

Session 1: Introduction

Objectives

1. Introduce entire study and study goals
2. Establish group rules (to increase comfort and sense of safety)
3. Build group cohesion
4. Increase HIV transmission knowledge
5. Introduce concept of training to be a peer mentor
6. Introduce the concept of social network

Materials in Session

- Tape recorder, microphone, and tapes with labels
- Peer Mentor video and VCR equipment
- Nametags
- Newsprint, markers, masking tape
- Peer Mentor Poster
- Myths and Facts Poster and Cards
- SPEAKK Poster
- Blue, red, green, and yellow ribbon
- Index cards for the Ribbon demonstration (Behaviors, Information and HIV+)
- Homework Activity Cards
- Notebook for facilitator to take notes throughout the session

Handouts

- Project Description Handout
- HIV Facts Handout (from Myths and Facts Activity)
- Local community resources (available at every session)
- SPEAKK wallet card
- Gift (Canvas Bag and Card Holder or other gift of site's choosing)

Overview

- I. Welcome and Introduce Study (5 minutes)
- II. Setting Group Rules (10 minutes)
- III. Ice-Breaker: Helping Others (20 minutes)
- IV. Myths and Facts (10 Minutes)
- V. Ribbon Demonstration (20 minutes)
- VI. Break (10 minutes)
- VII. Defining a Peer Mentor (5 minutes)
- VIII. Peer Mentoring “In Action” video and discussion (15 minutes)
- IX. SPEAKK: Communication tools for Peer Mentors (10 minutes)
- X. Homework - Mentoring Activity (10 minutes)
- XI. Session Summary and Wrap-Up – (5 minutes)

General Notes



Note to Facilitator

Write down the participants' names and something about them to help you remember their names in session two. Make sure that you write down impressions of individual group members in your notebook. If you do this after each session, you can see how participants change over time and keep on top of any changes that need to be addressed. However, you should not be focused on taking notes throughout the session.

I. Introduction of Group Leaders and Participants and Purpose (5 minutes)

Procedure

Distribute nametags. Introduce yourself and the other group leader, and welcome group members to 037 (local project name).

A. Welcome Group Members and Project Introduction (3 minutes)

Facilitator

Hi, everyone! Welcome to your first group for [Project Name]. The purpose of this study is to reduce the spread of HIV and other infections in our community. My name is _____ and I'll be one of your group leaders. And I'm _____ and I'll be the other leader of the group.

We are going to spend the next 4 weeks together learning and practicing skills that can reduce the spread of HIV. In addition to this, you are all going to learn and practice leadership and communication skills so that you can have conversations with the people that you brought into this study about reducing HIV risk.

Why don't we take a minute to go around the room and introduce yourselves with your first names?

B. Introduction to the Study—Why We're Here (2 minutes)

As we said during the introduction, the purpose of this study is to reduce the spread of HIV and other infections in our community.

You are a part of this project because we believe that you can have a big impact in reaching others who may be at risk for getting or spreading HIV. You know what it's like to be out there and you can relate to other people in similar situations. Each of you brings a lot of knowledge and expertise to this project.

By participating, you will be trained to be a Peer Mentor. You will learn and practice leadership and communication skills so that you can talk to the people that you brought into this program and others about HIV.

We think that Peer Mentors, who set a good example, are leaders in the community and have a powerful influence on people who are at risk of getting HIV. Part of your training will be developing realistic strategies for you to stay HIV negative so that you can be a role model.

We have a lot to do over the next 4 weeks and think you will find that the time really moves quickly. We hope that you are all excited about getting trained to be Peer Mentors and we want to thank you again for participating.

II. Setting Group Rules—Our Group, Our Rules (10 minutes)

Procedure

Group leaders allow group to brainstorm for a short time. Write the main words for the groups' ideas on the flip chart, putting similar ideas together or close to each other on the page. Assist the group in making rules by raising questions or giving examples.

“Now that we’ve all met each other, it is important to start with setting a few group rules so that everyone can feel comfortable during our time together. This is our group so we need to come up with some of our own rules.”



Note to Facilitator

If participants are having a hard time, prompt them by asking *“What about _____? Is _____ important for people to feel comfortable in this group?”*

Fill in the blanks in the question above with a word like confidentiality, respect, or other items below that the group does not identify on its own.

After the brainstorm, the group should have *at least* the following ground rules for their group:

- Confidentiality (“privacy”)

We will be talking about very private things and we need to trust each other. What's talked about in this room stays in this room. You can talk about what you learn in the group, but don't tell others who is in the group or any information that could possibly identify them.

- Respect

We need to listen to whoever is talking and to respect them even if some of us disagree. Everyone has a right to his or her opinion. This means that there should be no interrupting, whispering, giving funny looks or making fun of other group members if their opinions are different from yours.

People are in different stages of drug use—from actively using to quitting. Respect also means that we need to respect people at all stages of their drug use.

- Managing Drug Use - Be Able to Actively Participate!

People are in different stages of drug use and recovery. Some of you have chosen to stop using and some of you use drugs. You are not required to stop using to be in this study, but plan to be alert and not nodding off so you can get as much out of this as possible. Also, please don't bring drugs or paraphernalia to the sessions.

- Honesty and Openness

It is important to be honest and open, without talking about extremely personal things about others and ourselves.

- Right to Choose **not** to Participate

You should not feel pressured to participate in a certain activity or answer any questions that make you feel uncomfortable.

- Right to Ask Questions

You can ask questions whenever you feel that you don't understand something or when you want more information.

- No Violence or Weapons

We need to make this a safe place where we can all come and talk about our ideas and feelings.

- Be on Time

Be here on time so the group won't have to wait for you and you won't miss out. Remember, anyone who arrives more than half an hour late can stay to participate but will not be reimbursed that day for their time and effort.

Follow-up Comments

You did a great job of making up the rules for this group. Before we move on, did we cover everything? Do we all agree to follow these rules for the next 4 weeks?

We'll keep these rules posted on the wall throughout our meetings. Remember that these are for us so everyone can get the most out of the meetings.



- After the first session, the leaders will rewrite the rules in an orderly fashion on a clean piece of newsprint. These rules will be posted during each group meeting.

III. Ice-Breaker: Helping Others (20 minutes)

Procedure

Have participants introduce themselves and share a story of trying to help someone else change something in their life.

Now that we have come up with some rules for our group, we want to do an activity so that we can get to know each other a little better. Sometimes people come to us because they are looking for some help making some changes in their behaviors. Some of these changes may involve improving their health, their financial situation, or their personal relationships.

We want you all to take a moment to think about a time when you tried to help someone make these kinds of changes. It could be a friend, family member, or an acquaintance. When you are ready let's go around and take a few minutes to hear from everyone.

*When you share with us, we would like to hear what changes you tried to help them make, what suggestions you made, challenges you faced, and what the outcome was. Remember to keep the focus on what **you** did.*



Note to Facilitator

- Make sure everyone has an opportunity to share. You may need to get the ball rolling by sharing a story of your own. This should be from your personal, not professional, life. Be sure to ask follow-up questions (suggestions they made, challenges they faced, outcome of the situation).

Follow-up Comments

*From the stories that you all shared, you can see that trying to help others change their behavior can be very challenging. But it also seems that many of you felt rewarded. As Peer Mentors, you will have the opportunity to talk to people about changing their HIV risk behavior. Sometimes they may listen and sometimes they may not and **sometimes** you may not know if they take your suggestion or not. Staying Positive about making changes is an important part of being a Peer Mentor. Thank you all for sharing about your experience.*

IV. Myths and Facts (10 minutes)

As you know, this program was created to help you to be a Peer Mentor. In order to be a good Peer Mentor, you need to have accurate information about HIV and other diseases so that you can answer the questions that your peers ask you. There are a lot of rumors floating around out there, especially about HIV. Maybe you have heard that you can get HIV from a mosquito bite or from smoking a positive person's cigarette (you can't). We want to spend a few minutes clearing up some of the rumors we have heard.

This next activity is called "Myths and Facts." We are going to hand out some cards with different statements on them; your job is to decide whether your statement is true or false.

If you think it is false, put it in the 'Myth' column.

If it is true, it goes under 'Facts'.

If you are not sure, take a guess.

After each person has finished, we will discuss each statement as a group.



Note to Facilitator

Participants should go up one at a time and place their myths and facts on the poster. After each one is placed, ask the group if they feel the statement was put in the right spot? If it was not and the group does not move it to the correct column, tell them what is correct and why.

When a myth is incorrectly placed in the "fact" column, you may point out that the reason these are called myths is because many people believe that they are true, even though they are actually false. As peer mentors, participants have the power to help people learn the real, true facts!

The list of "myths" will vary from location to location; this list should be adjusted to fit the cultural needs of a particular site.

| Facts | Myths |
|--|---|
| If you don't have bleach, using alcohol (1x water, 1x alcohol, and 1x water) is another good way to clean needles. | It is safe to use a needle that you find in the street. |
| It is dangerous to throw needles away on the ground. | A man cannot get HIV from a woman through having sex. |
| You can get HIV just from sharing a cooker. | You can clean used syringes with water to effectively get rid of the HIV virus. |
| Someone who has HIV but has a low viral load can still infect people. | If both partners are HIV+, it is okay for them to have sex without condoms. |

Discussion Questions

1. *What "myth" surprised you the most? Where did you learn this information?*
2. *What "fact" surprised you the most? Where did you learn this information?*
3. *How could you use this new knowledge as a Peer Mentor?*

At the end of this session we will give you a sheet with all of these important facts about HIV so that you can use it when you are talking with your network members.

V. Ribbon Demonstration (20 minutes)

Procedure

This activity has two main parts. In the first part, people are assigned risk behaviors using ribbons and cards, and then this is discussed in terms of how HIV spreads. The second part shows how information presented by a Peer Mentor can decrease the spread of HIV in a community.

The steps for the Ribbon Game are numbered below, and there is a diagram at the end of the exercise.

1. Before the activity, secretly hand someone the Information Card. Tell them to hold it in a pocket or someplace that people won't see it - until the end of the activity when you will cue them to hand it to "Bob."
2. Begin the activity by having all participants stand up. As you engage each participant by handing them a ribbon, ask them to assume a pretend name, starting with "Bob" - as scripted below.
3. Use the Ribbon Guide (diagram at end of exercise) to quickly connect people using different colored ribbons and label each ribbon using one of the signs. By the end of this activity, all participants should be standing holding at least one ribbon. Make sure that there are at least two green ribbons connecting people. Also make sure that the person getting the "Born" ribbon (yellow) is ONLY connected to one female group member and understands that they are role-playing a newborn infant. It is OK for people to be very spread out around the room and for ribbons to get crossed.
4. Once everyone is holding at least one ribbon, one facilitator should identify themselves as having HIV and sharing dirty needles with Bob. Then everyone should identify if they have the virus or not.
5. The other facilitator should then identify the participant with the Information Card as a "Peer Mentor," and then cue them to give the card to Bob. Bob should read the card aloud.
6. The facilitator should go one by one to all the other participants and show how this information changed people's HIV status.

We want to do one more activity before we take a break. The purpose of this activity is to show how diseases and information can travel through a community. HIV affects us all; therefore, everyone is involved with this activity. Please stand up and come over here to this side of the room.

Procedure

Pick a participant to role play "Bob." Hand "Bob" one end of a **RED** ribbon and hand "Mike" the other end and have "Mike" walk away from "Bob". Clip an Index Card that says **Share Needles** on the ribbon by "Bob".

We are going to ask "Bob" to start us off. "Bob" you shoot drugs and share needles with "Mike".

Procedure

Hand "Bob" one end of a **BLUE** ribbon and hand "Mary" the other end and have "Mary" walk away from "Bob". Clip an Index Card that says **Unprotected Sex** on the BLUE ribbon between them.

Bob you have sex with your main partner Mary and do not use condoms.

Procedure

Hand "Mike" one end of a **GREEN** ribbon and hand "Sally" the other end and have "Sally" walk away from "Mike". Clip an Index Card that says **Safer Sex** on the GREEN ribbon between them.

*Mike you also have sex occasionally with Sally but you **do** use condoms all of the time and properly.*

Procedure

Hand "Sally" one end of a **RED** ribbon and hand "Mary" the other end and have "Sally" walk away from "Mary". Clip an Index Card that says **Share Needles** on the RED ribbon between them.

"Mary", you shoot drugs and share needles with "Sally".

Procedure

Hand "Baby Shauna" one end of a **YELLOW** ribbon and hand "Mary" the other end and have "Baby Shauna" walk away from "Mary". Clip an Index Card that says **BORN** on the **YELLOW** ribbon between them.

"BABY Shauna", you are Mary's newborn baby. That means that you might be exposed to HIV in the uterus, during birth, or through breastfeeding.

Keep introducing Red, Blue, Red, Blue, Green, Red, Blue, Red, Blue, Green, Red, Blue... Use at least 2 Green ribbons (with at least one person who has a green ribbon

also holding a different colored ribbon). When you use a Yellow ribbon, make sure that person is only connected to one female participant (since that would be an infant's only likely exposure route).

Continue until everyone is connected to someone (except the two facilitators). Some people may have more than one connection, while others only have one.

Procedure

Connect a RED ribbon between Facilitator #1 and Bob and have Facilitator #1 hold up an HIV Positive Card

What happens if Facilitator #1 has HIV and shares needles with Bob?



- Discuss who could get infected with HIV using the ribbon connections (e.g. either through sex or drug use.)

Procedure

Have the participant holding the "Information" card hand it to "Bob," asking Bob to read it out loud. Facilitate discussion of how changing just one person's behavior can change the spread of HIV through a community. Show it visually by having people connected with Bob drop their unsafe behavior ribbons (green & blue). Encourage people to participate in an active, engaging discussion.

Now what happens if [Participant with Information Index Card] is a Peer Mentor and talks with Bob about practicing safer sex and safer drug use and Bob decides to make changes in his behavior? How could this change about whom is at risk of HIV infection?

Now what if Bob decides to talk about practicing safer sex and safer drug use with his peers?

Notice how before we saw how HIV can spread through a community, but in this part of the game we see how information can also spread through a network.



- Discuss how Bob's peers may choose to also start practicing safer behaviors, or may not.

The purpose of this demonstration was to show you:

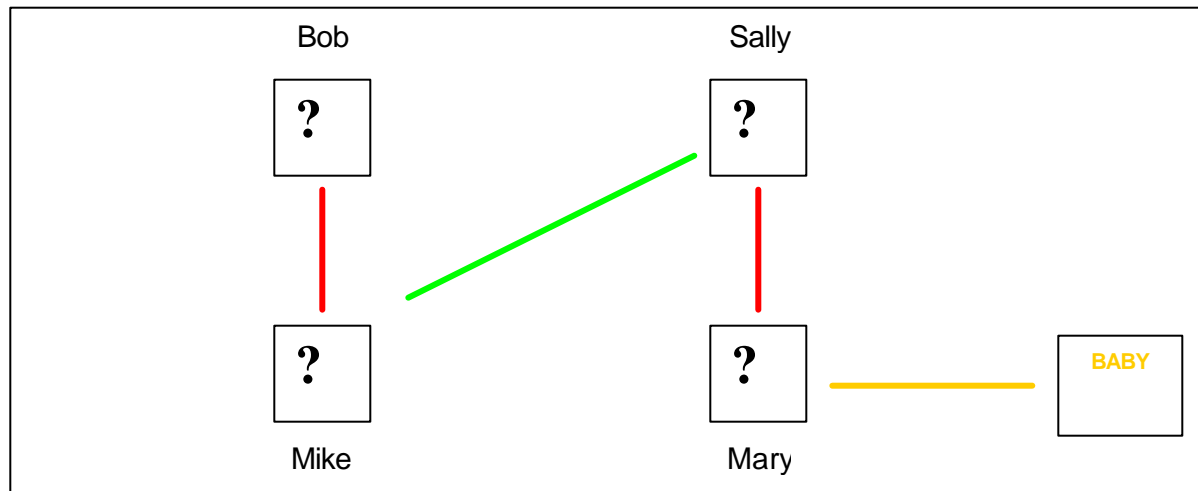
That both HIV and health information can spread through a social network.

A social network is a group of people who are connected to each other – in this case through their behaviors. A network may include friends, family members, sex partners, acquaintances and even strangers.

In order to reduce the spread of HIV and other diseases, as Peer Mentors we need to set a good example by making changes in our lives that reduce our risk. We can also start having more conversations with people in our social networks about making healthy changes. You were asked to bring in two people who were part of your social network and we will be asking you to talk to them about the information that you learn in these groups. We are going to refer to these people as your network members.

Thank you all for your participation and comments.

Diagram to Show Beginning of Ribbon Game



VI. Break—10 minutes

VII. Defining Peer Mentoring (5 minutes)

We want to talk more about what being a Peer Mentor is. By Peer we mean someone who is like you or has a similar story to you. A Mentor teaches from his or her own experience.

So, as we said earlier, you are part of this project because you have the experience of being in the injection drug user community. Being trained to be a Peer Mentor means that you will learn about realistic strategies to stay HIV negative and will also learn and practice how to talk with others about their HIV risk.

VIII. Peer Mentoring “In Action” video and discussion (15 minutes)

So, let’s watch a couple of videos about being a Peer Mentor in action. In this video, Pedro is being mentored to decrease his risk for HIV from using dirty needles [the video script may differ from site to site, but will focus on good/bad mentoring at all locations]. Look closely at how his mentor tries to help him.

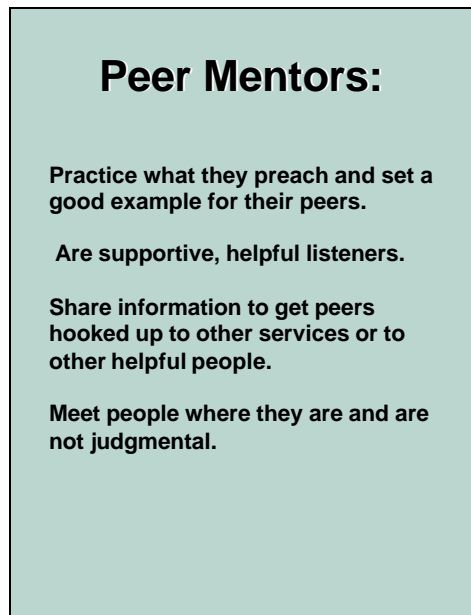
Procedure

After showing the “bad mentoring” video, have a discussion about what should be avoided. Then watch the “good mentoring” video, and ask the group to discuss the qualities of a good Peer Mentor that they observed. Summarize the discussion by showing the Peer Mentors poster.



- If the participants are having a difficult time identifying good or poor qualities of the Peer Mentor in the videos, probe by referring to a specific action that the Peer mentor did (e.g. In the video we saw him ragging on the other guy because he was still using dirty needles [or not using a condom, etc.], what do you think about that? Is that effective?)
- Make sure that you paraphrase what the participants are sharing to foreshadow what the Peer Mentors poster lists.

Hang the typed peer mentors poster:



In summary, it seems that you all agree that good Peer Mentors set an example for their peers and try to practice what they preach. Good Peer Mentors are supportive and helpful listeners and help to hook their peers up to the resources that they may need. Finally, being a good Peer Mentor means not being judgmental.

IX. SPEAKK: Communication Skills for Peer Mentors (10 minutes)

Procedure

To begin, hang the SPEAKK poster. As you describe each letter of SPEAKK, hang the corresponding letter poster that provides more detail and examples.

Being a good peer mentor requires learning about how to effectively talk with people.

Bringing up HIV risk is difficult because it usually involves talking about drug use and sex. Most people do not feel comfortable talking about these topics.

So next we are going to talk about some communication skills that we think will make your conversations more effective. Sometimes people may listen and sometimes they may not. We have come up with six skills that good Peer Mentors use that can be helpful. These six skills spell the word: SPEAKK.

We are going to go through what each letter of the word SPEAKK stands for. Remember, this is just a way to help you remember some of the skills that good Peer Mentors use to effectively communicate. We think that these skills can also help you in other areas of your life as well, like in your personal relationships and relationships with case workers or doctors.

“S” Stands for Staying Positive when talking with others about reducing HIV risk. *Staying Positive means trying to help people build on their strengths and avoiding being judgmental or making them feel guilty when they fall short of their goals to be safer. Staying Positive does not mean that you candy-coat or deny real problems. It just means that you avoid being a “Know-it-All” or acting like you are better than they are. What are some ways that you can stay positive about making changes?*

“P” Stands for Plan your conversations ahead of time. *Think about where it is appropriate to talk to people. Can someone give me an example of a place that would not be so good to talk to someone about drug use or sex? (e.g. a public place, on a bus, in a store) Another important part of planning ahead is making sure that you pick the best time for the other person to talk. Who can give me an example of a not so good time to talk? (e.g. when someone is angry or stressed or too high).*

“E” Stands for Explain what you want. *When talking to others, explain to them that you want them to be safe and that you don’t want them to get infected with HIV or Hepatitis. By explaining your reasons for talking with them, they may feel more open to what you have to say and not feel like you are judging them. You also want to explain to them the risks that they are taking and make appropriate suggestions about ways to be safer.*

In your own relationships, tell your partner why you want to be safe and what your bottom line is. By being safe in your own relationships, you are practicing what you preach.

“A” Stands for Actively Listen. What do you think I mean by Actively Listen? Right, to Actively Listen means to fully be present and attentive to what the other person is saying. What are some ways that I can show that I am actively listening? (Probe for nodding your head, saying uh huh, facing the person). Point to the Peer Mentor poster and remind the group, Remember we all agreed that Good Peer Mentors are supportive and helpful listeners? Another way to be a helpful listener is by asking questions to keep the conversation going. You can ask specific questions like, “Are you using now?” or more general questions like, “Can you tell me more about that?”

“K” Stands for Know the Resources in your Community. As Peer Mentors, we may not always know an answer to a person’s question or we may not be able to help them directly. However, you can have a big impact on someone by telling him/her about some of the great resources in our community, such as needle exchange or the free clinic or the soup kitchen. We have in this room a resource table that has brochures from a variety of community-based organizations. Help yourself to any literature that you want, and feel free to bring us fliers or pamphlets for the table.

Finally, **“K” Stands for Know Your Bottom Line.** As Peer Mentors we need to try to practice what we preach. Sometimes people will pressure you to take risks that you do not want to take. While you may not be perfectly safe, one way to protect yourself from harm is by knowing your own bottom line and sticking to it! It’s also often more helpful than we realize to simply show other people that it is okay to have a bottom line and stick to it.

So in summary, these six communication skills can be used so that you can have effective conversations with the people that you brought into this study (your network members) and others. We are going to spend time each meeting practicing these skills and at the end of each meeting you will get an assignment to practice these skills with your network member:

Right now we are going to give you a card that has **SPEAKK** skills written on it to help remind you about good Peer Mentoring skills.

X. Homework: Peer Mentoring Activity with Network Members (10 minutes)

Procedure

Before the next session, facilitators will ask participants to talk to one person named in their study risk network about something they learned today.

It is really important that they talk to at least one of their named network members and continue to talk to them throughout the study. Each participant gives the first name or initials of someone they will talk to. The group leader records the person each participant will be talking to. The participants or the group leaders can write down the name of the person they plan to talk to and what they plan to talk about on the participant's activity card. The SCRIPT emphasizes that they should talk to someone else, if they haven't seen the person they thought they'd see as the next session is drawing nearer.

Hand out homework cards.

*The meeting is almost over. At the end of each group meeting, we will give you a training activity to do between now and the next group session. This will give you more chances to practice being a Peer Mentor using **SPEAKK** communication skills.*

*For each training activity, you will focus on one letter of **SPEAKK**. For today's activity we want you to focus on the first letter, "S" Staying Positive when talking about HIV risk.*

We want you to talk with one of your network members about being in [037 Project Name]. You can share with them what a Peer Mentor is, or tell them about the Ribbon game or something from the Myths and Facts exercise -- whatever you want. Remember to Stay Positive. At the beginning of the next session, we will briefly check in to hear how the conversation went.

We'll hand out a card with your activity on it for a reminder. We should write down the network member that you are going to try to talk with on this card and what you plan to talk about, so that you remember.

XI. Wrap up and Session Summary (5 minutes)

We have accomplished a lot during your first Peer Mentor training session. For example we talked about what a social network is, what good and bad qualities of a Peer mentor is, and six communication skills for having an effective conversation.

We are so impressed with this group, and hope you felt that these group discussions were useful. We are handing out a sheet of paper with a short description of our study and a calendar. You can use this if you want when talking to your network member about the study. Also you'll see the dates and times of our groups.

If you look at your sheet of paper, you can see that we will meet for a total of 5 more meetings. Like we mentioned before, if you miss a group, we'll contact you to make sure everything's okay and to remind you of the next meeting. We think it is important for people to attend these meetings.

We are going to be giving you lots of papers during our meetings. We have a folder that you can put your name on, to put all these papers in. You can take it with you and bring it back each session. It's up to you.

You will be paid \$25 at the end of each meeting for your attendance. Remember, if you get here later than 30 minutes into the session, you will be able to stay, but you won't be paid. If you are going to miss a session, please try to call us to let us know. If you do miss a session, please come to the next—we will talk to you about what you missed.

- 1. You're going to get a little gift on your way out. It is a canvas bag and a business card holder [modify to fit site's situation]. You can keep your **SPEAKK** card in your cardholder and other materials that we give you in the future in your bag.*
- 2. Remember, at the back of the room is our resource table. We will have this set up every week with all sorts of information that might be interesting to you or your peers.*
- 3. And finally, we'll see you on _____ at _____ (time).*

Give gift—Canvas Bag and Card Holder or other similar gift.

HIV Facts Handout

- The safest needle to use is one that is in a wrapper and has never been used.
- Getting needles from the needle exchange or buying them from a pharmacy are some of the safest places to get them.
- 1x water, 1x bleach, and 1x water is an effective way to clean used syringes.
- Injection drug use is one of the biggest risk behaviors for getting HIV.
- Water alone is not the most effective way to clean a syringe. If you do use water, you have to rinse it many times directly after it has been used but it is not the best method.
- The safest way to dispose of needles is in an enclosed hard container where no one can reuse them or get stuck by them and/or to take them to a needle exchange.
- Using a latex condom during sex can reduce the risk of getting HIV.
- HIV is spread through body fluids, such as blood, semen, vaginal fluids, and breast milk.
- Someone who has HIV but looks and feels healthy can still infect people.
- There are different strains of HIV so even if people are infected, they can get reinfected.
- Once a person has HIV they will always be able to spread the virus to others, no matter how healthy they look or how low their viral load is.

Description of the Network Study—Why We're Here

The purpose of this research project is to reduce the spread of HIV and other infections in our community.

You are a part of this project because we believe that you can have a big impact in reaching others who may be at risk for getting or spreading HIV.

You know what it's like to be out there and you can relate to other people in similar situations. Each of you brings a lot of knowledge and expertise to this project.

By participating, you will be trained to be a Peer Mentor. You will learn and practice leadership and communication skills so that you can talk to the people that you brought into this program and to others about HIV.

We think that Peer Mentors are the most effective agents for change. They can become leaders in the community and have a powerful influence on people who are at risk of getting HIV.

Part of your training will also be developing realistic strategies for you to stay HIV negative so that you can be a role model.

One thing that we feel strongly about is that people can take important steps to reduce their risk for HIV, even if they are not totally, perfectly safe in every aspect of their life. As Peer Mentors you will learn how to help people identify realistic steps that they can take to reduce their risk for HIV.

Meeting dates and times:

**An effective way to
clean needles is by
rinsing:**

**1 time water
1 time bleach
1 time water**

**It is safe to use a
needle that
you find in the
street.**

**It is dangerous to
throw away needles
on the ground.**

**You can get HIV
just from
sharing a cooker.**

**A man cannot get
HIV
from a woman
through having sex.**

You can clean used syringes with water to kill the HIV virus.

**Someone who has
HIV but has a low
viral load
can still infect
people.**

**If both partners are
HIV+,
it is okay for them to
have sex without
condoms.**

MYTHS

FACTS

S P E A K K S K I L L S

- S** - Stay Positive
- P** - Plan Ahead
- E** - Explain What You Want
- A** - Actively Listen
- K** - Know Community Resources
- K** - Know Your Bottom Line

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- A** - Actively Listen
- K** - Know Community Resources
- K** - Know Your Bottom Line

S P E A K K S K I L L S

- S** - Stay Positive
- P** - Plan Ahead
- E** - Explain What You Want
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S P E A K K S K I L L S

- S** - Stay Positive
- P** - Plan Ahead
- E** - Explain What You Want
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SPEAKK

S - Stay Positive

P - Plan Ahead

E - Explain What You Want

A - Actively Listen

K - Know Community Resources

K - Know Your Bottom Line

PEER MENTORS:

- **Practice what they preach and set a good example**

- **Are supportive, helpful listeners**

- **Share information to get peers hooked up to services or other helpful people**

- **Meet people where they are and are not judgmental.**

Homework:

Session I – Staying Positive, Peer Mentoring, Ribbon Game and Myths & Facts

I'm going to talk with _____ about something I learned today.

If I don't see _____ I'll talk with _____.

I plan to talk about _____

The next session is _____ / _____ / _____ at _____ AM/PM

If you need to speak with someone before the next session you can call _____ at _____.

Homework:

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