



Action Card



‘Caring Partners Consider Safety’

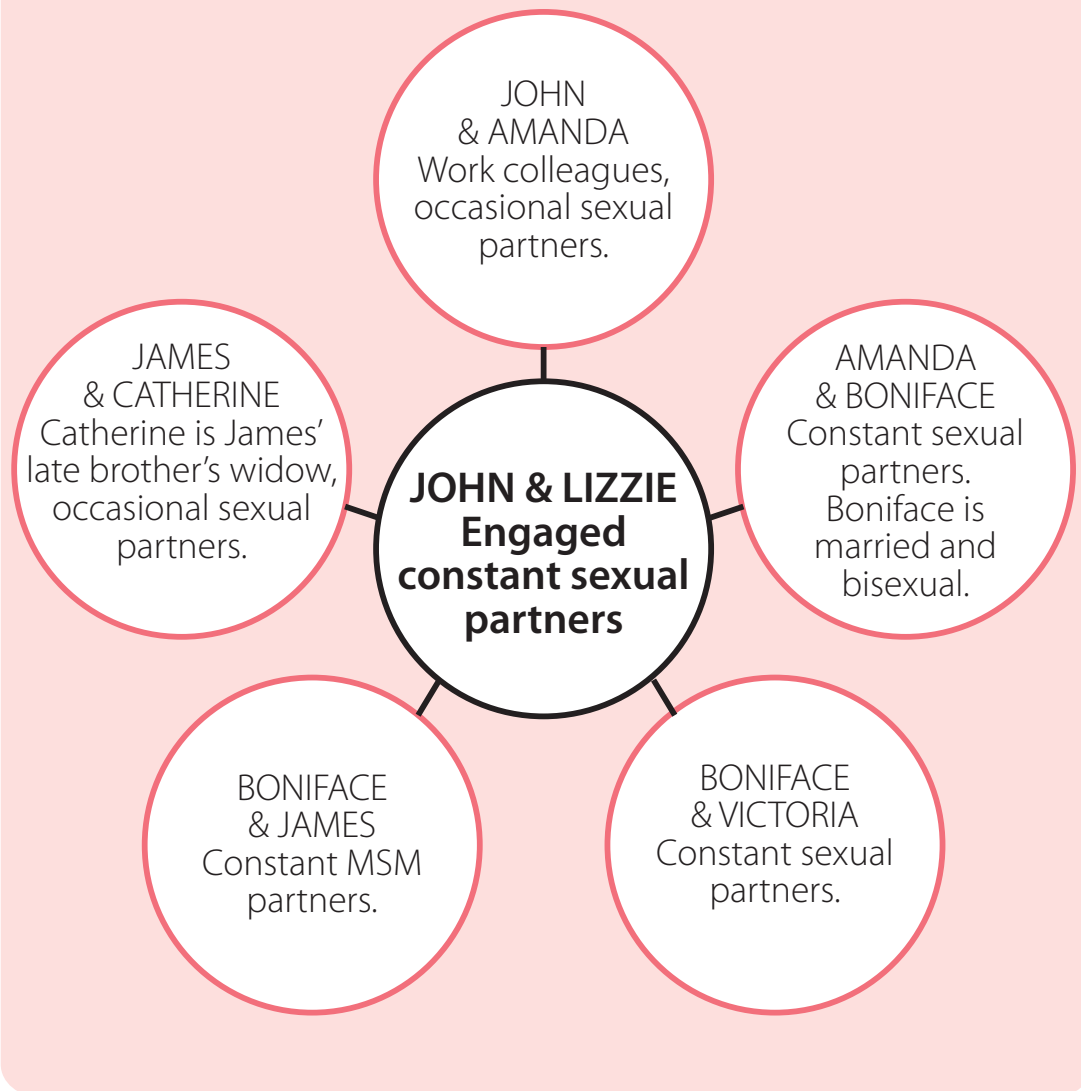
A Voice Raised - A Life Saved:
Become A Champion for Prevention!

HIV and GBV Prevention Package for Community Based Volunteers (CBVs)
and Community Prevention Mobilisers



'Caring partners consider safety'

The dynamics of a Multiple Concurrent Partnerships network



At the centre of the picture are John and Lizzie who are engaged to be married and are sexually active.

Starting at the top and going clockwise, we understand that John is having occasional sex with his work colleague Amanda, who has a constant sexual partner – Boniface.

Boniface is married and also sexually active with his wife Victoria. Boniface is also bi-sexual and has a constant male partner – James.

James is a homosexual male in a relationship with Boniface (he is aware that Boniface is married, but does not know that he has another female partner).

When James' older brother passed away, by virtue of tradition, James inherited his widow Catherine, who moved into his home with her children and lives with him as his wife. She performs all the marital duties required of a wife, and they have sex occasionally.

Discussing Multiple Concurrent Partnerships (MCP)

Why are multiple concurrent partnerships an HIV risk?

Purpose:

To work with groups in your community and create discussion around multiple concurrent partnerships, the HIV transmission risks involved in certain practices, the dangers of sexual networks and links to testing and HIV prevention methods.

Activity:




Flash the above diagram for all to look at and study for about five minutes in silence. Read the story.

If you have a large group gathered together, you can divide them into two smaller groups.

- One group will plan and share a role play based on the diagram and story
- The other group will discuss methods of bringing safety into this sexual network





The 'freeze' role play is shared. As the first group presents the role play, the second group can 'freeze' the action at various parts to suggest ways of making the relationships safer, focusing on suggesting ways:

- To ensure that HIV prevention takes place
- To avoid abuse or violence within the relationship/s
- To ensure that access to HIV services takes place
- To ensure that the rights and responsibilities of individuals are maintained

Group Discussion:

- What are the chances that condoms will be used by all partners? In which relationship is condom use more likely?
- The highest risk for HIV transmission occurs when a partner is newly infected with HIV. How might this fact influence the sexual activity in this network?

- What are the chances that gender based violence will take place within such a network? How can GBV be avoided?
- Any other related positive outcome which is desired in relationships between women and men, and people in same-sex relationships.

Agreement and Action:

End by agreeing on a few commitments that participants can make to building safe relationships in their communities.

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Action Card



Violence Against Women Will Not Go Unchecked In Our Community

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Violence against women will not go unchecked in our community



Action Card

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Purpose:

To engage different groups (church, workplace, women, men, youth, PLHIV, other social groups or families) in discussion around the ways in which gender based violence and HIV are linked.

Activity:



Flash the picture above for all to look at and study for about five minutes in silence. Ask them to interpret what they see and to describe it to the group.

In 'buzz groups' of three, ask group members to discuss types of violence and how they affect women.

Some questions to consider:

- In your community, is being HIV positive a reason that causes women to be beaten or ill-treated?
- What forms of violence are commonly experienced?
- How does violence against women get in the way of HIV prevention efforts in your community?

Ask the group to answer the following questions:

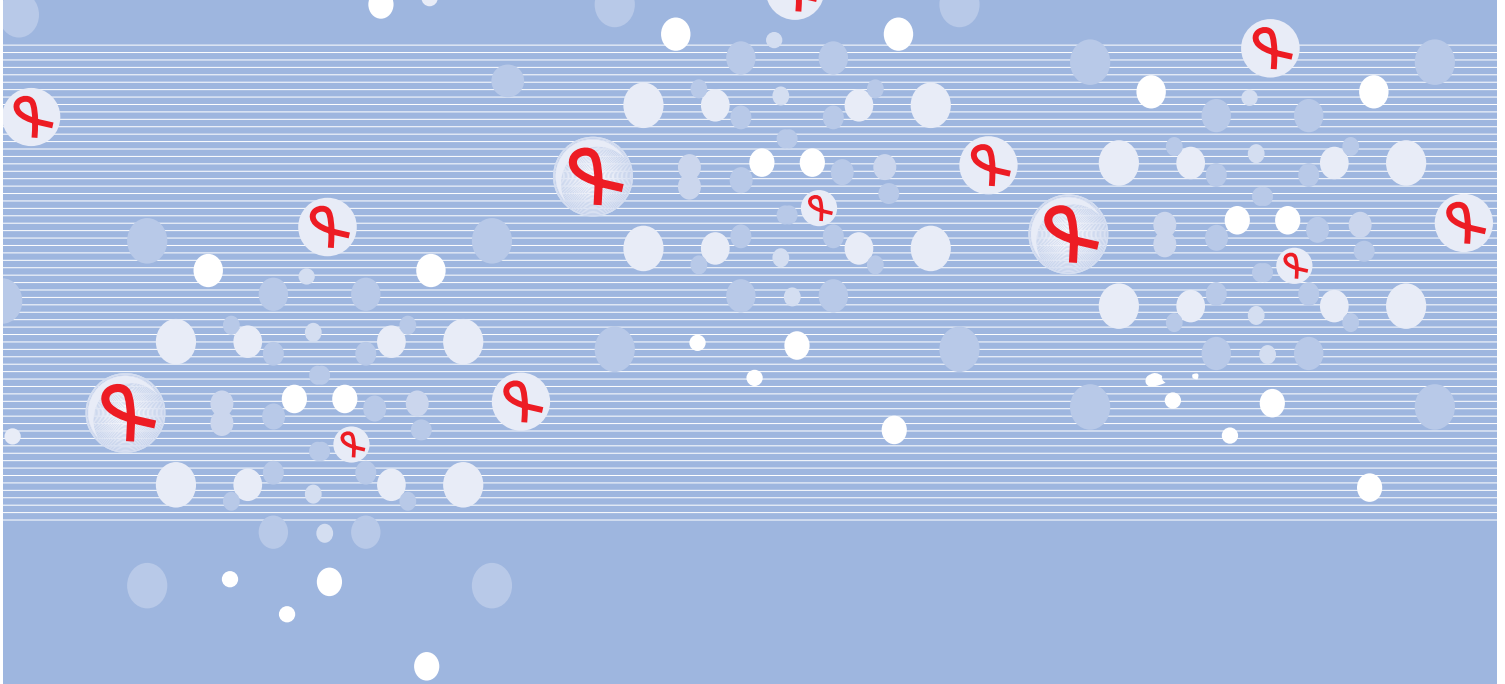
- List some of the structures (e.g. police station, chief's court, clinic, religious leader etc.) that can be approached to assist women experiencing violence in your community. Consider the challenges and opportunities in approaching each of the listed structures.
- Share practical strategies that you can employ in assisting women experiencing violence in your community.

Agreement and Action:

Wrap up the activity with 3-5 agreed points around:

- How to share information with your community on the ways in which violence against women can contribute to women's risk of contracting HIV, and how women with HIV are at greater risk of experiencing violence.
- What steps you can take to make the community safer and violence-free.
- A few commitments that participants can make to building non-violent relationships.





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Action Card



Make Condoms A Part Of Your Love

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Make condoms a part of your love

Purpose:

To discuss challenges faced in the introduction, and maintenance of correct and consistent use of condoms in relationships.



Activity:

Read the scenario below slowly for all those in the group. Then ask them to read the story a second time. Allow five minutes for participants to absorb the content.

Scenario 1

Grace is a 25 year old woman living in a rural district of South Africa. She attends church regularly with her husband Peter who works on a local farm, and has a second job working in the convenience store over the weekends. Peter never visits prostitutes or bars, but he has one female friend who he has sex with, only very occasionally when he feels especially stressed.

Grace is not aware of this but Peter feels that he is not doing anything wrong as he does not love this woman, and as Grace has seemed to lose interest in sex as she has gotten older.

Group Act 1

One partner from each group should play Grace, trying to get Peter to use a condom when they are going to have sex, even though she does not believe that her husband is being unfaithful to her, but because neither of them has ever been tested for HIV. One partner should play Peter who does not see any reason for using condoms because he has only one other partner. He believes that he will not be able to enjoy sex if he uses condoms.

At some point Peter gets very angry and threatens to hit Grace the next time she insists on condom use, because to him it means she does not trust her husband.





Ask a few people to do Group Act 1 for the whole group.

They can then discuss the following questions:

- Who in your community is most at risk of contracting HIV? Discuss reasons why this may be so.
- Are condoms widely available in your community?
- Which groups of people do you think would encounter challenges in using condoms in their relationships? Why is this so?
- How to employ effective condom negotiation strategies in a relationship.
- How to deal with violent and potentially abusive situations when condom use is introduced in a relationship.

Agreement and Action:

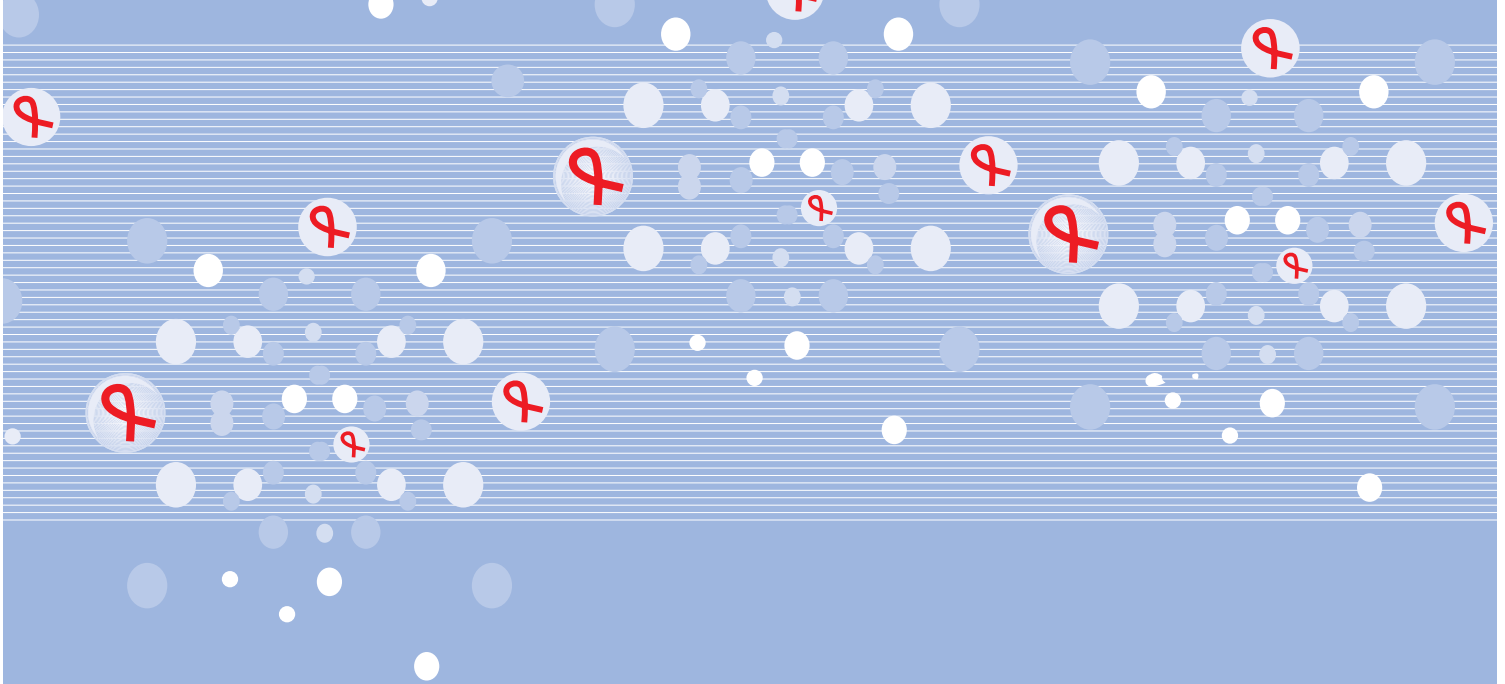
Wrap up the activity with 3-5 agreed points around:

- The importance of everyone continuing to use condoms in their relationships if they, and their partner(s) have not been tested for HIV.
- Strategies on how, where and with whom to share information on the importance of condom use, within violence free relationships.



“But I love you” is not a good enough reason to stop using condoms. This is very risky if you are not sure that you are the only person sleeping with your partner.





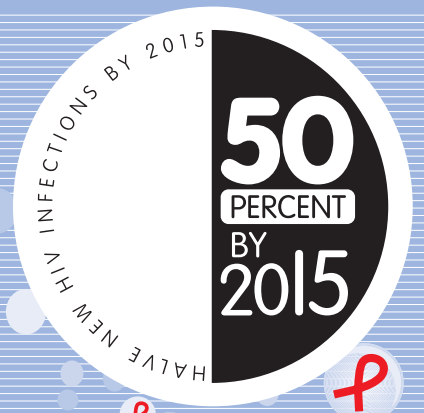
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Everyone Has Rights and Responsibilities in HIV Prevention

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Everyone has rights and responsibilities in HIV Prevention

Purpose: To encourage discussion around the importance of (a) understanding and upholding the rights and needs of PLHIV,

and (b) everyone's shared responsibility to prevent the spread of HIV.



Activity:

If you have a large group, you can divide them into smaller groups or pair them into two for the drawing task below. Give them paper and pens or crayons. Show them the picture on the card and ask them to copy it. Emphasise that the task is about the thoughts, ideas and explanations behind the drawing, and not about how good the drawing is.



Task:

Ask them to draw a pregnant woman in the centre of the paper; tell them that this woman is living with HIV. They should then list her rights; for instance *'the right to a safe delivery and the right to living positively and to prevent re-infection'*; on one side. On the other side participants should list her responsibilities; for instance *'the responsibility to protect her child from contracting HIV by going for antenatal check-ups regularly'*.

Members in your group should list as many rights and responsibilities as they can.

Group discussion:

Ask the group to answer the following questions:

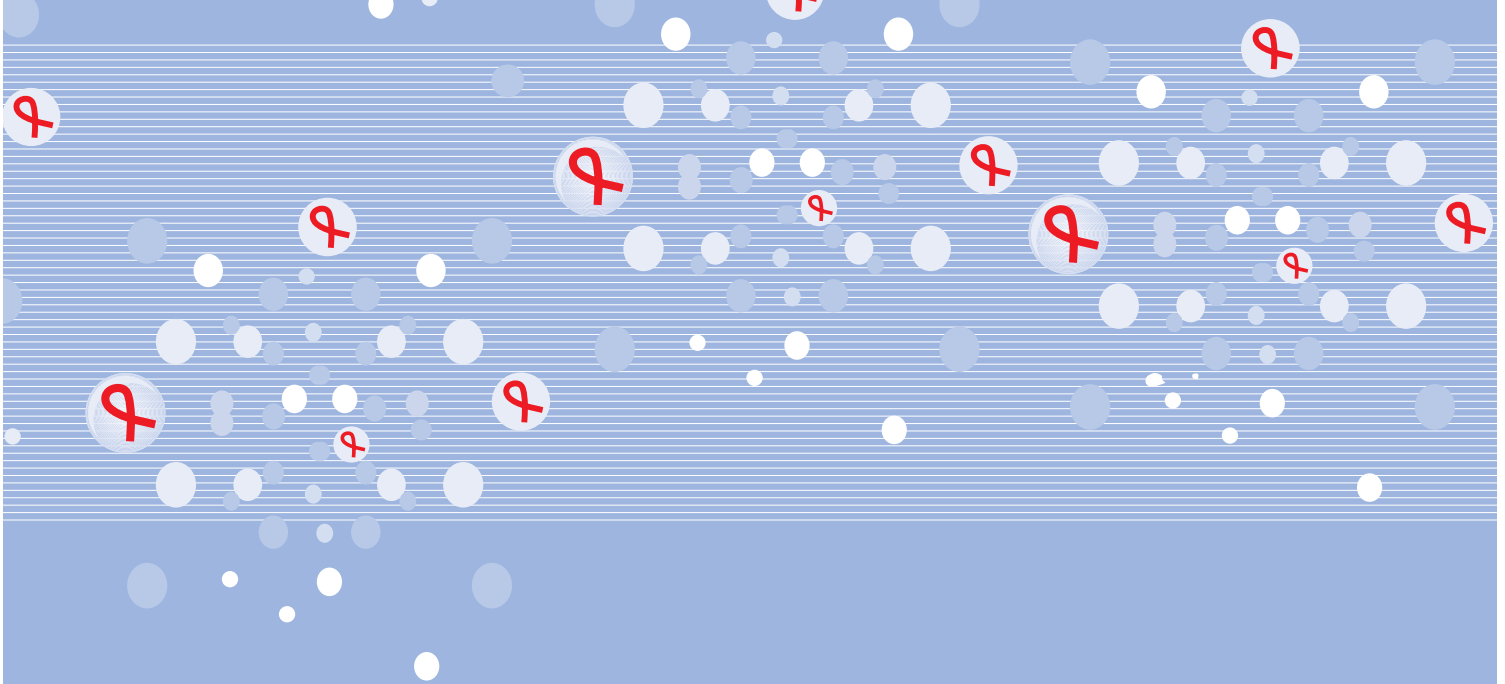
- What are some of the issues/things that can prevent people from accessing their rights and exercising their responsibilities?
- How do stigma and discrimination stop people from being responsible for HIV prevention and from accessing their rights?
- Whose responsibility is it to prevent the transmission of HIV in a community?
- How does gender based violence influence ones rights and responsibilities in preventing HIV?

Agreement and Action:

Wrap up the activity with 3-5 agreed points around:

- The fact that all community members must accept and practice shared responsibility in preventing HIV.
- The roles of CBVs in discouraging stigma and discrimination.
- The roles of CBVs in informing PLHIV of their rights; and in helping them to access treatment and sexual and reproductive health services – not only HIV services, but also family planning and STI treatment.





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Our Cultures Are Beautiful - But Don't Forget Prevention!

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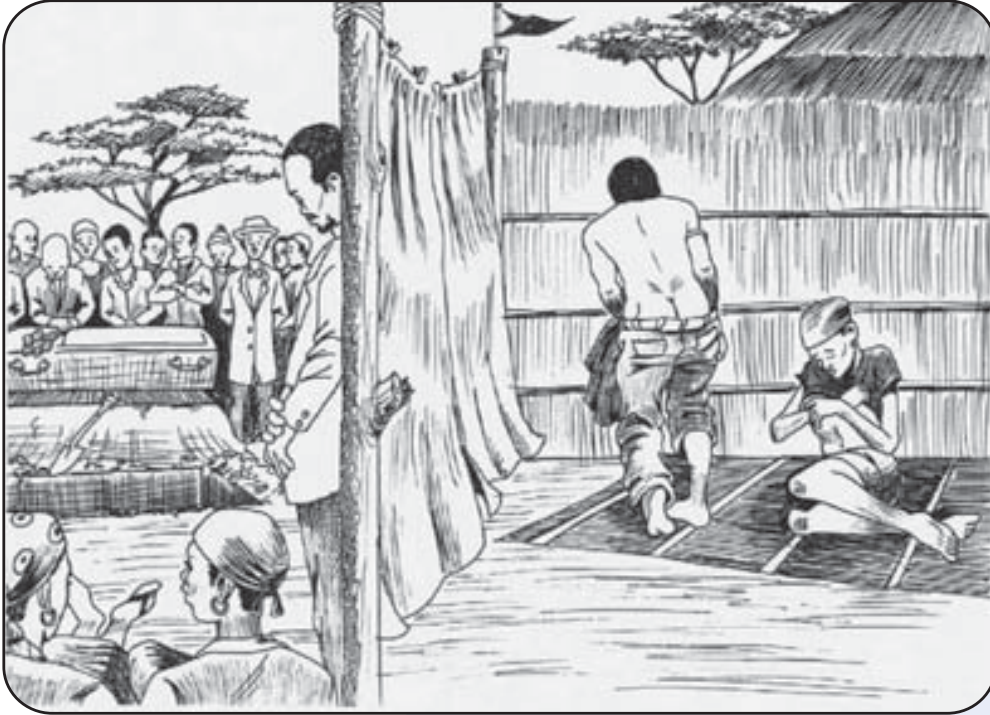


Our cultures are beautiful - but don't forget Prevention!

Purpose:

To discuss the cultural practices in our lives which increase or decrease risk of gender based violence and HIV transmission.





Action Card

E



**Activity:**

In a group at your church, or with a family or youth, women, men, or even support groups, ask participants to select one picture to discuss. They should discuss and answer the following questions:

- Name the cultural practice that is represented in the picture your group has picked. Does this practice happen in your community?
- Discuss how this cultural practice or norm can increase the risk of HIV infection for various people?
- Could this practice lead to GBV? If so, how could it be prevented?
- How can this practice be done safely, so as to prevent the spread of HIV?

Welcome the group to draw a cultural practice which they are familiar with, which they think influences prevention of HIV and GBV, and share their picture with the group, explaining the links.

Then ask them to present the recommendations and explain their strategies for making certain practices safe within the context of HIV.

Agreement and Action:

Wrap up the activity with 3-5 agreed points around:

- The aspects of our culture that can be adapted so that they are made safe for communities to practice in order to champion HIV prevention.
- How to use those positive cultural practices in your community that help to prevent the spread of HIV.

Conclude with 'Community HIV and GBV Prevention Map'

Based on the outcomes of discussions, participants should create a 'plan and commitment map' which lists the strategies that they have identified and agreed on as the best ones to help prevent gender based violence and the spread of HIV in their communities. This 'map' will represent participants' commitment to HIV and GBV prevention and assist them in their HIV prevention advocacy in the community.

