No" has to be so strong that there need to be many fences around it to make sure it stays "No."

6,

Boundaries –what is it?

A boundary is a limit one draws up for oneself which helps one to value one's self, one's freedom and one's choices. It is impossible to have a healthy relationship with someone who has no boundaries, with someone who cannot communicate directly and honestly. Learning how to set boundaries is a necessary step in learning to be a friend to ourselves. It is our responsibility to take care of ourselves - to protect ourselves when it is necessary.

7.

Key messages

1. We choose our boundaries to acknowledge our preciousness.

2. Boundaries help us to make healthy choices.
3. We choose to maintain those boundaries for HIV prevention.

8.

Action plan

- Show youth how to use the choice of saying “NO” very assertively.
- Write situations on cards that every young person experiences and discuss the importance of setting boundaries.
- Help each participant to mentor at least 25 to 30 of his or her classmates, youth club members and friends on setting healthy boundaries and how to maintain it. Make each one sign the commitment: I set my boundaries.

Any other question? Write to us with your actions and plans at:

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Your life is the sum result of all the choices you make, both consciously and unconsciously. If you can control the process of choosing, you can take control of all aspects of you life. You can find the freedom that comes from being in charge of yourself.

Robert F. Bennett.

1.

"Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising which tempt you to believe that your critics are right. To map out a course of action and follow it to an end requires courage.

Ralph Waldo Emerson

I face challenges with courage

Module Objectives

During this session, focus on the participants' perception of their vulnerability to HIV infection and develop assertive skills as part of their response. The Friendly Advisors should use this module to encourage youth to face life with courage.

2.

By the end of the ONE-HOUR interaction, youth will:

- Work out their vulnerability to HIV infection
- Practice ways to say 'No' assertively.

3.

Key notes

Challenges or difficulties are an essential part of our life. Ignoring or avoiding them is not a solution. The situation is aggravated by ignoring it and in the bargain makes us vulnerable. Many a time we are afraid to discuss or talk about unpleasant situations because we do not know how to handle it. The fear present within prevents us from voicing opinions. This gives scope for others to take advantage of us.

A good attitude is, "I am precious, I value myself and set my boundaries healthily, but I also have to accept that there are a hundred situations surrounding me making me vulnerable therefore I need to protect myself from them by facing them with courage".

4.

Whether you be a man or woman you will never do anything in this world without courage. It is the greatest quality of the mind next to honor

James Allen

Tips for facing challenges with courage



- It needs confidence to be assertive in voicing the timely "NO" whenever a situation demands.
- Managing feelings is difficult but not impossible. By assertively saying "NO" one is clearly expressing one's rights without embarrassing or hurting one's or other's precious self.
- It is normal to feel sexual urges and attractions but to protect and value oneself one has to make choices with courage.
- Being powerless and worthless is forgetting one's own values and boundaries and surrendering to vulnerable and risky behavior.

5.

More tips

- Being mod does not mean having casual sex. Youth can be courageous and say "NO" to casual sex as otherwise it increases their vulnerability to HIV.
- Youth must be assertive and take courage to seek medical help for any sore in their private parts as it could be a sign of a sexually transmitted infection, most of which are curable. If left unattended the risk for HIV infection entering the body through the sore is greatly increased.
- Youth need to be assertive to say "NO" to their doctor if he reuses a syringe. In doing so one is safeguarding oneself from the risk of HIV infection.
- During anal sex with an infected partner the chances of rupture of blood vessels in the anus is great and leads to entry of HIV. There is no way of making out who has HIV infection based on how they look. Be assertive instead of giving into situations that makes one vulnerable.

6.

More tips

- When it is not possible to say "NO" and one wishes to keep a boundary then avoid the situation.
- If one knows that certain situations or people could pressurize one into doing things one does not wish to do, one can just stay away.
- Youth can always be in groups as there is strength in numbers. They can keep company with people who support their decisions of not to use drugs, alcohol, etc.
- Everyone has a choice about their behaviours and can decrease their risk of HIV infection by making safest choices and not engaging in risky behaviours such as casual sex or sex without condoms. To summon the courage to say

“NO” without feeling shy or bad because they have the right to and they are unique and precious.

7.

Assertiveness –what is it?

Sometimes we find it difficult to ask for what we want or to say “NO” to close friends and relatives and feel guilty and embarrassed. This choice has the disadvantage of being misused or taken for granted and leads to vulnerable situations.

Being assertive means respecting not only oneself but others as well, seeing people as equal to one, not better than one or less important than one. Being assertive does *not* mean that one gets what one wants. It is expressing one’s opinions, needs, and feelings, without ignoring or hurting the opinions, needs, and feelings of others. It is achieved through open, direct and honest communication, valuing self, valuing others, listening, respecting, problem solving and negotiating with other people with the satisfaction of knowing that one handled the situation well.

8.

Key messages

1. I am unique, precious and so I say “NO”.
2. We are all vulnerable to HIV infection.
3. I can say and show “No” assertively.

To go against the dominant thinking of your friends, of most of the people you see every day, is perhaps the most difficult act of heroism you can perform.

Theodore H White

9.

Action plans

- Use the game HUMAN KNOT to know the assertive skills of youth’s friends.
- Prepare sample situation cards. Check out the response by their friends.
- Help them mentor at least 25 to 30 of his or her classmates, youth club members, friends on assertively saying “NO”. Make each one sign the commitment: I face challenges with courage.

Any other questions? Write to us with your actions and plans at
INSA-India, 5/1 Benson Cross Road, Benson Town, Bangalore 560 046
Email: insastand@gmail.com or insastigmastand@gmail.com

"The practice of assertiveness: being authentic in our dealings with others; treating our values and persons with decent respect in social contexts; refusing to fake the reality of who we are or what we esteem in order to avoid disapproval; the willingness to stand up for ourselves and our ideas in appropriate ways in appropriate contexts".

Nathaniel Branden

1.

"God left the world unfinished for man to work his skill upon. He left the electricity still in the cloud, the oil still in the earth. How often we look upon God as our last and feeblest resource! We go to Him because we have nowhere else to go. And then we learn that the storms of life have driven us, not upon the rocks, but into the desired haven."

George MacDonald

I develop life skills to prevent HIV infection

Module Objectives:

During this session, focus on the participants' understanding of life skills and its importance in prevention of HIV infection. The Friendly Advisors should use this module to introduce World Health Organization's concept of the ten Life Skills which every human being needs to develop for living healthily.

2.

By the end of the ONE-HOUR interaction, youth will:

- Discuss the ten WHO Life Skills.
- Practise ways to use life skills for HIV

3.

Key notes

We face stress, conflict and peer pressure in daily life. The World Health Organization lists ten core Life Skills to withstand them. A little thought into it helps us not only to gain health but also celebrate life. We could learn a lot from crayons. Some are sharp, some are pretty, some are dull, while others are bright and some have weird names, but they all have learned to live together in the same box."

It can be easily remembered by the acronym EPIC³ MADE.

4.

EPIC³ MADE

Empathy

Problem solving

Interpersonal relationships

Communication, Creative thinking, Critical thinking

Management of stress

Awareness of self

Decision making and

Emotion management.

5.

Knowing is not enough; we must apply. Willing is not enough; we must do.

Johann Wolfgang von Goethe

Tips for developing Life Skills

- Be aware of Their own self, appreciate and value self
- Set their boundaries and assertively say "NO"
- Communicate their opinions clearly and at the appropriate time
- Critically think if the situation will cause any harm to them
- Weigh the pros and cons before taking decisions
- Face problems with courage
- Do not let emotions take over while making decisions
- Communication builds good interpersonal relationship and also helps in the management of stress
- Think creatively to avoid unpleasant situations.

6.

How does a PLHIV feel?

A person living with HIV infection may feel depressed or low in morale. Empathetically we can draw them out from their negativity and show them the positive aspects by encouraging them to manage their stress and emotions. Teach them that words have power. To become aware of their rights and responsibilities. By communicating effectively and affectionately to make them come out of the stigma and discrimination. This will enable them to think critically and take decisions. When they become aware of themselves and accept facts, they become empowered. Once that is done solutions start coming automatically to them.

7.

Ninety percent of the world's woe comes from people not knowing themselves, their abilities, their frailties, and even their real virtues. Most of us go almost all the way through life as complete strangers to ourselves.

Sydney J. Harris

WHO Life Skills –what are they?

1. **Empathy:** Understanding people from their perspective. Empathy is an emotion that brings out humaneness in people. It should be considered a sacred one for that. Empathy connects people in mysterious and special ways.
2. **Problem Solving:** Not all problems can be solved. Looking at problems as opportunities and challenges helps in dealing with them.

8.

WHO Life Skills

3. **Inter-personal relationships:** Keeping friends and at the same time valuing relationships is the key to interpersonal relationships. Remember the safe relationships covered in Module 1. Let's recall. When you like someone, is it safe to be in a group or alone? (Listen to the answers and say) Be in a group.
4. **Communication:** Effective communication, which is essential for living, is the ability to express ourselves clearly verbally and non-verbally in ways appropriate to both existing culture and situations. It means not only being able to express one's opinions and desires, but also one's needs and fears. It involves the skill to ask for advice and help in times of need and to avoid unpleasant situations. Refer earlier commitments of communicating effectively on boundaries and how to say "NO" assertively.

9.

WHO Life Skills

5. **Creative thinking:** Creativity is a complex mixture of traits, skills and capacities that include the ability to work out new ways of doing things. Creative thinking is stronger when there is curiosity, unconventional thinking and openness to new experiences. Often difficult situations are very challenging and responded to by, "Can I look at this differently?" Youth are in the most creative period of their lives. Help them exercise this ability to the best of their advantage.
6. **Critical Thinking:** Critical thinking is an amazing skill, which involves detaching self from the situation. It is neither criticising nor being judgmental. View the alternative solutions to the problem in a detached way to be able to think of its pros and cons and get further clarity to the problem.

10.

WHO Life Skills

7. **Management of stress:** Stress management is an individual's ability to handle pressures of life. We face a lot of stresses due to the changed roles in family and society or various expectations to be fulfilled. Thinking positively about any situation helps to reduce and manage stress to some extent.
8. **Awareness of self:** Awareness of self is knowing and acknowledging oneself as a human being in body, mind and spirit. It is being aware of one's thoughts, emotions and feelings as they arise. It is also the immediate and long term needs, wants, desires and wishes of a person. It is just to remind how precious every person is. Each one is unique and precious, be aware of it.

11.

WHO Life Skills

9. **Decision Making:** Decision-making is about deciding and acting to keep health, social life and values in balance.

10. **Emotion management:** Emotion management means sensibly handling one's feelings in socially acceptable ways. It not only gives inner peace but also helps in maintaining relationships. Emotions like anger, fear, happiness, sadness, tension and sometimes desire, shame and guilt have the ability to make us feel powerless. How we manage these emotions effectively makes a difference to move ahead in life. If these emotions are not productive, protective and useful but do more harm than good, then manage them.

These ten Life Skills look simple and can easily be remembered by the acronym EPIC³ MADE.

12.

Real confidence comes from knowing and accepting yourself - your strengths and your limitations - in contrast to depending on confirmation from others.

Judith M Bardwick

Here is a story to illustrate the 10 Life Skills

Reema, a girl in the second year of college came home very agitated. She walked into the kitchen to see her mother baking a cake. She immediately began telling her mother,

"Ma, I just cannot manage. Today all my friends ignored me and the lecturer scolded me and.... you are spending more time with Kiran than with me. It's just too much".

Her mother continued to make the cake and Reema said, "Are you making a chocolate cake now?". Her mother replied, "Yes. Would you like to taste some of this maida?". Shocked, Reema answered. "Even you are stressing me out! Maida!" In a calm voice her mother asked, "Would you like some of this raw egg?" "Mom" said Reema, "What's wrong with you?" "Sugar alone?" Mom continued without any reaction. Reema got off the kitchen chair and began walking towards the door in a huff. "Wait" said her mother, and continued, "By itself, the maida, the egg or sugar does not taste good. But when it is blended and baked for a particular period, don't you love it?" "Yes" said Reema. "Well", Said the mother, "In the same way, these problems you face, is the special way you are getting baked to become that ideal young woman you will be. Think about that, okay?"

Reema had a pondering look on her face when she left the kitchen.

13

Key messages

1. Awareness of self
2. Empathize but make decisions critically and creatively.
3. Learn and practise life skills till you master it.

14.

Action plans

- Use the robot game to identify the Ten Life Skills and their influence on achievements.
- Use wooden blocks to build a tower with one of them blindfolded and discuss how the Life Skills play a major role in building the tower blindfolded.
- Help each youth to mentor at least 25 to 30 of his or her classmates, youth club members, friends on Life Skills to develop their capacities. Make each one sign the commitment: I develop life skills to prevent HIV infection.

Any other questions? Write to us with your actions and plans at:

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E-mail: insastand@gmail.com or insastigmastand@gmail.com

Guard well your spare moments. They are like uncut diamonds. Discard them and their value will never be known. Improve them and they will become the brightest gems in a useful life.

Ralph Waldo Emerson

1.

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."

Leo F Buscaglia

I Care about Everyone

Module Objectives

During this session, focus on stigma, discrimination related to HIV and AIDS and faced by people living with it. The Friendly Advisors should use this module to address it, including the terminologies used for discussing HIV infection and AIDS and explain the concept of Red Ribbon.

2.

By the end of the ONE-HOUR interaction, youth will:

- Discuss stigma related to HIV infection.
- Practice ways to use stigma free language related to sexuality, HIV and AIDS.
- Participate in positive attitude building activities.

3.

Key notes

There is a difference between HIV infection and AIDS. For many years, most people referred to HIV and AIDS together. We know that people with HIV infection have the opportunity to live a long productive life whereas a person with AIDS is seriously ill. The language we use adds the stigma to HIV infection. If our language is negative the stigma is greater.

4.

Types of stigma

- a. External stigma
- b. Pre-existing stigma
- c. Enacted stigma: •Identification •Rejection• Distancing •Avoidance.

5.

What about perceived stigma?

HIV-related stigma

- Distancing/avoidance
- Isolation
- Physically not being present for them
- Emotionally not being present for them
- Deliberately not doing things for them.

"A candle loses none of its light by lighting another candle."

Anonymous

6.

Internal stigma: (felt or imagined by the HIV positive person)

The shame associated with HIV and AIDS and fear of being discriminated against.

Forms of stigma

Name calling, scapegoating, finger pointing, teasing, ridiculing, labeling, blaming, shaming, rumour, gossiping, suspecting, neglecting, not sharing utensils, hiding, staying at a distance, physical violence, self-stigma, blaming and isolating oneself. Stigma by association – whole family or friends also affected by stigma. Stigma by looks/appearance, etc.

Effects or consequences

Shame, denial, loneliness, neglect, hopelessness, depression, self-rejection, self-pity, self-hatred, anger, violence, withdrawal from public activities, forced to leave community, family disruption, divorce or separation, fired from work, loss of promotion, scholarship opportunities, rented accommodation.

Decline in school performance or drop out of a school. AIDS orphans and street kids. Abuse or bad treatment by relatives. Deprived of medical care – health staff argue that this is a waste of resources. Sent back to village and property grabbing. Stopping making use of clinics, VTC programmes. Spread of infection. Etc.

7.

Causes

Morality – view that people living with HIV and AIDS are sinners, promiscuous, unfaithful, “sleeping around”. People’s beliefs about pollution, contagion, impurity. Fear of infection, of the unknown, of death. Ignorance – lack of knowledge and misconceptions make people fear physical contact with people living with HIV and AIDS. Misconceptions. Inferiority and superiority complex. Gender and poverty – women and poor people more stigmatised than men/rich people. Prejudice. Tendency to judge others.

8.

Tips for caring about everyone

- Caring is a reflex of putting your arm or extending a hand when someone slips to bring a smile.
- Caring costs nothing

9.

Always be kind, for everyone is fighting a hard battle.

Plato

Red Ribbon – what is it?

It is the symbol of solidarity with people living with HIV and AIDS and to demonstrate compassion for people living with AIDS and their caregivers

The color red was chosen for its, “connection to blood and the idea of passion – not only anger, but love, like a Valentine.” First worn publicly by Jeremy Irons at the 1991 Tony Awards, the ribbon soon became renowned as an international symbol of AIDS awareness. It stands for: Care and Concern, Hope and Support.

10.

Red Ribbon stands for :

Care and Concern -It is being worn by more and more people around the world to show their concern about HIV and AIDS – for those who are living with HIV, for those who are ill, for those who have died, and for those who care for and support those directly affected.

Hope -The Red Ribbon is a symbol of hope that the search for a vaccine and cure to halt the suffering is successful and that quality of life improves for those living with the virus.

Support -The Red Ribbon symbolizes support for those living with HIV; the continuing education of those not infected; maximum efforts to find effective treatment, cures, or vaccines and support for those who have lost friends, family members, or loved ones to AIDS.

The Red Ribbon continues to be a powerful force to increase public awareness of HIV and AIDS and in the lobbying efforts to increase funding for AIDS services and research.

11.

HIV and AIDS -from the first experience and learnings

The first experience	Therefore even today, our first thoughts are....
1981: Most people found were in the stage of AIDS and dying	<i>People with HIV infection die soon....which is no longer true.</i>
1981: Most people dying of AIDS were either intravenous drug users or Men who had Sex with Men (both in the margins of society)	<i>People living with HIV infection must have done something wrong....which is not true either.</i>
1986: Women in sex work were among the first found in India with HIV infection	
1990s: rumours of indiscriminate spread of HIV infection from people living with HIV infection and AIDS	<i>Even today people believe that people living with HIV infection spread the virus like cold or 'flu. However we know for fact that the largest HIV prevention care and support programs are formed, nurtured and strengthened by networks of people living with HIV infection.</i>
The first ever language associated with HIV and AIDS included words like 'dangerous', 'incurable' 'AIDS means death', 'sinful', etc.	<i>Today, taking the reality of HIV and AIDS, the use of non-stigmatising language is encouraged. So let's see what this language is about.</i>

"Caring about others, running the risk of feeling, and leaving an impact on people, brings happiness".

Harold Kushner

12.

Preferred language to be used.

Do not use this language	Use this – the preferred language
AIDS virus	There is no 'AIDS virus'. The virus associated with AIDS is called the Human Immuno-deficiency Virus, or HIV. Please note: the phrase HIV virus is redundant. Use HIV.
AIDS-infected	Avoid the term infected. Use person living with HIV or HIV-positive person. No one can be infected with AIDS, because it is

	not an infectious agent. AIDS is a surveillance definition meaning a syndrome of opportunistic infections and diseases that can develop as immuno suppression deepens along the continuum of HIV infection from primary infection to death.
AIDS test	There is no test for AIDS. Use HIV or HIV antibody test.
AIDS sufferer or victim	The word 'victim' is disempowering. Use person living with HIV. Use the term AIDS only when referring to a person with a clinical AIDS diagnosis.
AIDS patient	Use the term patient only when referring to a clinical setting. Preferred: patient with HIV-related illness.
Risk of AIDS	Use risk of HIV infection; risk of exposure to HIV.
13. Preferred language to be used	
High(er) risk groups; vulnerable groups	Key populations at higher risk (both key to the epidemic's dynamics and key to the response)
Commercial sex work	Sex work or commercial sex or the sale of sexual services
Prostitute	Use only in respect to juvenile prostitution; otherwise use sex worker.
Intravenous drug	Use injecting drug user. Drugs may be injected subcutaneously, intramuscularly or intravenously.
Sharing (needles, syringes)	Use non-sterile injecting equipment if referring to risk of HIV exposure; use contaminated injecting equipment if the equipment is known to contain HIV or if HIV transmission has occurred.
Fight against AIDS	Response to AIDS

14.

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope... and crossing each other from a million different centers of energy and daring those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

Robert F Kennedy

Accepting people irrespective of gender and sexual behaviors: know the terms so that we can care about everyone.

- * **Asexual:** An individual who feels no sexual attraction towards other individuals.
- * **Gay:** A man who is sexually attracted to other men and/or identifies as gay. This term can also be used to describe any person (man or woman) who experiences sexual attraction to people of the same gender.
- * **Heterosexual:** An individual who is sexually attracted to people of a gender other than their own and/or who identifies as being heterosexual.
- * **Heterosexism:** The viewpoint that all people should be heterosexual and the assumption that this is the 'normal' or 'natural' sexual identity people should have. This viewpoint results in bias against other sexual identities.
- * **Hijra:** A term used in the Indian subcontinent, which includes those who aspire to and/or undergo castration, as well as those who are intersexed (please see definition below). Although some *hijras* refer to themselves in the feminine, others say they belong to a third gender and are neither men nor women.

15. More correct terms for sexual preferences

- * **Homosexual:** An individual who is sexually attracted to people of the same gender as their own, and/or who identifies himself as being homosexual.
- * **Homophobia:** An intolerance or irrational fear of homosexual people that can manifest itself in discrimination, prejudice, disgust or contempt of homosexual people.
- * **Intersexed person:** An individual born with the physical characteristics of both males and females. These individuals may or may not identify themselves as men or women.
- * **Kothi:** A feminised male identity, which is adopted by some people in the Indian subcontinent and is marked by gender non-conformity. *Akothi*, though biologically male, adopts feminine modes of dressing, speech and behavior and looks for a male partner who has a masculine mode of behavior, speech and attire. Some believe that this is not an identity but a behavior.
- * **Lesbian:** A woman who is sexually attracted to other women and/or identifies herself as a lesbian.
- * **Man:** A person who identifies as a male and may or may not have male genitalia or reproductive organs like a penis or testes.
- * **Queer:** A person who questions the heterosexual framework. This can include homosexuals, lesbians, gays, intersexed and transgendered people. To some this term is offensive, while other groups and communities have used it as a form of empowerment to assert that they are not heterosexual, are non-conformist. Against a dominant heterosexual framework, and dissatisfied with the 'labels' used on people who do not identify as heterosexual.
- * **Sex reassignment:** A complex range of procedures that people undergo to transform from one sex to another. These include hormone therapy, hair transplants or removal, speech therapy and surgeries to change one's sexual and sometimes reproductive organs.
- * **Transgendered person:** An individual who does not identify with the gender assigned to them. They may or may not consider themselves a 'third sex'. Transgender people can be men who dress, act or behave like women or women who dress, act or behave like men. They do not, however, necessarily identify as homosexual.
- * **Transsexual person:** An individual who wants to change from the gender they have been assigned at birth to another gender. So have surgery, hormonal medication, or other procedures to make these changes. They may or may not identify as homosexual, bisexual or heterosexual. They may be female to male transsexuals, male to female transsexuals or choose not to be identified as either.
- * **Transvestite:** An individual who dresses in the clothing that is typically worn by people of another gender for purposed of sexual arousal/gratification. Transvestites are often men who dress in the clothing typically worn by women. They are also known as cross-dressers.
- * **Woman:** A person who identifies as a female and who may or may not have female genitalia and reproductive organs like breasts, a vagina, and ovaries.

16.

"From caring comes courage."

Lao Tzu

Have you heard of the World AIDS Day?

Every year, World AIDS Day is observed on 1 December. Every year there is a theme.

Take a look at the themes so far

- 2007 - Stop AIDS; Keep the promise - Leadership
- 2006 - Stop AIDS; Keep the promise - Accountability
- 2005 - Stop AIDS; Keep the promise
- 2004 - Women, girls, HIV and AIDS
- 2003 - Stigma & discrimination
- 2002 - Stigma & discrimination
- 2001 - I care. Do you?

17. World AIDS Day themes

- 2000 - AIDS : Men make a difference
- 1999 - Listen, learn, live: World AIDS campaign with children & young people
- 1998 - Force for change: World AIDS campaign with young people
- 1997 - Children Living in a World with AIDS
- 1996 - One world, one hope
- 1995 - Shared rights, shared responsibilities
- 1994 - AIDS & the family
- 1993 - Act
- 1992 - Community commitment
- 1991 - Sharing the challenge
- 1990 - Women & AIDS
- 1989 - Youth
- 1988 - Communication .

18.

Key messages

1. All of us are at risk of getting HIV infection.
2. All people including those living with HIV infection have rights and responsibilities.
3. HIV does not kill so much as stigma does.

19.

Action plan

- Use the “tailing of CAT” game to find out how your friends view people living with HIV infection
- Prepare some skits or drama in the preferred language to understand stigma.
- Distribute copies
- Help each participant mentor at least 25 to 30 of his or her classmates, youth club members and friends on Red Ribbon, World AIDS Day. Make each young one sign the commitment: I Care about everyone.

Any other questions? Write to us with your actions and plans at

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Three keys to more abundant living: caring about others, daring for others, sharing with others.”

William Arthur Ward

1.

No man was ever endowed with a right without being at the same time saddled with a responsibility.

Gerald W Johnson

I enjoy my rights with responsibility

Module Objectives

During this session, focus on the participants' understanding of human rights with special reference to HIV and AIDS. The Friendly Advisors should use this module to introduce the rights of people living with HIV infection and AIDS and link it to their perception about sex, sexuality and sexual health. Every right comes hand in hand with responsibility. Enjoy their rights but at the same time have the responsibility to ensure other people's rights are safeguarded through all their actions. This ensures that all people Celebrate Life. With sexual rights and responsibilities one can prevent HIV infection to a large extent. Awareness of rights and responsibilities increases mental strength.

2.

By the end of the ONE-HOUR interaction, youth will:

- Differentiate between sex, sexuality and sexual health.
- Discuss sexual rights.
- Demonstrate that rights and responsibilities go hand in hand.

3.

Key notes

In our culture, sex and sexuality are not openly talked about most of the time. People get information from wrong sources. This can be very dangerous. Access to right information is very important.

Sexual rights, which apply to both males and females, include the right of not being abused. Very often we do not even recognize abuse as it is considered to be a normal part of life. Sexual relationship between adults is intensely pleasurable when it is consensual between both the partners. Any non-consensual sex is rape.

With sexual rights also come sexual responsibilities. The right to enjoy comes hand in hand with the right to decide to get pregnant or not, along with the right to protect ourselves from HIV infections or STIs.

4.

Key notes

No one can be made to undergo testing for HIV unless specific and informed consent is taken. Whatever be the test result there is the right to confidentiality. The choice to disclose your HIV status and the duty to do so before you begin a sexual relationship is each person's responsibility. Rights and responsibilities go hand in hand.

Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled. With sexual rights and responsibilities we can prevent HIV infection to a large extent.

5.

Tips for having rights with responsibility

1.	Women have the right to say "NO" to sex	Both women and men have the right to say "NO" to sex. Each person knows that he or she is precious. Think critically before making a decision about sex. At the same time one has the responsibility to move away from the room or say something distracting so that the partner's sexy mood is changed!
2.	Women living with HIV infection have the right to have children	Yes. All parents whether they are living with HIV or not have a right to found a family. This means that they also have the responsibility to ensure that the child is well looked after, during and after their lifetime. A parent who does not have HIV infection has similar responsibilities too. There is no guarantee that all parents will live till their children are grown up!
3.	People living with HIV infection have the right to marry	Yes all adults have the right to marry and side by side the responsibility to strengthen marital ties, disclose their status to their spouse before marriage.
6. More tips		
4.	People affected by HIV and AIDS are mostly sex workers and promiscuous people	Anybody can be affected by HIV and AIDS. Blaming the epidemic on sex workers and promiscuous people give us a sense of false security that we are immune to HIV infection. All people have the responsibility to prevent HIV infection too.
5.	Teenage girls are vulnerable and get pregnant easily	Every human being is precious, unique and has rights. It is probable that a teenage girl got pregnant because we were not being responsible. Maybe she did not receive education about her vulnerability, ways to manage sexual feelings. Maybe she did not hear of sexual rights.
6.	Men do not like to admit that they lack knowledge about HIV and AIDS and therefore do not seek information about HIV prevention	Both men and women have a right to sexual health and the responsibility to ensure that they seek information about HIV prevention.
7. More tips		
7.	Women should be blamed for being raped if they wear short dresses or tight jeans	Women are blamed for being raped no matter what they wear. Women are raped even in their best traditional dress. Both men and women have the right to decent self-expression. Real men control their sexual urges for consensual sex. That takes strength

		in its true meaning. We also have the responsibility to treat each person, where male or female as human beings with rights and not as objects of pleasure.
8.	Gay men spread HIV because they are HIV carriers	Pin pointing some groups as being spreaders of HIV infection gives us a false sense of security that it is safe to have unsafe sex with others. Along with the right to sexual identity and preference, comes the responsibility to ensure sexual health.
9.	Providing sex education promotes and encourages sex	All people have a right to education. Comprehensive sex education helps to gain skills to delay sex, choose value based sexual relationships.
	8. More tips	
10.	Female ignorance of sexual matters is a sign of purity	Female ignorance victimizes her and makes her vulnerable for sexual abuse. She has the right and responsibility to seek information and be assertive. Both males and females have the responsibility to enjoy and control sexual relationships AT THEIR OWN PACE AND TIME.
11.	Men who have too many partners deserve to die	Men have a right to sexual health, which means they have the responsibility to choose their sexual life. Men have a right to life too and hence the responsibility to Celebrate Life with health. Neither men nor women deserve to die. They both have rights to live and the responsibility to choose their lifestyle knowing they are precious and unique.
12.	Women gain self-esteem and social identity with the birth of children	Each woman is a creator. She cannot be the creator without a man. Women and men's self esteem must come from the true belief in their uniqueness and preciousness rather than from the things they have, the children they give birth to and the status they have in society. All people are equal by right.
	9. More tips	
13.	A man who carries condoms must be a responsible man	It is not just enough to carry one. Consistent and correct use of the condoms is the responsibility, with the right or choice to carry one. Both men and women have the right to choose abstinence too.
14.	All human beings have a right to seek health care	Every human being has a right to seek health care services and the responsibility to prevent illnesses. We have a right to safe drinking water and the responsibility to maintain the tap. We have the right to use a bike and the responsibility to ensure that we do not injure some one. We have the right to make free choices and the responsibility not to hurt ourselves or others.
15.	Modesty and virginity are central values to the image of womanhood	Modesty and virginity are central values for both men and women. We have a right to choose to be modest and to choose to be virgins. We have the responsibility to buy clothes that are modest and say NO assertively...or keep healthy relationships. We have the responsibility to practice the Skills of Life.

10.

Sex – what is it?

Having sex refers to the sexual behavior and feelings. It is used to talk about the physical act of sexual intercourse.

Sexuality – what is it?

Human sexuality is much more than just the act of sex.

Human sexuality includes:

- How you describe yourself as a person
- How you feel about being a man or woman
- How you relate with members of either sex.

Sexuality also includes your sexual preference and your sexual behaviour. It also includes genital and reproductive health, such as intercourse and child bearing.

11.

We have not passed that subtle line between childhood and adulthood until... we have stopped saying "It got lost," and say "I lost it."

Sidney J Harris

Human values regarding sexuality

- Sexuality is a natural part of the self
- Sexuality includes physical, ethical, spiritual, social and psychological dimensions.
- Every person, including you have self-worth and dignity
- Every person expresses sexuality in different ways.
- Sexual relationships are more satisfying and long lasting if it is not forced.
- Sexual relationships need to be based on mutual trust, honesty, commitment and respect.
- All sexual decisions have effects and consequences.
- Every person has a right and obligation to make responsible sexual choices.
- All men and women are sexual.

12.

Sexual health – what is it?

The World Health Organization defines SEXUAL HEALTH as:

- A capacity to ENJOY and CONTROL sexual and reproductive behaviours in accordance with a social and personal ethic.
- Freedom from fear, shame, guilt, false beliefs and other psychological factors inhibiting sexual response and impairing sexual relationships.
- Freedom from organic disorders, disease and deficiencies that interfere with sexual and reproductive functions.

13.

Recognise abuse

No one needs to tolerate abuse as each one of us is entitled to basic Fundamental Rights. All are equal in the eyes of the law – no matter to what religion, caste, status, sex or place one may belong to. It is important for every person to become aware of his or her basic or Fundamental Rights to protect themselves from being violated.

14.

Emotional and psychological abuse may include

- Humiliation
- Damaging their favourite possessions
- Threatening physical or sexual violence
- Writing threatening letters in a broken relationship.

15.

Physical violence may include

- Slapping, beating, pinching, hair pulling, burning
- Threatening or attacking a person with a weapon or object
- Physically confining (locking in a room or tying up)
- Clothes being ripped off.

16.

Sexual violence may include

- Using physical violence to force having sex
- Touching a person's sexual body parts against will
- Using vulgar and abusive language to coerce into having sex
- Lacing drinks with drugs to have sex
- Refusing use of contraceptives or condoms.

17.

We all participate in weaving the social fabric; we should therefore all participate in patching the fabric when it develops holes.

Anne C. Weisberg

Rights do not change just because HIV and AIDS affects an individual.

Rights related to reproductive self-determination

- To equality and to be free from all forms of discrimination
- To privacy and confidentiality
- To freedom of thought
- To decide whether or when to have children
- To choose whether or not to marry and to found and plan a family
- To freedom of assembly and political participation.

18.

Rights related to reproductive health care

- Right to life
- Right to information and education
- Right to liberty and security of the person
- Right to health care and health protection
- Right to the benefits of scientific progress.

19.

Three important rights in the context of HIV and AIDS

- Right to informed consent
- Right to confidentiality
- Right against discrimination.

20.

Key messages

1. All human beings are sexual.
2. Both men and women have a right to enjoy sexual health and the responsibility to control their sexual lives.
3. All people including those living with HIV infection have rights and responsibilities.

21.

Action plan

- > Know your rights and launch a rights corner.
- > **WRITE YOUR RIGHTS!** Get your friends to write out what rights they have.
- > Circulate a list of Human Rights Organisations
- > Circulate pamphlet of the National Human Rights Commission or call a meeting and invite a person from there for more information.
- > Begin a Human Rights Watch group or "You are being watched" campaign in bus stands to address sexual harassment. Read the Vishaka Guidelines for addressing sexual harassment. Seek assistance from NGOs or call 1091 or 1098.
- > Prepare some skits or drama or game to reinforce 'rights go with responsibilities'.
- > Help youth mentor at least 25 to 30 of his or her classmates, youth clubs, friends on rights. Make each one sign the commitment: I enjoy my rights with responsibilities.

22.

- > Any other questions? Write to us with your actions and plans at:

INSA-India, 5/1 Benson Cross Road, Benson Town, Bangalore 560 046.

E-mail: insastand@gmail.com or insastigmastand@gmail.com

You are not responsible for the programming you picked up in childhood. However, as an adult, you are one hundred percent responsible for fixing it.

Ken Keyes, Jr.

1.

My will shall shape the future. Whether I fail or succeed shall be no man's doing but my own. I am the force; I can clear any obstacle before me or I can be lost in the maze. My choice; my responsibility; win or lose, only I hold the key to my destiny.

Elaine Maxwell.

I plan for my future

Module Objectives

During this session, focus on the participants' future to enable them to confidently step into a world quite different from the present one they are in. Many of them will be excited to know what lies ahead on becoming economically self-sufficient and as responsible adults in the society. The Friendly Advisors should use this module to channel youth towards leading a healthier family life and on prevention of HIV and AIDS through individual responsible behavior with tips on maintaining healthy boundaries, building on mutually faithful relationships and on the ways to protect their families from HIV infection.

2.

By the end of the ONE-HOUR interaction, youth will:

- Describe the ways to prevent HIV infection through responsible behavior.
- Discuss the ways to lead a healthier family life.

3.

Key notes

Recent statistics in India reveal that among the HIV infected persons 35 to 40 % are women and majority of the infection among women is after marriage. Hence it is very important to know about HIV and AIDS and start talking about it with the family. It is everyone's responsibility to protect oneself and one's family from HIV infection.

Awareness is the key word for prevention of HIV. Our life is a gift so let us plan to make it beautiful with safe choices and decisions. As one goes ahead in life one can build healthy relationships through safe choices and good decisions. These skills are valuable throughout life.

The core principle of the Ten Commitments of Celebrating Life is enabling youth face challenges of life with courage, dispel all myths and misconceptions, empower themselves, set boundaries and above all value self to protect from HIV infection. Share the new information with family and friends.

4.

The future is not a result of choices among alternative paths offered by the present, but a place that is created → created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating."

Tips for planning your future

- Respect oneself as a person who is worthwhile. Take responsibility for one's own body and actions.
- Abstain from sex until marriage.
- Check out whether the person one loves is looking at one as an object for his or her pleasure. Listen to opinions from all but make decisions for oneself. Notice when someone is being overly helpful and makes decisions for one. It is better to make one's own decisions.
- Be aware when one is being taken advantage of. Get to know what one really wants from life.
- Be wary of partners who want one to be different. You are YOU. One is unique.
- Encourage pregnant women in the family or known to one to visit PPTCT (Prevention of Parent to Child Transmission).
- Encourage couples to go for HIV testing before marriage to get correct and appropriate information related to HIV and the ways to prevent it.

5.

More tips

- Try and avoid situations where blood transfusions are mandatory. Accidents cannot be prevented. But accidents are avoidable if traffic rules are followed. If situation arises for blood transfusion, try to use HIV- free tested blood.
- Blood transfusion due to illnesses can be avoided by following healthy food habits, regular exercises, avoiding a habit which causes serious health problems, etc.
- Try and avoid using injections and request the doctors to provide tablets and other syrups for common illness. Insist on disposable or sterilized needles and other medical instruments.
- Boundaries may vary from time to time depending on various social and economical factors. The important aspect is setting healthy boundaries and maintaining it.
- Motivate positive living if come across any person with HIV.
- Debate issues related to HIV and AIDS and the perceived risk of infection.

6.

Condom – what is it?

One of the best and easy methods of birth control is a condom. They are widely available and very effective. Along with preventing pregnancy, condoms protect from STIs including HIV. Condoms must be used correctly and consistently to be effective.

People are afraid of the future, of the unknown. If a man faces up to it, and takes the dare of the future, he can have some control over his destiny. That's an exciting idea to me, better than waiting with everybody else to see what's going to happen.

John H Glenn

7.

Why condoms fail?

Condoms can fail due to incorrect use of it, or if it is not in best possible condition. When one buys a condom there is no need to feel embarrassed or bad. It is a contraceptive to prevent pregnancy and transmission of sexually transmitted disease such as HIV, etc. and should be like any other purchase. One is protecting oneself and indirectly the other person. While buying them it is important to look for the expiry date or manufacturing date to ensure it is in good condition.

Condoms are made of special material. They are affected by heat and light and deteriorate if not stored properly. So it's best not to use a condom which has been kept in the back pocket, purse, or the glove compartment of the car. Also if it feels dry or sticky do not use it.

8. How to use condoms correctly

Show youth how to put on condom correctly. While using condom open it at one corner. Be careful not to tear it with nails or teeth, make sure it is within the expiry period and in good condition. Place the rolled condom over the tip of the hard penis and pinch the tip of the condom to leave space for the semen to collect and remove the air and roll it down to the base of penis. Smooth out any air bubbles which can cause a condom to break. After intercourse remove the condom before the penis softens, carefully so that the semen doesn't spill, tie it and wrap in paper and dispose in a bin. Do not flush it in toilet as it may block it.



9.

Key messages

1. To plan future with grace and determination, to maintain healthy boundaries by building mutually faithful relationships and prevent HIV infection to oneself, one's family, friends and near and dear ones to celebrate life.
2. Above all pledge unto oneself to plan for one's future and update oneself about HIV infection.

10.

Action plans

- Organize an event where youth take a pledge to live healthily without HIV and combat the spread of HIV and AIDS in their locality.
- Help youth to mentor at least 25 to 30 of his or her classmates, youth club members, friends on planning future for a healthy life with a competition on the Ten Commitments. Make each one sign the commitment: I plan for my future.

Any other questions ? Write to us with your actions and plans at:

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Email: insastand@gmail.com or insastigmastand@gmail.com

Planning is a process of choosing among those many options. If we do not choose to plan, then we choose to have others plan for us.

Richard I Winwood