



Ministry of Health  
National AIDS & STI Control Programme  
NAS COP

# Use of Innovative and Interactive Interpersonal Communication

Centre for  
Global Public Health  
University of Manitoba

## IPC User Guide

*This case study provides scripts and directions for the use of IPC materials that are used by KP interventions in Kenya. It serves as a ready guide to agencies working in the field of HIV/AIDS that wish to adapt and use similar communication methods.<sup>1</sup>*

### 1. Introduction

Communicating with Key Populations (KPs), such as female sex workers (FSWs) and men who have sex with men (MSM), to promote safe sex, uptake of HIV counselling and testing, and other behaviours related to HIV prevention, care, and treatment is a constant challenge. There are issues that relate to literacy, language, idiom, culture, type of sex work, scheduling, individual and group behavioural patterns, risk perception, and perceived relevance. Contextual factors and norms, stigma and discrimination, and constant migration further compound the challenge.

The National AIDS and STI Control Programme (NAS COP) Technical Support Unit (TSU) in Kenya, supported by the Bill & Melinda Gates Foundation, has adapted resources from FHI 360's Aastha/Bridge project in India to develop communication tools and materials to address these challenges in Kenya. To adapt them to the Kenyan sex work context, the tools and materials were pretested in the Learning Site (LS) in Mombasa. Well-known communication principles, such as communication hooks and target-group-specific approaches and methods, have been blended with marketing principles, behavioural social science, and context-relevant advocacy. Initiating contact, creating space for engagement, sequential interpersonal interaction,

and enhancement of behaviour-change factors have been addressed through a series of materials that are attention catching, entertaining, engaging, and memorable.

Interpersonal communication (IPC) has an evidence-based theoretical foundation grounded in behavioural science, utilizes the best practices from the marketing sector, and integrates a number of key marketing principles. In the TSU's project, IPC is used to drive environmental and individual change in an effort to create environments that enable and encourage people to adopt health-seeking and low-risk behaviours. In this way, IPC strengthens STI and HIV prevention, treatment, and care.

For implementation, a Training of Trainers (ToT) module has been developed by the TSU, and training programmes for master trainers are conducted. ToT programmes are conducted with prevention officers, outreach workers (ORWs), and peer educators (PEs). The master trainers are mentored to train their PEs and outreach workers within their micro-site to use the IPC materials to communicate key messages to FSWs and MSM. As per the minimum service package, every FSW, MSM and PWID needs to receive one IPC session every quarter.

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Additionally, all materials feature communication hooks, such as beauty, health, welfare of their children, and relationship with their regular partners, which are priority topics for all FSWs/MSM. These hooks help project staff attract the FSWs/MSM, build rapport, sustain their interest, and initiate dialogue regarding risky behaviours and beneficial behaviours. IPC materials enable peer educators, outreach workers, and prevention officers to more effectively encourage healthy living and the adoption of health-seeking behaviours.

<sup>1</sup> We are happy to share IPC materials with allies in the fight against HIV. We however request that FHI 360's Aastha project in India and the NAS COP TSU in Kenya be acknowledged in case of replication.

## Communication Issue, Material, Key Messages, Communication Hooks, and Intended Behavioural Outcome

Communication Issue	Material	Key Message	Communication Hook	Intended Behavioural Outcome
Low clinic attendance for regular check-up	1. Cream Bottles	STIs can be asymptomatic; some infections can be revealed only by medical examination.	Beauty	Regular visit to the clinic for internal check-up
	2. Litmus Test	STIs can be asymptomatic; some infections can be revealed only by medical examination.	Curiosity	Regular visit to clinic for internal check
	3. Gift Box	STIs can be asymptomatic; some infections can be revealed only by medical examination.	Curiosity	Regular visit to clinic and uptake of internal examination services
HIV testing	4. Make-up Kit	HIV infection can be revealed only by a blood test.	Beauty	Regular HIV testing
	5. Colored Sleeves	HIV infection can be revealed only by a blood test.	Curiosity	Uptake of voluntary counselling and testing for HIV
Condom usage	6. Garden of Love	STIs can be contracted from trusted regular partners.	Love	Consistent condom use with regular partner

### 1. Cream Bottles

**Description:** Two cream bottles (pond's cream type). One contains regular cream, and the other contains black cream.

**Rationale:** It is important for Key Populations to understand that regular examinations at a clinic are necessary because some infections do not have immediate, external, and obvious manifestations.

**Objective:** This exercise aims to teach participants why internal examinations are necessary.

**User Guide:**



After an exchange of greetings and introductions, show the KPs both bottles of cream. Tell them that these bottles are two girls/boys from the Key Population/FSWs/MSM. Request them to name the people who are pictured on the bottles.

- Ask, "How do they look?"
- Give time, encourage them to answer, and allow the KPs to speak.
- Respect their answer.
- Don't speak unnecessarily... Listen carefully to the KPs' responses. KP may say, "They are beautiful, good looking, and healthy."
- If not, ask, "Aren't they good looking?"
- Ask, "Do they look equally good?"
- Give time, encourage them to decide, and allow the KPs to speak.
- Respect their opinion.



- Ask the KPs to remove the lid of the cream bottle container.
- Ask, "Do they look equally good from inside?"
- Give time, encourage them to decide, and allow the KPs to speak.  
KP may say yes or no.
- If no, tell them to look inside the bottle/body carefully.  
KP may say, "They are different inside."

- Ask, "How did you learn that they are different? How can we know about our body?"
- Give time, encourage them to answer, and allow the KPs to speak.  
KP may say, "The insides of our body can be seen by internal examination and tests which can be performed in the clinics."

- Ask, "Do you think that an internal examination is necessary?"
- Give time, encourage them to decide, and allow the KPs to speak.  
KP may say yes or no.
- If no, tell them that since we sleep with clients frequently and we are at risk, it is important to regularly have an internal examination to check for infections inside our body. Explain that sometimes infections stay in our body for months or years before making us sick. When we get sick, we cannot do sex work, and we lose clients and money. But if we come to the clinic for a check-up every three months, the infection can be detected early and treated. We will not feel sick, and we will earn more. The examination and treatment are free and confidential.
- Inform KPs about the services available at the clinic and give a clinic card with the clinic's address and working hours.

**Technical Specifications:**

2 bottles of cream: one filled with original face cream and other one with grease/black cream

Clinic visiting card

## 2. Make-up Kit

**Description:** This material consists of a make-up kit containing a lipstick, face powder, and glitter in a pouch, along with a mirror.

**Rationale:** It is important for Key Populations to understand that regular examinations at a clinic are necessary because some infections do not have immediate, external, and obvious manifestations.

**Objective:** This exercise aims to motivate participants to regularly visit a clinic by teaching them why clinical examination and tests are necessary.

### User Guide:

- Start by greeting the KP.
- Build ground for the discussion by initiating a discussion on their looks. Say, "You are looking great today! What is the secret? Did you apply some make-up? Your skin is glowing! Your hair looks so shiny!"
- Ask if they agree that looking good is essential for them. It is expected that the answer will be "Yes" because better appearance means more clients and greater earnings.
- Ask, "So what do you do to look beautiful?"
- Bring out the make-up kits. Offer the contents to the KP.
- Say, "Now let me see how beautiful this make-up makes you."



- Encourage the KP to explore and use the make-up materials. If she is not forthcoming, urge her to try it on.  
The KP may say that she needs a mirror.
- Say, "You do it every day, you must be an expert at this, try it. You will be able to do it without a mirror."



- When the KP has applied some of the make-up, ask, "What is the first thing that you would like to do now that you have applied this make-up?"  
The KP is expected to say, "Look into a mirror."
- In case the KP does not say this, give the mirror to the KP.
- Let the KP look at herself. Allow some time for responses.



- Ask, "What does the mirror say?" Ask her to read out the message written inside the mirror if she can, or else read it out for her.



- Generate discussion through participatory questions. Ask, "Can the mirror show you what is inside? We see ourself in it every day, but can it warn us of dangers hidden inside our bodies? Is it important to know about the hidden dangers in time? Why?"
- Explain that just like we need a mirror to keep an eye on our make-up, we must go to the clinic to keep an eye on our health and safety. We need to do regular internal examination, anal examination, and HIV test.
- Ask, "Will internal dangers always remain hidden?" Explain that any illness, even if initially hidden, will eventually affect our external beauty as well, and then it may be too late to reverse it.

- Ask, "Do you know of such cases?"
- Conclude by emphasizing the need for visiting the clinic once in a quarter to have an internal vaginal or anal examination, and an HIV test to keep oneself healthy and beautiful.
- Give the KP the clinic's card with the clinic's address and working hours and your phone number.

**Technical Specifications:**

- One circular compact mirror
- One small talcum face powder pack
- One lipstick
- One bottle of glitter
- Clinic cards

### 3. Gift Box

**Description:** A gift-wrapped cardboard box filled with crushed waste paper and some waste material

**Rationale:** It is important for Key Populations to understand that regular examinations at a clinic are necessary because some infections do not have immediate, external, and obvious manifestations.

**Objective:** This exercise aims to motivate participants to regularly visit a clinic by teaching them why clinical examination and tests are necessary.

**User Guide:**

Place the gift box somewhere within your reach. After an exchange of greetings and introductions, ask the KPs, "What did we discuss in the last session?" If there is no answer, remind them why it is important to take care of themselves. Remind them what they can do to prevent HIV or STIs from entering their body.

Start the discussion with the participants by asking, "How many of us have bought vegetables?" and "How do we choose vegetables before we buy them?"

The participants will give responses such as checking the vegetable's quality by looking at it, touching it, smelling it, or inquiring about it with others who have already purchased it.

Now ask, "If I want to buy tomatoes/potatoes/watermelon, what should I check for?"



As all of us have purchased vegetables, this question will generate responses like "check the color," "check the size," and "check whether it is soft or not."

After a brief discussion, pick up the gift box. This may generate curiosity among the KPs, and they might ask what is in the gift. Is it for someone special? Is it for them?

If they did not ask you anything, then tell them that this is a gift that you will give to the person who guesses the contents of the box correctly. Do not allow anyone to touch it. Request them to guess one-by-one.

- Ask, "What do you think is inside the box?"
- Give time, encourage and allow the KPs to speak.
- Respect their guess.

They may say toys/CDs

- Tell them that they have guessed wrong.

- Tell them to touch and feel the box and then guess what is inside.
- Give time, encourage and allow the KPs to speak.

They may say jewellery/fruits/clothes/etc.

- Tell them that they have guessed wrong.



- Tell them to pick up the box and feel it and then guess what is inside.
- Give time, encourage and allow the KPs to speak.

KPs may say glassware/clock/etc.

- Tell them that they have guessed wrong.





- Tell them that you will unwrap the box a little.
- Make a small opening in the wrapping paper.
- Ask them to close their eyes and to put one hand inside the box, touch and feel, and then guess what is inside the box.
- Give time, encourage and allow the KPs to speak.

KPs may say papers/polythene wrapping/etc.

- Tell them that they have guessed wrong.



- Request them to open the box and see what it is inside. (It is full of garbage. There may be mixed feelings among them.)
- Ask, "Why did you expect that the box contains a gift?"
- Give time, and allow the KPs to speak.
- Respect their answers.

KPs may say that after looking at its beautiful wrapping, they thought it is a gift.

- Ask, "What do you think now? Does the box contain what you expected? How did you learn what is really inside the box?"
- Give time, encourage and allow the KPs to speak

KPs may say it is not what they expected, and they learned the contents only when they looked inside.

- Ask, "Do you think that you can know whether someone is healthy just by looking at their appearance?"
- Give time, encourage them to decide and allow the KPs to speak.

KPs may say that they cannot know without internal examination.

- Ask, "What have you understood from this activity?"

KPs may say that they have learned that they should visit the clinic every three months and be examined by a doctor or undergo an HIV test.

Inform them about the services available at the clinic, its address and working hours. After the discussion, thank them for their time and fix a time and date for the next meeting.

**Technical Specifications:**

Cardboard box: dimensions 6"x 4"x 4"

Gift wrapping paper

Polythene bag, crushed waste paper, and some waste/trash material

Clinic visiting card

## 4. Colored Sleeves

**Description:** This material consists of two cloth pouches that are identical on the outside. One of the pouches is the same on the inner side, while the other is of a different color on the inner side.

**Rationale:** It is important for Key Populations to understand that regular examinations at a clinic are necessary because some infections do not have immediate, external, and obvious manifestations.

**Objective:** This exercise aims to motivate participants to regularly visit a clinic by teaching them why regular HIV tests are necessary.

### User Guide:

- Start by greeting the KPs.
- Hold up the two cloth sleeves/pouches and ask what they could be.

KPs might guess mobile phone cover, spectacle case, coin purse, and so on.

- Ask, "Do both the cloth pieces look the same?"
- Allow time for some responses.

- Say, "Now I will show you some magic."
- Pull out the inner folded part of the sleeves one-by-one to expose the different colors in the pair.



Ask, "What have you learnt from what you just saw?"

- Allow some responses.
- Ask, "How did we learn that the two sleeves are not the same?"
- Explain that we learnt the reality only when we probed inside.
- Explain that outer appearances might not correctly reflect inner realities. Appearing healthy externally does not mean that no infection is present internally.
- Ask, "Could you know what is inside without seeing the inner part?"

**Methodology:** Interactive game.

### Technical Specifications:

Clinic visiting card

Material - Two satin cloth tubular sleeves

Color - Green

Size - A six-inch-long green sleeve joined with a five-inch-long green sleeve

Color - Green + red

Size - A six-inch-long green sleeve joined with a five-inch-long red sleeve

## 5. Litmus Test

**Description:** Two bottles with stickers of pictures of two equally good looking women on them. Both bottles are filled with clean water. Add one tablespoon of vinegar in one bottle. The bottles are referred to as human bodies and not as bottles or water. Blue litmus paper turns pink when dipped in the bottle containing the water and vinegar solution.

**Rationale:** It is important for Key Populations to understand that internal examinations are necessary to detect infections that do not have immediate, external manifestations.

**Objective:** This exercise aims to motivate participants to regularly visit a clinic by teaching them why internal examinations are important and necessary.

### User Guide:



Exchange greetings and make introductions.

- Ask the Key Population, "What did we discuss in the last session?"
- If there is no answer, remind them why it is important to take care of themselves.
- Ask, "What can you do to prevent infections from entering your body?"
- After a brief discussion, show them both bottles. Tell them that these are two girls from their community. Request them to give a name to the pictures on the bottles.

Ask, "How do they look?"

- Give time, encourage them to answer, and allow the KPs to speak.
  - Respect their answer.
  - Don't speak unnecessarily... Listen carefully to the KPs' responses.
- They may say that the women on both bottles look beautiful and healthy.

Ask, "Do they look equally good?"

- Give time, encourage them to decide, and allow the KPs to speak.
- Respect their answer.

Ask, "Do they look equally good from inside?"

- Give time, encourage them to answer, and allow the KPs to speak.
- KPs may say yes or no.
- If no, tell them to have a look at the contents of the bottle/ body carefully.
- KPs may say that the bottles look equally good from inside too.

Ask, "Do they look equally good from inside?"

- Give time, encourage them to decide, and allow the KPs to speak.
- Respect their answers.

KPs may say that after looking at them from inside and outside, the bottles look equally good.



Ask them to run a test and then decide whether they are the same or not.

Give them strips of blue litmus paper and tell them to dip one strip in each bottle and watch the results. One strip turns pink...

Ask, "What do you think now? ... Is there any difference?"

- Give time, encourage them to decide, and allow the KPs to speak.

KPs may say that there is a difference

- If so, ask, "How did you learn that there is a difference?"

KPs may say, "We realised a difference only when we checked inside."

- Ask, "Can you decide on the basis of a person's appearance whether that person is completely well?"

- Give time, encourage them to respond, and allow the KPs to speak.

- Respect their answers.

KPs may say that they cannot decide without checking inside.

- Ask, "What have you understood from this activity?"

KPs may say that medical check-up are necessary to determine whether a person is completely healthy.

Inform them about the services available at the clinic, its address and timings. After the discussion, thank them for their time and fix a time and date for the next meeting.

**Technical Specifications:**

Bottle size: Two plastic bottles with six-inch height and two-inch diameter.

Colored stickers of two different KPs on the bottles.

Gumming, mounting

Blue litmus paper strips

Clinic visiting cards

Water and vinegar

## 6. Garden of Love

**Description:** For this method we require many pictures of various male and female faces. A heart is drawn on the drawing sheet.

**Rationale:** It is important for KPs to understand that unprotected sex puts them at risk of STI and HIV infection.

**Objective:** This exercise aims to teach participants the importance of consistent condom use with their partners and clients.

### User Guide:

- After an exchange of greetings and introductions, ask the KPs, "What have we discussed in the last session?"
- After a brief discussion, show them the heart and ask, "Do we all have a heart, or have some given their heart to someone?"



- Ask, "Apart from the heart, what can be seen in the picture?"  
KPs may say garden, jungle, or scenery.
- Ask, "What can we call it?"  
KPs may say heart, garden, or jungle.
- Accept whatever they call it.



- Ask, "Do we all have a heart?"  
KPs may say yes or no.
- Accept the answer.
- Ask, "Do we all have a sweetheart in our heart?"  
KPs may say yes or no.
- Accept the answer.
- Say, "We have some pictures of girls from our community." Show the pictures and ask, "Can someone choose one of the pictures and give a name to her so that we can start this love garden?" (or whatever they have named it)  
KP will choose one picture and will give a name – e.g., Mumo.
- Ask everyone, "Do you agree with the name?"
- If they all agree, then name her Mumo and tell them to place Mumo in the center of the heart.



- Tell them that Mumo is a beautiful girl and ask, "Could she be alone (unattached)?"  
KPs may say yes, no, or don't know.
- Ask a probing question: "Does this happen in our life?"  
KPs may say no.

Ask, "If this can't happen in our life, then how is it possible that she is unattached?"  
KPs may say, "She may have a boyfriend."

- Ask them to choose a partner (picture) who lives in Mumo's heart and give him a name. They decide to name him Ruto.
- If all agree, call him Ruto, and request them to put him on the heart.



- Ask them, "Since when do Ruto and Mumo live in each other's hearts?" KPs may say six months /1/2/3 years.
- Accept whatever period they say, and ask them to write the period on the top of the heart.
- Ask, "They love each other very much, so would they be faithful to each other?" KPs may say yes, no, or maybe.
- If no or maybe, tell the KPs that we will discuss this later.
- Ask, "If they are faithful to each other, would they have used a condom during every intercourse?" KPs may say no because Ruto and Mumo love each other and are faithful to each other.



- Ask, "Is Ruto handsome?" Do they think that before Mumo, he would have been alone (unattached)? KPs may say yes, no, or don't know.
- Ask, "Before Mumo, would Ruto have been alone (unattached)?" KPs may say yes, no, or don't know.
- Ask, "Is it possible for a handsome man to not have a girlfriend?" KPs may say that Ruto had a girlfriend.
- Ask them to choose a girl's picture and give her a name.

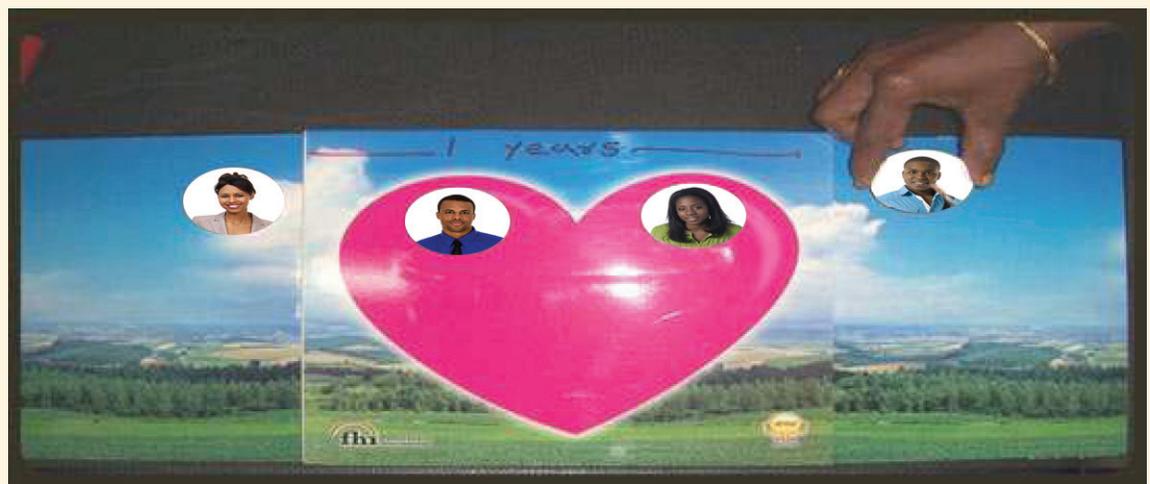
They gave a name, say, Njoki.

- Accept it.

- Ask, "If they love each other, would they be faithful to each other?"  
KPs may say yes, no, or maybe.
- If no or maybe, tell them that we will discuss this later.
- Ask, "When they are faithful to each other, would they have used condom during intercourse?"  
KPs may say no, because they love each other and are faithful to each other.

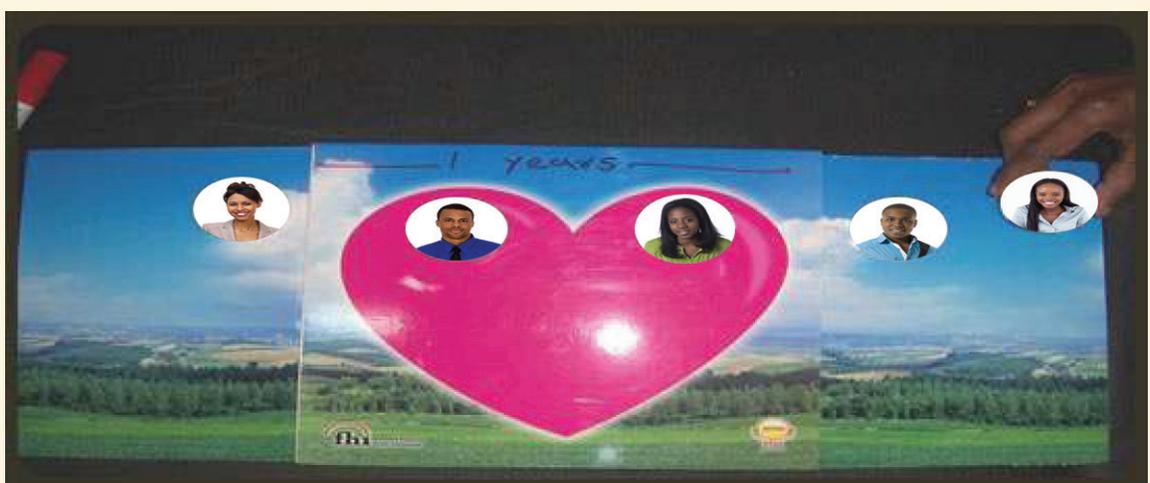


- Ask, "How long did Ruto and Njoki live in each other's hearts?"  
KPs may say six months /1/2/3 years.
- Accept whatever period they say.
- Ask "What about Mumo? She is beautiful. Would she be alone or would she have had a boyfriend before Ruto?" If they say that Mumo would have had a boyfriend, request them to choose a picture and give him a name.  
They gave a name, Kamau.
- Ask, "If they love each other, would they be faithful to each other?"  
KPs may say yes, no, or maybe.
- If no or maybe, tell them that we will discuss this later.
- Ask, "When they are faithful to each other, would they have used a condom during intercourse?"  
KPs may say no, because they love each other and are faithful to each other.



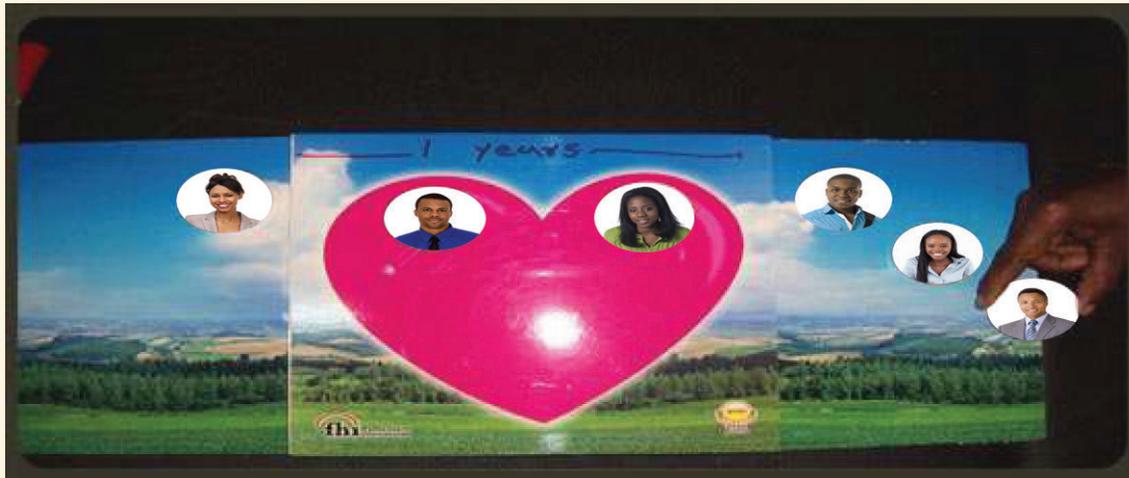
- Ask, "Is Kamau handsome?"  
KPs may say yes, no, or don't know.
- Ask, "Do you think that he would have been alone (unattached) before his relationship with Mumo?"  
KPs may say yes, no, or don't know.

- Ask, "Is it possible for a handsome man to have no girlfriend?" or "Is it possible for a handsome man to have no boyfriend?"  
KPs may say no.
- Ask them to choose a girl and give her a name.  
They choose a picture and give a name, say, Moraa.
- Accept it.
- Ask, "If they love each other, would they be faithful to each other?"  
KPs may say yes, no, or maybe.
- If no or maybe, tell them that we will discuss this later. If yes, ask, "When they are faithful to each other, would they have used a condom during intercourse?"  
KPs may say no, because they love each other and are faithful to each other.



- Ask, "For how long have Kamau and Moraa lived in each other's hearts?"  
KPs may say six months /1/2/ 3 years.
- Accept whatever period they say.

- Ask, "What about Moraa? She is beautiful. Would she have had a boyfriend before Kamau?"
- Request them to select a man's picture and give him a name.  
They name him Wambua.
- Ask, "If they love each other, would they be faithful to each other?"  
KPs may say yes, no, or maybe.
- If no or maybe, tell them that we will discuss this later.
- Ask, "If they are faithful to each other, would they have used a condom during intercourse?"  
KPs may say no, because they love each other and are faithful to each other.



- Ask, "Is Kamau handsome?"  
KPs may say yes, no, or maybe.
- Ask, "Do you think that before Moraa, he would have been alone (unattached)?"  
KPs may say yes, no, maybe, or don't know.

Now the other side of the heart

- Ask, "Since how long do Njoki and Ruto live in each other's heart?"  
KPs may say six months / 1/2/ 3 years.
- Accept whatever they say.
- Ask, "What about Njoki? She is beautiful. Would she have had a boyfriend before Ruto?" Request them to choose one and give a name.  
They give a name, Owino.
- Ask, "If they love each other, would they be faithful to each other?"  
KPs may say yes, no, or maybe.
- If no or maybe, tell them that we will discuss this later.
- Ask, "If they are faithful to each other would they have used a condom during intercourse?"  
KPs may say no, because they love each other and are faithful to each other.



- Ask, "For how long would Njoki and Owino have lived in each other's heart?"  
KPs may say 6 months /1/2/ 3 years.
- Accept whatever period they say.
- Ask, "What about Owino? He is handsome. Would he have had a girlfriend before Njoki?"
- Request them to choose a picture and give a name.  
KPs select a woman's picture and name her Fatuma.
- Ask, "If they love each other, would they be faithful to each other?"  
KPs may say yes, no, or maybe.
- If no or maybe, tell them that we will discuss this later.
- Ask, "If they are faithful to each other, would they have used a condom during intercourse?"  
KPs may say no, because they love each other and are faithful to each other.



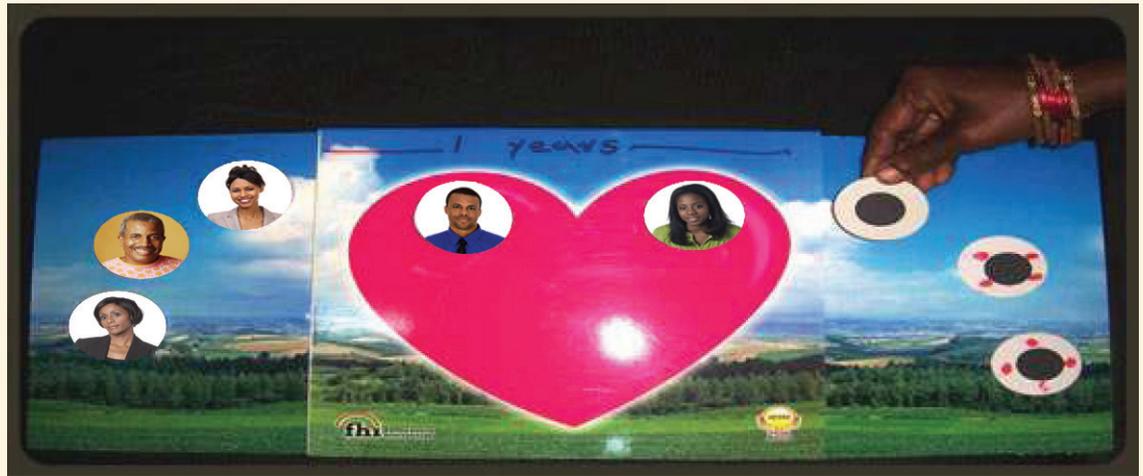
- Ask, "When we love someone, are we faithful to them?"
- Ask, "When we are faithful, do we use a condom during intercourse?"  
KPs may say no, because we love someone and are faithful to them.
- Say, "They all loved each other at some point of time, were faithful, and didn't use condom. Let us examine them one-by-one and see whether anyone has an STI."
- Tell the KPs to pick up each picture one-by-one and flip it around to see whether there is any sign behind it.
- Say, "Oh, Wambua has some symptoms... Let's see others."



- Ask, "Did Moraa get it from Wambua or not?"  
KPs may say that Moraa got an infection from Wambua.)
- Say, "Let's see what Kamau has."



- KPs may say that Kamau doesn't have any signs.
- Ask, "But how is it possible that Kamau has no signs?"  
KPs may say that Kamau might have used a condom, or he might have had an STI and received treatment.



- Say, "Let's check Mumo to see whether she got the STI from Kamau or whether they used a condom."  
KPs check and find that Mumo doesn't have an STI.



- Say, "Let us check Ruto."  
KPs check and find that Ruto doesn't have an STI.
- Ask, "Why is he clean?"  
KPs may say that Ruto and Mumo also used a condom.



Say, "Let us check Njoki."

KPs check and find that Njoki is infected.

- Ask "But why Ruto is not infected?"

KPs may say that Ruto and Njoki always used a condom, or Ruto might have been infected but visited a clinic and was treated for his infection.



- Say, "Let us check Owino."

KPs check and find that Owino doesn't have an STI.

- Ask, "But why is Owino not infected?"

KPs may say that Njoki and Owino may have used a condom, or Owino might have been infected but consulted a physician and was treated successfully.



- Say, "Let us check Fatuma."  
KPs check and find that Fatuma has an STI.
- Ask, "But why is Owino not infected?"  
KPs may say that Fatuma and Owino used a condom, or Owino might have been infected but consulted a physician and was treated successfully.





- Ask, "If we are faithful, does that mean that an STI cannot be transmitted?"  
KPs may say that it can be transmitted.
- Say, "Some STIs can be cured, but HIV is not curable."
- Ask, "If you are faithful and you love your partner, would you like to share HIV/STI or love?"  
KPs may say love.
- Ask, "How can you ensure that?"  
(Correct Answer: By using a new condom during each sexual act with your partner.)
- Ask, "What if someone wants a baby?"  
(Correct Answer: Both partners should go for HIV and STI counselling and testing and then plan for a baby.)
- After the discussion, thank them for their time and fix a time and date for the next meeting.

**Key message:** STIs can be contracted from trusted regular partners. Always use a condom with every sexual partner or lover.

**Technical Specification:**

A drawing sheet, many small pictures of male and female faces, and a marker pen.  
Clinic visiting card

**Feedback from IPC training at the Learning Site:**

- "The training has been very beneficial to me. The tools help me to convince the peers to go to the Learning Site for STI screening and HIV testing." Kevin Mwendwa, Learning Site Peer Educator
- "It makes group sessions interesting, and more peers are willing to listen." Jerusha Ondu, Learning Site Peer Educator
- "The tools are helping the peers in self-identification and positive living after HIV testing." Josephine Okumu, Learning Site Peer Supervisor



Ministry of Health

**National AIDS & STI Control Programme-NASCOP**

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