

Introduction for Leaders

The AIDS Badge Curriculum is an important project of the World Association of Girl Guides and Girl Scouts (WAGGGS). We have taken on this project in partnership with the International Council of AIDS Service Organizations (ICASO) and the project funder, the Joint United Nations Programme on HIV/AIDS UNAIDS.

Why an HIV/AIDS curriculum for girls and young women? Women and youth bear a large share of the burden of this disease throughout the world. Many women live with HIV/AIDS or care for family with HIV/AIDS; many do both. Here are a few of the reasons women and often very young women are at risk from HIV/AIDS¹.

- Sexually Transmitted Diseases (STDs) are most frequent in young people aged 15-24. 50 per cent of HIV infections are to people in this age group; many contracted the disease before they were 20.
- In all countries, young women are the group facing the highest risk of HIV infection through heterosexual contact.
- Young adults are particularly vulnerable to STDs and most know very little about them. Young people who become sexually active early are more likely to change sexual partners and risk greater exposure to STDs.
- Millions of adolescents live or work on the streets; many turn to selling sex to make a living.
- Young women especially may be forced into sex or have little power to negotiate condom use with older sexual partners.
- Young people may be more reluctant to seek help from health services, because they do not know they have a disease, because they are embarrassed or ashamed, or because they cannot afford services.
- For reasons of policy or because care providers are embarrassed, adolescents may not be given information even when they seek care.
- Heterosexual intercourse accounts for more than 70 per cent of all adult HIV infections to date.

Young people must know how to protect themselves from AIDS. They need clear information before they are sexually active and before they might be tempted to experiment with injecting drugs. Girl Guides/Girl Scouts have the chance to discuss intimate matters openly with members of their own sex. They can also benefit from the advice of visiting health workers. AIDS education can be taken into the wider community through peer counseling and community projects.



The curriculum and factsheet have been designed to provide girls and young women with important HIV/AIDS and sexual health information. The activities are designed to help them:

- Acquire accurate information for themselves and that they can share with their families and friends.
- Become more confident on issues of sexual health, postponing sex and negotiating safer sex.
- Learn about resources in their own communities, people they can talk to if they need information or help.
- Explore issues of discrimination and prejudice and how these are linked to HIV/AIDS.
- Explore ways they can make a difference in the fight against HIV/AIDS.

Discussions that include issues of sexuality, gender imbalance, homosexuality and drug use are not comfortable topics for most people. If you do not have this expertise yourself, seek out local experts knowledgeable and comfortable with sexual health education to lead discussions with your group. It's all right to be in a learning process with your group.

These discussions may raise some emotions in the group members. In some communities most people will know someone with HIV/AIDS, in other communities this may be more unusual. It is best to assume that at least one person in the group has a personal experience with the disease. Talking about sexuality may also raise issues of rape and sexual abuse experienced by group members. It is important to be aware of these possibilities and be sensitive when planning activities and discussions. You are in a good position to promote a tone of compassion, respect and safety.

It is possible that there may be Girl Guides/Girl Scouts in your group with HIV/AIDS. There may be others who have close friends or family with HIV/AIDS. It is important that these girls and young women feel that they are in a safe environment and that they feel supported by their leader. Other Girl Guides/Girl Scouts may or may not be aware of that their friend is living with HIV/AIDS and you will need to be sensitive to this fact whilst making sure that the Girl Guide/Girl Scout receives all the support that she needs. It is also possible that girls and young women with HIV/AIDS may wish to join a Girl Guide/Girl Scout group, which can provide important friendship and support.



Please use the information from the HIV and AIDS Factsheet for Leaders. Other useful information has also been attached to help you. Please add to the general information by gathering local information, for example, your own country statistics, information on any AIDS spokespersons or services, important local AIDS issues. Be prepared to guide the girls to local organizations and resources to help them with their activities so that while they earn their AIDS badge you have also helped them prepare for the global reality of AIDS.

For those able to access the internet, the following sites may also be of use:

- www.unaids.org – the UNAIDS site for updated statistics, analysis (AIDS Epidemic Update) and factsheets (Frequently Asked Questions)
- www.unfpa.org - United Nations Population Fund for papers on reproductive health issues, such as the vulnerability of women and children to HIV infection. For example, *The State of World Population, 1997, Chapter 2: Rights for Sexual and Reproductive Health*
- www.icaso.org - International Council of AIDS Service Organizations (ICASO) includes documents on the development of the community response to AIDS and contact information for 5 Regional Secretariats world-wide
- www.iavi.org - International AIDS Vaccine Initiative for an update on work to develop a safe, effective and accessible vaccine
- www.unicef.org/voy - UNICEF, Voices of Youth including an HIV/AIDS Quiz online in French, Spanish & English as well as an online discussion forum for youth.
- www.aegis.com – a website containing all the latest news and information regarding HIV/AIDS

¹ source: The State of World Population – 1997, Chapter 2: Rights for Sexual and Reproductive Health, United Nations Population Fund (UNFPA)



The numbers of people with HIV/AIDS ⁽¹⁾

- By the end of 1999 over 33 million people were living with HIV/AIDS.
- 14.8 million women and 1.2 million children under 15 years of age are living with HIV/AIDS.
- 2.6 million people died because of AIDS in 1999 with a total of over 16 million deaths since AIDS began.
- Included in the AIDS deaths in 1999 were 1.1 million women and 470,000 children. Over the years, 6.2 million women and 3.6 million children have died.
- About half of all people who acquire HIV become infected before they turn 25 and often die before their 35th birthday. This age factor makes AIDS uniquely threatening to children. By the end of 1999, the disease had left behind 11.2 million AIDS orphans, defined as those having lost their mother before reaching the age of 15. Many of these maternal orphans have also lost their father.
- Each year there are people newly infected with HIV. In 1999, 5.6 million people were newly infected including 2.3 million women and 570,000 children under 15 years of age.
- The overwhelming majority of people with HIV – some 95% of the global total — live in the developing world. Infection rates continue to rise in countries where poverty, poor health systems and limited resources for prevention and care fuel the spread of the virus.

How does HIV spread? ⁽²⁾

- The epidemic has taken different forms in different parts of the world.
- AIDS is mainly a sexually transmitted disease. Most HIV infections have been transmitted through unprotected sexual intercourse with someone who is already infected with HIV.
- Heterosexual intercourse accounts for the majority of all adult HIV infections world-wide and is the main mode of transmission in many countries.
- HIV infection also seriously impacts sub-populations such as men who have sex with men and injection drug users.
- Injection drug users have become infected when they share contaminated needles and equipment.
- People have also been infected from transfusion of infected blood or blood products
- HIV may spread from an infected woman to her baby before birth, during delivery, or through breast-feeding.
- HIV is not spread through casual, day-to-day contact



What gets in the way of prevention?

- lack of information about HIV/AIDS.
- lack of knowledge and skill about how and why to postpone sexual activity.
- lack of access to condoms.
- lack of access to clean injection needles and equipment.
- status of women and youth in the community.
- some cultural and religious traditions.
- lack of knowledge of HIV testing and treatment.
- people with HIV do not know that they have it unless they get tested.
- lack of HIV testing services.
- lack of access to sexual health education.
- lack of access to counselling services.
- use of drugs and alcohol.
- being homeless, that in turn, makes it even harder to access information, safer sex and safer drug use.

For discussion with your group: Some of these factors could apply to both developed and developing countries – which ones? Which ones apply to your community? Which ones would you add?

What is being done?

The Joint United Nations Programme on HIV/AIDS (UNAIDS) brings together the efforts of the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Drug Control Programme (UNDCP), World Health Organization (WHO), and the World Bank. UNAIDS purpose is to:

- lead, strengthen and support an expanded response to the epidemic to prevent the spread of HIV,
- provide care and support for people infected and affected by the disease,
- reduce the vulnerability of individuals and communities to HIV/AIDS,
- reduce the terrible social, economic and human impact of the epidemic. ⁽¹⁾

From the start of the epidemic people in their local communities worked together to educate one another and support people affected. The International Council of AIDS Service Organizations (ICASO) brings together community organizations around the world in the prevention of AIDS and care and treatment for people living with HIV/AIDS, with particular emphasis on strengthening the response in communities with



fewer resources. ICASO strongly believes that a recognition of the human rights of all persons is central to an effective public health strategy to combat the epidemic. ⁽³⁾

Voices of Youth works with UNICEF country offices and non-government partners worldwide to involve young people in discussion forums and educational activities related to social justice and youth rights issues, in the framework of the Convention on the Rights of the Child. ⁽⁴⁾

What about a cure? Or a vaccine?

There is no cure for HIV/AIDS. There are now drugs to help people live longer and better lives. However, not everyone can handle the side effects and for some people the new drugs only work for a while. These drugs are also very expensive. Some countries cannot afford to give them to people with HIV/AIDS. The best long-term hope is to develop and distribute a preventive vaccine around the world. Vaccines have helped stop terrible diseases before, such as polio and smallpox. There are scientists and organizations committed to finding and distributing a safe, effective, accessible AIDS vaccine. ⁽⁵⁾

Girl Guides/Girl Scouts make a difference

Burundi Girl Guides collected medicines to treat people with HIV/AIDS. They appealed to pharmacies and medical organizations for support, who gave medicines that were then sent off to the National Association for the care of those with HIV/AIDS. **The Gambia** A series of workshops and symposiums organized to deal with sexual and reproductive health, including looking at prevention of HIV/AIDS. **Ghana** The Association is in contact with the National Aid Control Department and run educational seminars. Over 2000 Girl Guides came together to campaign against HIV/AIDS including forming a march to raise awareness. **Brazil** Girl Guides are running their own sensitization programme on HIV/AIDS. **Kenya** Girl Guides are working on an HIV/AIDS awareness programme focusing on peer education This is being funded by USAID and with the support of Family Health International. Two Kenyan Girl Guides attended the Commission on the Status of Women in New York and spoke about their HIV/AIDS project in Kenya at a UNICEF workshop. **Togo** Girl Guides looked at the dangers that compromise the growth and development of children, eg poverty, hunger, deterioration of the environment, lack of housing, malnutrition, illnesses including HIV/AIDS, lack of drinking water and adequate sanitary installations. **Rwanda** A training was organized for members in rural units to enable Girl Guides to take the lead in the



prevention of AIDS and STDs. Participants resolved to realise the profile of AIDS, to protect themselves, to be more open to discussing AIDS and to interact better with individuals with HIV/AIDS. **Namibia** Guiders are encouraged to talk openly about HIV/AIDS with their Units and are also given details on organizations to approach for information and posters. **The Ivory Coast** The Association holds a sensitization campaign through meetings, plays, poems, distribution of leaflets etc. **The Bahamas** Girl Guides have been involved in a project that works with young women and the community to prevent the spread of HIV.

What can your Girl Guide/Girl Scout group do?

Young people must know how to protect themselves from AIDS. They need clear information about the dangers of HIV without becoming afraid of day to day contact with people living with HIV/AIDS. The AIDS Badge Curriculum outlines activities that girls and young women can do with the support of their Group Leader. **Girl Guide/Girl Scout Action:** Organize a meeting on AIDS. Encourage Girl Guides/Girl Scouts to gather all the information that they can about AIDS, or, if this is difficult in your community, invite an expert along to give a talk. Encourage Girl Guides/Girl Scouts to talk and question openly. Girl Guides/Girl Scouts can then help to educate others. Ask them all to bring a friend along to a follow up meeting to share their knowledge, or to talk to friends informally about HIV.

People with HIV/AIDS not only have to live with their illness they often also live with rejection and isolation. **Girl Guide/Girl Scout Action:** Once Girl Guides/Girl Scouts understand how HIV is spread they can help people live with the disease. If there are professional counselors or community services nearby, ask them how your group can help. Perhaps visiting or doing errands for people with HIV/AIDS or helping at a community organization or clinic.

It is possible, and in some places likely, that there may be girls and young women in your group living with HIV/AIDS, including girls and young women with HIV/AIDS or who are AIDS orphans. **Girl Guide/Girl Scout Action:** How can your group support their fellow Girl Guides/Girl Scouts in the group living with HIV/AIDS? Remember that these Girl Guides and Girl Scouts may not wish for it to be known that they are living with HIV/AIDS, or they may wish to talk about it quite openly. Make sure that these Girl Guides/Girl Scouts feel fully supported and integrated into the group and that their feelings are respected.

Sources & Resources: (1) & (2) Joint United Nations Programme on HIV/AIDS (UNAIDS) and the World Health Organization (WHO), AIDS Epidemic Update, December 1999 & Frequently Asked Questions, (3) International Council of AIDS Service Organizations (ICASO), (4) UNICEF, Voices of Youth and (5) International AIDS Vaccine Initiative (IAVI).



Prevention, Care & Support and Human Rights – Changing Attitudes

HIV/AIDS Prevention

HIV stands for Human Immunodeficiency Virus. This is the virus that eventually causes AIDS or Acquired Immunodeficiency Syndrome.

HIV attacks the body's immune system – the system that fights against diseases. A person who has HIV can feel healthy for many years. As HIV weakens the body's defense system, the person gradually loses the ability to fight off diseases and infections. They begin to get sick more often. The illnesses gradually become more serious. The person is said to have AIDS when he/she has one of the serious illnesses like cancer, wasting syndrome, pneumonia (pneumocystis carinii pneumonia) or TB. Over time the person may die from one of these life-threatening diseases. However, many people live a long time with HIV before the infection leads to illness. A person does not know they have HIV unless they get a special blood test and test positive for HIV.

HIV is hard to get. HIV is not spread through casual contact. This means it is OK to play and work together, shake hands, hug or kiss a person who is infected with HIV. You can share the same room, breathe the same air, use the same drinking and eating utensils, use the same washing water and swim in the same water. HIV does not get passed through the air like a cold or flu bug. Mosquitoes or animals do not spread the virus. You cannot get HIV from spit or saliva, tears, or urine (pee).

There are only four body fluids of an infected person that have enough HIV in them to pass this virus on:

Blood

Semen

Vaginal Fluids

Breast Milk

You can become infected with HIV if you do certain things that allow enough of the virus to get into your bloodstream. Most HIV infections are transmitted through unprotected sexual intercourse with an infected partner. High-risk sexual activities for sexually transmitting the HIV virus are:

- anal sex without a condom
- vaginal sex without a condom



HIV can also be transmitted by receiving infected blood or blood products (as in blood transfusions). The safety of blood products around the world has improved with the use of guidelines for screening blood donors, and testing donated blood for HIV and other infections. HIV transmission through infected blood also occurs with sharing of contaminated needles for injection drug use. High-risk activity for receiving infected blood is:

- sharing contaminated needles

HIV may also be passed to a baby during pregnancy, labour or delivery when the mother is infected with HIV. HIV can also be passed to a baby through breast-feeding if the mother is HIV positive.

To prevent the spread of HIV/AIDS:

- **abstain from sex**
- **always use a condom when having sex**
- **do not share needles for injection drug use**

A pregnant woman or a woman planning to get pregnant can consider being tested for HIV. If she tests positive, there are drugs that can be provided to help prevent the spread of HIV to the baby during pregnancy.

Care & Support

There is no cure for HIV/AIDS.

People with HIV/AIDS live with chronic illness, many different symptoms and diseases over many years. People infected with HIV can also live years without illness. However, anyone who has tested HIV+ lives with the knowledge that illness and even death are real possibilities in their future. The family, friends and communities of people with HIV/AIDS are also deeply affected by HIV/AIDS. People with HIV/AIDS, their families and friends need counselling and support along their journey of testing, diagnosis, living with and perhaps dying of AIDS. Talking with someone else with HIV/AIDS – peer support – can be very helpful.

No one likes to be labelled as only their disease or pitied, so it is good to avoid terms like “victim” or “AIDS sufferer”. People with HIV/AIDS are people first and have many of the same support and care needs as anyone else with a long and life-threatening illness.



There is still a lot of stigma attached to AIDS, which makes getting needed care difficult. Some governments may not want to acknowledge the problem of AIDS in their country and not give the resources needed to care for people in the community. Other governments just don't have the resources because their overall health budget is very small. Many community associations or non-government organizations (NGOs), and charities are involved in care and support programmes for people with HIV/AIDS.

There are now drugs to treat AIDS – but not to cure it – that help people live longer, healthier lives. However, some people have bad side effects and have to stop taking them. A global problem is the fact that most of the drugs used to treat AIDS are expensive. Many countries cannot afford to provide the drugs to people with HIV/AIDS even though they help keep people well for years. There are advocacy efforts going on around the world to change drug prices, especially for countries and individuals, which cannot afford AIDS drugs. Good nutrition is important for everyone's health, but it is especially important for people with HIV/AIDS. However, many people with HIV/AIDS live in poverty, even in developed countries, and cannot afford all the nutritious food they need.

You may know people with HIV/AIDS, in your family, your community, in your Girl Guide/Girl Scout group. It is important that these people are supported and that they feel they are in a safe and supportive environment.

Human Rights – Changing Attitudes

Since AIDS can kill people who have it, other people are often afraid of people with HIV. HIV has also affected people who are seen as different in our societies, minorities, such as homosexuals, drug users, people of other races and cultures than our own. People are uncomfortable with difference, even afraid. Some people use religious beliefs as a reason to reject people with HIV/AIDS. Fear and prejudice has been harmful to prevention efforts and harmful to people with HIV/AIDS. It has made it very difficult for people to be open about having HIV and sometimes dangerous. People have been shunned, lost their jobs and some people have been beaten or killed.

Discrimination against anyone is harmful to all of us. Discrimination comes in many forms. It happens when people are not given the same rights as others, are made to feel unwelcome, are excluded by



others. History shows us that when society treats any group of people badly, it means that no one's rights are safe. It is important to put aside differences and treat all people with respect and dignity. People from many backgrounds, religions and countries are now working together to do just that.

What can we do? We can avoid unkind, negative comments about any group of people, including people with HIV/AIDS. We can recognize any discomfort we feel and learn about AIDS so we won't be afraid of people with AIDS. Awareness helps people realize they won't get HIV from someone unless they are having sex or sharing needles with a person with HIV. We can use our religious beliefs in caring ways. We can learn and be open and supportive of people with HIV/AIDS we may come to know in our families, our schools and our community. We can help other people learn the facts about AIDS.

We may also be able to help with local, national or international advocacy efforts. Your local Girl Guide/Girl Scout Group could help a community association with activities that help to make our communities safer for people affected by HIV/AIDS.

We can participate in World AIDS Day Activities and wear a Red Ribbon. The Red Ribbon is the international symbol of HIV and AIDS awareness. It is a symbol of Hope - that the search for a vaccine and cure to stop AIDS is successful and the quality of life improves for people living with AIDS. It also gives a message of Support for people living with and affected by HIV/AIDS.

The activities outlined in the curriculum will help you and your group to explore what is happening in your community and find ways to increase awareness. **You can help make a difference!**



Suggested ages: Ten to Twelve

The AIDS Badge is earned by completing 5 out of 8 activities. Activities must include at least one activity from each of the three areas: Prevention, Care & Support and Human Rights – Changing Attitudes.

Review the HIV/AIDS fact sheets with your Girl Guide/Girl Scout Leader. Do not hesitate to ask your Girl Guide/Girl Scout Leader for help.

Activities:

Prevention

1. Make a flipbook* to share with your peers. Include the following topics:

- The human body
- The body fluids that have enough HIV to spread the infection from person to person
- High risk behaviours that can spread the virus from person to person
- Three healthy decisions to prevent the spread of HIV/AIDS

Share your flipbook with your group. Make changes that will help others better understand the information in your book. Share the information with your family and members of your community.

2. Make a picture poster of activities you can do safely with a person who has HIV/AIDS. Include the following:

- Activities with friends
- Activities in school
- Activities at home

Share your poster with your group, family and friends. Ask them to add activities to your poster.

3. Find out what your school or community does on World AIDS Day (Dec. 1). Promote activities in your community that will increase awareness about HIV/AIDS including:

- Have a poster display about HIV/AIDS
- Make and give out 10 red ribbons



- Write a story about what you think it would be like to have a friend or family member with HIV/AIDS
- Make a list of places in your community where you can get more information about HIV/AIDS

Bring a report of World AIDS Day Activities to your group.

Care & Support

1. Make a list of ways people with HIV/AIDS are cared for in your community. Where would someone with HIV/AIDS go for help?
 - Is there a hospital or a special clinic in your community?
 - Are there any community associations that help people with HIV/AIDS and their families?
 - How much care do families need to give when someone is ill with AIDS or any other illness?

Share with your group what you learn and ask them if they know about any services.

2. Make a poster about what people living with HIV/AIDS need to help them stay well or manage better when they do get ill. Consider:
 - What do you need to stay well or to get better when you get sick? (for example, clean water, shelter, someone to look after you)
 - A person with HIV/AIDS needs what you need to stay well – what other things might they need? (medicine, good food is even more important for people with HIV/AIDS, people to care)

Share your poster with your group and one other person – a relative, a teacher, a friend.

Human Rights – Changing Attitudes

1. Show how AIDS can affect many different people. Draw the different faces of AIDS. Think of the different people who could have HIV/AIDS, for example, include a man, a woman, a child, someone young, old, people of different colours and religions. Share with your group and discuss. Share with a friend so they know everyone should know about AIDS.



2. Imagine what it is like to be open about having HIV/AIDS.
 - Make a list of reasons why people would not want to be open about having HIV/AIDS. What are the barriers in your community to being open about having HIV/AIDS? Discuss with your group.
3. Is there someone known in your community or country to have AIDS or is an advocate for people with AIDS? Write a letter to encourage them in their difficult role. Share with your group and ask others to sign it with you. Ask your leader to help you send it to the person.

* **Note:** A flipbook is a peer education tool. It is a file of pictures on particular topics, with explanations, made by the Girl Guide/Girl Scout. For example, a picture of high-risk behaviours, with labelling of what they are may be included. The flipbook can then be used by the Girl Guide/Girl Scout to illustrate her points when talking to her friends.



Suggested ages: Thirteen to Fifteen

The AIDS Badge is earned by completing 5 out of 11 activities. Activities must include at least one activity from each of the three areas: Prevention, Care & Support and Human Rights – Changing Attitudes.

Review the HIV/AIDS fact sheets with your Girl Guide/Girl Scout Leader. Do not hesitate to ask your Girl Guide/Girl Scout Leader for help.

Activities:

Prevention

1. Make a flipbook* to share with your peers. Include the following topics:
 - The human body both male and female
 - Body fluids of a female infected with HIV that have enough virus to spread to infection from person to person
 - Body fluids of a male infected with HIV that have enough virus to spread to infection from person to person
 - High risk behaviours that can spread the virus from person to person
 - Healthy decisions that can prevent the spread of HIV
 2. Make a picture poster or list of activities you like to do with friends. Include:
 - Activities you do with girls only
 - Activities you do with boys and girls
 - Activities you do with boys only
- Show your poster/list to the group. Talk about how these activities make you feel good about yourself. Ask the group to add activities that make them feel good about themselves as a friend. Share your pictures or list and discuss your feelings with your family and peers.
3. Talk to a group leader or an older woman in your family or community about healthy relationships. Ask her about the skills you need in relationships that will help you make choices to protect



your health. Do a role play for your group that demonstrates how to say no to a person who is pressuring you to do something you know is wrong, or that you don't want to do.

4. Make a list of agencies, health care facilities in your community where girls can get information and care related to prevention of pregnancy and sexually transmitted diseases. Talk to a woman in one of these agencies about the care women receive. Share the information with your group. Find two opportunities to share this information with your friends in your community.
5. Find out what your school or community does on World AIDS Day (December 1). Promote activities in your community that will increase awareness about HIV/AIDS including:
 - Give out red ribbons with an explanation of what this symbol means.
 - Organize a poster display about HIV/AIDS in your community.
 - Ask to have a speaker come to your group or school to talk about preventing the spread of HIV/AIDS.
 - Provide a list of agencies in your community where you can get information and services to prevent pregnancy and sexually transmitted diseases.
6. Make a poster about using condoms to prevent sexually transmitted diseases including HIV/AIDS. Include information about the following
 - Sexually transmitted disease rates (including HIV) in your community (if available from health officials)
 - How using condoms can prevent sexually transmitted diseases
 - Information on where to get condoms
 - Steps to correct condom use

Use this poster in a World AIDS display.

Give a report to your group about the results of World AIDS Day Activities in your community.



Care & Support

1. Make a list of ways people with HIV/AIDS are cared for in your community. Where would someone with HIV/AIDS go for help? Answer as many of these questions as you can:
 - Is there a hospital or a special clinic for people with HIV/AIDS in your community?
 - Are there any community associations that help people with HIV/AIDS and their families?
 - What does the government do for people with HIV/AIDS or people with any life-threatening illness?
 - If there are no HIV/AIDS specific services, what kind of care is available for people with any serious illness?
 - Who provides the care? Doctors, nurses, volunteers, family?

Share with your group what you learn and ask them if they know about any services for people with HIV/AIDS or other illnesses.

2. Imagine you know someone with HIV/AIDS – a relative, a schoolmate. Write a story about someone telling you they have HIV/AIDS and how you would try to support them and be their friend. Share your story with your group.

Human Rights – Changing Attitudes

1. Imagine what it is like to be open about having HIV/AIDS.
 - Find out if there is anyone who speaks publicly about being HIV positive or having AIDS. Are there stories in the news? How do people react to them?
 - Make a list of reasons why people would not want to be open about having HIV/AIDS. What are the barriers in your community to being open about having HIV/AIDS? Discuss with your group.
 - If there is someone known in your community or country to have AIDS, write a letter to encourage them in their difficult work. Share with your group and ask others to sign it with you. Ask your leader to help you send it to the person.



2 Discuss prejudice with your group. To start, think of these issues:

- What is prejudice?
- Have you ever felt someone was prejudiced against you? Why? Your age, religion, the colour of your skin, other reasons? How did you feel?
- List differences people have that other people have prejudices about. Include having HIV/AIDS.
- How could you respond when you hear someone calling someone a bad name because they are different to them?

Share some of your ideas with your group. Discuss and come up with strategies together to be better prepared to respond to prejudice – directed at yourselves or others. Rehearse together by doing role-plays.

3 Make a poster asking people to support people with HIV/AIDS and not discriminate. If December 1st is near, make it a World AIDS Day poster.

Share your poster with your group. Find a place to display your poster – for example, your classroom or your church. Be sure to ask permission before you post it

* **Note:** A flipbook is a peer education tool. It is a file of pictures on particular topics, with explanations, made by the Girl Guide/Girl Scout. For example, a picture of high-risk behaviours, with labelling of what they are may be included. The flipbook can then be used by the Girl Guide/Girl Scout to illustrate her points when talking to her friends.



Suggested ages: Fifteen and over

The AIDS Badge is earned by completing 5 out of 14 activities. Activities must include at least one activity from each of the three areas: Prevention, Care & Support and Human Rights – Changing Attitudes.

Review the HIV/AIDS fact sheets with your Girl Guide/Girl Guide Leader. Do not hesitate to ask your Girl Guide/Girl Scout Leader for help.

Activities:

Prevention:

1. Make a flipbook* to share with your peers. Include the following topics:
 - The human body – both male and female
 - The body fluids of males and females who are infected with HIV that have enough virus to spread the infection from person to person
 - High risk behaviours that can spread the virus from person to person
 - How substance use and acquiring other sexually transmitted diseases increase the risk of HIV transmission
 - Healthy decisions about drugs and sex to prevent the spread of HIV
 - Effective condom use to protect against the transmission of HIV and other sexually transmitted diseases.
- Share your flipbook with members of your group. Make changes that will help others better understand the information in your book. Show the book to 5 friends outside your group, your family and /or other members of your community.
2. Are there sexual health/family planning clinics or agencies in your community that provide information and care related to prevention of pregnancy and sexually transmitted diseases? Contact one of these agencies and discuss the services they can provide to women. With your group leader, arrange to have one of these women come and speak to your group about the services they



provide to prevent unplanned pregnancy and sexually transmitted diseases. Invite other female members of your family and the community to this meeting. If possible, arrange a tour of a clinic for your group.

3. Are there agencies in your community that help people with drug and alcohol problems? Make a list of these agencies. Contact one of the agencies and ask what services they provide. Share this information with your group. Ask a health care provider from one of these agencies to speak at a group meeting about the problems of drug and alcohol use in your community and strategies to prevent drug and alcohol abuse. Invite other members of your community to this meeting.
4. Write a series of short dramas or role-plays that deal with setting sexual limits in relationships. For example, a friend of yours tells you her boyfriend is pressuring her to have sex. He threatens to end the relationship if she will not have sex with him. Your girlfriend wants to wait until she is married to have sex. Develop a role-play in which your girlfriend clearly tells her boyfriend she wants to wait to have sex and how she feels about his pressure tactics. Develop another role-play in which a couple negotiates using a condom when they have sex. Ask your group to do the role-play with you.
5. Visit one of the places in your community where young women can go for health care related to pregnancy prevention and treatment of sexually transmitted diseases. Invite a counsellor from this agency to speak at one of your group meetings and ask her to include the following:
 - How condoms prevent pregnancy and sexually transmitted diseases
 - Use fingers or another suitable object to demonstrate how to use a condom properly
 - Opportunity for group to ask questions about access to condoms, condom use, pregnancy and sexually transmitted disease prevention, relationship issues

At the end of this session, ask the group for written or verbal feedback on how they feel about using condoms in the future; do they feel they know how to use condoms; do they think their partner will use condoms; can they access condoms? Share the results of this feedback with your leader, the counselor and the group. Plan further programme strategies with your group leader to reinforce or increase use of condoms.



6. Develop a role-play that demonstrates negotiating condom use with a partner in a relationship. This role-play can include what options a woman has if her partner refuses to use a condom. Use this role-play in a group meeting. Include this role-play in World AIDS day events in your community.
7. Find out what your school or community is planning for World AIDS Day (Dec. 1) Promote activities in your community that will increase awareness about HIV/AIDS including:
 - A red ribbon campaign in your school
 - Organize a school or community event with guest speakers from HIV/AIDS organizations
 - Provide drama presentation in your school community dealing with relationship issues and negotiating safer sex.
 - Provide information about where to access sexual health/family planning clinic services
 - Provide information about correct use of condoms and how to access condoms in your community
 - Provide a list of agencies that care for people with substance use problems
8. Develop a display about condoms. Suggestions to include:
 - Where you can get condoms in your community
 - Positive statements/pictures about condom use
 - Steps to correct condom use
 - Demonstration of how to use condoms correctly
 - Opportunity for visitors to the display to practice correct condom use
 - If possible, provide free condoms to display visitors

Use this display in your school/community during World AIDS day.

Care & Support

1. Find places in your community that provide care and support to people with HIV/AIDS. Where would someone with HIV/AIDS go for help? Answer as many of these questions as you can:
 - Is there a hospital or a special clinic for people with HIV/AIDS in your community?
 - Are there any community associations that help people with HIV/AIDS and their families?



- If there are no HIV/AIDS specific services, what kind of care is available for people with any serious illness?
- Who provides the care? Doctors, nurses, volunteers, family?

Share with your group what you learn and ask them if they know about any services for people with HIV/AIDS or other illnesses.

With another member of your group ask a local community association or clinic to let you volunteer a few hours. (Be sure you have your parent or guardian's permission) Share your experience with the group.

2. Find out where people can get tested for HIV in your community. You might try a local office of Public Health with this question or a government health office. Check out the following issues:

- Is there a cost?
- How confidential are the results? Who will this information be shared with if the person tests positive?
- Is counseling provided before and after the testing? Why is counseling important?

From what you learned are there barriers to being tested? Share what you learn with your group and with one other friend.

3. Talk to a caregiver in your community – nurse, counselor, family member who cares for someone who is ill. Ask them what caregiving is like – its difficulties and rewards. Think about whether you would like to work in health care or not and why. Create a gift for a caregiver. Share your experience with your group.

Human Rights – Changing Attitudes

- 1 Imagine what it is like to be open about having HIV/AIDS.
 - Find out if there is anyone who speaks publicly about being HIV positive or having AIDS. Are there stories in the news? How do people react to them?
 - Make a list of reasons why people would not want to be open about having HIV/AIDS. What are the barriers in your community to being open about having HIV/AIDS? Discuss with your group.



If there is someone known in your community or country to have AIDS, write a letter to encourage them in their difficult work. Share with your group and ask others to sign it with you. Ask your leader to help you send it to the person.

2 Discuss prejudice and help confront it. To start, think of these issues:

- What is prejudice?
- Have you ever felt someone was prejudiced against you? Why? Your age, religion, other reasons? How did you feel?
- Identify stereotypes that hurt different groups of people in your community. Identify stereotypes that hurt people with HIV/AIDS.

Create a poster to help break down stereotypes and prejudices about people with HIV/AIDS. If December 1st is near, make it a World AIDS Day poster. Share some of your ideas and the poster with your group. Find a place to display your poster – for example, your classroom or your church. Be sure to ask permission before you post it

3 Talk to a local community association that does work in HIV/AIDS. Ask them what change is needed in your community or country to help people with HIV/AIDS. Write a short letter or make a petition on the subject and ask your group to sign it with you. See if two or more friends will sign it too. Give it to the community association to send to the right decision-maker.

* **Note:** A flipbook is a peer education tool. It is a file of pictures on particular topics, with explanations, made by the Girl Guide/Girl Scout. For example, a picture of high-risk behaviours, with labelling of what they are may be included. The flipbook can then be used by the Girl Guide/Girl Scout to illustrate her points when talking to her friends.

