



HELPING YOUNG PEOPLE
UNDERSTAND AND AVOID
HIV RISKS FROM MULTIPLE
PARTNERSHIPS

Promoting Partner Reduction



Interagency
Youth
Working
Group



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BY:

**Douglas Kirby, Robyn Dayton, Kelly L'Engle,
and Allison Prickett**

In fond memory of Doug Kirby, a pioneer in the field of youth sexual and reproductive health and a generous colleague. His vision, commitment to science, and great dedication to young people guided the development of this document. He will be missed.

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INTRODUCTION

Multiple sexual partnerships are a major driver of the HIV epidemic, and yet this topic is inadequately covered in HIV prevention curricula for young people. *Promoting Partner Reduction: Helping Young People Understand and Avoid HIV Risks from Multiple Partnerships* is a set of activities created to address multiple partnerships, with an emphasis on those that are overlapping or concurrent (sometimes referred to as “multiple concurrent partnerships” or MCPs). This resource was designed to supplement other programs on sexuality education or HIV prevention.

Promoting Partner Reduction goes beyond the simple message of “avoid multiple partners to protect oneself from HIV” and encourages participants to think about the reasons young people give for having multiple partnerships, different patterns of multiple partnerships and the impact that such partnerships have on the entire community. This innovative, field-tested resource addresses key issues related to HIV and multiple partnerships in a way that makes a complex topic accessible. Its participatory and evidence-informed approach is designed to motivate young people to change their high-risk behaviors.

This introduction will help you to:

- Recognize the need to address partner reduction, especially concurrent partnerships, in programming for young people
- Decide if the resource is right for your program
- Become familiar with the resource’s organization
- Use the resource effectively

Why is addressing partner reduction important for HIV prevention among young people?

Partner reduction has been identified as an important approach to reducing the risk of HIV transmission at the individual and population levels. Having fewer lifetime partners is strongly associated with a reduced risk of HIV infection (Mishra, 2009). When the proportion of men and women reporting multiple partnerships declines significantly within a population, a population-level decline in HIV infection soon follows (Kirby, 2008; Mishra et al., 2009; Shelton, 2009).

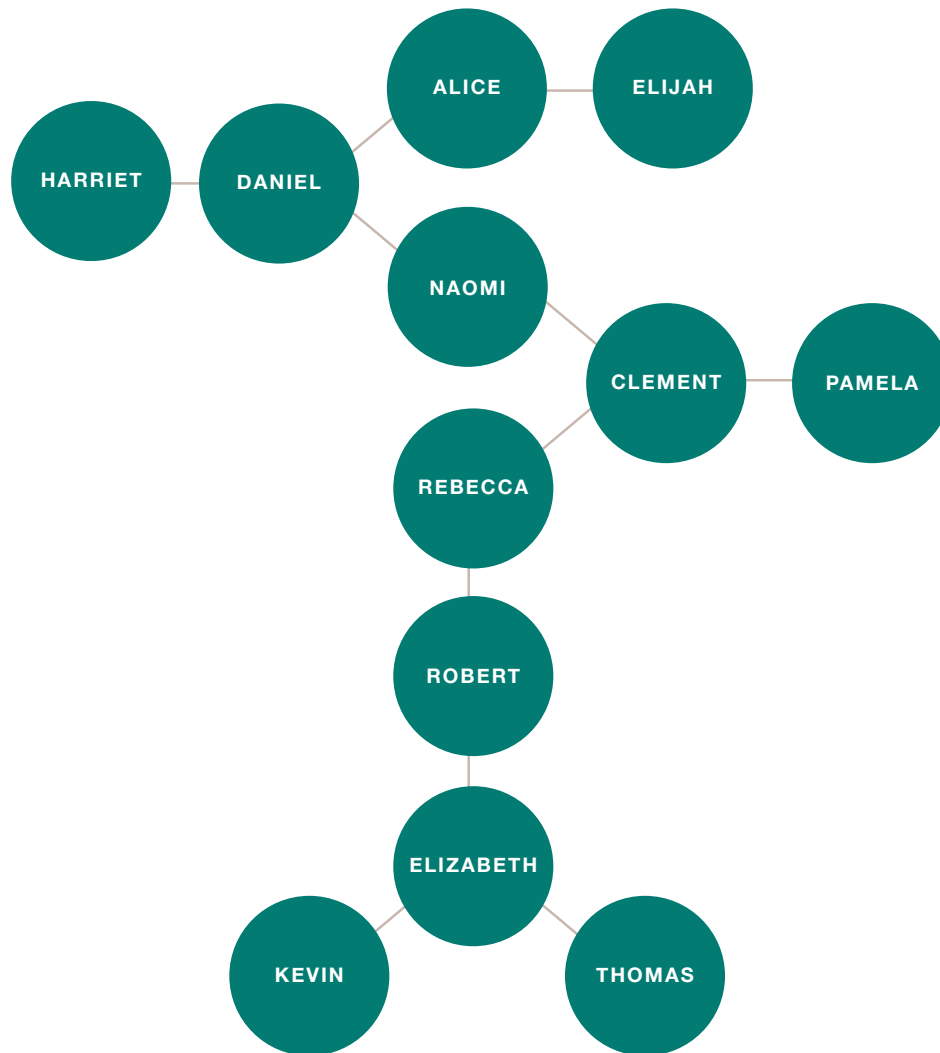
In countries with generalized epidemics, HIV is predominantly transmitted sexually throughout the population. Countries with HIV prevalence at or above 5 percent are considered to have generalized epidemics, as opposed to epidemics that are concentrated in groups such as sex workers, men who have sex with men, prisoners or people who inject drugs. In many countries with generalized epidemics, the high HIV prevalence rates are caused in part by people having unprotected sex with multiple sex partners, especially when those sex partners are concurrent (as opposed to sequential) (Chen et al., 2007; Epstein, 2007).

Multiple partnerships can be concurrent or sequential. A concurrent partnership occurs when someone initiates a new sexual relationship before a previous sexual relationship has ended, so the relationships overlap in time. In contrast, a sequential sexual relationship occurs when a person completely stops having sex with one partner before starting sex with another. It should be noted, however, that concurrency as described here does not refer to traditional polygamy, which is practiced within strict cultural parameters and may serve to limit the size of sexual networks to a man and his wives.

Even when people have few sex partners — for example, only two — new HIV infections might still be transmitted broadly and rapidly if those sexual relationships are concurrent (Morris and Kretzschmar, 1997). If a person becomes infected with HIV by his or her first sex partner, then he or she may pass it on quickly to a second partner. And that partner in turn may pass it on quickly to his or her second partner and so on. As a result, concurrent relationships increase the number of people who are connected in what is called a “sexual network.” The term “sexual network” can refer to anyone connected through a sexual relationship, past or present: every partner you have had, and all of their past and present partners, are connected in one sexual network. However, in this document we discuss only ongoing sexual networks — those that contain people who are currently in sexual relationships that connect them to one another. Larger sexual networks are able to spread HIV more quickly; thus, concurrency affects entire communities, not just the individual with overlapping partners.

Figure 1 illustrates a sexual network. Clement has three sex partners, but two of those partners, Rebecca and Naomi, have additional partners. Beyond Rebecca and Naomi, several other individuals also have concurrent partnerships. When many people are engaged in concurrent partnerships, the sexual network expands much further. If Pamela were HIV positive, the virus could enter the network and quickly spread from one person to the next, ultimately infecting all 12 people. However, if Clement were having sex with only Pamela, the virus would be contained within the couple.

FIGURE 1. Sexual Network



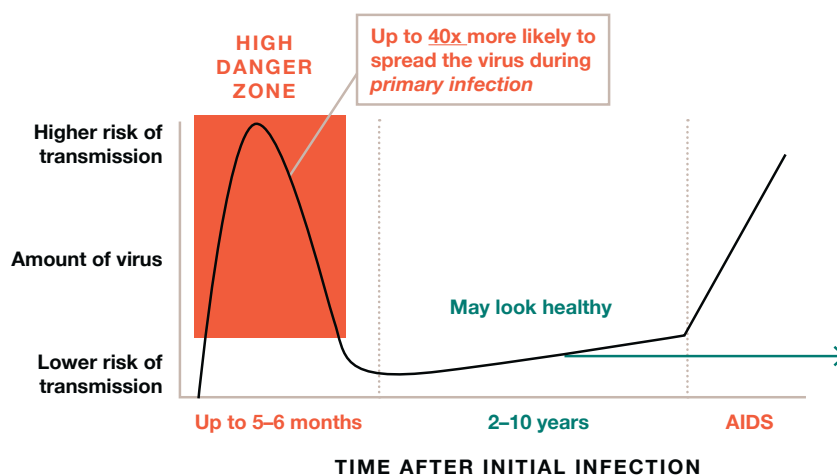
In contrast, when people engage in sequential partnerships, HIV transmission occurs differently. For example, if someone has only two sequential sex partners during an extended period of time, he or she might be infected by a second partner; however, he or she is no longer having sex with the first partner, and therefore can no longer infect that first partner. As a result, having sequential partners instead of concurrent partners can markedly reduce HIV transmission. Still, having more than one partner, regardless of the pattern, increases one's risk of acquiring HIV.

When someone first contracts HIV, he or she is highly infectious. HIV viral load is high during the first months after the onset of infection, meaning a large amount of the virus is in one's blood (Cohen et al., 2011; Novitsky et al., 2010; Pilcher et al., 2004). HIV is more likely to be transmitted with each act of unprotected sex during this acute stage of infection than in the following months and years when viral loads are much lower and people with HIV are less infectious (Figure 2). Therefore, if someone in concurrent partnerships acquires HIV, he is more likely to pass it on quickly because he will probably have sex with more than one person during this period when he is most infectious. Think again about Clement in Figure 1.

If Pamela infects Clement with HIV and he is having sex with Naomi and Rebecca regularly, he is likely to have sex with both of them when his viral load is high and he is more likely to infect them both with HIV.

Long-term concurrent sexual relationships have created “super highways” through which HIV has traveled and infected large percentages of the populations in southern Africa (Epstein, 2007; Halperin and Epstein, 2004). Botswana, for example, has one of the highest HIV prevalence rates in the world (UNAIDS and WHO, 2009). In 2003, results from a population-based sample showed that 23 percent of respondents reported having concurrent sexual partnerships with any of their last three sex partners (Carter et al., 2007).

FIGURE 2. HIV Transmission Risk (Pilcher et al., 2004)



Is Promoting Partner Reduction right for my participants?

If your participants, or members of the communities in which they live, engage in multiple partnerships and especially concurrent partnerships, *Promoting Partner Reduction* might be an important addition to your current sexual and reproductive health programming. This resource, however, is a supplement that focuses on partner reduction and the risks of concurrent partnerships. It does not offer broad coverage of reproductive health issues, nor does it address many other factors that may significantly contribute to the spread of HIV, such as sexually transmitted infections.

BENEFITS OF PROMOTING PARTNER REDUCTION

These activities were field-tested in Kenya, Botswana and the United States among youth ages 13 to 24. The activities will help young people (1) learn why HIV spreads at different rates in monogamous, sequential and concurrent sexual partnerships; (2) examine the role that gender norms play in encouraging multiple partnerships; (3) analyze reasons that young people engage in multiple, and especially concurrent, partnerships and provide alternatives; (4) practice skills to refuse engaging with multiple partners; and (5) develop the intention to avoid multiple partnerships.

APPROPRIATE AUDIENCES FOR PROMOTING PARTNER REDUCTION

Youth who will benefit most from this resource are those in areas with generalized HIV epidemics and areas where multiple partnerships are perceived to be common. Beyond that, it is important to consider the following characteristics of your participants and your program.

AGE

The units are designed for 15- to 24-year-olds and ideally will be implemented with mixed sex groups. Consider grouping youth by age (for example, 15- to 17-year-olds in one group and 18- to 24-year-olds in another) or perceived sexual experience to increase the relevance and effectiveness of the discussion.

GROUP SIZE

The optimal group size ranges from 10 to 25 participants; however, this number might need to be adjusted for local circumstances. If your group is larger than 25 participants, you should divide participants into smaller groups, if possible, when doing some of these activities.

PRIOR KNOWLEDGE

Because these activities are designed to supplement other programs, they do not cover all topics that should be discussed in a sexuality education, STI or HIV program for young people. Furthermore, this resource does not include a discussion of ground rules or group norms, as would be the case at the start of a stand-alone program. The activities are designed for in-school or out-of-school youth currently participating in programs on sexual and reproductive health or HIV prevention.

Before engaging in these activities, participants should have a basic understanding of the following topics:

- Reproductive health
- Consensual sex and the right to refuse unwanted sex
- Gender expectations for sexual behavior
- Refusal and communication skills
- HIV and STIs
- HIV risk reduction strategies

How do I use this resource?

This resource will enhance your sex education materials by directly addressing a critical and often inadequately covered topic. The detailed units are outlined and scripted in an easy way for facilitators to follow. Guidelines for unit activities, background information and notes are included.

OVERVIEW AND ORGANIZATION OF *PROMOTING PARTNER REDUCTION*

Promoting Partner Reduction contains a set of evidence-informed and participatory units designed to positively affect young peoples' knowledge, attitudes, values, refusal skills and intention to reduce their number of sexual partners and avoid having concurrent partners. Although the units are stand-alone, each unit builds on the one prior, culminating in young people's intention to change their MCP-related behavior.

This resource is composed of the following units:

- **Unit One:** Understanding the Risks of Multiple Partnerships. The goal of this unit is to increase young people's knowledge about differences between sequential and concurrent partnerships and the increased risks associated with all multiple partnerships.
- **Unit Two:** Countering Concurrent Partnerships. The goal of this unit is to affect young people's values and attitudes about concurrent partnerships and encourage them to think of alternative ways of meeting their needs without having concurrent partners.
- **Unit Three:** Creating Media Broadcasts to Promote Monogamous Relationships. The goal of this unit is to positively affect values and attitudes about reasons for being committed to one partner.
- **Unit Four:** Practicing Skills to Avoid Multiple Partnerships. This unit helps reinforce refusal skills for avoiding multiple partners.
- **Unit Five:** Making a Commitment to a Monogamous Relationship. This unit helps positively affect young people's intentions and skills by helping them think about what it would be like to make a commitment to only one partner and then defend that decision.
- A glossary that explains key terms in this document.
- A list of additional resources.

UNIT COMPONENTS

Each unit begins with an overview, a list of key facts and a suggested time for each activity. Within each unit, you will see instructions for two to six activities. With a few exceptions (more on that below), you may choose to conduct as few or as many activities as you like. Each activity begins with a table that includes the learning objectives, main steps in the activity, required materials and estimated time needed to complete each step.

Discussion questions are provided throughout the activities to encourage more in-depth conversation about the unit topics and to address issues related to special populations and other relevant circumstances. The discussion questions are important components of learning. But if they are not appropriate for your group or if time is limited, ask only the questions that are most relevant or skip them if necessary.

Each unit concludes with a wrap-up activity. We encourage you to conduct the wrap-up activity after completing all of the other activities you selected from the unit. We also recommend the optional "take-home messages" assignment at the end of each unit. This assignment is meant to be completed outside of the group and will enhance what participants learned during the activities.

TIPS FOR FACILITATORS

Read carefully

Promoting Partner Reduction assumes that you are already knowledgeable about HIV transmission and ways to reduce the risk of infection. Some of the activities might seem familiar. We recommend, however, that you read through and practice each activity before conducting it. Each activity has been adapted to address issues related to partner reduction, and in many cases concurrency reduction, among young people.

Adapt as needed

As you read through the activities, make sure to note whether they need to be adapted to fit within the local context, considering age of participants, available resources and languages. Feel free to modify or make adaptations as needed. Here are some things to consider:

- Names of characters or role play situations in the activities might need to be changed to make them relevant to your local context.
- Concurrent partnerships might be a common or familiar practice, but the language used to describe them could differ by community or country. Therefore, adapting the language of the units (for example, using “spare tire” instead of “concurrent partner”) might help participants more clearly identify with and understand the issues.
- While most activities are optional, be sure to conduct Activities 1A and 1B. These are necessary for understanding the risks associated with different types of sexual partnerships. After implementing these two activities, you can choose which additional activities to conduct if you do not have time to do all the activities in the document.
- Because the activities build on one another, we recommend that all chosen activities for a given unit be implemented within a month. The manner in which they are incorporated into another program is flexible and depends upon local capabilities.

Encourage active, respectful participation

Although appropriate interaction between facilitators and participants varies across cultures, it is important that you remain nonjudgmental and encourage participants to actively participate. Foster a respectful environment in which participants feel free to express their opinions. None of these activities is meant to be implemented by lecture alone, and many of the discussion questions included in the resource do not have specific answers. Instead, we encourage asking open-ended questions and probing for full answers.

Give special consideration to gender, sexual orientation, HIV status and participants' experience with violence

GENDER

Gender norms play a critical role in sexual relationships. Dominant and inequitable gender roles often perpetuate or even facilitate the practice of multiple partnerships, especially concurrent partnerships. For instance, men are sometimes perceived to be more masculine if they have multiple partners, whereas women might not have enough economic independence or relationship power to decline partners or to discourage their partners from having other partners. *Promoting Partner Reduction* does not address gender

through stand-alone activities. However, gender is addressed throughout the resource through discussions on gender expectations for sexual behavior and relationships. Gender expectations are the typical roles and responsibilities that a community assigns to men and women. Within each activity, facilitators will notice a graphic that indicates a gender-related question. Answers to these questions are generally not provided in this resource because gender norms vary across and within countries. However, these questions should be used to identify gender norms and discuss how to best counter those that are harmful.

SEXUAL ORIENTATION AND GENDER IDENTITY

Although *Promoting Partner Reduction* is written with a focus on heterosexual (male–female) relationships, it is important to acknowledge and provide a safe space for all participants regardless of their sexual orientation, such as lesbian, gay, bisexual or transgendered (LGBT). In some places, youth who are not heterosexual might feel even greater pressure to have MCPs so they can have at least one relationship that others view as appropriate. Like gender, sexual orientation is addressed throughout the resource through discussions about the additional challenges faced by young people who are thinking about having or are involved in same-sex relationships. Talking about issues faced by LGBT teens might help them to understand the risks that they face. Be sure to support an environment in which all young people are comfortable participating, regardless of their sexual orientation or gender identity.

HIV STATUS

Young people in your group who are living with HIV might need support from a variety of individuals and groups in their community. You can help identify resources in the community and link young people to those resources. Even if you do not know the HIV status of participants in the group, being familiar with and providing such referrals might be necessary. Most important, do not assume that all participants are HIV negative and simply want to prevent the acquisition of HIV. Some may already be living with HIV and will benefit from hearing strategies to avoid transmitting the virus or to live positively.

VIOLENCE

Violence is an action or behavior, or the threat of an action or behavior, intended to result in harm. If any of the participants in your group describe suffering from violence, for example sexual assault, it is important to speak with these young people in private. Many forms of violence are related to the acquisition of HIV; therefore, dealing with violence is directly connected to HIV prevention. Refer someone who is dealing with violence to a trained professional (see “Referrals” below). Depending on the young person’s age, local law might require you to report instances of sexual violence.

REFERRALS

Participants dealing with many of the issues discussed in this section are likely to benefit from additional support (for example, psychosocial, clinical, life skills, legal or emotional support). You can help participants identify useful resources in their community and help link them when appropriate. It is important to ensure confidentiality when referring the young people from your group to any outside resources.

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Formatting key

We have provided various visual cues to help you navigate your way through the activities:



A gender sign shows that a question is connected to a discussion of gender.



Text next to a pencil indicates information that should be written or drawn on the board or on paper.



Red text next to the speech bubble sign provides helpful information for the facilitator.

Bold and italicized text should be read aloud to participants.

Plain or normal text provides the instructions needed to complete the activity.

UNITS



Understanding the Risks of Multiple Partnerships

1

OVERVIEW



Participants will learn information and develop skills that allow them to assess the risks and benefits of three patterns of sexual relationships — lifetime monogamy, sequential partnerships and concurrent partnerships. In this unit, we will focus on the difference in HIV risks between multiple sequential and concurrent relationships. This unit affects young people's knowledge about the differences between sequential and concurrent partnerships and the additional risks associated with multiple partnerships, as well as the benefits of monogamy.

KEY FACTS



1. Having one sexual partner for your lifetime places you at much less risk of acquiring HIV than having multiple sex partners over your lifetime.
2. Reducing the number of sex partners in your lifetime decreases your risk of exposure to HIV.
3. Sequential partnerships are sexual partnerships that occur in a series and do not overlap in time.
4. Concurrent partnerships are sexual partnerships that overlap in time; one begins before the other ends.
5. Concurrent partnerships spread HIV more quickly than sequential partnerships.
6. Having concurrent partners instead of sequential partners greatly increases the size of one's ongoing sexual network.
7. A larger sexual network + Exposure to a newly infected person who has a high viral load = HIV superhighway

TIME



Activity 1A: 65 minutes
Activity 1B: 45 minutes
Activity 1C: 30 minutes
Activity 1D: 40 minutes
Activity 1E: 20 minutes
Activity 1F: 20 minutes

ACTIVITY 1A

Introduction to sexual partnerships and HIV risk

LEARNING OBJECTIVES

- Demonstrate knowledge of the ways in which HIV is spread and can be prevented.
- Define sequential and concurrent sexual partnerships.

STEP	MATERIALS	TIME
1 Knowledge check icebreaker		10 min
2 Thinking about sexual partnerships in your community		10 min
3 Assessing risk in relationships: stories and definitions	Stories; white board, chart paper or blackboard; corresponding markers or chalk	30 min
4 Discussion		10 min
5 Summary		5 min



Knowledge check icebreaker

- A** Have the group stand in a circle.
- B** Explain: ***We're going to play a game to discuss what we, as a group, know about HIV. Going around the circle, we'll each say one thing we've heard about how HIV spreads or how to prevent the spread of HIV. You can say something that is true or false. After each statement, the group will say whether or not your statement was true. If the statement was false, I'll ask someone from the group to explain why.***
- C** First, introduce yourself and share one piece of information on HIV; then, ask the participants to tell you whether it is true or false. Remember, if it's false, one person from the group should explain why it's false. Ask a participant next to you to take a turn, and continue around the circle. If the participants seem unsure about whether a statement is true or false, or if they say something that is incorrect, provide the necessary background information on the topic.



FACILITATOR TIP: Be sure that each of the true and false statements below is discussed during this exercise. If any of these statements goes unmentioned, you can review it after everyone has introduced themselves and shared their statements.

TRUE

HIV can be spread:

- Through blood (for example, sharing used needles)
- By a mother to her child (during pregnancy, delivery or through breast milk)
- Sexually (through unprotected anal and vaginal sex, or oral sex if the partner performing oral sex has cuts or sores in his or her mouth)

The spread of HIV can be prevented by:

- Abstaining from sex
- Using a condom consistently and correctly
- Getting tested for HIV with a partner, confirming that both people are HIV negative and then having sex with only one another
- A pregnant woman taking doctor-prescribed medications during her pregnancy and labor to prevent mother-to-child transmission of the virus
- Avoiding shared needles

FALSE

- You cannot get HIV from someone the first time you have sex with him or her. (Truth — You can get HIV from one sexual contact, even if it is the first time you have sex with someone or the first time you have sex in your life.)
- You can tell whether or not someone is living with HIV by looking at him or her, so you can simply choose to avoid having sex with someone you think is HIV positive. (Truth — You cannot tell who is infected with HIV by looking at him or her. To learn whether you have HIV, you must be tested three months after exposure.)
- Everyone who is currently living with HIV contracted the virus through having sex. (Truth — Some people with HIV contracted the virus when they were born or as infants, not through sexual activity. Additionally, it is possible to contract HIV through intravenous drug use or other exposures to HIV-positive blood.)
- HIV can spread when two people hug, shake hands or share food. (Truth — HIV can spread only through exposure to breast milk, blood or the bodily fluids exchanged in sex. Saliva does not spread HIV.)



FACILITATOR TIP: If, after completing this activity, participants do not seem knowledgeable about HIV, use additional HIV educational materials before beginning the rest of the activities in this resource.

2

Thinking about sexual partnerships in your community

- A** Divide the group into pairs. Tell everyone that they'll be discussing the following questions: Who do young people in your community have sex with? What are some of the reasons young people have sex with particular partners?
- B** Share a few examples that are appropriate to your group and local context. Choose several from the following list or include your own:
- Some young women in my community have sex with their boyfriends because they love them and are attracted to them.
 - Some young men in my community have sex with their girlfriends because they love them and are attracted to them.
 - Some young women in my community have sex with older men because the older men give them gifts.
 - Some young men in my community have sex with sex workers to gain sexual experience.
 - In some cases, young men have sex with men for money, lack of access to women, sexual experimentation, because they are attracted to men or other reasons.
 - Some young people in my community have sex because it feels good.
- C** Ask the pairs to think of at least one answer for young men and one for young women. Give them three minutes to discuss the question.
- D** Bring the group back together and ask each pair to share one answer with the group. Continue until all the answers have been mentioned.
- E** After all answers have been shared, say: **People have different types of relationships for many different reasons, and they can also have multiple sexual relationships — that is, sex with more than one person. People do not always consider the risk of sex with individual or multiple partners. The activities we're doing will help us understand the HIV risk of having multiple sexual partners.**

3

Assessing risk in relationships: stories and definitions

- A** Tell participants that you will be describing sexual relationships that three imaginary people had between 2006 and 2010. Tell participants that none of these people has had any other sexual relationships during their lives. Read aloud their stories below. As you read each story, draw the Partner Chart shown in Figure 1A-1. Ask participants to pay attention to the numbers of partners each person had.

Martin's Story — Martin had one sex partner, Anne, from 2006 to 2010.

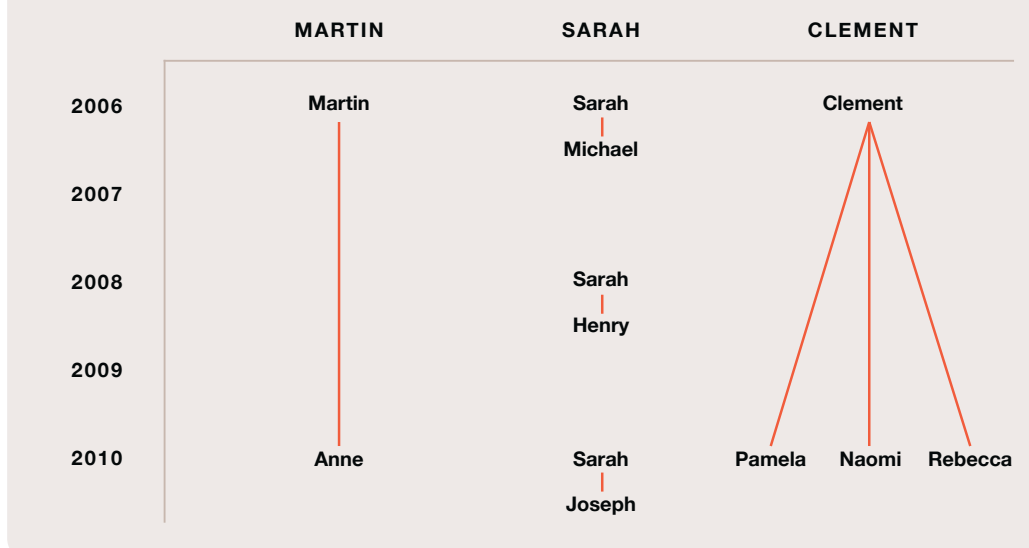
Sarah's Story — Sarah had three sex partners from 2006 to 2010. Sarah and Michael were in a sexual relationship together in 2006. Their relationship ended

and then she and Henry had sex in 2008. They broke up. In 2010, Sarah and Joseph were in a sexual relationship together.

Clement's Story — Clement had three sex partners that overlap throughout this time. Clement was having sex with Pamela, Naomi and Rebecca during the years of 2006 to 2010.

Although many people use condoms to protect themselves and their partners, Martin, Sarah and Clement did not use condoms with any of their partners.

FIGURE 1A-1. Partner Chart



After reading the stories, ask participants the following questions:

- 1 How many partners did each person have from 2006 to 2010?**
Answer: Martin had 1, Sarah had 3, and Clement had 3.
- 2 A common way for people to think about their HIV risk is to think about the number of partners they have. Given what you know about each of the three examples, which person is the least likely to become infected with HIV if none of them were living with HIV before 2006? Why?**
Answer: Martin, because he had the fewest partners.
- 3 In which situation, Clement's or Sarah's, is HIV more likely to spread? Why?**
Answer: HIV is more likely to spread if Clement is infected because of the pattern in which he had his sexual relationships.

If participants cannot answer question 3, or are in disagreement on the answer, tell them that Clement is more likely to spread HIV than Sarah because of his pattern of sexual partnerships — something that they will learn more about now.

- B** Define sequential and concurrent partnerships. Read the following introduction to the participants:

Martin, who has only one partner, is least at risk of contracting HIV. We said that although Clement and Sarah have the same number of partners, there is a difference in how likely each is to spread HIV. Let's talk about the difference between people who have multiple partnerships. Sarah had multiple sequential partnerships, while Clement had multiple concurrent partnerships.

Read aloud the following paragraphs.

Sequential partnerships: *When a person always ends one sexual relationship before starting another, these relationships are described as sequential partnerships because the partners are in a series and never overlap. Sarah has sequential partnerships because she has a sexual relationship with only Michael for a period, then with only Henry for a period and then with only Joseph for a period.*

Concurrent partnerships: *When someone has concurrent partnerships, that person has two or more sexual relationships that overlap in time — one begins before the other ends. Clement has concurrent partnerships because when he has sexual relationships with Naomi, Pamela and Rebecca, he goes back and forth between the three women throughout the same period (2006–2010).*

Now, write the following abbreviated definitions on the board, and leave them in sight as a reference throughout the activity.



ABBREVIATED DEFINITIONS:

Sequential partnerships — sexual partnerships that occur in a series and do not overlap in time

Concurrent partnerships — sexual partnerships that overlap in time

Discussion

4

Ask participants the following questions:

- **Concurrent partnerships are sometimes called “double dipping” or having a “spare tire.” What are these types of relationships called in your community?**
- **What are some of the reasons that young men have multiple partners? What about women? Do they have the same reasons as young men do, or are they different? Why? Is it more or less acceptable for young women to have concurrent partners than young men? Why?**
- **Do people in same-sex partnerships also have sequential partners? Do they also have concurrent partners? Why is this?**
- **Do young and old people in your community have concurrent partnerships? If so, are their reasons for having concurrent partnerships the same or different?**



Summary

5

Say: *We’ve discussed the many different types of relationships that young people in our community may have. We saw that in addition to different types of relationships, there are different patterns in which someone can have a relationship or multiple relationships. The pattern can be important for avoiding HIV. Not having any sex partners is the best way to avoid HIV, but using condoms can reduce the risk of spreading HIV if you do have sex. Limiting the number of sex partners you have, the way that Martin does, is one of the best ways to protect yourself and others. However, we see that the pattern of someone’s sex partners also matters to the spread of HIV. We’ll learn more in future activities about why this is true.*

ACTIVITY 1B

Understanding how HIV is spread through different types of sexual partnerships

LEARNING OBJECTIVES

- Define sequential partnerships and concurrent partnerships.
- Explain ways to reduce one's risk of acquiring or spreading HIV.

STEP	MATERIALS	TIME
1 Recap		5 min
2 Getting to know the characters	Stories and white board, blackboard or chart paper	10 min
3 Discussion about why HIV spreads more quickly among concurrent partners	Figure 1A-1, to which you will add new information	25 min
4 Risk reduction		5 min
5 Summary		5 min

1

Recap

Let's think back to Sarah and Clement. Could someone please remind us what type of partnerships Sarah had? (Sarah had sequential partnerships. Her sex partners never overlapped.) **How are Sarah's relationships different from Clement's relationships?** (Clement's sexual partnerships overlapped in time.) **What do we call Clement's type of partnerships?** (Concurrent.)

Now, let's learn more about Sarah's and Clement's partnerships.

2

Getting to know the characters

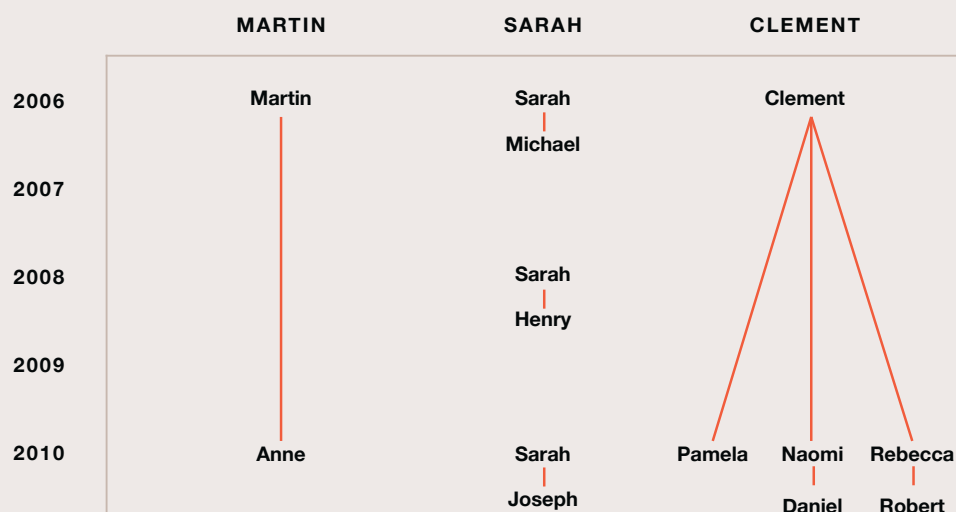
A Read the following information about Sarah and Clement:

SARAH: *In the middle of Sarah's first year of secondary school, 2006, she began a sexual relationship with a young man named Michael. They were friends from home, and it was her first sexual relationship. Sarah and Michael stayed together*

almost 10 months and then broke up. Sarah was happily single during 2007. In 2008, she began to date Henry. Sarah and Henry were in a sexual relationship for seven months. She was then single again during 2009. In 2010, she graduated from secondary school and began her job at a radio station. At that point, she began to have sex with someone new — Joseph, her friend's younger brother. When Sarah begins a relationship with a new man, they promise to have sex with only each other and then keep their promises. Sarah did not use condoms with any of her partners.

- B** As you read Clement's story below, show the additional partners in his sexual network by adding lines to Clement's network that you drew in Activity 1A: the Partner Chart, Figure 1A-1. When you have finished, his network will look like that drawn in Figure 1B-1 (Added Partner Chart).

FIGURE 1B-1. Added Partner Chart



CLEMENT worked at a mechanic shop in the city and lived with his girlfriend Pamela. Clement went to a bar after each pay day. Naomi was a young waitress there. He visited her at least twice a month, and they had sex every time they saw each other. He also spent a lot of time in his mother's village — returning home to help his brothers on his family's land every few months. When he traveled to the village, he had sex with Rebecca, a woman he had known since childhood. Clement cared about each of these women and knew that they also cared about him. He had sex with all of them from 2006 to 2010. Clement did not know that Naomi and Rebecca had other sex partners during that time. Naomi was having sex regularly with her father's friend, Daniel. Rebecca had a boyfriend who lived in the village; his name was Robert. Clement did not use condoms with any of his partners.

3

Discussion about why HIV spreads more quickly among concurrent partners

- A** Read this introduction: *Sarah and Clement had different types of sexual relationships. Although both were at risk for HIV, Clement was more likely to spread HIV because his partnerships were concurrent. As a result, if he got infected by one partner, he could pass HIV on to another one of his partners. He would be especially likely to spread HIV right after he got infected because of what we call a “high viral load.” But let’s talk first about sexual networks and HIV risk.*
- B** Describe large sexual networks: *The first reason that concurrent partnerships put you at higher risk for HIV is because concurrent partnerships create larger ongoing sexual networks than other types of partnerships. Consider Sarah’s sexual network. Her relationships were sequential because she has only one partner at a time. Furthermore, each partnership was mutually monogamous because she and each of her partners were having sex only with each other during the time they were dating. Think about Clement. Like Sarah, he had sex with three partners, but his relationships were concurrent. Additionally, Clement’s partners also had other partners. This means that Clement’s ongoing sexual network is always much bigger than Sarah’s. Sarah’s sexual network only included one man at a time, while Clement’s sexual network included many people at one time.*

Refer to Figure 1B-1 to show the difference between Sarah’s and Clement’s sexual networks.

Ask the participants the following questions about sexual networks:

- **How was Clement’s sexual network different from Sarah’s?**
Answer: Clement’s network included many more people, so it was much bigger.
- **If Henry infected Sarah with HIV in 2008, which of Sarah’s other sex partners was likely to become infected?**
Answer: Joseph is also likely to have become infected if he and Sarah had sex without condoms after 2008. Michael will not get infected from Sarah because he was no longer having sex with her by 2008.
- **If Naomi’s father’s friend Daniel got infected with HIV in 2008, who else was likely to become infected?**
Answer: Naomi, Clement, Pamela, Rebecca and Rebecca’s boyfriend Robert were likely to get infected because in 2008 all of these people formed part of Clement’s sexual network.

The fact that Clement would infect more people than Sarah, even though they have the same number of partners during this five-year span, demonstrates the way that a large sexual network spreads HIV quickly.

- Optional — **We have only discussed Clement’s partners and their partners. What about Daniel’s and Robert’s partners? See Appendix 1 (page 102) for a drawing of Clement’s full network.**

- C** Explain high viral load: *Now we know the first reason that concurrent partnerships are more likely to spread HIV than sequential partnerships: They produce larger ongoing sexual networks. The second reason that concurrent partnerships put people at higher risk for HIV has to do with viral load.*
- *HIV is a virus. If you become infected with HIV, the virus multiplies quickly at first because your body does not know how to fight it. Rapid multiplication means that you have a lot of the virus in your body — this is called having a high viral load.*
 - *You are more likely to give HIV to others when you have a high viral load; another way to say this is that you are very infectious. This means it's easier to pass HIV on to others right after you get infected.*
 - *Additionally, because of the way the test for HIV works, there is a short period of time during which you will not test positive for HIV even if you are infected with the virus. This is called the “window period.” This means that when you are most infectious, you do not even know that you have HIV.*
 - *Eventually your viral load decreases because your body learns how to fight HIV. Taking antiretroviral drugs (ARVs) to treat HIV will also decrease the amount of the virus in your body. However, your body can never rid itself of HIV completely. Once someone becomes infected, he or she will ALWAYS be able to transmit the virus to others.*
 - Optional — Use the chart showing the change in viral load, Appendix 2, (page 103), if this is helpful.
 - *Now that you know about HIV viral load, think about Clement and what would happen if one of his partners infected him with HIV.*
 - *What would happen to his viral load?*
Answer: It would go up quickly.
 - *How easy would it be for him to pass HIV to someone else right after he gets it?*
Answer: Very easy because he is having ongoing sex with two other partners and is likely to have sex with them when his viral load is high.
 - *Could he know right away that he was infected?*
Answer: No. There is a window period that lasts about three months from the time of infection, during which he will not know that he is infected even if he gets tested.
 - *What would happen to his other partners? Why?*
Answer: His other partners are likely to get HIV if he has sex with them soon after he gets infected. They are likely to get infected because if Clement gets HIV from Naomi, he would have a high viral load and be very infectious when he has sex with Pamela and Rebecca. Plus he wouldn't know that he has HIV.

- D** Explain the HIV superhighway: ***The combination of a larger ongoing sexual network and exposure to a newly infected person who has a high viral load causes an HIV superhighway. The superhighway spreads HIV quickly throughout a group of people who are linked sexually.***



FACILITATOR TIP — If “superhighway” is not a term that will make sense with your participants, use another expression to describe something moving quickly. One option is “HIV explosion.”



WRITE THIS ON THE BOARD:

Larger Network + High Viral Load = HIV Superhighway

Say: ***I will demonstrate this superhighway on the board.***



As you read the section directly below, show the spread of HIV through Clement’s network and then Sarah’s by tracing each person’s network in a different colored marker on Figure 1B-1, showing where the virus will go.

Say: ***When someone has concurrent partners, he isn’t only putting himself at risk. He is creating a super highway for the spread of HIV. Consider Clement. If his partner Naomi becomes infected with HIV by her father’s friend, Clement is likely to become infected with HIV. He will in turn infect Pamela and Rebecca. Rebecca will infect her boyfriend, who may then infect other people. Unlike Clement, who has concurrent partners, if Sarah becomes infected by her third boyfriend Joseph, she would not infect her first two boyfriends because Sarah’s relationships are sequential and she is no longer having sex with them.***

Risk reduction

4

Ask participants the following:

We've talked about ways that Sarah and Clement are at risk for HIV. What could Sarah and Clement do to reduce their risk of contracting or spreading HIV, or even avoid the risk altogether?

Answer: The only way to avoid their risk altogether is to choose to be abstinent. They could reduce their risk by using condoms consistently and correctly, decreasing their number of partners and getting tested with their partners.

As we can see, condoms are an important risk reduction tool. The young people in the stories could choose to use condoms. How can young people encourage consistent condom use with their long-term partners or spouses? Is this the same for young women and young men? Why or why not?



Now think about people who are not only interested in limiting their own risk, but also the risk of others. Imagine that Sarah was born with HIV, and she knows her status. What types of concerns does she have about being sexually active with multiple partners that may be different from people who do not know their HIV status? Does she think differently about HIV risk reduction in her relationships?

Summary

5

Say to the group: ***We see that concurrent sexual partnerships form a superhighway through which HIV can spread. It is important to think about whether your actions or those of your partner make it likely that you are connected to an HIV superhighway and what you can do to get off the superhighway — such as not engaging in concurrent partnerships and using condoms consistently and correctly, especially with a partner you believe may have other partners. Are there any questions?***

ACTIVITY 1C

“The MCP Handshake” — Demonstrating the spread of HIV through different types of sexual partnerships

LEARNING OBJECTIVES

- Demonstrate the way that HIV moves through a sexual network created by different types of partnerships.
- Show how condoms stop the spread of HIV.

STEP	MATERIALS	TIME
1 Recap		5 min
2 “The MCP Handshake”	As many small pieces of paper as there are participants; Figure 1C-1 drawn on a white board, chart paper or blackboard	25 min
3 Summary		5 min



Recap

Let’s quickly review what we’ve learned about the different types of sexual relationships and why some patterns of sexual relationships can spread HIV more quickly than others.

- **What is a sequential partnership? Which of our characters, Martin, Sarah or Clement, has sequential partnerships?**
Answer: Sarah had sequential partnerships. Her sex partners never overlapped.
- **What is a concurrent partnership? Which of our characters has concurrent partnerships?**
Answer: Clement had concurrent sexual partnerships. Concurrent sexual partnerships overlap in time.

- **Why do concurrent sexual partnerships spread HIV more quickly than sequential sexual partnerships do?**

Answer: Concurrent sexual partnerships create large ongoing sexual networks that can spread HIV quickly. Sexual networks include whomever you are having sex with, your partners' partners, their partners and so on. Also, when someone first becomes infected with HIV, his or her viral load is high and it is much easier to pass on the virus to other sex partners during this time.

“The MCP Handshake”

2



FACILITATOR TIP — Read through all the instructions in “The MCP Handshake” activity before beginning the activity with participants.

- A** Assign roles. *Note: These roles will be carried out for the entire activity.*
- B** Form a circle with an even number of people — preferably between 10 and 20. (If you have fewer than 10 people, you should not do the multiple partners activity that demonstrates having three different sex partners [Part 2, step g].) Approach a mature participant before the activity begins, and ask that participant if he or she is willing to pretend to be HIV positive throughout the activity.
- C** If there are an odd number of participants, join the circle to make it an even number and you (not the participant) should pretend to be HIV positive.
- D** Tell participants to pair up with someone next to them. For the purpose of this activity only, this person will be considered their first sexual partner. Once participants are paired up, let them know which person (you or the participant you approached beforehand) is acting as a person living with HIV during the activity.

PART 1: DEMONSTRATE THREE TYPES OF SEXUAL PARTNERSHIPS.

- A** Remind participants of the three types of partnerships they’ve learned about through Martin, Sarah and Clement — lifetime monogamy, sequential partnerships and concurrent partnerships. Tell them that this activity demonstrates each of those types of partnerships.
- B** Tell participants that for this exercise only, shaking a person’s hand represents having sex with that person. Each shake represents having sex one time.
- C** Have participants shake hands 10 times with their partner. Count out loud to 10 as participants shake hands with that partner.
- D** Ask participants: **Which character from the earlier stories had a sexual partnership like this?** (Martin, because he only had one partner, which is a

monogamous relationship).

- E** Now tell participants that the person on the other side of them is a second partner.
- F** Have everyone shake hands five times with their first partner and then five times with the second partner. Count out loud as participants shake hands with each partner.
- G** Ask participants: Which character from the earlier stories had a sexual partnership like this? (This is the same type of sexual relationship that Sarah had. This represents having



FIGURE 1C-1. Number of Infections (by type of partnership and number of partners)

Type and Number of Partners	1	S 2	S 3	C 2
Total Number of Infections				

sequential partnerships.)

- H** Tell participants that you will demonstrate the type of sexual relationship that Clement had.
- I** Have every person shake hands 10 times, but this time once with the first partner, once with the second, then once with the first, once with the second and so on for a total of 10 handshakes. Count out loud to 10 as participants shake hands.
- J** Tell participants that this represents having concurrent partnerships, just like Clement had.

PART 2: DEMONSTRATE HOW HIV SPREADS WITH DIFFERENT NUMBERS OF PARTNERS. Be sure that Figure 1C-1 (Number of Infections) is displayed.

- A** Tell participants that first you'll be demonstrating how HIV spreads when people are in a monogamous relationship. Remind participants who "has HIV" in this exercise.
- B** Tell participants that when they are exposed to HIV, they should raise their hand. Have participants shake hands with their first partner 10 times. Count out loud to 10 as participants shake hands with their first partner. Watch as participants raise their hands when they become exposed to HIV.
- C** Observe that when each person is in one monogamous relationship, HIV is transmitted to only one person for a total of two infections.



WRITE A TWO IN FIGURE 1C-1 under the column labeled "1" (for one partner for life) to show the number of infections.

- D** Next, tell participants that you are starting the activity at the beginning and again there is only one infected person (either you or the participant who is pretending to have HIV).

Now they are going to see how HIV spreads when everyone has two sequential partners.

- E** Remind participants that when they are exposed to HIV, they should raise their hand. Have participants shake hands with their first partner five times and then five times with their second partner. Count out loud to five as participants shake hands with each partner. Watch as participants raise their hands.
- F** Observe that when partners are sequential, HIV is transmitted to three people for a total of four infections. (By the end of the handshaking, there should be four people living with HIV and each should have their hands raised to demonstrate they contracted HIV.) Say: ***This is twice as many infections as occurred when everyone had only one partner.***

WRITE A FOUR IN FIGURE 1C-1 under the “S 2” (sequential, two partners) column to show the number of infections.



- G** Now tell participants that they are going to see how HIV spreads when everyone has three sequential partners. Note: You cannot do this part of the activity with fewer than 10 participants. Say: ***Remember, when you begin the activity, only one person has HIV.***
- H** Have participants shake hands with their first partner three times, then three times with their second partner. Then have them go to the person across from them in the circle to shake hands with a third person four more times. Count out loud as participants shake hands with each partner.
- I** Have participants come back together in a circle and raise their hands as they are exposed to HIV. There will be eight infections. Say: ***There was only one more partnership, but the number of infections doubled.***

WRITE AN EIGHT IN THE FIGURE 1C-1 under the “S 3” (sequential, three partners) column to show the number of infections.



Say: ***Looking at the chart we see that the number of people infected with HIV doubled and then quadrupled when the number of partnerships increased from one to two to three. Thinking about this, what could you tell a friend who says it isn't a big deal to have just one more sexual partner, even over a long period of time?***

PART 3: DEMONSTRATE HOW CONCURRENCY COMPARES TO SEQUENTIAL PARTNERSHIPS.

- A** Say: ***Now we are going to see how HIV spreads through concurrent partnerships. In this activity each person will have only two partners, but these partners will be concurrent.*** Remind them of the number of people who were infected with HIV when everyone had two partners that did not overlap (four people were infected).
- B** Remind participants about who is pretending to be HIV positive for the sake of this exercise. Tell participants that they should shake hands once with their first partner and once with their second partner, once with their first partner and once with their second partner and so on until they reach the count of 10 (five handshakes with each partner). Count out loud to 10 as participants shake hands. Be sure to have participants raise

their hand when they become infected.



- C** Observe how HIV is passed around the circle.

Once the activity is complete, RECORD THE NUMBER OF PEOPLE WITH HIV under the C 2 (concurrent, two partners) column in Figure 1C-1. (This number will vary depending on how many people are in the circle).

Say: ***The only difference between the four infections that occurred with two sequential partners and the number that occurred here is the type of relationship: sequential versus concurrent partners. Remember, the number of partners and acts of sex (handshakes) was the same in both scenarios.***

- D** Ask the group: ***Why was HIV able to spread so much further this time than when everyone was having two sequential partnerships?***

Answer: because everyone went back and forth between partners.

PART 4: DEMONSTRATE THE EFFECT OF USING CONDOMS.

- A** Tell participants that they will pretend to have three sequential partners again, only this time participants will use “condoms” with their third partner. Emphasize that they will use their condom only with their third partner and not with their first or secondary partner. Give participants pieces of paper or other material that they can hold during the handshake to use as “protection.” Remind participants that if they are sexually active, the safest and most effective protection against the spread of HIV is one condom for each sexual act.
- B** Have every person shake hands 10 times: three times with the first partner, three times with the second partner and then, while using protection, four times with their third partner. Count out loud to 10 as participants shake hands.
- C** Observe how HIV spreads when condoms are used only with the third partner. Compare the number of people who are infected with HIV in this scenario (four) to the number who were infected in the earlier activity with three sequential partners that did not include condoms (eight).
- D** Say: ***We see that only half of the people got infected with HIV when we all used condoms with our third partners. However, four people still have HIV at the end of this activity.***
- E** Try to get participants to think about this scenario and the role that condoms have in relationships. Ask: ***Why would someone use condoms with only one partner?*** (Possible responses include “this is a new partner” or “this partner is someone perceived as risky.”) ***Is this something that happens in your community?***

Say: ***Often when someone begins to have sex with a new partner, he or she plans to use condoms every time they have sex. But as time passes, condoms are used less frequently. This is a big issue with concurrent relationships. For example, a young man takes on an additional partner and, as time goes on, stops using condoms with her, putting him and his original partner at risk. Condoms play an important role in risk reduction, but they don’t take the place of partner reduction.***

PART 5: SUMMARIZE AND DISCUSS.

Ask the group to think about how HIV infections changed throughout this activity and to think of some of the reasons for those changes. Ask these questions:

- *What happened to the number of HIV infections when we went from one to three partners?*
- *What happened to the number of HIV infections when we changed from sequential partners to concurrent?*
- *What role do condoms have in reducing the risk of HIV transmission, particularly within multiple sexual partnerships?*
- *Do you think this activity gives a realistic example of what happens within your community?*

Summary

3

Say: *We saw that the number of partners we have affects the spread of HIV in our community. We also saw that concurrent partnerships, even with the same number of partners, greatly increase the spread of HIV. While condoms can reduce the spread of HIV, many people do not use them consistently and correctly with all their partners, making condoms much less effective. Are there any questions?*

ACTIVITY 1D

“Connect the Dots” — Visualizing the impact of concurrency on the spread of HIV

LEARNING OBJECTIVE

- Demonstrate the way that HIV moves through a sexual network created by different types of partnerships.

STEP	MATERIALS	TIME
1 Recap		5 min
2 “Connect the Dots”	White board, chart paper or blackboard; markers or chalk; copies of scripts (page 42-43) for participants to use	20 min
3 Discussion		5 min
4 Summary		5 min



Recap

Say to the group: ***We’ve discussed the types of multiple partnerships and the risks involved in each. Let’s answer a few review questions.***

- ***What is a sequential partnership? Which of our characters, Martin, Sarah or Clement, had sequential partnerships?***
Answer: In sequential partnerships, sex partners never overlap. Sarah had sequential partnerships.
- ***What is a concurrent partnership? Which of our characters had concurrent partnerships?***
Answer: Concurrent sexual partnerships overlap in time. Clement had concurrent sexual partnerships.
- ***Why do concurrent sexual partnerships spread HIV more quickly than sequential sexual partnerships do?***
Answer: Concurrent sexual partnerships create large sexual networks through which HIV can move quickly. When someone first becomes infected with HIV, his or her viral load is high and it is much easier to pass on the virus to other sex partners at this time.

Now explain that the next activity will give us one more way to think about how HIV spreads in different types of partnerships. It is important to remind participants that reducing the partners they have can reduce the spread of HIV within their community, potentially limiting the risk to themselves and their partners.

“Connect the Dots”

2

This activity describes the spread of HIV among 16 people in a community.

DRAW 16 CIRCLES ON A BOARD OR CHART: arrange the circles in four rows of four circles each (as in Figure 1D-2, but without the lines). Each circle represents a person and contains a letter. You can name each circle (for example, A is Adam) if this is helpful. Draw Figure 1D-1 (Number of Infections) on the board next to the circles, and use it to keep track of HIV infections in this community.

FIGURE 1D-1. Number of Infections (by type of partnership, before completing activity)

	Sequential	Concurrent
January		
June		

- A** Say: *These circles represent 16 people in a community. We are going to look at how HIV spreads through the community when most people have sequential partnerships and then when most people have concurrent partnerships. When someone is having sex with someone else, their circles are connected by a solid line (———). When they break up, the line will be partially erased to look like this (— — —).*

If you cannot erase the line, draw a mark through it (—/—).

When a person becomes infected with HIV, a small plus sign will be placed above their circle.

We will assume the following for both scenarios: No one in this community is using condoms, anyone exposed to HIV will become infected, and no one has HIV at the beginning of the six-month period.

In the first story, most of the people in the community will have sequential partnerships. In the second story, most of the people will have concurrent partnerships. In each story, the partnerships will be the same (for example, C has sex with B, D and G in both stories). The only difference will be whether the people have sequential or concurrent partners.

Two of the circles represent people whose stories we'll discuss. F is Felicia, a single mother with a 1-year-old daughter. P is Pamela, a student.

- B** Ask one participant to write down the names of Felicia's partners in the order she has sex with them in each scenario. Ask another participant to do the same for Pamela. It is important to have this information because you will refer to it later in the activity.
- C** Have one of the participants read the story for each month in the sequential script as you go through the steps below. (A sequential script for the participant is located on page 42.)
- D** As each story is read, draw and make breaks in lines as needed. Ask the appropriate questions at the end of each month.

SEQUENTIAL

It's January. Again, assume no one in the community is currently infected with HIV.

Participant reads:

- M is having sex with N.
- Pamela is having sex with (O) Obi, her boyfriend, who is another student at her school.
- H is having sex with L.
- D is having sex with someone outside the community.
- C is having sex with G.
- A is having sex with B.
- Felicia is having sex with (J) James, her baby's father.
- I is having sex with someone outside the community who uses IV drugs.

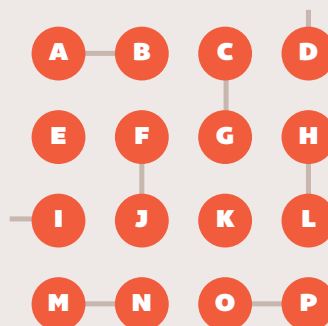
How many infections are there at the end of January?

Answer: Zero



WRITE THIS NUMBER IN THE NUMBER OF INFECTIONS CHART (Figure 1D-1) under sequential, next to January. At the end of the month of January, the community of circles should look like Figure 1D-2 (Relationships in the Community).

FIGURE 1D-2. Relationships in the Community (January, sequential)



Now it's February.

Participant reads:

- I becomes infected with HIV because the external partner got HIV from sharing needles.

DRAW A PLUS SIGN ABOVE I in figure 1D-2, Relationships in the Community.



- Felicia and (J) James stop having sex when James tells Felicia he will not help support their child.
- M and N stop having sex.
- H and L stop having sex.

Now it's March.

Participant reads:

- I and the external partner stop having sex.
- C and G stop having sex.
- (J) James, Felicia's baby's father, begins to have sex with I.
- Felicia begins to have sex with (E) Earnest, a young man she meets at a club.
- H and K begin to have sex.

Looking at the new sexual relationships this month, who will become infected?

Answer: J will also become infected with HIV.

DRAW A PLUS SIGN ABOVE J in Figure 1D-2.

**Now it's April.**

Participant reads:

- D and the external partner stop having sex.
- A and B stop having sex.
- K and H stop having sex.
- B and C begin to have sex.

Looking at the new sexual relationships this month, who will become infected?

Answer: No new infections will occur because neither I nor James has an uninfected partner.

Now it's May.

Participant reads:

- Felicia and Earnest, the young man Felicia met at the club, stop having sex when Earnest says he won't help Felicia with her daughter.
- I and (J) James stop having sex.
- (J) James and K begin to have sex.

Looking at the new sexual relationships this month, who will become infected?

Answer: K will become infected.



DRAW A PLUS SIGN ABOVE K in Figure 1D-2.

Now it's June.

Participant reads:

- B and C stop having sex.
- C and D begin to have sex.
- Felicia and (G) Graham, an older man who helps her financially, begin to have sex.
- I and N begin to have sex.

Looking at the new sexual relationships this month, who will become infected?

Answer: N will become infected.



DRAW A PLUS SIGN ABOVE N in Figure 1D-2.

How many infections are there at the end of June?

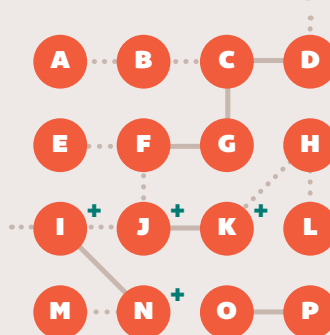
Answer: Four



WRITE THE NUMBER FOUR IN THE NUMBER OF INFECTIONS CHART (Figure 1D-1) under sequential, next to June.

At the end of June, the Relationships in the Community figure will look like Figure 1D-3.

FIGURE 1D-3. Relationships in the Community (June, sequential)



This is the end of our story on the spread of HIV through a community where most people are in sequential partnerships. We will now erase only the positive signs (erase plus signs) and begin again in January when no one was infected.

Let's remind ourselves of the difference between sequential and concurrent partnerships. What are sequential sexual partnerships? (Sexual partnerships that do not overlap in time.) **What are concurrent partnerships?** (Sexual partnerships that overlap in time.) **So, in our first scenario we saw individuals who went from one sexual relationship to the next but did not have sex with more than one person at a time. In this second scenario, everyone has the same partnerships. But instead of spacing them out, they have all the partnerships at the same time — so they're in concurrent relationships. We left the lines drawn during the sequential partnership story to show that all the partnerships are the same both times we do this exercise.**

As a reminder, we assume the following: No one in this community is using condoms, anyone exposed to HIV will become infected, and no one has HIV at the beginning of the six-month period.

Because the sexual network will not change each month, we will not track infections by month. Instead we will look at what happens over a six-month period.

CONCURRENT

- A** Remember to erase all the positive signs drawn in Figure 1D-2 during the sequential scenario. You will begin again in a community in which no one has HIV.
- B** Ask a participant to read the story below (A concurrent script for the participant can be found on page 43.) As the participant reads the story, draw lines between the circles in Figure 1D-2 to show these partnerships. These partnerships are the same as those in the sequential scenario. If possible, use a different-colored marker than the one used to draw the lines for the sequential scenario.

It's January.

Participant reads:

- Felicia is having sex with her baby's father, (J) James because she feels that she can't say no to him since they have a child together. She has sex with (E) Earnest because they have a good time going out together. She has sex with (G) Graham to get financial support to take care of her daughter.
- Pamela and her boyfriend (O) Obi are having sex.
- A and B are having sex.
- B and C are having sex.
- C and G, Graham, are having sex.
- C and D are having sex.
- D is having sex with an external partner.
- H and K are having sex.
- H and L are having sex.
- J, James, and K are having sex.
- I and J, James, are having sex.
- I is having sex with an external partner who uses IV drugs.
- I and N are having sex.
- M and N are having sex.

How many infections are there at the end of January?

Answer: 0



WRITE THIS NUMBER IN THE NUMBER OF INFECTIONS CHART (Figure 1D-1) in the concurrent column, next to January.

Now it's February.

Participant reads:

- I becomes infected with HIV because the external partner got HIV from sharing needles.



DRAW A PLUS SIGN ABOVE I in Figure 1D-2, Relationships in the Community.

Now that there is HIV in the community, what will happen next?

Answer: James and N will become infected.

After James and N become infected, who else will become infected?



DRAW PLUS SIGNS NEXT TO THESE INDIVIDUALS' CIRCLES in Figure 1D-2 as you name them. Keep listing individuals until all those who will become infected have been named.

Answer: M, K, Felicia, H, Graham, Earnest, L, C, D, B and A.

Assuming that anyone exposed to HIV will become infected, how many people could be infected at the end of June?

Answer: 14

How quickly HIV spreads through this group will depend in part on how often all the people are having sex with one another. If they are having sex regularly, at the end of June there could be 14 HIV infections in this community.



WRITE 14 NEXT TO JUNE in the concurrent column in the Number of Infections chart, Figure 1D-1.

When you are finished, the Number of Infections chart should look like Figure 1D-4.

FIGURE 1D-4. Number of Infections (by type of partnership — after completing activity)

	Sequential	Concurrent
January	0	0
June	4	14

Discussion

3

- **How many infections were there after six months in both scenarios?**
Answer: Four in the sequential scenario and 14 in the concurrent.
- **How many partners did Felicia have in each scenario?**
Answer: Three
- **What was the order of her partnerships in the sequential scenario?** (This question should be answered by the person keeping track of Felicia.)
Answer: James, then Earnest, then Graham.
- **What was the order of her partnerships in the concurrent scenario?**
Answer: They all overlapped in time.
- **Why didn't Felicia, who had the same partners both times, get HIV in the first scenario?**
Answer: When she was with James in the first scenario, he had not yet been infected with HIV and she stopped having sex with him before he became infected. But when his and her partnerships are concurrent with others, he was infected when he was having sex with her.
- **Why does Felicia have three different partners at the same time?**
Answer: She couldn't say 'no' to her baby's father, she wanted someone to have fun with, and she wanted someone to support her daughter.
- **Do you know young women like Felicia in your community? Do you think that men are likely to have concurrent partners in order to get help taking care of their children? Why or why not?**
- **Why didn't Pamela get infected in either scenario?**
Answer: She is in a mutually monogamous relationship each time.
- **Earnest has sex only with Felicia in both scenarios — that means he has only one partner. Why was he infected in the concurrent scenario?**
Answer: Because Felicia had other partners while she was having sex with Earnest. Your risk of HIV infection is affected by the number of partners you have as well as the number of partners your partners have.



Summary

Say: ***In both of the scenarios, the same number of partnerships occurred. Yet, we saw that many more people became infected when those partnerships were concurrent. We also saw that one person's actions affected not only himself or herself, but many others in the community. Imagine yourself in this community. Think about which of these characters your behavior is most similar to and how you might change that behavior to protect both yourself and others. Are there any questions?***

4

Sequential Script for Participant to Read (Activity 1D)**JANUARY**

- M is having sex with N.
- Pamela is having sex with (O) Obi, her boyfriend, who is another student at her school.
- H is having sex with L.
- D is having sex with someone outside the community.
- C is having sex with G.
- A is having sex with B.
- Felicia is having sex with (J) James, her baby's father.
- I is having sex with someone outside the community who uses IV drugs.

FEBRUARY

- I becomes infected with HIV because the external partner got HIV from sharing needles.
- Felicia and (J) James stop having sex when James tells Felicia he will not help support their child.
- M and N stop having sex.
- H and L stop having sex.

MARCH

- I and the external partner stop having sex.
- C and G stop having sex.
- (J) James, Felicia's baby's father, begins to have sex with I.
- Felicia begins to have sex with (E) Earnest, a young man she meets at a club.
- H and K begin to have sex.

APRIL

- D and the external partner stop having sex.
- A and B stop having sex.
- K and H stop having sex.
- B and C begin to have sex.

MAY

- Felicia and Earnest, the young man Felicia met at the club, stop having sex when Earnest says he won't help Felicia with her daughter.
- I and (J) James stop having sex.
- (J) James and K begin to have sex.

JUNE

- B and C stop having sex.
- C and D begin to have sex.
- Felicia and (G) Graham, an older man who helps her financially, begin to have sex.
- I and N begin to have sex.

Concurrent Script for Participant to Read (Activity 1D)**JANUARY**

- Felicia is having sex with her baby's father, James, because she feels that she can't say 'no' to him because they have a child together. She has sex with Earnest because they have a good time going out together. She has sex with Graham to get financial support to take care of her daughter.
- Pamela and her boyfriend Obi are having sex.
- A and B are having sex.
- B and C are having sex.
- C and G, Graham, are having sex.
- C and D are having sex.
- D is having sex with an external partner.
- H and K are having sex.
- H and L are having sex.
- J, James, and K are having sex.
- I and J, James, are having sex.
- I is having sex with an external partner.
- I and N are having sex.
- M and N are having sex.

FEBRUARY

- I becomes infected with HIV because the external partner got HIV from sharing needles.

ACTIVITY 1E

“Connect the Dots” — Visualizing the impact of additional partners on the spread of HIV

LEARNING OBJECTIVE

- Demonstrate the way that HIV moves through a sexual network created by different numbers of sex partners.

STEP	MATERIALS	TIME
1 Recap		5 min
2 “Connect the Dots”	White board, chart paper or blackboard; markers or chalk	10 min
3 Discussion		5 min
4 Summary		5 min



FACILITATOR TIP — This activity should not be done alone because it builds on Activity 1D.

1

Recap

Say: *We’ve discussed the types of partnerships and the risks involved in each and have seen the way that concurrent partnerships speed the spread of HIV in a community. We’ve also talked about the way that the number of sex partners we have affects the spread of HIV and our personal risk for acquiring HIV. In this activity we’re going to see how varying the number of partners one has within concurrent relationships affects the spread of HIV in the community and the risk to oneself.*

- **Why does having additional partners increase someone’s risk of acquiring HIV?**
Answer: Having sex with more people means you are more likely to have sex with someone with HIV.
- **How do concurrent partnerships affect the spread of HIV within a community?**
Answer: By creating networks through which HIV can spread quickly.

“Connect the Dots”

2

This activity is similar to Activity 1D. It describes the spread of HIV in a community of 16 people. Each person is represented by a circle that contains a letter.

DRAW THE 16 CIRCLES ON THE BOARD just as in Figure 1D-2 (without the lines), and assign each one a letter. You can name each circle (for example, A is Adam) if this is helpful. Draw Figure 1E-1 (Number of Infections) on the board next to the circles. Use it to keep track of HIV infections in this community.



FIGURE 1E-1. Number of Infections (by number of partners)

	0 or 1 partner	1 or 2 partners	1, 2, or 3 partners
January			
June			

- A** As participants should have already completed Activity 1D, they will be familiar with how to do the activity. Have a volunteer draw the lines while you read the information below. If possible, use three different colors — one for partnerships formed in the zero- or one-partner scenario, a second for the partnerships added in the one- or two-partner scenario and a third for the partnerships added in the one-, two- or three-partner scenario.
- B** Say: *These circles represent a 16-person community. We are going to look at how HIV spreads through the community when everyone has zero or one sex partner; one or two sex partners; and one, two or three sex partners. In this scenario, no one begins or ends a sexual partnership during the six-month period. This means some sexual partnerships will be concurrent.*

When a person becomes infected with HIV, a small plus sign will be placed above their circle.

Because the sexual network will not change each month, we will not track infections by month. Instead we will look at what happens over a six-month period.

We assume the following for all scenarios: No one in this community is using condoms, anyone exposed to HIV will become infected, and no one has HIV at the beginning of the six-month period.

After each scenario, erase all plus signs.

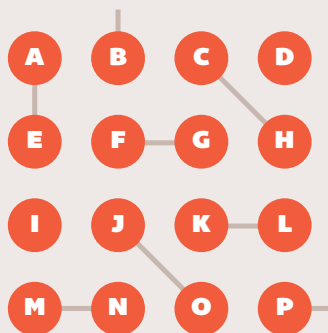
ZERO OR ONE PARTNER

Now it's January. In this scenario,

- *A is having sex with E.*
- *C is having sex with H.*
- *F is having sex with G.*
- *J is having sex with O.*
- *K is having sex with L.*
- *M is having sex with N.*
- *P is having sex with someone outside the community; that person uses IV drugs.*

Your figure will look like Figure 1E-2, Relationships in the Community (zero or one partner).

FIGURE 1E-2. Relationships in the Community (zero or one partner)



How many partners does each person have?

Answer: Zero or one.

How many infections are there at the end of January?

Answer: Zero.



WRITE THIS NUMBER IN THE NUMBER OF INFECTIONS CHART (Figure 1E-1) in the "0 or 1 partner column" next to January.

Now it's February and

- ***P becomes infected with HIV.*** (Make sure that the participant draws a plus sign over P in Figure 1E-2, Relationships in the Community.)

If no one's sexual relationships change, how many infections will there be in this 16-person community at the end of June?

Answer: One; no one else will get HIV.

WRITE A ONE IN THE NUMBER OF INFECTIONS CHART in the “0 or 1 partner” column next to June.



The Number of Infections chart will look like Figure 1E-3.

FIGURE 1E-3. Number of Infections (by number of partners with 0 or 1 partners column filled in)

	0 or 1 partner	1 or 2 partners	1, 2, or 3 partners
January	0		
June	1		



ONE OR TWO PARTNERS

- C** Erase all the plus signs drawn in the Relationships in the Community figure for the zero- or one-partner scenario. However, leave the lines connecting the circles.

In this scenario, just like last time, in January

- *A is having sex with E.*
- *C is having sex with H.*
- *F is having sex with G.*
- *J is having sex with O.*
- *K is having sex with L.*
- *M is having sex with N.*
- *P is having sex with someone outside the community; that person uses IV drugs.*

Additionally,

- *A is having sex with B.*
- *D is having sex with H.*
- *E is having sex with F.*
- *G is having sex with K.*
- *L is having sex with P.*
- *I is having sex with J.*

How many partners does each person have?

Answer: One or two

How many infections are there at the end of January?

Answer: Zero.

WRITE THIS NUMBER IN THE NUMBER OF INFECTIONS CHART in the “1 or 2 partners” column next to January.



Now it's February, and

- ***P becomes infected.***



DRAW A PLUS SIGN ABOVE P in the Relationships in the Community figure.

Assuming that all of these people are having sex regularly with all their partners, who will become infected by the end of June?

Answer: P, L, K, G, F, E, B and A.



DRAW A PLUS SIGN NEXT TO EACH ONE in the Relationships in the Community figure (Figure 1E-2).

How many people are infected?

Answer: 8



WRITE AN 8 NEXT TO JUNE under the “1 or 2 partners” column in the Number of Infections chart (Figure 1-E1).

ONE, TWO OR THREE PARTNERS

- D** Erase all the plus signs drawn during the one or two partners scenario. Leave the lines connecting the circles.

This scenario is just like last time in January:

- ***A is having sex with E.***
- ***C is having sex with H.***
- ***F is having sex with G.***
- ***J is having sex with O.***
- ***K is having sex with L.***
- ***M is having sex with N.***
- ***P is having sex with someone outside the community; that person uses IV drugs.***
- ***A is having sex with B.***
- ***D is having sex with H.***
- ***E is having sex with F.***
- ***G is having sex with K.***
- ***L is having sex with P.***
- ***I and J are having sex.***

Additionally,

- *C and G are having sex.*
- *P and O are having sex.*

How many partners does each person have?

Answer: One, two or three

How many infections are there at the end of January?

Answer: Zero.

WRITE THIS NUMBER IN THE NUMBER OF INFECTIONS CHART in the "1, 2 or 3 partners" column next to January.



Now it's February, and P becomes infected.

DRAW A PLUS SIGN ABOVE P in the Relationships in the Community figure.



Assuming that all of these people are having sex regularly with all their partners, who will become infected by the end of June?

Answer: P, L, K, G, F, E, A, B, C, H, D, O, J and I.

DRAW A PLUS SIGN NEXT TO EACH ONE in the Relationships in the Community figure.



How many people are infected?

Answer: 14

WRITE 14 NEXT TO JUNE in the "1, 2, or 3 partners" column. Your Number of Infections chart should look like Figure 1E-4.



FIGURE 1E-4. Number of Infections (by number of partners after activity is completed)

	0 or 1 partner	1 or 2 partners	1, 2, or 3 partners
January	0	0	0
June	1	8	14



3

Discussion

- *In the scenario in which everyone has one or two partners, eight people become infected. In the next scenario of one, two or three partners, only two people have three partners yet 14 people become infected. How is this possible?*

Answer: More connections between people mean a faster spread of HIV; even a few connections link many more people to one another.

- *Now let's look a little more closely at why a few of the sexual partnerships in this network were formed and how these sexual partnerships affect the spread of HIV to both individuals and their community. Look at the sexual network that was created when everyone had one, two or three partners. Imagine that person H is a young man named Henry. Remember that he and Carla (C) were having sex with only one another in the zero or one partner scenario. Then, he begins to have sex with D in the one or two partners scenario. In the third scenario, Carla begins to have sex with G. Carla chose to have sex with an additional partner because Henry already had one and she was angry about it. Do people in your community take on additional partners for this reason?*

Ultimately, Carla's additional partnership with G (who became HIV positive in the second scenario) causes both her and Henry to become infected with HIV. Do you think that this is what Carla wanted? What else could Carla do if Henry had an additional partner?

- *Imagine that person L is a young man, Leo. He begins to have sex with Patricia (P), when already having sex with Karen (K), because his friend Henry has two partners and keeps bragging about it. Think about what Leo's relationship with Patricia means for many other members of the community (that is, many people are connected to Patricia through Leo's sexual partnership with her). What could you say to Leo to explain to him what impact his actions could have on other people?*

4

Summary

Say: *We see that when the number of sexual partnerships in a community increases, even if only some of the community members take on one or two additional partners, the size of the sexual network becomes dramatically larger. Even though no one individual had more than three partners, all but two people in the community were connected in the same ongoing sexual network. When we or our partners have an additional partner, it is easy to become part of one of these large sexual networks. Being part of a large sexual network greatly increases your chances of contracting or spreading HIV. Think about whether your behavior or that of your partner connects you to a large sexual network. Are there any questions?*

ACTIVITY 1F

Let's review the risks

LEARNING OBJECTIVE

- Demonstrate mastery of Unit 1's Key Facts.

STEP	MATERIALS	TIME
1 Vote with your feet	True/False Statements	10 min
2 Take-home messages	White board, chart paper or blackboard; markers or chalk	5 min

Vote with your feet

1

- A** Ask the participants to stand.
- B** Explain that you are going to read several statements aloud (page 52). Participants should move to the right side of the room if they believe the statement is true, and they should move to the left side of the room if they believe the statement is false. They cannot stand in the middle.
- C** Tell participants they should decide on their own whether a statement is true or false, rather than watching where others go. No one will be made fun of for answering incorrectly.
- D** After the participants have chosen sides, ask one participant from each group (True and False) to say WHY they believe their answer is correct.
- E** Give participants the correct answer and an explanation. Then move to the next statement.

TRUE/FALSE STATEMENTS:

- **Using condoms can make any sexual relationship safer.**
True. Condoms protect against HIV in any sexual relationship. They can be used in a new relationship, an existing relationship or multiple relationships that occur sequentially or concurrently.
- **Concurrent partnerships are sexual partnerships that overlap in time.**
True. When someone has concurrent partnerships, he or she begins a new sexual relationship before ending the current one.
- **Sequential partnerships are just as risky for the spread of HIV as concurrent partnerships.**
False. Sequential partnerships are less risky for the spread of HIV than concurrent partnerships.
- **People are most infectious when they have a low HIV viral load.**
False. People are most infectious right after they become infected with HIV because their viral load is at its highest during this time. However, even someone with a low viral load can transmit HIV.
- **Reducing the number of sex partners that one has can limit the spread of HIV.**
True. Because people with multiple sex partners are able to spread HIV more widely, reducing their number of partners will contain the virus, giving it less opportunity to spread throughout the community.

Ask if anyone has questions.

2

Take-home messages

- A** Ask the group to think about one important thing they learned today. This is the message that they will take home with them.
- B** Ask a few volunteers to share their take-home messages (see Key Facts at the beginning of Unit 1 for ideas).
- C** Ask each participant to identify one person with whom they will share their take-home message.
- D** Encourage participants to share their take-home message with that person before the next unit.



FACILITATOR TIP — The next time you meet with the participants, ask them to describe what happened when they shared their take-home messages with others.

Countering Concurrent Partnerships



OVERVIEW



After the group discusses the benefits of monogamy, participants will form small, single-sex groups and brainstorm reasons that both men and women give for having concurrent partnerships. Participants will then rejoin the large group to share what they discussed in their small groups. They will also talk about ways to get one's needs met without concurrent partnerships. This activity affects young people's **values** and **attitudes** about concurrent partnerships and encourages them to think of other ways to meet their needs rather than through concurrent partnerships.

KEY FACTS



1. There are many benefits to monogamous relationships.
2. There are other ways to get meet your needs besides having concurrent partnerships.
3. You can help your friends make safe choices about their sexual relationships.

TIME



Activity 2A: 55 min
Activity 2B: 60 min
Activity 2C: 15 min

ACTIVITY 2A

Introduction to different types of sexual partnerships

LEARNING OBJECTIVES

- Explain the benefits of being in one mutually monogamous relationship.
- Generate reasons why someone might choose to have concurrent sex partners.
- Assess the HIV risk in monogamous and concurrent partnerships.

STEP	MATERIALS	TIME
1 Brainstorm reasons to be in a mutually monogamous relationship	White board, chart paper or blackboard; markers or chalk; pre-drawn chart (Figure 2A-1)	10 min
2 Small groups brainstorm reasons why people have concurrent partners	Writing paper, pencils or pens	10 min
3 Small groups share their answers with the large group	White board, chart paper or blackboard; markers or chalk	20 min
4 Discussion		10 min
5 Summary		5 min



Brainstorm reasons to be in a mutually monogamous relationship



FACILITATOR TIP — Be sure that participants understand that being “mutually monogamous” means that both partners are committed to having sex only with each other.

- A** Draw a chart like Figure 2A-1 on the blackboard or chart paper before you begin this activity.

FIGURE 2A-1. Chart

Reasons for mutual monogamy



- B** Ask participants why someone might choose to have one monogamous partner. Write each of their answers on the chart you created.



FACILITATOR TIP — If participants are unable to come up with their own reasons, read a few from the list below to get the process started. (However, before you write any of the reasons from this list on the chart, ask the group if they agree that these reasons are true in their communities.)

- Less risk of contracting or transmitting HIV or another STI
- Less anxiety about negotiating safer sex, especially if you're living with HIV (because you only have one relationship to negotiate)
- Easier logistics (might live together or easily negotiate time together)
- Better understanding of how each partner will help prevent unintended pregnancy
- Better communication with partner about sex and other topics
- Greater knowledge of partner's likes and dislikes sexually
- Greater love for partner
- Greater trust in partner
- Greater motivation to make sure that your partner is enjoying sex
- More enjoyable and pleasurable sex
- Not wanting partner to have sex with other people
- Against religious beliefs or personal principles to have multiple partners



FACILITATOR TIP — Sometimes young people have an additional partner when their primary relationship is not going well or their needs are not being met within that relationship. These issues may be resolved by having young people talk to their partners. If you would like to work on communication within relationships more broadly with your participants — for example, you want them to feel more confident talking to a partner about their needs — please refer to Unit 5 in the Activities Volume of the It's All One Resource Kit from The Population Council (pages 104 to 126).

International Sexuality and HIV Curriculum Working Group. It's All One: Curriculum Resource Page [Internet]. New York: The Population Council Inc.; 2009 [cited 2012 June 19]. Available from: http://www.popcouncil.org/publications/books/2010_ItsAllOne.asp

- C** Once the group has listed five to 10 reasons to choose monogamy, ask the participants to tell you which of these reasons involve personal health. Circle those answers on the chart you created (like Figure 2A-1).
- D** Say: ***We know that if you're sexually active, mutual monogamy is one of the best ways to prevent the spread of HIV. We also see from this list that mutual monogamy has many other benefits. Today we will discuss the reasons young men and women give for having concurrent partners even when there are so many reasons to be in a mutually monogamous relationship.***

2

Small groups brainstorm reasons why people have concurrent partners

- A** Divide participants into at least two single-sex groups; form more than two groups if there are more than 12 participants.
- B** Explain that the male participants will create a list of the reasons why young men have concurrent partners and the female participants will create a list of the reasons why young women have concurrent partners. Ask one person in each group to write these reasons down.
- C** Give the groups five minutes to create their lists.

3

Small groups share their answers with the large group

- A** Before the groups come back together, create a new chart that looks like Figure 2A-1. However, this time the title of the chart will be “Reasons for Concurrent Partners.”
- B** Once the large group has reassembled, ask the male participants to share the reasons why young men have concurrent partnerships. Write each of these reasons on the chart.

- C** Ask the female participants if they have any additional reasons to add for men.
- D** Next ask the female participants to provide the reasons why young women have concurrent partners. If a reason is already on the chart as relevant to men, do not write it up again. Simply note that it is already included.
- E** Ask the male participants if they have any additional reasons for women.

Discussion

4

After the chart has been completed, ask each of the following questions, giving time for discussion:

- ***Are any of these reasons for having concurrent partners more commonly given by men or by women? Why would this be the case?***
- ***Do people in same-sex relationships have concurrent partners for reasons like those given by people in heterosexual relationships? Are any of their reasons different?***
- ***In what ways is a woman with concurrent partners treated differently from a man with concurrent partners? In what ways is she treated the same? Is it more acceptable for young men to have concurrent partners? If so, why?***
- ***Is it fair that people have different expectations for the behavior of men and women? How does this difference affect the behavior of people in your community? Does it affect their risk for contracting or transmitting HIV?***
- ***Many of the reasons people have concurrent partnerships involve immediate benefits gained (such as pleasure, status and money). But it's also important to think about long-term consequences of our actions. Ten years from now, what will someone have gained or lost because they have concurrent partners now?***



Summary

5

- A** Hang the two charts (Reasons for Mutual Monogamy and Reasons for Concurrent Partners) next to each other.
- B** Tell the group: ***We see that there are many reasons why people might want to be in mutually monogamous relationships. There are also reasons why some people want to have concurrent partners. Some of these reasons might reflect differences in the way our communities expect men and women to behave. There are many things to consider when making a choice about who to have a sexual relationship with. However, one of these types of partnerships is less likely to spread HIV. Which is it, mutually monogamous or concurrent?***

Answer: Mutually monogamous.

Ask: ***Are there any questions?***

ACTIVITY 2B

Why do some people have concurrent partners?

LEARNING OBJECTIVES

- Evaluate the reasons young men and women give for having concurrent partnerships.
- Provide responses to the reasons young men and women give for having concurrent partners.
- Think of ways to encourage friends to avoid concurrent relationships.

STEP	MATERIALS	TIME
1 Recap		5 min
2 Large group discussion about responses to reasons people give for having concurrent partnerships	Charts used during Activity 2A (Reasons for Mutual Monogamy, Reasons for Concurrent Partners)	30 min
3 “Positive peer pressure, best response” game		20 min
4 Summary		5 min

**Note: Display the chart with reasons why people have one monogamous partner and the chart with reasons why some people have concurrent partnerships.*



Recap

- Ask the group to recall what you discussed in Activity 2A.
- Ask: **Which type of partnership is more likely to spread HIV?**
Answer: Concurrent.
- Explain that in today’s activity you will focus on evaluating and responding to each of the reasons the group discussed for why someone would have concurrent partnerships.

Large group discussion about responses to reasons people give for having concurrent partnerships

2

- A** Add a piece of paper, or create room on the white board or blackboard, to the right of the list of reasons why someone might have concurrent partners. Put the title “Responses” at the top of this sheet of paper or on the board. The existing list with the additional sheet should look like Figure 2B-1 (Reasons and Responses).
- B** Say: *Let’s think of responses to each of the reasons listed here. Imagine that you have a friend who has concurrent partnerships. Your friend wants to stop having these partnerships because your friend understands the risk of such behavior. However, your friend says that it is difficult to stop having concurrent partnerships because of X reason. Help your friend think of another way to get this need met or a different way to think about this need.*
- C** Beginning with the first reason, record each of the group’s responses under the “Responses” column. Refer to the facilitator tips below for possible responses if you need additional ideas.
- D** Continue until you have a response for each reason.
- E** After you have a list of responses, ask the group how they can use these responses when talking to their friends about relationships.

FIGURE 2B-1. Reasons and Responses

REASONS FOR CONCURRENT PARTNERS	RESPONSES
Status	
Money	
Emotions	
Sexual Desire	
Cultural Expectations	
Other	



FACILITATOR TIP — Here are sample responses to some reasons that young people might give for having concurrent partnerships.

REASONS SOME PEOPLE GIVE FOR HAVING CONCURRENT PARTNERS	RESPONSES
Men's (or women's) sexual desire is beyond their control.	Both men and women can control their sexual desire. They can also learn to avoid situations in which it is more difficult to be in control (such as drinking alcohol).
Multiple partners meet different needs.	If faithful partners communicate their needs to one another, they can better meet each other's needs.
Multiple partners are available at different times.	If you are not in the same location as your partner, it is possible to wait to see him or her again before having sex or to satisfy yourself (masturbate).
Having multiple partners makes you more manly or womanly and increases your sense of worth and self-esteem.	Having only one faithful partner can make you feel good about yourself and your relationship with that partner.
You believe that your partner has other sexual partners.	Choosing the right partner and making a mutual commitment to have sex only with each other can increase your belief that your partner is also being faithful.
You perceive that friends and peers have multiple partners.	Some of them do, but others whom you like and respect don't.
Parents or other adults in the community have multiple partners.	Some of them do, but they might be placing themselves and others at risk for HIV.
You can get more money or gifts by having sex with multiple partners than by having sex with just one.	It is possible to earn your own money instead of relying on others.
REASONS AND RESPONSES FOR OLDER AUDIENCES (18- TO 24-YEAR-OLDS)	
Men (and women) need sexual variety and spontaneity, which they achieve through multiple partners.	It is possible to try out a variety of sexual activities with one partner. Mutually faithful partners can be spontaneous, such as having sex in different places or in different situations.
Men and women lose sexual desire with the same partner over time.	Mutually faithful partners can try different sexual positions and techniques.
Other males or females can provide more pleasurable sex than can one's main partner.	If faithful partners communicate their desires and their likes and dislikes, they can have more pleasurable sex.

“Positive peer pressure, best response” game

3

- A** Say: ***Some of the reasons people give for having concurrent partnerships result from peer pressure to be or act a certain way. Let's talk about how peers can also be positive influences. We're going to discuss ways that we can encourage our friends to engage in safe behaviors.***
- B** Ask for two volunteers to act as judges. (You, the facilitator, will also serve as a judge.) Make sure to have one judge of each sex.
- C** Divide the remaining participants into teams. There should be between three and five people on each team and no more than four teams.
- D** Tell participants: ***I will read you a scenario. You should imagine yourselves as one of the characters in the scenario. You will think of something for that character to say that encourages safe behavior instead of concurrent partnerships.***

Read the following: Here is an example: Millicent and Renaldo are friends, and they are waiting together for the bus to take them to work. Renaldo's friend Greg comes up to them and begins talking to Renaldo about the many different women he is having sex with. Greg asks Renaldo why he doesn't have sex with more women than just his girlfriend. Millicent overhears the conversation because Greg is talking loudly. Greg's bus arrives and he leaves. Renaldo and Millicent are alone again. Pretend you are Millicent. What can Millicent say to Renaldo to encourage him to continue to have sex with only his girlfriend?

Here is an example answer: "I think it's really cool that you are faithful to your girlfriend. That shows how much you care about her, and I'm sure that she feels lucky to have you."

- E** Now, read the three scenarios on page 62, one at a time. After you read each scenario, give teams one minute to discuss their response. After the minute is over, ask one person from each team to share the team's answer. You and the other two judges will then decide which team had the best answer. That team wins a point. If possible, when you share who the winner is, also tell participants why that answer was chosen. Be sure to keep track of how many points each team has earned.
- F** When you have read all the scenarios and awarded all the points, announce the winner.

SCENARIOS

Ruth, Elizabeth and Suzette are talking on their way home from school. Ruth tells her two friends that she needs to buy airtime to call her boyfriend who lives in the next village, but she doesn't have any money. Suzette tells Ruth that if she were smart, she would have sex with an older man who would then buy her airtime. Pretend that you are Elizabeth. What can you say to Ruth to encourage her not to have sex in exchange for money or other gifts?

Theo is at a military training camp. He has not seen his girlfriend in several weeks and misses her a lot. He goes to a party with some of his military friends, including his best friend Daniel. A woman at the party begins to flirt with Theo. When he tells her that he has a girlfriend, she asks him why that is important and tries to kiss him. When he walks away, she tells him that all men cheat on their girlfriends and he is being a child. Daniel sees the entire thing. Pretend that you are Daniel. What can you say to Theo to let him know that you respect his choice?

Susan, Thadeus and some other friends are watching a football match together. An advertisement comes on for a new telenovela. It shows a rich and powerful man, David, whose wife has just found out he has a pregnant girlfriend. David also has another girlfriend who is becoming suspicious about his behavior. She asks him to start using condoms, and he refuses. At the same time, David is buying his secretary expensive gifts as a means of convincing her to have sex with him. The show is called "Living like a King," and David is the star. When the advertisement is over, Susan asks the others, "Does living like a king mean having many sexual partners and not using condoms with any of them?" Pretend that you are Thadeus. Respond to Susan's question in a way that shows her you don't believe that David is a good example of how men should live.

4

Summary

After the game is over, remind the group that: ***When someone in your community has concurrent partnerships, the sexual network created can cause HIV to spread more quickly in the entire community, putting everyone, not just themselves, at risk. Therefore, when we encourage our friends to avoid concurrent relationships, we are protecting our entire community. Are there questions?***

ACTIVITY 2C

Let's review concurrency

LEARNING OBJECTIVE

- Demonstrate mastery of Unit 2's Key Facts.

STEP	MATERIALS	TIME
1 Vote with your feet		5 min
2 Take-home messages	White board, chart paper or blackboard; markers or chalk	10 min

Vote with your feet

1



INSTRUCTIONS:

- A** Ask the participants to stand.
- B** Explain that you are going to read several statements aloud. Participants should move to the right side of the room if they believe the statement is true, and they should move to the left side of the room if they believe the statement is false. They cannot stand in the middle.
- C** Tell participants they should decide on their own whether a statement is true or false, rather than watching where others go. No one will be made fun of for answering incorrectly.
- D** Ask one participant from each group (True and False) to say WHY they believe their answer is correct.
- E** Give participants the correct answer and an explanation. Then move to the next statement.

TRUE/FALSE STATEMENTS:

- ***A mutually monogamous relationship means that both partners are faithful; that is, both partners are only having sex with each other.***
True. Both partners must be faithful for the relationship to be mutually monogamous.
- ***Concurrent partnerships are much more likely to transmit HIV than long-term mutually monogamous relationships partnerships.***
True. Concurrent partnerships create larger ongoing sexual networks, and a person engaging in concurrent relationships is more likely to infect his or her partners.
- ***There are other reasons, in addition to reducing your risk of contracting or transmitting HIV, to be in a mutually monogamous relationship.***
True. There are many reasons to be in a mutually monogamous relationship. For example, partners in mutually monogamous relationships are likely to know each other better and communicate clearly, which leads to a more meaningful relationship.
- ***Friends can help others make safer choices about their sexual relationships.***
True. You can encourage your friends in many ways to avoid having concurrent partnerships and support those who are already in mutually monogamous relationships. For example, you can offer them advice on safe ways to get their needs met and provide positive peer pressure that encourages monogamous partnerships.
- ***Men need to have sex whenever they want to, so they need to have concurrent partnerships.***
False. Both men and women can control their sexual urges or they can satisfy themselves without having sex (masturbate).

2

Take-home messages

- A** Ask the group to think about one important thing they learned today. This is the message that they will take home with them.
- B** Ask a few volunteers to share their take-home messages (see Key Facts at the beginning of Unit 2 for ideas).
- C** Ask each participant to identify one person with whom they will share their take-home message.
- D** Encourage participants to share their take-home message with that person before the group meets again.



FACILITATOR TIP — The next time you meet with the participants, ask them to describe what happened when they shared their take-home messages with others.

Creating Media Broadcasts to Promote Monogamous Relationships



OVERVIEW



In small groups, participants will create imaginary radio or video broadcasts that highlight the importance of mutually monogamous relationships and discourage concurrent partnerships. The goal of this activity is to positively affect young people's **values** and **attitudes** about reasons for being committed to one partner versus having concurrent partners.

KEY FACTS



1. There are many benefits to being in a mutually monogamous relationship, such as reduced risk of HIV.
2. Having concurrent partnerships presents many dangers, such as increased risk of HIV.
3. Partner reduction can decrease the transmission of HIV within a community.

TIME



Activity 3A: 65 minutes
Activity 3B: 15 minutes

ACTIVITY 3A

“Be the Broadcaster” — Practicing key messages

LEARNING OBJECTIVE

- State a clear message about avoiding concurrent partnerships to share with other young people.

STEP	MATERIALS	TIME
1 Introduction to the activity	White board, chart paper or blackboard; markers or chalk	5 min
2 Model the activity with a volunteer	Script to model the exercise	5 min
3 Small groups develop imaginary radio or video broadcasts		20 min
4 Small groups present their broadcasts		15 min
5 Large group discusses the broadcasts		15 min
6 Summary		5 min



Introduction to the activity

A Review the concept of concurrent partnerships and why mutually monogamous relationships are preferable.

B On the board or chart paper, write the following list:

- Benefits of being in a mutually monogamous relationship
- Dangers of having concurrent partnerships
- Benefits of partner reduction



- C** Tell participants: **You will be working in small groups to develop a script for a video or radio broadcast about concurrent partnerships. You will present your broadcasts to the large group at the end of the activity. Your broadcast should cover at least one of the topics on this list. Before you split into small groups, I will give you an example. Could I have a volunteer to help me?**



FACILITATOR TIP — If you have the necessary resources, participants could also create posters or a billboard in addition to (or instead of) their video or radio broadcast.

Model the activity with a volunteer

2

- A** Share the script below with the volunteer and let him or her act as either DJ Kaguma or Timo.

TIMO: I'm here with DJ Kaguma to talk about the dangers of having multiple partnerships. DJ Kaguma, tell me about the relationships you have.

DJ KAGUMA: Well, Timo, I believe it's important not to have too many partners during your lifetime. The more people you have sex with, the greater the chances that you'll be exposed to HIV. It's also important to be in only one sexual relationship at a time. They say that having multiple relationships going at one time (I think it's called concurrent partners) is risky. It spreads HIV quickly. I care about staying healthy and protecting my partners, so I always use a condom and have only one sexual partner at a time. That's important to me!

TIMO: I thought a man like you would want to have several partners. You can afford it! Do you mean to tell us that you really only have one at a time?

DJ KAGUMA: That's right, Timo. I don't agree with the idea that a man needs to show off by having several partners. To me, it's best to stick with just one. I can be a much better partner if I only have one at a time. Plus, it's safer.

TIMO: You heard it first here on Radio KDR. DJ Kaguma speaks out about the dangers of having concurrent partnerships! Call in, and let us know what you think.

- B** Remind participants that this was just an example and that they will have the chance to be creative in their small groups.

Small groups develop imaginary radio or video broadcasts

3

- A** Divide the class into groups of no more than five participants in each group.
- B** Tell participants: **For your broadcast, you could:**

- ***Pretend you are interviewing a celebrity, peer or relative who could discuss the benefits of long-term mutually monogamous relationships.***
 - ***Create a song or jingle that addresses the danger of having overlapping or concurrent partners.***
 - ***Or come up with your own creative idea.***
- C** Remind participants that every person in the small group must be involved in the broadcast. Tell them they have 20 minutes for this activity.

4

Small groups present their broadcasts

Bring everyone back together. Have each of the small groups present their broadcasts to the class.

5

Large group discusses the broadcasts

Ask some or all of the following questions to lead the group in a discussion about the broadcasts.

- ***Would the broadcasts convince young people your age to have long-term mutually monogamous relationships?***
- ***Would the broadcasts convince young people your age not to have concurrent partners or to reduce their number of partners?***
- ***Were the broadcasts more likely to show men or women having concurrent partnerships? What does that tell you?***
- ***In some communities men are told that having many sexual partners makes a man seem more powerful. Do you think a message like this affects the way men behave? If so, how? Does this message help or harm the community?***
- ***Would people in same-sex relationships also respond positively to these messages?***
- ***Would people living with HIV respond positively to these messages?***
- ***Were condoms mentioned in any of these broadcasts? If not, how could they be incorporated?***



6

Summary

Ask each group to state the main message from their broadcasts. Then ask:

- ***What other messages do you think young people would respond to?***
- ***Even if you don't have your own radio show, how can you share the messages we talked about today?***

ACTIVITY 3B

Let's review monogamy

LEARNING OBJECTIVE

- Demonstrate mastery of Unit 3's Key Facts.

STEP	MATERIALS	TIME
1 Vote with your feet	True/False statements	10 min
2 Take-home messages		5 min

1. Vote with your feet

1



INSTRUCTIONS:

- Ask the participants to stand.
- Explain that you are going to read several statements aloud. Participants should move to the right side of the room if they believe the statement is true, and they should move to the left side of the room if they believe the statement is false. They cannot stand in the middle.
- Tell participants they should decide on their own whether a statement is true or false, rather than watching where others go. No one will be made fun of for answering incorrectly.
- Ask one participant from each group (True and False) to say WHY they believe their answer is correct.
- Give participants the correct answer and an explanation. Then move to the next statement.

TRUE/FALSE STATEMENTS:

- **People who are in mutually monogamous relationships have larger sexual networks at one time than people in concurrent partnerships.**
Answer: False. Two people who are in mutually monogamous relationships are having sex only with each other, so their sexual network at that time is small.
- **An HIV super highway is created by a large sexual network and high HIV viral load.**
Answer: True. HIV spreads quickly through a community when people have concurrent partners.
- **People who are in monogamous relationships are not able to get HIV.**
Answer: False. People who are in monogamous relationships are still able to get HIV. People in a monogamous relationship might still get HIV if:
 - One of the partners is not faithful and has sex with someone else who is living with HIV.
 - One partner gets HIV from a nonsexual route (such as sharing needles).
 - The partners were not tested before the relationship, and one of them has HIV and doesn't yet know it.
 - One of the partners is HIV positive but does not use a condom.

It's important to note that condoms can protect all couples from sexually transmitted HIV infection.

2

Take-home messages

- A** Ask the group to think about one important thing they learned today. This is the message that they will take home with them.
- B** Ask a few volunteers to share their take-home messages (see Key Facts at the beginning of Unit 3 for ideas).
- C** Ask each participant to identify one person with whom they will share their take-home message.
- D** Encourage participants to share their take-home message with that person before the group meets again.



FACILITATOR TIP — The next time you meet with the participants, ask them to describe what happened when they shared their take-home messages with others.

Practicing Skills to Avoid Multiple Partnerships



OVERVIEW



Using role plays, participants will practice making the choice to limit their sexual partners. This activity aims to reinforce basic **refusal skills** and teach new ones.

KEY FACTS



1. Young women and men both have the right to choose their sexual partners. You also have the right to choose not to have sex, whether or not you are in a relationship.
2. Refusal skills can help you communicate that you do not wish to have sex.
3. The most basic refusal skill is an effective no. Characteristics of an effective no include clearly saying no, using a firm voice, using appropriate body language and repeating no as many times as necessary.
4. Additional refusal skills include using strategies to help you (a) avoid situations that may lead to unwanted sex and (b) learn to comfortably say no to sex within a relationship.

TIME



Activity 4A: 60 minutes

Activity 4B: 45 minutes

Activity 4C: 60 minutes

Activity 4D: 15 minutes

ACTIVITY 4A

Introduction to using refusal skills

LEARNING OBJECTIVES

- Understand that each person has the right to decide whether to have sex and that it is possible to communicate the desire not to have sex.
- Recall the characteristics of an effective no.
- Provide examples of how to avoid situations that may lead to unwanted sex.
- Discuss how to feel more comfortable saying no to sex within a relationship.
- Gain confidence in using refusal skills.

STEP	MATERIALS	TIME
1 Introduction to the activity		5 min
2 Review of refusal skills	<p>White board, chart paper or blackboard; corresponding markers or chalk</p> <p>Write the following on the board: (1) the list of refusal skills (page 74), (2) examples of strategies to avoid a situation that might lead to sex (page 76), (3) examples of relationship building (page 77)</p>	20 min
3 Role plays demonstrating refusal skills in relationships	<p>Role plays 1 and 2 (page 79)</p> <p>Observer checklist (page 90) written on board</p>	30 min
a. Role play 1: Fully scripted b. Role play 2: Fully scripted		
4 Summary		5 min

Introduction to the activity

1

- A** Tell participants that in this unit they will learn and practice skills for effectively communicating that they do not want to have sex. These skills can help them limit the number of partners they have. Even if participants have already learned refusal skills (such as saying no), this activity will be a good refresher and an introduction to new refusal skills.



FACILITATOR TIP — This unit does not address communication skills broadly; it focuses only on the skills needed when communicating the desire not to have sex. Participants might benefit from developing other communications skills as well. See the box below for a link to a curriculum that provides activities designed to develop general communication skills.

Also, this unit focuses only on situations in which someone has the ability to safely refuse sex. This unit does not discuss the important topic of sexual violence. If you want or need to discuss sexual violence with your participants, please familiarize yourself with activities 13 (pages 46–47), 24 and 25 (pages 72–81) in the *It's All One* resource kit. If you feel that someone in your organization, including yourself, can offer support for participants who have experienced sexual violence, invite participants to talk to you or that person in private after the activity. Alternatively, or in addition, you might want to refer participants to available services in your area or help participants identify a safe adult to talk to about sexual violence.

General Communication Skills

Refusal skills are one type of communication skill. If you would like to work on communication more broadly with your participants—for example, you want them to be able to ask a partner to be in a monogamous relationship—please refer to Unit 5 in the Activities Volume of *It's All One Curriculum* from Population Council (pages 104 to 126).

International Sexuality and HIV Curriculum Working Group. It's All One: Curriculum Resource Page [Internet]. New York: The Population Council Inc.; 2009 [cited 2012 June 19]. Available from: http://www.popcouncil.org/publications/books/2010_ItsAllOne.asp

- B** Tell the participants:

We all have the right to decide whether to have sex, who we have sex with and when to have sex. We have learned that reducing the number of sexual partners we have decreases our risk of HIV infection. To have fewer partners, we must be able to effectively say no to sex that we do not want or are not ready for, sometimes even with someone we care about or may wish to have sex with in the future.

You could find yourself in a situation in which you are not able to refuse sex. This is never your fault. When someone forces you to have sex, it is a crime called rape, and it is never acceptable. If this happens to you, it is important to seek help from an adult you trust.

In this activity, you will practice communicating your decision not to have sex in situations in which you do have a choice.

2

Review of refusal skills

- A** Review the list of refusal skills (written on the board in advance).

REFUSAL SKILLS



- Communicate an effective no.
- Avoid situations that might lead to sex.
- Build the relationship.

- B** Ask participants what they think makes a no effective. After participants volunteer their responses, write the following four characteristics on the board or chart paper.

Characteristics of an effective no:



- Clearly say “no.”
 - Use a firm tone of voice to support the no message.
 - Give a strong nonverbal no message by using appropriate body language.
 - Repeat the no message as many times as necessary.
- C** Explain each characteristic and then demonstrate it. Give the examples of both an effective and ineffective refusal statement below.
- **Clearly say “no.”**
 - *There is no substitute for clearly saying no.*
 - **Effective use:** *“No, I don’t want to leave the party with you.”*
 - **Ineffective use:** *“Well, I don’t know. I don’t think I should leave the party with you.”*
 - **Use a firm tone of voice to support the no message.**
 - *The way you say something often gives a stronger message than the words you use.*
 - **Effective use:** *Use a firm voice while saying, “NO, I don’t want to leave the party with you.”*

- *Ineffective use: Use an unconvincing voice while saying, “Well, I don’t know. I don’t think I should leave the party with you.”*
 - **Give a strong nonverbal no message**
 - *There are many body movements that can support a verbal no message. For example:*
 - *Hands-off gestures: Use hand or arm movements for emphasis.*
 - *Stiff body: Sit or stand stiffly.*
 - *Serious facial expression: Use an “I mean it” expression.*
 - *Other body movements: Cross arms and legs for emphasis.*
 - *Effective use: Arms crossed or hands on hips while saying, “No, I don’t want to leave the party with you.”*
 - *Ineffective use: Slouching while saying, “Well, I don’t know. I don’t think I should leave the party with you.”*
 - **Repeat the no message as much as needed.**
 - *Eventually, the person will get the message and give up.*
 - *Effective use: “I already told you twice. No, I don’t want to leave the party with you.”*
 - *Ineffective use: Failing to repeat the message.*
- D** Tell participants that it is time to practice. Ask everyone to stand and turn to a partner. One person in each pair should pretend he or she is asking the other to leave a party. The person asked to leave the party should respond with a clear, strong no and use appropriate body language (such as standing up straight and making eye contact, if culturally appropriate). Ask the partners to switch roles, so that both people have the chance to practice an effective no. Continue this activity until you feel that everyone is able to give an effective no.
- E** Say: ***Sometime, you could find yourself in a situation in which you feel that you might end up having sex even though you don’t really want to. Perhaps there are internal reasons, such as when the temptation to have sex is strong, or external reasons, such as when someone pressures you. In either case, changing the situation is a good way to avoid having sex. For example, you could simply leave. Or you might want to interrupt the mood to slow things down. You could also suggest a different activity that you and your partner can do together. Any of these can accompany an effective no and make your message even stronger. Some examples of ways to change the situation are listed on the board.***



If you haven't already done so, WRITE THE FOLLOWING EXAMPLES ON THE BOARD OR CHART PAPER.

Leave alone — give a reason that you need to leave alone.

- Say that you're not feeling well.
- Say that you need to get home.

Interrupt the mood — come up with a reason to leave temporarily.

- Make a phone call or pretend to receive a phone call.
- Go to the bathroom.

Do something else together — suggest something other than sex that you can do together.

- Suggest just dancing together.
- Suggest hanging out with others.
- Suggest going to the mall.
- Suggest getting something to eat.

F Ask: *Are there other ways to get out of a situation when you do not want to have sex?*

Listen to and repeat the participants' suggestions. Ask the participants whether they think all the examples are realistic.

Say: *Some of these suggestions are appropriate in some circumstances but not in others. For example, sometimes when a man buys a woman dinner or gifts, he expects her to have sex with him in return. So if a woman says that she does not want to have sex but would like to go to dinner instead, she might feel less able to say no to sex later on. While no one ever owes someone sex in exchange for anything else, the person receiving the gift or meal might feel pressure to "give back" to the other person, especially if the other person expects it. If you do not wish to have sex with someone and want to suggest something else the two of you can do together, recommend activities that won't make it harder to say no later.*

It is important to build your communication skills, so that you can effectively communicate about expectations, both sexually and generally. What kinds of activities can you think of that would clearly let the other person know that you do not want to have sex with him or her now or later, but that you still want to do other things together?

G Say: *In some cases, if a boyfriend or girlfriend asks us to have sex, we might think that saying no could hurt our relationship. However, if someone respects and cares about you, you should be able to tell him or her that you do not wish to have sex without worrying that you are hurting the relationship. However, it might help you to feel more comfortable saying no to sex if you work to build your relationship at the same time. Some examples of relationship building are on the board.*

If you haven't already done so, WRITE THE FOLLOWING EXAMPLES ON THE BOARD OR CHART PAPER.

Relationship Building

- Tell the person that you know that he or she cares about you.
- Tell the person that you care about him or her.
- Acknowledge that both of you are attracted to one another.
- Offer to do something together other than having sex.



H Ask: *What other relationship-building ideas can you think of?*

Listen to and repeat the participants' suggestions. Ask the participants whether they think all the examples are realistic. Then ask them:

Do you think that building your relationship could make it easier to tell someone you care about that you do not want to have sex? If not, what else could you do?

Role plays demonstrating refusal skills in relationships

3

A Make sure you have written the observer checklist (page 90) on the board or chart paper. Divide the large group into groups of three for role plays 1 and 2.

B Tell the participants: *For the rest of this unit, you will be doing role plays to practice the refusal skills we have just reviewed.*

If participants are not familiar with role plays, tell them that role plays are like dramas where we see people pretending to respond to events — giving us the opportunity to practice skills we have learned.

Say: *These role plays will help you think about how you might handle a situation and will give you the opportunity to practice using refusal skills. We will use the observer checklist (on the board or chart paper) to help the group assess whether the role plays are effective and convincing.*

C Review the observer checklist with the group.

Say: *In each role play, we want to see all the characteristics of an effective no being used. We should also see people using strategies to avoid sex. However, it will not always be appropriate to work on building the relationship, as in situations where someone that you don't know or care about is pressuring you to have sex.*

D Give participants role plays 1 and 2 (pages 79).

E Tell the participants: *These two role plays are fully scripted so you will just read the text provided. Every group should choose people to read the characters' lines and one person to be the observer. The observer will use the observer checklist to see which skills are being demonstrated. After you've done the first role play, switch roles and do role play 2. Remember, try to sound convincing!*

- F** When the small groups are finished with both role plays, ask everyone to return to the large group so that they can discuss what they saw in their small groups. Choose a group to read role play 1 convincingly and demonstrate it to the large group.
- G** Now, use the observer checklist (page 90) to guide the conversation. Ask participants to tell you whether they saw or heard each of the characteristics that make someone's no effective. (All of these skills were demonstrated if participants followed the script.) Ask if any of the other skills were used. (In this case, Maryanne did use strategies to avoid situations that may lead to sex. She gave a reason that she needed to leave alone by saying that she was going back to her cousins' house and also said she didn't feel well. She did not try to build the relationship.)

Ask participants: ***We see that Maryanne did not try to build the relationship. Why do you think this is?***

There is no right answer. Potential answers include:

- She has a boyfriend and did not want Juma to think she wants to have sex with him.
 - Juma was mean to her; she did not want to spend any more time with Juma.
 - She did not have a relationship with Juma that she needed or wanted to build.
- H** Next ask one group to demonstrate role play 2. After the demonstration, use the observer checklist to guide the conversation. Ask participants to tell you whether they saw or heard each of the skills that make someone's no effective. (All of these skills were demonstrated if participants followed the script.) Ask if any of the other skills were used. (In this case, Matthew used strategies to avoid situations that may lead to sex. He interrupted the mood by pretending to take a phone call; he asked to introduce Jane to his friends; he suggested going in the kitchen to talk instead of going somewhere alone. He also used relationship-building skills when he said, "I like you too. You seem great.")

Ask participants:

- ***Why do you think Matthew chose to build the relationship in this case?***
- ***In the first role play, we saw a woman refusing to have sex when invited by a man. In the second role play, a man refuses to have sex with a woman. In real life, outside of these role plays, why might a young woman find it difficult to say no when asked to have sex? Why might a young man find it difficult? Are these reasons different? If so, why?***
- ***Why might it be difficult for either a man or a woman to refuse sex with a partner other than the one they are committed to? How can people overcome these challenges?***
- ***It can be hard to tell someone you care about that you don't want to have sex. It can also be hard to hear someone say no if you ask for sex. But, if we care about our partners, we will respect their decisions. If your partner tells you that he or she does not wish to have sex, what can you say that shows you respect that decision and still care about them?***

4

Summary

Each of us has the right to decide who we want to have sex with or whether to have sex at all. Using the skills we reviewed and practiced today you can help to reduce your HIV risk by choosing not to have sex and communicating that choice to others.

ROLE PLAY 1: CHOOSING YOUR PARTNERS WISELY

Maryanne goes to visit her cousins in the city. One night, she goes with them to a football match. A cute guy, Juma, offers to buy her something to eat after the match, and her cousins tease her about him. She has a boyfriend at home but decides to meet up with Juma for dinner anyway. After she eats, Juma starts pressuring her to go to a hotel with him. She tells him she can't.

JUMA: What's the matter? I bought you dinner, and this is how you repay me? Don't you want to be with me?

MARYANNE: (In a firm voice.) No! It's getting late; I need to get back to my cousins' house.

JUMA: You're acting like you're from the village! You don't get to be with a big-city guy every day. This is how things work in the city.

MARYANNE: (Moving away.) Thank you, but no! I need to get back, I don't feel well.

JUMA: (Moving closer to her) Come on, I like you a lot, and you're so pretty. Besides, we need to celebrate the football match. Be a team player!

MARYANNE: (Moving away further.) No, I really need to go. I have a boyfriend at home I really care about, and I only want to be with him. It's easier and safer that way.

JUMA: I could tell you were just a village girl. You don't know what you're missing.

MARYANNE: (Crossing arms.) I do know what I'm missing, but I'm okay with that. It's my choice! There's the bus to my cousin's house.

ROLE PLAY 2: AT A PARTY

Some of Matthew's friends talked him into going to a party. At the party, people are having a good time. They are drinking a little, and some people are dancing to the music. Matthew starts dancing with a girl he just met. Her name is Jane. She is really attractive. Matthew likes being with her. During one dance, she starts holding him closer and they begin to kiss. He is attracted to her but doesn't want to have sex since they just met.

MATTHEW: Hold on just a minute. I am getting a call. (Turns his back and pretends to receive a call. A few seconds later, he turns back to Jane.)

JANE: I really like you. Let's go somewhere where we can be alone.

MATTHEW: I like you too. But I don't want to move too fast. Let's stay at the party.

JANE: Everyone else is leaving to be alone. Why don't we do the same?

MATTHEW: No. I want to stay. (He pulls her toward the center of the party.) I can introduce you to my friends.

JANE: (Refuses to move.) We're having a great time and I want to get to know you better. Let's go.

MATTHEW: No. We can get to know one another better here. It's quieter in the kitchen because there are fewer people there. We could go there to talk if you want to.

JANE: (Makes a sad face.) I don't see why you won't go with me. If you liked me, you would leave with me.

MATTHEW: (In a firm voice.) No. I'm going to stay. I hope that you'll stay here with me.

ACTIVITY 4B

More than just saying “no” — using role plays to demonstrate refusal skills in relationships

LEARNING OBJECTIVES

- Distinguish between effective and ineffective approaches for avoiding concurrent partners.
- Effectively use strategies for avoiding concurrent partners.

STEP	MATERIALS	TIME
1 Recap		5 min
2 Role plays demonstrating refusal skills in relationships a. Role plays 3 and 4: Partially scripted	White board, chart paper or blackboard; corresponding markers or chalk ; Role plays 3 and 4 (pages 83-84) Observer checklist written on the board or paper (page 90)	50 min
3 Summary		5 min



Recap

Say: *In the previous activity, we learned about refusal skills, including the characteristics of an effective no, ways to avoid situations that might lead to sex, and relationship building. Could someone please tell me the characteristics of an effective no?*

As a reminder, they are as follows:

- Clearly say no.
- Use a firm tone of voice to support the no message.
- Give a strong nonverbal no message by using appropriate body language.
- Repeat the no message as many times as necessary.

Could someone else please name a few ways to avoid a situation that may lead to sex?

A few examples could include these:

- Leaving alone by saying you have a curfew or are expected home at a certain time
- Interrupting the mood by going to get a drink of water for a few minutes
- Doing something else together such as playing a game (alone or with friends)

Finally, if you are saying no to sex with someone you care about, what could you say to help build the relationship?

- Tell the person that you care about him or her.
- Tell the person you enjoy spending time together.

Tell the group that in the next activity they'll have another opportunity to practice all of these refusal skills.

Role plays demonstrating refusal skills in relationships

2

- A** Divide the participants into groups of three for role plays 3 and 4.

Unlike the fully scripted role plays that participants used in the last unit, role plays 3 and 4 are only half scripted, so participants will need to come up with their own responses to the missing sections. Have all groups complete role play 3, three times so that everyone gets a chance to be each character and the observer.

- B** Give participants the script for role play 3 (page 83).

Tell the participants: ***For role play 3, remember what you've learned about good refusal skills. Unlike the first two role plays, this one is only half scripted, so you will have to come up with the missing pieces on your own as you act out the role play. Be creative, and remember that everyone should get a chance to be each character and the observer.***

You can instruct the participants to come up with the missing lines as a group or for each person to come up with the missing lines when playing the individual who does not wish to have sex.

- C** Once the small groups have completed role play 3, ask the participants to return to the large group. Then ask one small group to present for everyone else. Use the observer checklist, written on the board or chart paper, to guide the discussion about how well the group performed the role play. Ask whether participants tried to build the relationship and whether doing so was appropriate.
- D** Now, hand out the script for role play 4 (page 84) and repeat the steps above.



E When both role plays are completed, ask participants:

- *Were these role plays realistic? Can you think of other ways to refuse sex that were not demonstrated in the role plays?*
- *Here we see women refusing sex with people they have previously had sex with. Would it be different for a man to refuse to have sex with a previous sexual partner? If so, how? Why?*
- *Both men in the role plays hope that they can convince the woman to do as they ask. Some young women are expected to be pleasing and do as they are told. How could these expectations put young women at risk? How can women overcome these challenges?*
- *In the role plays we also see men asking for sex with someone other than their primary partner. It is a common idea that men must have sex whenever they want to. How does this message help or harm our community? How does it put men at risk for HIV? How can men overcome these beliefs?*
- *In role play 4, we see a woman ending a relationship using refusal skills. Is this realistic? Do people in your community find it difficult to end relationships? What might make it easier?*
- *How well would the refusal skills demonstrated in these role plays work for people in same-sex relationships? How could they be changed for people in same-sex relationships?*
- *How well would the refusal skills demonstrated in these role plays work for people living with HIV? How could they be changed for people living with HIV?*

Summary

3

Each of us has the right to decide who to have sex with or whether to have sex at all. Depending on the relationship and the circumstances, there are many ways to let someone know when you are interested in having sex and when you are not. In this activity, we had the chance to apply refusal skills in two different role plays.

Which actions used in this activity might you use in your own life?

ROLE PLAY 3: REFUSING SEX WITH AN EX-PARTNER

Betty is 22. She is not married but has a 1-year-old son named Tito. Betty provides for herself and her son by selling vegetables at the village market. She is happy to be so successful.

However, she is frustrated because Eric, Tito's father, still bothers her from time to time. Eric works as a conductor for one of the public buses in the village. But whenever he gets enough cash, he spends it in the pub. He is not responsible and does not provide for Betty or Tito. Even though Eric and Betty are no longer a couple, sometimes Eric comes to Betty when he wants to have sex, expecting that she will do as he asks because of their past relationship and because they have a child together. Betty does not want to have sex with Eric anymore. One night, after Betty has decided not to have sex with Eric anymore, Eric comes to her house and tries to have sex with her.

Betty: Eric, I don't like it when you think you can have sex with me because of Tito. I don't want to have sex with you. Please stop bothering me.

ERIC: *You're the mother of my son. Of course I can.*

BETTY: _____

ERIC: *But we made such a beautiful son together.*

BETTY: _____

ERIC: *Do you want our son to know that he has such a disrespectful mother? You should do as I ask. I am the father of your child.*

BETTY: _____

ROLE PLAY 4: REFUSING SEX WITH AN OLDER PARTNER

Richard is 45. He works in the city but has a family that he provides for in the village. Living away from his family sometimes makes him lonely. Six months ago, Richard met Grace, a young woman who is 18. Grace is attractive and was able to make Richard forget about his loneliness. They began having sex together, and he started buying her gifts. He gave her a new mobile phone, one she could use for Facebook and to take pictures. He also took her out to nice dinners where they could drink beer and go dancing.

Grace found out that Richard has a wife, but she depended on him to provide her with money and did not end their relationship. Last week, Grace attended a workshop on HIV. She learned about the dangers of having sex with older men and decided that she needed to tell Richard that she was no longer going to have sex with him. The next time he asks her to come to his apartment for the evening, she tells him no.

GRACE: *I don't want to do this anymore. I don't think we should be seeing each other like this. You have a wife.*

RICHARD: *Men have needs, and my wife isn't here to fulfill them. I am just acting like other men. You are being silly. Come over.*

GRACE: _____

RICHARD: *But I care about you and treat you right; I give you gifts and take you out. No man your age can do that for you.*

GRACE: _____

RICHARD: *I'll give you one last chance to change your mind. You know how good this relationship is for you.*

GRACE: _____

ACTIVITY 4C

Using role plays to practice refusal skills

LEARNING OBJECTIVES

- Distinguish between effective and ineffective approaches for avoiding concurrent partners.
- Effectively use strategies for avoiding concurrent partners.

STEP	MATERIALS	TIME
1 Recap		5 min
2 Role plays demonstrating refusal skills in relationships a. Role plays 5 and 6: Unscripted	White board, chart paper or blackboard; markers or chalk; Role plays 5 and 6 (pages 87-88); Observer checklist written on the board or paper (page 90)	45 min
3 Discussion and summary		10 min

Recap

1

Say: *We have practiced refusal skills in a couple of activities. Remember that refusal skills include an effective no, avoiding situations that may lead to sex, and relationship building.*

May I have three volunteers? The first volunteer will give all four characteristics of an effective no; the second volunteer will give one example of a way to avoid a situation that may lead to sex, and the third will give one example of relationship building.

Refer to Activity 4A for detailed definitions and examples.

Role plays demonstrating refusal skills in relationships

2

A Divide the participants into groups of three for role plays 5 and 6.

B Tell the participants: *Role plays 5 and 6 are similar to those you have practiced, except that these role plays are completely unscripted. That means you will need to decide what both people in the situation say. Try to make the situation as*

creative and as realistic as possible. Remember, you should do this role play three times so that everyone can be each character and the observer.

- C** Give the groups the instructions for role play 5 (page 87).

If participants are having difficulty completing the role play, they can choose to discuss the role play as a small group first; however, the ideal way to complete this activity is to have them individually improvise their character's response.

- D** Once the small groups have completed role play 5, ask participants to return to the large group. Then ask one small group to present the role play. Use the observer checklist as a group to guide the discussion about how well the skills were modeled in the role play. Be sure to ask whether the character saying no to sex tried to build the relationship and whether this was appropriate.

- E** Next, hand out the instructions for role play 6 (page 88) and repeat the steps above.

3

Discussion and summary

Bring the group back together to discuss all the role plays.

- *When Mercy went outside with Isaac, he may have felt that she wanted to have sex with him. However, in the end she does not want to. Does Mercy have the right to change her mind? (Answer: YES)*
- *If Mercy and Isaac were drinking alcohol when they met again, how might that make it harder for Mercy to say no to sex? Would it make it harder for Isaac to accept her answer? If so, how?*
- *In one situation a man is asking a woman to have sex (Isaac asking Mercy). In the other, a woman is asking a man to have sex (Joyce asking Kennedy). Was it easier to come up with lines for Isaac to say than for Joyce to say? If so, why do you think this was?*
- *Is a situation like Joyce's — in which her husband is gone for many months at a time — common in your community? If your partner had to be gone for many months at a time, what could you do other than having additional partners to avoid feeling lonely?*
- *Thinking of all the role-plays you have done, which skills could you use in your life? Why are these easier than others for you to use?*
- *Could the refusal skills that you have learned help someone say no to sex with a partner who would not use condoms? Why or why not?*
- *How will you apply the skills you have learned in this unit to your relationships, either now or in the future?*



We have discussed ways to you can help to reduce your HIV risk by choosing not to have sex and communicating that choice to your potential partner. By practicing a variety of scenarios through role plays, you have had the opportunity to imagine how you would refuse having sex with someone. These skills can help you feel more comfortable about making such decisions if they arise in your life.

ROLE PLAY 5: CHANGING YOUR MIND

Mercy has a boyfriend name Isaac. But last weekend Mercy went to a club, met Jacob, had a few drinks and ended up having sex with him. She wishes she hadn't had sex with Jacob because she only wants to be with her boyfriend.

This weekend, Mercy goes to a different club and meets Jacob again. She is having a good time and follows Jacob when he leads them outside where they can be alone. He tells her he thought about her all week and that he bought airtime for her mobile phone so that they could be in touch more often. Then he starts to kiss Mercy and take her clothes off, but she doesn't want to have sex with him again.

MERCY: _____

JACOB: _____

MERCY: _____

JACOB: _____

ROLE PLAY 6: REFUSING SEX WITH A FRIEND FROM CHILDHOOD

Kennedy and Joyce are friends from primary school. Kennedy moved to the capital after secondary school, and Joyce stayed in their village. Kennedy returns to the village one day to attend a relative's wedding. Joyce is also there, and they meet again for the first time in many years. Joyce has become beautiful since the last time Kennedy saw her, and he is happy that she seems so excited to see him.

After the wedding, Joyce and Kennedy are talking. Joyce makes it clear that she wants Kennedy to come home with her. Her husband is a miner and is gone for many months at a time. She says that she would like him to keep her company for the night. Kennedy cares about Joyce and is attracted to her, but he doesn't want to have sex with her because he knows the risk.

KENNEDY: _____

JOYCE: _____

KENNEDY: _____

JOYCE: _____

ACTIVITY 4D

Let's review effective communication strategies for avoiding multiple partnerships

LEARNING OBJECTIVE

- Demonstrate mastery of Unit 4's Key Facts.

STEP	MATERIALS	TIME
1 Vote with your feet	True/False statements	10 min
2 Take-home messages		5 min

Vote with your feet

1

INSTRUCTIONS:

- Ask the participants to stand.
- Explain that you are going to read several statements aloud. Participants should move to the right side of the room if they believe the statement is true, and they should move to the left side of the room if they believe the statement is false. They cannot stand in the middle.
- Tell participants they should decide on their own whether a statement is true or false, rather than watching where others go. No one will be made fun of for answering incorrectly.
- Ask one participant from each group (True and False) to say WHY they believe their answer is correct.
- Give participants the correct answer and an explanation. Then move to the next statement.

TRUE/FALSE STATEMENTS:

- **An effective no includes using a passive (soft) voice and unclear body language.**
Answer: False. An effective no includes using a firm voice and clear body language.
- **You have the right to refuse sex, even with someone you are in a relationship with.**
Answer: True. You always have the right to decide what happens to your body. You also always have the right to change your mind and not have sex, even if you have indicated you would have sex or have had sex with someone in the past.
- **Telling someone that you need to leave to meet a friend who is waiting for you is one way to get out of a situation where someone is pressuring you to have sex.**
Answer: True. Saying that you need to leave a situation that might lead to sex can be helpful if you do not wish to spend any more time with the other person.
- **To avoid a situation in which you are tempted to have sex, such as being alone with someone, you can suggest that you all go hang out with friends.**
Answer: True. You can remove yourself from a situation that might lead to unwanted sex and still spend time with the other person.

2

Take-home messages

- Ask the group to think about one important thing they learned today. This is the message that they will take home with them.
- Ask a few volunteers to share their take-home messages (see Key Facts at the beginning of Unit 4 for ideas).
- Ask each participant to identify one person with whom they will share their take-home message.
- Encourage participants to share their take-home message with that person before the next unit.



FACILITATOR TIP— The next time you meet with the participants, ask them to describe what happened when they shared their take-home messages.

OBSERVER CHECKLIST

SKILLS	WAS IT COMPLETED?
Used an effective no	<input type="checkbox"/>
Clearly said no	<input type="checkbox"/>
Tone of voice said no	<input type="checkbox"/>
Body language said no	<input type="checkbox"/>
Repeated the no message	<input type="checkbox"/>
Avoided a situation that might lead to sex	<input type="checkbox"/>
Built the relationship	<input type="checkbox"/>

Making a Commitment to a Monogamous Relationship

5

OVERVIEW



In pairs, participants will think about a situation in which they might make the choice to have only one partner at a time; they will then share their commitment anonymously. This activity positively affects young people's intentions by helping them think about what it would be like to make a commitment to only one partner. It also increases their skills by giving them practice in defending their decision.

KEY FACTS



1. You can decide whom to have sex with and when. You can also decide not to have sex at all or to only have one sexual partner at a time.
2. By imagining a time when you choose to have sex with just one person, you can plan how to handle any challenges you might face.

TIME



Activity 5A: 55 minutes

Activity 5B: 15 minutes

ACTIVITY 5A

“Imagine This” — Making the decision not to have multiple partners

LEARNING OBJECTIVES

- Make plans for dealing with challenges to a decision not to have concurrent partners.
- Anticipate the community’s response to choosing to have only one partner.

STEP	MATERIALS	TIME
1 Introduction to the activity		5 min
2 Participant discussion in pairs	White board, chart paper or blackboard; markers or chalk; questions a-g (page 93) written on the board or paper	10 min
3 Group discussion		15 min
4 “Best response” game		10 min
5 Participants make a commitment	White board, chart paper or blackboard; markers or chalk; the commitment statement (page 95) written on the board or paper; small slips of paper; pens or pencils; a small bag	10 min
6 Summary		5 min



Introduction to the activity

Explain the activity: ***We will talk about a situation in which you might choose to have only one sexual partner. You will answer questions about how you will feel making this decision, as well as how others will feel about this choice. You will also have time to think of the challenges that might result and ways to address those challenges.***

Participant discussion in pairs

2

A Before beginning this activity, write up questions a-g (listed below) on the board or chart paper. Put the participants into same-sex pairs.

B Then read the following sentences, choosing one of the underlined phrases, depending on the participants' ages. For younger participants and those who are not sexually active, use the phrase "in three years." For older or sexually active participants, use the phrase "tomorrow."

We are going to imagine a situation in which we decide to have only one sexual partner at a time. Imagine that you meet someone in three years/tomorrow. You begin to spend time with him or her and really enjoy this person. You decide that for as long as the two of you are in a relationship, you will have sex only with each other.

Say: I want you to think about the questions on the board/chart paper. I'm going to read each question aloud and give you a minute to discuss it with your partner before I move onto the next question. When we're done, I'll ask for volunteers to share their thoughts.

C Walk around the room, listen to participants' conversations, and answer any questions they have. Continue this process until all of the questions are read and discussed.

QUESTIONS:

- a. What will your friends say about your choice (to be in a monogamous relationship)?
- b. What will your family say about your choice?
- c. What will your partner say about your choice?
- d. What are the benefits of making this choice?
- e. What challenges might you face as a result of this decision?
- f. How will you overcome these challenges?
- g. Things in your relationship are going really well six months later. How will you feel then about the choice that you made?



Group discussion

3

A Bring the group back together. Review the seven questions; ask at least one pair to share an answer to each question.

B Next, ask participants the following questions:



- *If a young man made the choice to have only one partner, how would his community perceive him? Is this different than the way a young woman who made this choice would be perceived? If so, why?*
- *Do you think that the expectations for sexual behavior are different for young men and young women? If so, is this difference fair? Why or why not? If not, what would be fair? What can you do to help make this fair?*
- *What challenges would someone who wants to be in a same-sex relationship face if he or she decided to be with only one partner? Are these challenges different than those faced by someone who is attracted to the opposite sex? If so, how? How can these challenges be overcome?*
- *What challenges would someone living with HIV face if he or she decided to be in a monogamous relationship? Are these challenges different than those faced by someone who does not have HIV? If so, how? How can they be overcome?*
- *Why is it important to use condoms in a long-term monogamous relationship? How would you decide whether to use condoms in your monogamous relationship? If you use condoms at the beginning of your relationship, would you be able to continue using them throughout the relationship? Why or why not? What are some strategies to continue condom use in long-term monogamous relationships?*

4

“Best response” game

Give participants a chance to practice responding to the challenges they may face.

- A** Say: *Let’s spend some time thinking about what we might say if someone asks us why we’ve decided to be in a monogamous relationship.*
- B** Ask the group for two volunteers to act as judges (the facilitator will also serve as a judge). Make sure to have one judge of each sex.
- C** Divide the rest of the group into teams. There should be between three and five people on each team and no more than four teams
- D** Tell participants: *I will read a scenario. With your teammates, think of a response that you can give when presented with this situation.*

Read the scenarios on the next page aloud, one at a time. After you have read each scenario, give teams two minutes to discuss their responses. When the time is up, ask one person from each team to share the team’s answer. You and the other two judges will then decide which team had the best answer. That team wins a point. If possible, when you share who the winner is, also tell participants why that answer was chosen. Be sure to remember how many points each team has.

- E** When you have read all the scenarios and awarded all the points, announce the winner and ask if there are any questions.

SCENARIOS

- Your boyfriend is the same age as you; you two are in school together. Your older sister asks you why you don't also have an older partner — one with more money and more sexual experience. What do you tell your older sister?
- You just told your best friend that you and your partner are going to have sex with only one another. Your best friend asks you why you would limit yourself to just one person when so many people would be willing to have sex with you. What do you say to your best friend?
- You bring your sexual partner home to meet your parents. They do not like your partner and say that they hoped you would be in a relationship with someone that they chose. You want to stay with your partner, but you feel pressure to be in a relationship with someone your parents approve of. What do you say to your parents?

Participants make a commitment

5

WRITE THE FOLLOWING STATEMENT ON THE BOARD OR CHART PAPER:

“When I decide to have sex, I plan to have only one sexual partner at a time.”



Tell participants: ***You have imagined what it would be like to commit to having only one partner and thought about what you could say to defend this choice. Next you'll have the chance to decide whether or not this is something you plan to do. Listen to the following statement: “When I decide to have sex, I plan to have only one sexual partner at a time.” Decide whether you agree, disagree or are unsure about that statement. You will share your choice anonymously.***

INSTRUCTIONS:

- A** Give each participant a small slip of paper and a pencil.
- B** Take out a small bag to pass around the room.
- C** Tell participants that they will write a letter on the slip of paper, depending on their choice. Explain that each letter symbolizes a choice: “A” is agree. “D” is disagree. “U” is unsure. Write this information on the board for participants to see.
- D** Each participant should write a letter on a slip of paper. Tell the participants to fold the paper in half so that everyone's is nearly the same size, then to drop it into the bag.
- E** After everyone has “voted,” count the responses quickly.
- F** Conclude the activity by sharing the results, noting how many people said they agreed, were unsure and disagreed.



FACILITATOR TIP — If you find that few or no people agree that they will have sex with one person at a time, ask the group why they think this is the case. Then ask them what else can be done to limit risk in a case in which someone has concurrent sexual partners.

6

Summary

Say: ***Thank you for imagining making the choice to be with one person at a time. As with any choice, it's important to consider how you will feel about your choice, and how those important to you will feel about it. Regardless of the choice that each of us made today, it is important to think about how to make that choice as safe as possible.***

ACTIVITY 5B

Let's review the importance of monogamy

LEARNING OBJECTIVE

- Demonstrate mastery of Unit 5's Key Facts.

STEP	MATERIALS	TIME
1 Vote with your feet	True/False statements	10 min
2 Take-home messages		5 min

Vote with your feet

1



INSTRUCTIONS:

- A** Ask the participants to stand.
- B** Explain that you are going to read several statements aloud. Participants should move to the right side of the room if they believe the statement is true, and they should move to the left side of the room if they believe the statement is false. They cannot stand in the middle.
- C** Tell participants they should decide on their own whether a statement is true or false, rather than watching where others go. No one will be made fun of for answering incorrectly.
- D** Ask one participant from each group (True and False) to say WHY they believe their answer is correct.
- E** Give participants the correct answer and an explanation. Then move to the next statement.

TRUE/FALSE STATEMENTS:

- ***It is your body, and you can choose whom to have sex with and when — including whether or not to be in a monogamous relationship — even if some people in your community question your choice.***

Answer: True. We should be able to make our own choices about whom we have sex with, and this includes the ability to choose to have one sexual partner at a time.

- ***It's impossible to handle the challenges that may come if we choose to have only one sexual partner at a time.***

Answer: False. We can handle the challenges that we experience, especially if we plan for those challenges in advance.

- ***Young women and young men may face different challenges when they decide to be with only one sexual partner.***

Answer: True. Communities have different expectations for young men and young women. However, this does not mean either young men or young women are required to have more than one partner if they do not wish to.

- ***Choosing to have only one sexual partner at a time can be a good way to help protect that partner from sexually transmitted infections, such as HIV.***

True. When we choose to have only one partner at a time we know that we will not bring a new sexually transmitted infection into our relationship (one that we acquire from an additional partner).

2

Take-home messages

- A** Ask the group to think about one important thing they learned today. This is the message that they will take home with them.
- B** Ask a few volunteers to share their take-home messages (see Key Facts at the beginning of Unit 5 for ideas).
- C** Ask each participant to identify one person with whom they will share their take-home message.
- D** Encourage participants to share their take-home messages with that person soon.

GLOSSARY

AIDS — Acquired immunodeficiency syndrome. AIDS develops as a result of infection with HIV (human immunodeficiency virus). It is a condition in which the body's immune system deteriorates and is unable to fight infections and other illnesses that take advantage of a weakened immune system. A person with HIV might not develop AIDS for several years.

gender — Economic, social, political and cultural attributes, constraints and opportunities associated with being male and female. What it means to be male or female varies among cultures and changes over time.

gender identity — The way in which an individual identifies with a gender category, for example, as being either a man or a woman, or in some cases being neither, which can be distinct from biological sex

heterosexual — Sexually attracted to people of the opposite sex.

HIV — Human immunodeficiency virus. HIV destroys the body's immune system, which fights off disease and infection. HIV usually develops into AIDS.

monogamy — The practice or condition of having a single sexual partner during a period of time. Mutual monogamy occurs when both partners only have sex with one another.

concurrent partnerships — Sexual partnerships that overlap in time; one partnership begins before the previous one has ended.

multiple sequential partnerships — Sexual partnerships that occur in a series and never overlap one another.

reproductive health — The health and well-being of women and men in terms of pregnancy, birth and related conditions, diseases and illnesses.

same-sex relationship — A sexual relationship between two people of the same sex.

sexual orientation — The direction of one's sexual interest toward members of the same, opposite or both sexes.

viral load — A measurement of the amount of a virus that is in the blood. In this resource, it is the amount of human immunodeficiency virus in the blood.

ADDITIONAL MCP RESOURCES

Additional MCP resources are provided here for facilitators who believe their participants would benefit from more activities or other media (such as video).

Changing The Rivers Flow Series: Challenging gender dynamics in a cultural context to address HIV (SAfAIDS, 2009)

A project in Zimbabwe to enhance community dialogue around harmful practices created this **booklet** on MCP:

Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS). Multiple concurrent partnerships: know your HIV risk [Internet]. Zimbabwe: SAfAIDS; 2009 [cited 19 June 2012].

Available from: http://www.safaid.net/files/Changing_the_rivers_MCP_booklet.pdf

Intimacy without Risks (C-Change, 2010)

This community dialogue program created in Lesotho discusses how participants can improve their relationships and sexual lives so that they don't go outside the relationship and take extra lovers on the side. A facilitator's guide describes weekly sessions in which participants discuss relationships, intimacy, sexual pleasure, couple communication, sex, safe sex and how to change our behavior to better protect ourselves and those we love from HIV infection:

C-Change. Relationships: intimacy without risk community dialogue program [Internet]. Washington, DC: C-Change; 2010 [cited 19 June 2012]. Available from: <http://c-changeprogram.org/resources/relationships-intimacy-without-risk-community-dialogue-program>

O icheke (Break the Chain) (PSI, 2009)

A national communication campaign in Botswana designed to help people understand sexual networks and the risks that MCPs bring. Materials, such as posters, from this campaign can be found on the campaign's Facebook page:

Population Services International (PSI). O-icheke (break the chain) [Internet]. Washington, DC: PSI/Botswana; 2009 [cited 19 June 2012]. Available from: <http://www.facebook.com/pages/Kgaola-Chaene-O-icheke/207148635978733>

One Love (Soul City Institute, 2008)

The One Love Regional Campaign involves nine countries in southern Africa: Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. Each of these countries has its own national campaign (<http://www.onelovesouthernafrica.org/index.php/countries/>). The website shares several resources, such as videos and quizzes to determine one's risk. The One Love South Africa campaign produced a booklet that explains the reasons for MCPs as well as their risk:

Soul City Institute. One love: preventing HIV in South Africa. Let's talk, respect, and protect each other [Internet]. Johannesburg, South Africa: Soul City Institute for Health and Development Communication; 2009 [cited 19 June 2012]. Available from: http://www.onelovesouthernafrica.org/wp-content/uploads/2009/01/onelove_english_final.pdf

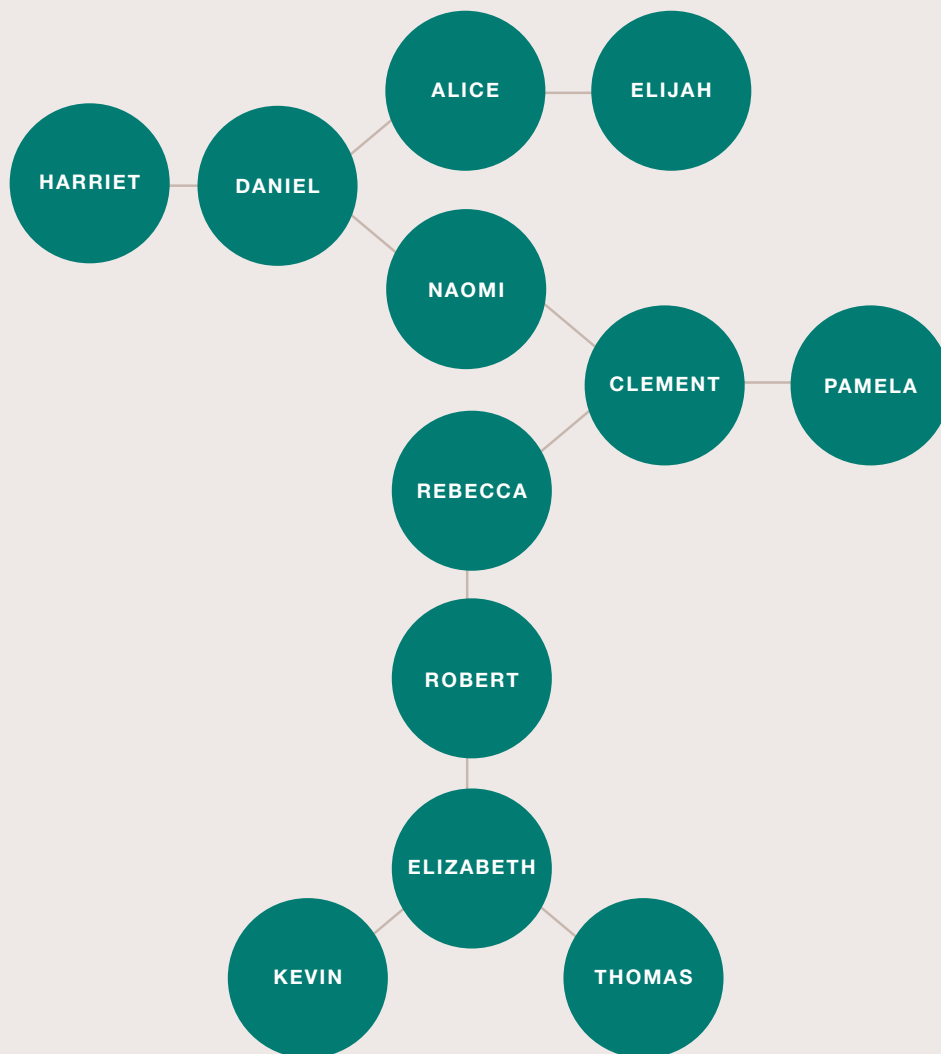
Scrutinize Campaign (JHHESA, 2008)

This multimedia campaign in South Africa helps people reduce their risk through behavior change — including avoiding having concurrent partnerships. It comes with a facilitator's guide and Youtube videos (accessible for free, online) that promote discussion of the risks of and ways to avoid MCPs:

John Hopkins Health and Education in South Africa (JHHESA). Scrutinize: flip H.I.V to H.I.Victory [Internet]. Brooklyn, Pretoria: JHHESA; 2008 [cited 19 June 2012]. Available from: <http://www.scrutinize.org.za/H.I.ViCTORY/>

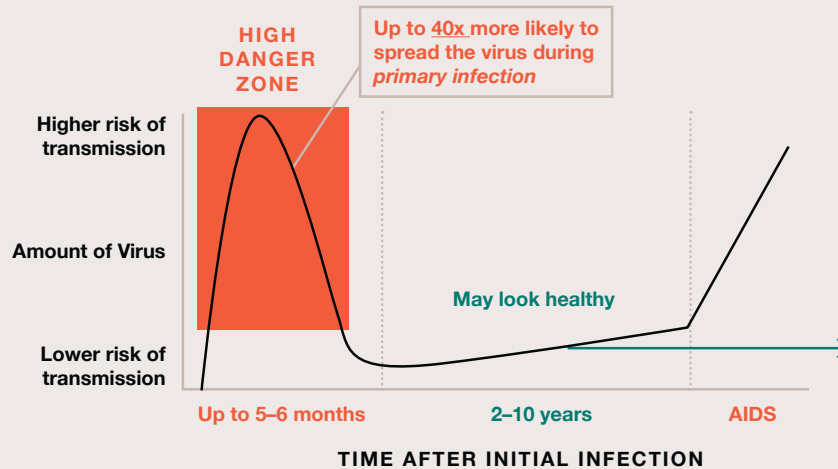
APPENDIX 1

Sexual Network



APPENDIX 2

HIV Viral Load



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