

Lesson 3.9



HIV/AIDS

Lesson at a Glance

Aim

To provide UN peacekeeping personnel with basic knowledge of HIV so they can protect themselves and others from HIV infection.

Relevance

As peacekeeping personnel, you live and work in high-risk settings. Peacekeeping environments may carry the increased risk for HIV transmission.

Deployment increases the likelihood of peacekeeping personnel either becoming infected or passing on HIV infection while in mission or after. HIV infection can lead to serious medical problems and death if untreated.

Mission credibility and success are at risk if UN personnel transmit HIV or people in a host country believe they have.

This is a lesson on HIV. HIV education is important for all personnel deploying to a peacekeeping mission to protect your health, others' health, and the legitimacy of the mission.

The Security Council and the UN Secretary-General require that all peacekeeping personnel receive regular education about HIV transmission. You will have a more detailed briefing in the mission on country specific aspects of the HIV/AIDS pandemic.

Learning Outcomes

Learners will:

- Explain HIV/AIDS and how HIV is transmitted
- Explain how to prevent transmission of the HIV virus
- Explain what to do when exposed to HIV
- Explain what to do if you have HIV

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-15
Starting the Lesson	Intro Slides
Learning Activity 3.9.1: Knowing about HIV/AIDS	
HIV/AIDS	Slides 1-2
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OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 3.9.2: Condom Demonstration	
Learning Activity 3.9.3: “We All Live with HIV”	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Lesson 3.9 HIV/AIDS can be sensitive to cover in core pre-deployment training because it involves discussions on sexual intercourse. Lesson 3.9 is explicit about sex. If you have never presented this content before, or are uneasy about how to do it well, consider getting a health professional. It is important to cover the content confidently, because your professional capacity will make learners more comfortable.

Learning Activity**3.9.1****Knowing about HIV/AIDS****METHOD**

Brainstorm, group discussion

PURPOSE

To draw on and reinforce what participants already know about HIV/AIDS

TIME

Short option: 15 minutes

- Brainstorming: 5-7 minutes
- Discussion: 5-7 minutes

Longer option: 45 minutes – integrated into lesson

INSTRUCTIONS

- What is HIV? What is AIDS?
- How is HIV transmitted?
- How do I prevent HIV transmission?

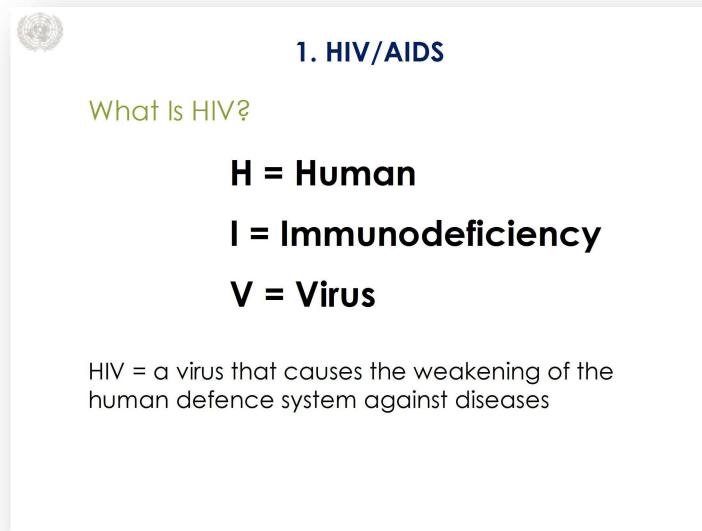
RESOURCES

- Learning Activity instructions

The thumbnail shows a document titled "Learning Activity" with the identifier "3.9.1" in the top right corner. The main heading is "Knowing about HIV/AIDS". Under the heading "Instructions:", there is a bulleted list: "What is HIV? What is AIDS?", "How is HIV Transmitted?", and "How do I prevent HIV transmission?". Below this, under the heading "Time: 15 minutes", there is another bulleted list: "Brainstorm: 5-7 minutes" and "Group discussion: 5-7 minutes".

HIV/AIDS

Slide 1



1. HIV/AIDS

What is HIV?

H = Human

I = Immunodeficiency

V = Virus


HIV = a virus that causes the weakening of the human defence system against diseases

Key Message: HIV stands for:

- **H**uman
- **I**mmunodeficiency
- **V**irus

HIV is a virus that causes the weakening of the human defence system against diseases.

Slide 2



What Is AIDS?

A = Acquired	Virus has been received from another infected person
I = Immune	The body's defence system against disease
D = Deficiency	Not working properly – the immune system is weak
S = Syndrome	Collection of symptoms associated with a particular disease

Key Message: AIDS stands for:

- **A**cquired
- **I**mmune
- **D**eficiency
- **S**yndrome

A stands for **acquired**. A person receives or acquires the disease from another infected person. AIDS:

- Is not genetic
- Does not come from changes in cells

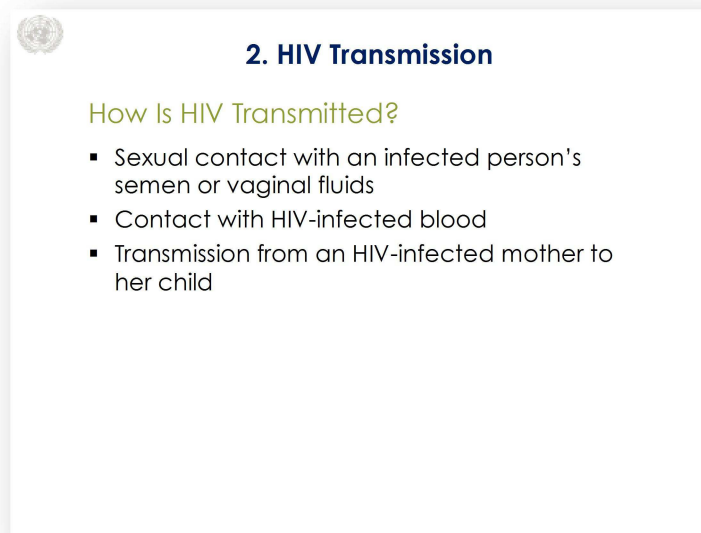
I stands for **immune**, referring to the body's immune system. The immune system uses "soldier cells" to protect the body from disease. The Human Immune Deficiency virus (HIV) attacks and kills those soldier cells.

D stands for **deficiency**. Deficiency means lacking, or not having enough. With HIV, the body does not have enough soldier cells to protect against infections. HIV enters the body and acts like a sniper, hidden for as long as it takes to weaken the immune system. Over time, HIV kills the body's soldier cells, and the immune system becomes too weak to protect the person from disease. The person carrying HIV then becomes sick with AIDS.

S means the disease is a **syndrome**. A syndrome is a group of health problems that indicate a particular disease or condition.

HIV Transmission

Slide 3



2. HIV Transmission

How Is HIV Transmitted?

- Sexual contact with an infected person's semen or vaginal fluids
- Contact with HIV-infected blood
- Transmission from an HIV-infected mother to her child

Key Message: An “HIV-positive” person – HIV (+) – is a person infected with HIV. Any person infected with HIV can pass it on, whether they:

- Appear sick or well
- Have an AIDS diagnosis or not
- Are taking treatment for HIV

There are three main ways of transmitting HIV:

1. Sexual contact with an infected person’s semen or vaginal fluids through sexual contact:

- Vaginal
- Anal
- Oral

2. Contact with HIV-infected blood:

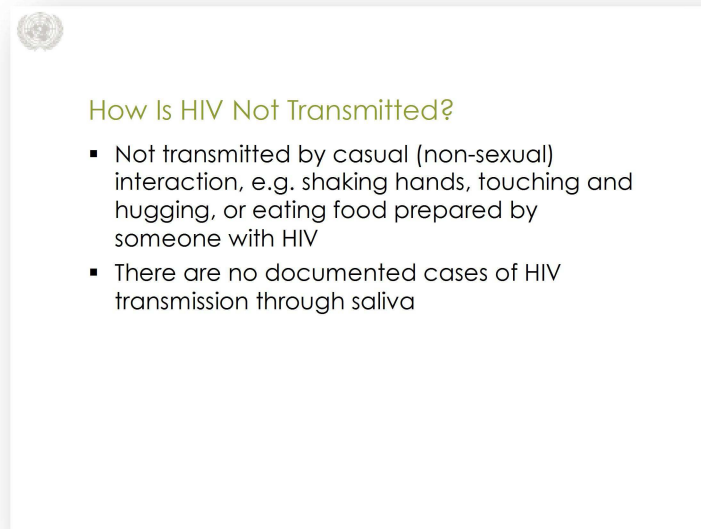
- Blood transfusions
- Use of contaminated injecting or surgical equipment
- Exposure from injured persons such as in automobile accidents

3. Transmission from an HIV-infected mother to her child:

- During pregnancy
- During delivery
- Through breast-feeding

Remember: There is no way to know just by looking at a person if they have HIV or any other Sexually Transmitted Infection (STI).

Slide 4



Key Message: HIV is not transmitted by casual, non-sexual contact, such as shaking hands, touching, hugging or eating food prepared by someone with HIV.

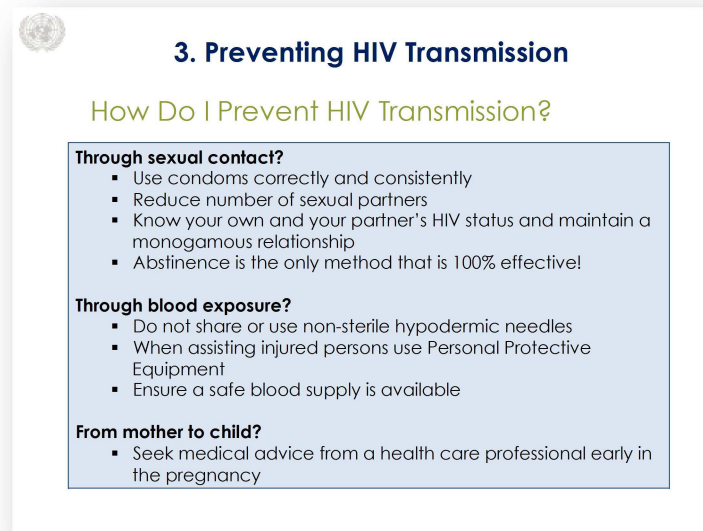
HIV transmission is not from:

- Animals or insects
- Water
- Non-sexual contact in daily activities
- Toilets
- Visiting in a hospital
- Coughing or sneezing
- Touching, hugging or shaking hands
- Sharing food or eating or drinking utensils
- Working, socializing, living with or sharing a room with an HIV(+) person
- Children playing or sharing a bath with an HIV(+) person
- Kissing, even deep kissing

While saliva may contain trace amounts of the HIV virus there are no documented cases of HIV transmission through kissing.

Preventing Transmission of HIV

Slide 5



3. Preventing HIV Transmission

How Do I Prevent HIV Transmission?

Through sexual contact?

- Use condoms correctly and consistently
- Reduce number of sexual partners
- Know your own and your partner's HIV status and maintain a monogamous relationship
- Abstinence is the only method that is 100% effective!

Through blood exposure?

- Do not share or use non-sterile hypodermic needles
- When assisting injured persons use Personal Protective Equipment
- Ensure a safe blood supply is available

From mother to child?

- Seek medical advice from a health care professional early in the pregnancy

Key Message: People can prevent HIV transmission. Preventing HIV is important for:

- You
- Your sexual partners
- Mission legitimacy

Some UN peacekeeping operations have been accused of spreading HIV in host countries. Once made, that accusation puts mission legitimacy and credibility in question. Remember, legitimacy is a success factor. Peacekeeping personnel need to act responsibly to prevent the transmission of HIV to:

- Protect themselves
- Protect mission legitimacy

Reduce the Risk of HIV Transmission:

Through sexual contact:

- Use condoms correctly and consistently
- Reduce the number of sexual partners
- Know your own and your partner's HIV status and maintain a monogamous relationship
- Abstinence is the only 100% effective method!

Through blood exposure

- Do not share or use non-sterile hypodermic needles
- When assisting injured people use Personal Protective Equipment
- Ensure a safe blood supply is available

From mother to child

- Seek medical advice from a health care professional early in the pregnancy

HIV Transmission through Sexual Contact

Abstinence is an important HIV prevention method. Some peacekeeping personnel abstain from sex during deployment.

Peacekeeping personnel should also remember strict UN rules limit sexual relations with local people. The UN prohibits sexual exploitation and abuse (SEA), including sex with prostitutes or anyone under 18 years.

People stay safe from HIV by being sexually faithful to one partner – equally faithful and uninfected.

An important HIV prevention strategy is to “know your own HIV status and be faithful to your faithful partner who knows her or his status”.

If you do have sex, use a condom and use it correctly.

Facts and Myths About Condoms

Using a condom can be a matter of life and death.

Some people do not like to use condoms as protection. Consider how to respond to a sexual partner who does not want to use a condom. Keep in mind that you have the right to protect yourself and your health. You are also responsible for protecting your partner. Refusal to use a condom is a good reason to remove consent to sex.

Many myths exist about condom use. You may have heard: “You don't eat chocolate with the wrapping on”, or “You do not have a shower with clothes on”. These statements are misleading.

Some men claim that condoms are too slippery or that they ruin sex. Using a condom adds two dimensions:

- Sensitivity
- Positive feelings and emotions created by your partner sincerely caring about your health

Sex with a condom will feel different. The change allows peace of mind for both partners. Do not blame condoms for bad sex.

Some men argue condoms are too small for them. Condoms can hold up to 7 litres of fluid.

Peacekeeping operations do make both male and female condoms discreetly available. This health and safety measure is to prevent STIs, HIV and pregnancy. Always plan ahead; bring your own condoms if you think you might want to have sex. Do not rely on your partner to bring condoms.

Use condoms for all sex – anal, vaginal and oral.


Even if partners do not seek to climax or ejaculate, use condoms whenever sex involves penetration.

Be aware that:

- Manufacturer instructions for condom use should be followed
- Female condoms are for vaginal use only
- You must use one condom to be safe. Friction between two condoms may tear one. This applies to use of:
 - Two male condoms
 - One male condom and one female condom

HIV Status

Slide 6



4. HIV Status

How Do I Know If I Have HIV?

- Confidential voluntary testing is available in all peacekeeping operations



Key Message: Get tested to know if you have HIV. Testing is the only way to know your HIV status – whether HIV positive or HIV negative. Confidential voluntary testing is available in all peacekeeping missions.

In-mission support for voluntary counselling and testing is fully confidential.

Knowing your HIV status means knowing if you are infected or not. It helps you:

- **Protect yourself.** If you find out you are HIV-negative it provides you with a “clean slate”, the knowledge that you do not have the virus. You can then find out from a counsellor how to develop and maintain safe sex practices that will help you have a satisfying sex life and remain HIV-negative.
- **Protect others.** Finding out that you are HIV-positive and discussing it with your counsellor will help you avoid putting your loved ones and sex partners at risk of HIV infection. You can develop safe sex practices that do not risk passing on the virus to anyone. People who know they have HIV can also take:
 - Steps to avoid pregnancy
 - Measures to reduce the likelihood of transmitting HIV to a baby
- **Plan lifestyle changes.** A person who knows she or he is HIV positive can make healthy changes to extend their life and improve its quality. Lifestyle changes include healthy eating, enough rest and lowering alcohol intake.

- **Manage the medical condition.** Different kinds of infection can occur because of a weakened immune system. Prevent and treat these opportunistic infections. No vaccine exists for HIV or AIDS. Antiretroviral drug treatment helps people with HIV slow the progression to AIDS.

Dealing with Exposure to HIV


Slide 7



5. Dealing With Exposure To HIV

What Do I Do If I Am Exposed To HIV?

- Post Exposure Prophylaxis (PEP) treatment
- Not a preventative treatment – emergency only!
- Initiate as soon as possible after exposure
- May not be effective over 72 hours
- If exposed, IMMEDIATELY seek medical assistance



A photograph of a red PEP Starter Kit, which is a small, rectangular bag with a white circular logo on the front. The text 'PEP Starter Kit' is printed on the bottom of the bag. The kit is placed on a white surface, and a blue bag is partially visible in the background.

Key Message: If you believe you have been exposed to HIV, IMMEDIATELY seek medical assistance.

All UN peacekeeping missions have Post Exposure Prophylaxis (PEP) treatment available.

PEP is for emergencies only. Initiate as soon as possible after exposure. Treatment after 72 hours of exposure may not be effective.

Living with HIV

Slide 8



6. Living With HIV

What Do I Do If I Am HIV(+)?

- Anyone can become infected with the virus!
- Seek the advice of a healthcare professional
- Early detection and treatment are key to staying healthy




Key Message: HIV can infect anyone. While there is no cure for HIV, the medical community has made enormous advances in treatment.

Stereotypes have led to stigma, social disgrace and exclusion. Those effects can be as bad or worse than the health impact of HIV/AIDS. UN personnel must ensure full respect for rights of persons living with HIV to:

- Confidentiality
- Equality
- Non-stigmatization

When You are HIV (+):

- **Seek the advice of a health care professional as soon as you find out you are HIV (+)**
- **Stay healthy through early detection and treatment**

When A Co-worker is HIV (+):

- Treat the person with the same respect as you do with other co-workers.
- Provide information and moral support, as appropriate.
- Respect the person's privacy and maintain confidentiality on their medical status. Remember that preventing stigmatisation of HIV starts with YOU!

Slide 9

12 populations
Being left behind—12 populations at higher risk of HIV infection

- I am a person living with HIV.** Worldwide, 37 million of the 39 million people living with HIV today do not know that they have the virus.
- I am a young woman.** 70% of adolescent girls in sub-Saharan Africa do not have comprehensive and correct knowledge about HIV.
- I am a prisoner.** The HIV burden among prisoners in some settings is 50 times higher than among the general population.
- I am a migrant.** Around the world, 29 countries have an HIV-related travel restriction.
- I am an injecting drug user.** Only 15 of 192 countries offer a needle-syringe exchange programme.
- I am a sex worker.** The HIV prevalence among sex workers is 12 times greater than among the general population.
- I am a man who has sex with other men.** Same-sex sexual contact is criminalised in 76 countries.
- I am a pregnant woman.** Only 40% of pregnant women in low- and middle-income countries received HIV testing and counselling in 2013.
- I am a transgender woman.** Transgender women are 88 times more likely to acquire HIV than all adults of reproductive age.
- I am a child.** Of the 3.2 million children under the age of 15 living with HIV, 2.4 million are not receiving antiretroviral therapy.
- I am a displaced person.** By the end of 2013, there were 12.2 million people forcibly displaced worldwide.
- I am a person living with a disability.** 20% of men with a disability do not return to work health care because they were tested badly in a previous visit.
- I am 50+.** The life expectancy of people aged 50 and older living with the dual burden of HIV and older age is 10.6 years less than the life expectancy of the general public.

UNAIDS

Key Message: Remember: HIV and AIDS can affect anyone. Do your part to end stigmatization. Do not leave anyone behind!

Summary

HIV/AIDS transmission – sexual contact, blood exposure, mother to child

- **HIV:** Human Immunodeficiency Virus. This is the virus that causes the weakening of the human defence system against diseases. HIV is the virus that causes AIDS.
- **AIDS:** Acquired Immune Deficiency Syndrome
- HIV is primarily transmitted in three ways:
 - Sexual contact with an infected person's semen or vaginal fluids
 - Contact with HIV-infected blood
 - Transmission from an HIV-infected mother to her child

You can prevent transmission of HIV

- Through sexual contact:
 - Use condoms correctly and consistently
 - Reduce number of sexual partners
 - Know your own and your partner's HIV status and maintain a monogamous relationship
 - Abstinence is the only method that is 100% effective!
- Through blood exposure:
 - Do not share or use non-sterile hypodermic needles
 - When assisting injured persons use Personal Protective Equipment
 - Ensure a safe blood supply is available
- From mother to child:
 - Seek medical advice from a health care professional early in the pregnancy

Post Exposure Prophylaxis (PEP) is available when exposed to HIV

- There is a Post Exposure Prophylaxis (PEP) treatment available in all UNPKOs
- This treatment is not a preventative treatment – it is an emergency treatment only
- This treatment must be initiated as soon as possible after exposure
- Treatment more than 72 hours after exposure may not be effective
- If you believe you have been exposed, IMMEDIATELY seek medical assistance

Know your HIV status – get tested, seek medical advice, get treatment

- Seek the advice of a health care professional as soon as you find out you are HIV (+). Early detection and treatment are key to staying healthy
- **How do I know if I have HIV?** The only way to know if you have HIV is to get tested. This is called finding out your HIV status, either HIV positive or HIV negative. Confidential voluntary testing is available in all PKOs

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). Types of learning evaluation questions are:

- 1) Narrative
- 2) True-False
- 3) Fill in the blank/sentence completion

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 3.9	
Questions	Answers
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. AIDS – name the words that each letter represents, and explain them.	<p>A - Acquired</p> <ul style="list-style-type: none"> ▪ virus is received from an infected person <p>I – Immune</p> <ul style="list-style-type: none"> ▪ immune system is the body's defence system against disease and infection ▪ AIDS attacks and kills “soldier cells” <p>D – Deficiency</p> <ul style="list-style-type: none"> ▪ not working properly, lacking soldier cells to defend the body –immune system is weak <p>S – Syndrome</p> <ul style="list-style-type: none"> ▪ collection of symptoms associated with a particular disease <p>An untreated HIV infection develops into AIDS.</p>

<p>2. Explain three ways that contact with infected blood can transmit HIV.</p>	<ol style="list-style-type: none"> 1. blood transfusions of contaminated blood 2. use of contaminated injection or surgical equipment 3. exposure from injured persons, e.g. vehicle accidents
<p>3. How can you reduce the risk of HIV transmission? Give examples for three main ways.</p>	<p>Sexual contact</p> <ul style="list-style-type: none"> ▪ Use condoms correctly and consistently. ▪ Reduce number of sexual partners. ▪ Know your own and your partners HIV status and maintain a monogamous relationship. ▪ Abstain: the only 100% effective method <p>Blood exposure</p> <ul style="list-style-type: none"> ▪ Do not share or use non-sterile hypodermic needles. ▪ When assisting injured people use Personal Protective Equipment. ▪ Ensure a safe blood supply is available. <p>From mother to child</p> <ul style="list-style-type: none"> ▪ get medical advice from a health care professional early in the pregnancy ▪ with treatment, an HIV mother can give birth to a non-infected baby
<p>True-False</p>	
<p>4. HIV is not genetic, but AIDS has a genetic component.</p>	<p>False</p> <ul style="list-style-type: none"> ▪ HIV and AIDS are not genetic ▪ Neither are they the result of mutations, changes in cells ▪ “A” in AIDS = acquired, from an infected person
<p>5. You can tell if a person has HIV or AIDS by looking at them.</p>	<p>False</p> <ul style="list-style-type: none"> ▪ it is impossible to tell by looking if a person has HIV or AIDS – especially if they are receiving treatment
<p>6. Antiretroviral drug treatment helps people with HIV slow the progression to AIDS.</p>	<p>True</p> <ul style="list-style-type: none"> ▪ ARVs also help people with HIV maintain higher quality of life.

Fill in the Blanks	
7. _____ is a virus that causes weakening of the human defence system that causes diseases.	HIV Human Immunodeficiency Virus
8. _____ is the only 100% reliable way to prevent HIV transmission.	<ul style="list-style-type: none"> ▪ Abstinence, not having sex with another person
9. If you do have sex, use a _____ as protection.	Condom <ul style="list-style-type: none"> ▪ male or female condom ▪ one at a time, not two
10. Immediately _____ if you are exposed to HIV.	Immediately seek medical help, see a doctor
11. People with HIV can still stay healthy and live well - _____ and _____ are keys.	<ul style="list-style-type: none"> ▪ early detection ▪ treatment

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
HIV	HIV: Human Immunodeficiency Virus. This is the virus that causes the weakening of the human defense system against diseases. HIV is the virus that causes AIDS
AIDS	AIDS: Acquired Immune Deficiency Syndrome

Commonly asked questions from participants:

Possible Questions	Possible Responses
Can I have sex in the mission?	<p>The military has policies on non-fraternisation. Some peacekeeping personnel abstain from sex during deployment.</p> <p>Abstinence is an important HIV prevention method.</p> <p>Peacekeeping personnel should also remember strict UN rules limit sexual relations with local people. The UN prohibits sexual exploitation and abuse (SEA) – including sex with prostitutes, or anyone under 18 years.</p> <p>The UN prohibits:</p> <ul style="list-style-type: none"> • exchange of money, employment, goods or services for sex, including sexual favours • any forms of exploitation • sex with prostitutes • sex with anyone under age 18. <p>Availability of condoms in mission does not mean you can violate UN rules against having sex with prostitutes or children, anyone under 18 years. If you have sex with anyone other than your non-infected regular partner, always use a condom.</p>

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- [General Assembly Resolutions \(A/RES/S-26/2\)](#) - Declaration of Commitment on HIV/AIDS adopted in 2001, particularly para 75-78.
- [Security Council Resolutions 1308 \(2000\) on the need to incorporate HIV/AIDS prevention awareness and advice in international peacekeeping operations \(S/RES/1308\)](#)
- [Security Council Resolutions 1960 \(2010\) on HIV/AIDS \(S/RES/1960\)](#)
- [Security Council Resolution 1983 \(2011\) on HIV/AIDS in conflict and post-conflict environments \(S/RES/1983\)](#)
- [Secretary General's Bulletins on HIV/AIDS in the Workplace \(ST/SGB/2003/18\)](#)
- [Secretary General's Bulletins on HIV/AIDS in the Workplace \(ST/SGB/2007/12\)](#)
- [Manual on Policies and Procedures Concerning Reimbursement and Control of Contingent-Owned Equipment of Troop/Police Contributors Participating in Peacekeeping Missions, also known as the Capstone Doctrine \(A/C.5/69/18\)](#)
- [United Nations Field Security Handbook, January 2006](#)
- [United Nations Basic Security in the Field: Staff Safety, Health and Welfare \(ST/SGB/2003/19\), 9 December 2003](#)
- [DPKO-DFS Medical Support Manual for UN Field Missions, 2015](#)
- [DPKO-DFS Policy on the Role and Functions of HIV/AIDS Units in United Nations Peacekeeping Operations, 2007](#)
- [DPKO-DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010](#)

Additional Resources

UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

UNAIDS website: www.unaids.org/

UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html> (Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: <http://ppdb.un.org> (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>. Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

Additional Information

Trainers should let participants know that in addition to the Mission-specific information received during this training, participants should also familiarize themselves with the Pre-deployment Information Package (PIP). The PIP provides information on the mission and the local context.

Additional Training Resources

UN mandatory training includes Basic and Advanced Security in the Field (B/ASITF) online Course:

<https://dss.un.org>

UN mandatory training B/ASITF and 'HIV/AIDS in the Workplace Orientation Programme' can be accessed on Inspira:

<http://inspira.un.org>

UN mandatory training 'HIV/AIDS in the Workplace Orientation Programme' can also be accessed on the UN Cares website:

<http://uncares.org/ecourse/>

Where Peacekeeping Training Institutes do not have sufficient IT facilities, it is sufficient that eligible personnel are informed of their obligation to complete B/ASITF *upon arrival in the mission*.

Module 3: Individual Peacekeeping Personnel

Lesson 3.9



HIV/AIDS



Relevance

HIV education is important to:

- Protect your health
- Protect health of others
- Protect legitimacy of mission



Learning Outcomes

Learners will:

- Explain HIV/AIDS and how it is transmitted
- Explain how to prevent transmission of HIV
- Explain what to do when exposed to HIV
- Explain what to do if you have HIV



Lesson Overview

1. HIV/AIDS
2. HIV Transmission
3. Preventing Transmission of HIV
4. HIV Status
5. Dealing with Exposure to HIV
6. Living with HIV



Learning Activity

3.9.1

Knowing about HIV/AIDS

Instructions:

- What is HIV? What is AIDS?
- How is HIV Transmitted?
- How do I prevent HIV transmission?

Time: 15 minutes

- Brainstorm: 5-7 minutes
- Group discussion: 5-7 minutes



1. HIV/AIDS

What Is HIV?

H = Human

I = Immunodeficiency

V = Virus

HIV = a virus that causes the weakening of the human defence system against diseases



What Is AIDS?

A = Acquired

Virus has been received from another infected person

I = Immune

The body's defence system against disease

D = Deficiency

Not working properly – the immune system is weak

S = Syndrome

Collection of symptoms associated with a particular disease



2. HIV Transmission

How Is HIV Transmitted?

- Sexual contact with an infected person's semen or vaginal fluids
- Contact with HIV-infected blood
- Transmission from an HIV-infected mother to her child



How Is HIV Not Transmitted?

- Not transmitted by casual (non-sexual) interaction, e.g. shaking hands, touching and hugging, or eating food prepared by someone with HIV
- There are no documented cases of HIV transmission through saliva



3. Preventing HIV Transmission

How Do I Prevent HIV Transmission?

Through sexual contact?

- Use condoms correctly and consistently
- Reduce number of sexual partners
- Know your own and your partner's HIV status and maintain a monogamous relationship
- Abstinence is the only method that is 100% effective!

Through blood exposure?

- Do not share or use non-sterile hypodermic needles
- When assisting injured persons use Personal Protective Equipment
- Ensure a safe blood supply is available

From mother to child?

- Seek medical advice from a health care professional early in the pregnancy



4. HIV Status

How Do I Know If I Have HIV?

- Confidential voluntary testing is available in all peacekeeping operations





5. Dealing With Exposure To HIV

What Do I Do If I Am Exposed To HIV?

- Post Exposure Prophylaxis (PEP) treatment
- Not a preventative treatment – emergency only!
- Initiate as soon as possible after exposure
- May not be effective over 72 hours
- If exposed, IMMEDIATELY seek medical assistance





6. Living With HIV

What Do I Do If I Am HIV(+)?

- Anyone can become infected with the virus!
- Seek the advice of a healthcare professional
- Early detection and treatment are key to staying healthy





12 populations

Being left behind—12 populations at higher risk of HIV infection



I am a person living with HIV.

Worldwide, 19 million of the 35 million people living with HIV today do not know that they have the virus.



I am a young woman.

76% of adolescent girls in sub-Saharan Africa do not have comprehensive and correct knowledge about HIV.



I am a prisoner.

The HIV burden among prisoners in some settings is 50 times higher than among the general population.



I am a migrant.

Around the world, 39 countries have an HIV-related travel restriction.



I am an injecting drug user.

Only 55 of 192 countries offer a needle-syringe exchange programme.



I am a sex worker.

The HIV prevalence among sex workers is 12 times greater than among the general population.



I am a man who has sex with other men.

Same-sex sexual conduct is criminalized in 78 countries.



I am a transgender woman.

Transgender women are 49 times more likely to acquire HIV than all adults of reproductive age.



I am a pregnant woman.

Only 44% of pregnant women in low- and middle-income countries received HIV testing and counselling in 2013.



I am a child.

Of the 3.2 million children under the age of 15 living with HIV, 2.4 million are not accessing antiretroviral therapy.



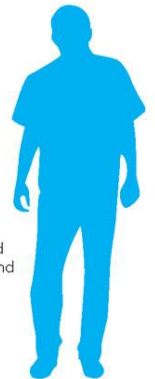
I am a displaced person.

By the end of 2013, there were 51.2 million people forcibly displaced worldwide.



I am a person living with a disability.

23% of men with a disability do not return to seek health care because they were treated badly at a previous visit.



I am 50+.

The life expectancy of people aged 50 and older living with HIV and accessing treatment is the same as the life expectancy of the general public.



Summary of Key Messages

- HIV/AIDS transmission – sexual contact, blood exposure, mother to child
- You can prevent transmission of HIV
- Post Exposure Prophylaxis (PEP) is available when exposed to HIV
- Know your HIV status – get tested, seek medical advice, get treatment



Questions



Learning Activity

Learning Evaluation

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.9.1	Knowing About HIV/AIDS	Brainstorm, group discussion	15-45 minutes
3.9.2	Condom Demonstration	Demonstration	15 minutes
3.9.3	"We All Live With HIV"	Statement, discussion	25 minutes

Learning Activity**3.9.1**

Knowing about HIV/AIDS**METHOD**

Brainstorm, group discussion

PURPOSE

To draw on and reinforce what participants already know about HIV/AIDS

TIME

Short option: 15 minutes

- Brainstorming: 5-7 minutes
- Discussion: 5-7 minutes

Longer option: 45 minutes – integrated into lesson

INSTRUCTIONS

- What is HIV? What is AIDS?
- How is HIV transmitted?
- How do I prevent HIV transmission?

RESOURCES

- Learning Activity instructions

Note on use: This learning activity should be delivered as an integrated part of Lesson 3.10, as the correct responses to the group work are contained in the content of the lesson. Deliver the related slides and content for the lesson immediately after.

Preparation

- Select questions to prompt brainstorming. Plan to integrate these into lesson coverage. Print out headings in large type, have ready for spontaneous brainstorming. See photo.

Examples of Questions

- What is HIV? (*Human Immunodeficiency Virus – a virus that weakens the human defence system against diseases*)
 - What is AIDS? (*Acquired Immune Deficiency Syndrome*)
 - How is HIV transmitted? (*Unprotected sex with an infected partner, infected blood or blood products, sharing contaminated needles, mother-to-child during pregnancy, delivery or breast-feeding*).
 - Can you tell by looking if a person has HIV? (*No*)
 - How do you reduce risk of contracting HIV? (*A-B-C's*)
 - You learn you may have been exposed to HIV - what do you do? (*Voluntary Counselling and Testing. The only way to know if you have HIV is to get an HIV test*).
 - You learn you are HIV + - now what? (*Tell partners; get medical help to treat or prevent different kinds of infections that can occur with a weakened immune system; adjust your life.*)
 - How should you treat people who you know have HIV or AIDS? (*With the same respect you extend to everyone. Effects of stigma, social disgrace, and exclusion can be worse than health effects. Don't gossip. The UN requires personnel to ensure they fully respect everyone's rights to confidentiality, equality and non-stigmatization of people living with HIV.*)
- Prepare flip-chart sheets or a board to note answers.

Instructions

1. Follow your lesson plan, integrating the questions and brainstorm into coverage. Recap correct responses at the end of the lesson.
2. Summarize and close with key messages:
 - a) HIV transmission is preventable.
 - b) Protect yourself through A-B-C – abstinence, being faithful, and using a condom when necessary.
 - c) Get tested to learn if you have HIV or AIDS. Protect yourself and your partner.
 - d) Respect any person living with HIV and AIDS. Anyone can become infected.
 - e) Prevent HIV/AIDS for continuing legitimacy of a peacekeeping mission as well as your own security and health.

Variations

Get different participants to lead the brainstorming responses to key questions.

Learning Activity

3.9.2

Condom Demonstration

METHOD

Demonstration

PURPOSE

To ensure all participants know how to correctly use male and female condoms

TIME

15 minutes

- Introduction: 2 minutes
- Key points: 6 minutes
- Demonstration: 6 minutes – including questions/answers
- Close: 1 minute

INSTRUCTIONS

- Watch the demonstration.
- Do you have any questions?

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

- Have condoms available for the demonstration - one male, one female. If no female condom is available, download a picture.
- Go through the instructions, in support. Practice the demonstrations.
- Have condom packages for participants to pass around during the demonstration.

Instructions

1. Introduce the activity, matter-of-factly. Knowing how to use a condom is as important a survival skill as road safety. Both sexual partners need that knowledge.
2. Follow the demonstration steps. Invite questions and answer them.
3. In a closing summary, highlight that the UN wants all peacekeepers to be safe. HIV is preventable. Follow basic guidance to minimize risk.

3.9.2 Learning Activity Material: Condom Demonstration

Male Condom

1. Check the expiry date. Make sure the condom package is intact. *(Show participants where the date is on the package. Press the package to show the air pocket that indicates packaging has not been compromised.)*
2. Open the pack carefully on the serrated edge without damaging the condom. Do not use teeth, nails or a sharp instrument to avoid tearing the condom.
3. Wear the condom only after the penis is fully erect. Do not perform any sexual act involving penetration without using a condom.
4. Pinch air from the condom tip to leave space for semen. Place the condom at the tip of the erect penis. Be careful that sharp finger nails don't rip the condom!
5. Carefully roll the condom over the erect penis until it is completely unrolled, or the entire penis is covered. Make sure no air is in the condom.
6. If you need extra lubrication, do not use Vaseline, baby oil or any other oil-based lubricants. They can weaken the condom. Use water based lubricants such as KY liquid/jelly.
7. When the sexual act is over, pull out while the penis is still semi-erect: hold the base of the penis to make sure the condom does not slide off.
8. Remove the condom: hold the base of the condom and slide it off. Be careful not to get sperm on your hands.
9. Do not re-penetrate after the condom is off. Do not let your partner touch your unprotected penis, as it may still have sperm on the skin or the head.
10. Wrap the used condom in toilet paper or tissue and dispose appropriately – Bin, Burn or Bury. Do not flush it down the toilet; it may block pipes.

3.9.2 Learning Activity Material: Condom Demonstration

Female Condom

1. Check the expiry date. Make sure the condom packing is intact.
2. Open the pack carefully, tearing from the arrow on top. Do not use teeth, nails or a sharp instrument to avoid tearing the condom.
3. Always insert the condom before entry. The female condom can be inserted up to 8 hours before sex is initiated.
4. Squeeze the smaller ring at the covered end and insert the condom into the vagina. Use fingers to insert it further into the vagina until it rests comfortably against the cervix, behind the pubic bone. The outer ring remains outside.
5. The female partner needs to hold down the outer ring against her flesh and guide her partner so he doesn't accidentally enter on the side, or push the condom inside the vagina. When the man enters, his penis should be "surrounded" by the outer ring.
6. Once the sexual act has ended, hold the outer ring and twist it twice before pulling out to avoid spillage or contact with semen.
7. Do not re-penetrate after the condom is out. Do not touch a partner's unprotected penis, as it may still have sperm on the skin or the head.
8. Dispose of the used condom appropriately: Bin, Burn or Bury.

Learning Activity

3.9.3

“We All Live With HIV”

METHOD

Statement, discussion

PURPOSE

To consider the different ways that HIV/AIDS affects people

TIME

25 minutes

INSTRUCTIONS

- Consider the statement by the UN Secretary-General on HIV.
- What does “we need to take responsibility for the response” mean?

RESOURCES

- Learning Activity instructions

Preparation

- Prepare a slide or handout with this quotation from the UN Secretary-General.

“Whatever our role in life, wherever we may live, in some way or another, we all live with HIV. We are all affected by it. We need to take responsibility for the response.”

UN Secretary-General Ban Ki-moon

- Decide on questions to guide the discussion. Examples:
 - Do you know anyone who contracted HIV? Anyone who died of AIDS? Anyone living with HIV? How has HIV infections or AIDS deaths affected partners, families, communities?
 - What media coverage on HIV/AIDS occurs in your country? Have you noticed coverage changing over the last decades?
 - Based on the lesson so far, what do you think the S-G means with: *We all need to take responsibility for the response.* (Key points include lack of discrimination and stigma, as well as personal risk-reduction following A-B-C).

Instructions

1. Introduce the activity by reading the quotation on the projected slide. Ask people to reflect on it.
2. Open the discussion by asking people what they think the Secretary-General means.

Variations

- Invite a participant to read the quotation.
- Ask table groups to discuss the quotations for about 5 minutes, before general discussion.

Evaluation

Notes on Use: Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 3.9	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Give three reasons why it is important for peacekeepers to educate themselves on HIV/AIDS.	<ul style="list-style-type: none"> ▪ to protect their health ▪ to protect others' health ▪ to protect legitimacy of the mission ▪ to get treatment and live well if one is HIV (+) ▪ because peacekeeping operations may carry increased risk for HIV transmission
2. AIDS – name the words that each letter represents, and explain them.	<p>A - Acquired</p> <ul style="list-style-type: none"> ▪ virus is received from an infected person <p>I – Immune</p> <ul style="list-style-type: none"> ▪ immune system is the body's defence system against disease and infection ▪ AIDS attacks and kills "soldier cells" <p>D – Deficiency</p> <ul style="list-style-type: none"> ▪ not working properly, lacking soldier cells to defend the body –immune system is weak <p>S – Syndrome</p> <ul style="list-style-type: none"> ▪ collection of symptoms associated

	<p>with a particular disease</p> <p>An untreated HIV infection develops into AIDS.</p>
3. Describe how HIV is like a sniper.	The human immune system uses “soldier cells” to protect the body from disease and infection. The HIV virus enters the body and stays hidden for as long as it takes to weaken the immune system. It kills the soldier cells. The immune system becomes too weak to protect the body. The person carrying HIV then develops AIDS.
4. What is a syndrome?	A group of health problems that indicate a particular disease or condition.
5. Explain three ways that contact with infected blood can transmit HIV.	<ol style="list-style-type: none"> 1. blood transfusions of contaminated blood 2. use of contaminated injection or surgical equipment 3. exposure from injured persons, e.g. vehicle accidents
6. Name at least five ways that HIV is <u>not</u> transmitted.	<ul style="list-style-type: none"> ▪ casual non-sexual contact <ul style="list-style-type: none"> - shaking hands - touching and hugging - eating food prepared by someone with HIV - kissing: no documented cases of HIV transmission through saliva ▪ animals or insects ▪ water ▪ toilets ▪ visiting in a hospital ▪ coughing or sneezing ▪ sharing food, eating and drinking utensils ▪ working, socializing, living with or sharing a room with an HIV (+) person
7. How can you reduce the risk of HIV transmission? Give examples for three main ways.	<p>Sexual contact</p> <ul style="list-style-type: none"> ▪ Use condoms correctly and consistently. ▪ Reduce number of sexual partners. ▪ Know your own and your partners HIV status and maintain a monogamous relationship. ▪ Abstain: the only 100% effective method <p>Blood exposure</p> <ul style="list-style-type: none"> ▪ Do not share or use non-sterile hypodermic needles.

	<ul style="list-style-type: none"> ▪ When assisting injured people use Personal Protective Equipment. ▪ Ensure a safe blood supply is available. <p>From mother to child</p> <ul style="list-style-type: none"> ▪ get medical advice from a health care professional early in the pregnancy ▪ with treatment, an HIV mother can give birth to a non-infected baby
8. What UN rules limit sexual relations of peacekeepers with local people?	<p>Prohibited</p> <ul style="list-style-type: none"> ▪ buying or exchanging anything for sex ▪ any forms of exploitation ▪ sex with prostitutes ▪ sex with anyone under age 18 <p>Strongly discouraged</p> <ul style="list-style-type: none"> ▪ sexual relations with local people
9. How would you respond to a sexual partner who does not want to use a condom?	<p>Answers will vary. This is very personal. Each person should have some strategy. If not, work through scenarios with them. Practicing before they need to negotiate sex may protect them, even save lives.</p> <p>The best answer is refuse to have sex, withdraw consent to sex, if a partner refuses to use a condom.</p>
10. What does HIV positive mean?	<ul style="list-style-type: none"> ▪ It means a person is infected with HIV, the Human Immunodeficiency Virus. ▪ Untreated, this can develop into AIDS.
11. Why is it important to know your HIV status?	<ul style="list-style-type: none"> ▪ Protect yourself in future if you are HIV (-) ▪ Protect others if you are HIV (+) ▪ Plan lifestyle changes ▪ Manage the medical condition
12. What is PEP?	<p>Post Exposure Prophylaxis (PEP) treatment</p> <ul style="list-style-type: none"> ▪ emergency treatment only – not preventive ▪ initiate as soon as possible after exposure ▪ may not be effective after 72 hours
13. How have stereotypes led to stigma?	<p>Stereotypes include:</p> <ul style="list-style-type: none"> ▪ the idea that only certain kinds of people are at risk of contracting HIV – homosexual men, or prostitutes; ▪ the moralistic idea that people who contract HIV somehow deserve it;

	<ul style="list-style-type: none"> the mistaken belief that HIV is only contracted through sex; HIV can infect anyone. <p>UN peacekeepers need to lead in ending stigmatization, marginalization and exclusion of people with HIV infections or AIDS. That means you.</p>
14. How do you treat a co-worker who is HIV (+)?	<p>With:</p> <ul style="list-style-type: none"> the same respect you do other co-workers support and information, as appropriate full respect for the person's privacy confidentiality on their medical status <p>Without:</p> <ul style="list-style-type: none"> stigmatization negative judgement exclusion marginalization
True-False	
1. The UN Security Council and UN Secretary-General require regular education about HIV transmission for all peacekeepers.	<p>True</p> <ul style="list-style-type: none"> part of pre-deployment training more detailed in-mission briefing Confidential Voluntary Testing and Counselling is available in all missions.
2. HIV is not genetic, but AIDS has a genetic component.	<p>False</p> <ul style="list-style-type: none"> HIV and AIDS are not genetic Neither are they the result of mutations, changes in cells "A" in AIDS = acquired, from an infected person
3. You can tell if a person has HIV or AIDS by looking at them.	<p>False</p> <ul style="list-style-type: none"> it is impossible to tell by looking if a person has HIV or AIDS – especially if they are receiving treatment
4. Any person infected with HIV can pass it on to another person.	<p>True</p> <ul style="list-style-type: none"> It doesn't matter if an infected person: <ul style="list-style-type: none"> a) appears sick or well, b) is taking treatment for HIV, c) has an AIDS diagnosis or not, d) has been tested for HIV or not.
5. Vaginal, anal and oral sex can all transmit HIV from an infected person.	<p>True</p>
6. Because AIDS is a syndrome, people can catch it in many different ways.	<p>False</p> <ul style="list-style-type: none"> Syndrome refers to a group of health problems that indicates a particular disease or condition. People do not "catch AIDS" – an

	<p>infected person transmits HIV infection that weakens the body until it develops AIDS.</p> <ul style="list-style-type: none"> ▪ HIV infections are transmitted in only three ways: <ol style="list-style-type: none"> 1. sexual contact with an infected person's semen or vaginal fluids 2. contact with HIV infected blood 3. from an HIV infected mother to her baby, during pregnancy or birth
7. Condoms can hold up to 7 litres of fluid.	<p>True</p> <ul style="list-style-type: none"> ▪ any man who claims condoms are too small for him should see a doctor
8. Women can generally rely on most men to have condoms.	<p>False</p> <ul style="list-style-type: none"> ▪ Women are as responsible as men for planning ahead, having condoms with them when they plan to have sex. It's too risky for women to rely on men for their protection. They have to protect themselves. ▪ Some men may not: <ol style="list-style-type: none"> 1. know about HIV 2. want to wear a condom 3. be prepared 4. be responsible
9. Female condoms are for vaginal use only.	<p>True.</p>
10. Confidential voluntary testing and counselling is only available in multi-dimensional integrated peacekeeping missions and political missions.	<p>False</p> <ul style="list-style-type: none"> ▪ Confidential voluntary testing and counselling is available in <u>all</u> peacekeeping and political missions.
11. Antiretroviral drug treatment helps people with HIV slow the progression to AIDS.	<p>True</p> <ul style="list-style-type: none"> ▪ ARVs also help people with HIV maintain higher quality of life.
12. Stigma, social disgrace and exclusion of people with HIV can be as bad or worse than the disease.	<p>True</p> <ul style="list-style-type: none"> ▪ stereotypes and inaccurate information about HIV and AIDS are common ▪ many early reactions when HIV appeared late in the 20th century grew from fear, lack of knowledge and prejudice ▪ negative prejudices and stereotypes continue to colour ways some people and communities treat those with HIV/AIDS ▪ UN personnel must ensure full respect for rights of persons living with HIV to: <ol style="list-style-type: none"> 1. confidentiality

	<p>2. equality</p> <p>3. non-stigmatization</p>
Fill in the Blanks	
1. _____ is a virus that causes weakening of the human defence system that causes diseases.	<p>HIV</p> <p>Human Immunodeficiency Virus</p>
2. HIV is transmitted in _____ main ways. Name them.	<p>Three</p> <ol style="list-style-type: none"> 1. sexual contact with an infected person's semen or vaginal fluids 2. contact with HIV infected blood 3. transmission from an HIV infected mother to her baby, during pregnancy or birth
3. HIV <u>not</u> transmitted by _____ or _____.	<ul style="list-style-type: none"> ▪ casual non-sexual contact <ul style="list-style-type: none"> - shaking hands - touching and hugging - eating food prepared by someone with HIV - kissing: no documented cases of HIV transmission through saliva ▪ animals or insects ▪ water ▪ toilets ▪ visiting in a hospital ▪ coughing or sneezing ▪ sharing food, eating and drinking utensils ▪ working, socializing, living with or sharing a room with an HIV (+) person
4. _____ is the only 100% reliable way to prevent HIV transmission.	<ul style="list-style-type: none"> ▪ Abstinence, not having sex with another person
5. If you do have sex, use a _____ as protection.	<p>Condom</p> <ul style="list-style-type: none"> ▪ male or female condom ▪ one at a time, not two
6. You have the _____ to protect yourself and your health, the _____ to protect your partner.	<p>The right to protect yourself</p> <p>The responsibility to protect your partner</p>
7. Peacekeeping operations make both _____ and _____ condoms available discreetly.	<p>Female and male condoms</p>
8. Friction between two condoms may _____ one, increasing risk. Use only one condom.	<p>Tear one</p> <ul style="list-style-type: none"> ▪ Use only one applies to use of two male condoms or one male, one female.
9. _____ is the only way to know if you have HIV.	<p>Testing</p> <ul style="list-style-type: none"> ▪ all peacekeeping missions provide confidential voluntary testing and counselling

10. In-mission voluntary counselling and testing is fully _____.	Confidential
11. Immediately _____ if you are exposed to HIV.	Immediately seek medical help, see a doctor
12. People with HIV can still stay healthy and live well - _____ and _____ are keys.	<ul style="list-style-type: none"> ▪ early detection ▪ treatment
13. The UN requires all UN staff to treat people living with HIV with _____, _____ and _____.	<ul style="list-style-type: none"> ▪ confidentiality ▪ equality ▪ non-stigmatization <p>People may also say full respect for human rights.</p>

More ways to evaluate learning

- **General Learning Evaluation.** Use the four learning outcomes to evaluate learning. Ask participants to explain
 1. HIV/AIDS and how HIV is transmitted;
 2. How to prevent transmission of the HIV virus;
 3. What to do when exposed to HIV;
 4. What to do if one has HIV.
 Gauge completeness of answers. If they aren't accurate or complete, assign independent homework to fill gaps.