

POS

ITI

VE +

SEX

AN INNOVATIVE APPROACH TO
DISCLOSURE IN PRACTICE AND
IN CONSEQUENCE

FACILITATOR'S WORKSHOP GUIDE



Canadian Treatment Action Council

ACKNOWLEDGEMENTS

We wish to acknowledge and thank all those who contributed to the development of this Workshop and Facilitator's Guide:

AIDS Community Care Montreal (ACCM) and specifically the Program Services Team who provided us with the money to develop this workshop, the space to pilot the workshop and the support in accessing people living with HIV. This idea emerged as a result of a dinner and discussion in your drop-in center and has come full circle. Thank you for giving us the freedom to explore and engage in our own abilities to shift this movement forward.

The *Art Contributors*, who, for the most part, chose to remain anonymous, thank you for offering your talents to this project. Because of you, our community-based scope has widened significantly. You have brought personality to our project and for this, we are grateful.

Canadian Aids Treatment Information Exchange (CATIE), particularly the Program Delivery department, for their support and feedback into the content of the manual and for supporting and encouraging this idea to grow and be shared at a national level.

Members of hivchat.org. Your faceless engagement in the development of this workshop, particularly around issues and solutions, has been vital. We shared ideas with you and many of you responded in a solution-oriented manner, constantly pushing us to progress. Your online commitment was a window into a world of folks who interjected and who will hopefully be positively affected by this workshop as a result – thank you.

Paul Board your willingness to look through this manual time and time again, always through a lens of perfection around editing and formatting, was generous, crucial and appreciated.

The *Peer Review Participants*, namely: Eldon Brink, Jessica Dolan, Michael Foster, Gilbert Mallais, Roger Rondeau and Ginette Tremblay. Your time and commitment to improving this workshop, un-packing the activities and focusing on the best possible outcome was invaluable to our ability to turn theory into practice. Your expertise, both formal and informal, is the reason we were able to perfect these activities. Thank you for your solidarity in this endeavour.

And most importantly, *All PHA's who remain in silence due to stigma* – you are the reason we rose to the challenge. You are the reason we know that we are not alone. You are the inspiration and the solution. And more than anything else, you deserve to laugh a little bit. Thank you for reminding us of this. We hope this workshop helps!

NOTE TO FACILITATOR

This manual is a template for further development as an educational tool for the community at large. Live, comedic performances which address disclosure and stigma can be played out to audiences who may have little to no knowledge of HIV, disclosure and stigma. Role play and theatre provide unthreatening avenues to face fears around disclosure by providing thought provoking questions which challenge and demystify stigma and fear of audiences. Audiences may include elementary and high schools as well as professionals in all areas where HIV stigma plays a role. Exercises in the manual can be adapted to a more mature audience with more sexually explicit role play.

Activities and exercises in this manual can also be developed through improvisation, into live performances, as a means of education and raising public awareness of disclosure and the misconceptions about HIV.

This Facilitator's Guide is meant to be a starting point and meant to help you facilitate semi-structured, humorous activities that break barriers, de-mystify sex for positive people and help participants negotiate their own levels of comfort around disclosure. The guide can be used for individuals who wish to disclose other STIs as well. This guide can be used in a mixed group of +people and -people. Additionally, it can be used among specific populations like women. The guide is not however meant to constrain you. This workshop has room for your creativity as well!

Participants in the workshop must have a basic level of knowledge of HIV to benefit from the workshop. If for some reason they do not, a short session on HIV 101 could be included, perhaps in a separate session prior to the workshop.

FEW CONCEPTS TO KNOW ABOUT BEFORE BEGINNING...

For the purpose of this workshop and being able to discuss disclosure and stigma through role play scenarios, you will notice that this Facilitator's Guide makes use of the following unique vocabulary:

Discloser

Refers to the person who will be disclosing his or her HIV status. The discloser is the HIV-positive person

Disclosee

Refers to the person who will be receiving and reacting to the disclosure of the HIV status. The disclosee, in the workshop (and almost always in life), is the HIV-negative person

HIV Comfortability

Is a personal, internal scale that each HIV-positive person has and refers to the HIV-positive person's level of comfort around disclosing his or her HIV status to a potential sexual partner. The goal of the workshop is to enable people living with HIV to be able to identify cues that help them progress along their own HIV Comfortability Scales, and also to recognize cues that are associated with regressing along their personal HIV Comfortability Scales. The outcome is that people living with HIV feel more in control and empowered to disclose by reading their HIV Comfortability Scales.

CONTENTS

Introduction to the Concept of Rehearsing Disclosures	4
The Power of Practicing – A Humor-Based Approach	8
Warming up to Disclosure - Building Trust	10
Icebreaker #1: Circle Pass	12
Icebreaker #2: Free Fall	12
Icebreaker #3: Running Wild	13
Icebreaker #4: Bullshit	14
Icebreaker #5: Pass It On	15
Icebreaker # 6: I Can't Hear You	16
Look Back, Look Now, Look Ahead	17
Stigma House Party	17
Disclosure Complexities: Make some Noise!	19
Courage in Disclosure	19
Writing Blitz	20
Power of One, Power of Us!	21
Let Disclosure Begin: Improvisation in Bed	21
Getting Back Into It	23
Sound Painting	23
Make the Sex Machine	24
This is Our World: Planning for Action	25
Spectators	25
Speed Dating: Challenge Terminology on the Dating Scene	27
Cool Downs and Goodbyes	29
Evaluation Forms	32



INTRODUCTION TO THE CONCEPT OF REHEARSING DISCLOSURES

WELCOME TO THE 'POSITIVE SEX' WORKSHOP!

We have confidence that you can bring hope, inspiration and empowerment to your community and make a positive difference in the lives of people living with HIV and in the lives of their allies. We know that you can make a positive change in your community!

This section provides you with a brief overview of the objectives for this workshop. We acknowledge that there is no step-by-step plan that will guarantee successful disclosure to a potential sexual partner. Because society has internalized stigma and belief systems about what it means to be HIV+, reactions may vary and an element of uncertainty will linger within individuals, as stigma is complex and embedded in many institutional levels. This unfortunate reality will continue as long as stigma is present in our communities. Stigma must be completely removed from within society!

HIV negative people may not be aware of their own personal misconceptions and stigmas regarding HIV. Or worse, they may be aware but unwilling to address a belief system that is based on fear and stigma. Addressing the complexities of stigma and demystifying societal belief systems will help with the disclosure process and lead to acceptance and tolerance of people living with HIV. Working towards acceptance, tolerance, support and understanding of HIV will eventually lower transmission rates of HIV. People living with HIV are more willing to disclose if their disclosure is met with more positive, less threatening responses.

Providing a safe, non-judgemental, respectful environment for +people to practice disclosure prepares one for the worst, while hoping, through addressing stigma, for the best possible reactions to disclosure.

In this safe environment, which does not encourage or discourage +people to disclose, people living with HIV can discuss uncertainties and stigma which can be subtle and confusing. A response along the lines of “yes, I accept your status” may at times in fact mean “no I cannot accept your status”. +people

will examine reactions to disclosure, to gauge acceptance of their potential sexual partners.

The objective of the workshop is to make it easier for +people

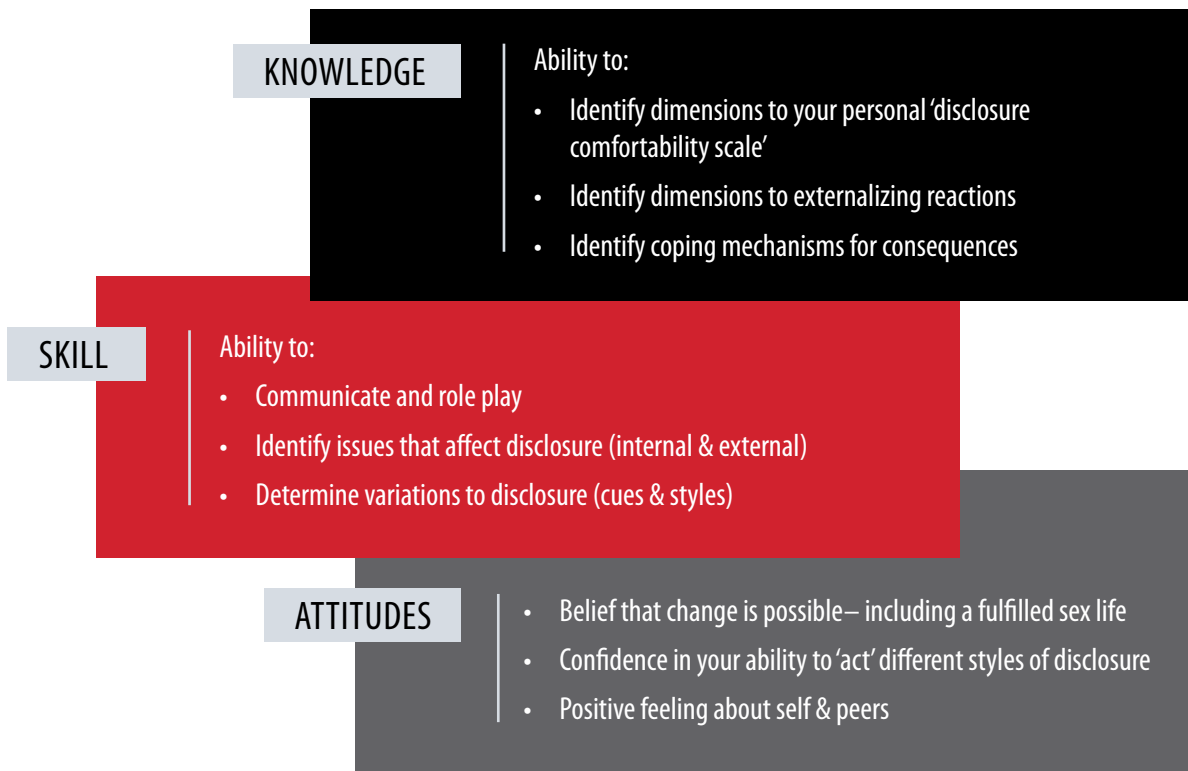
- to address disclosure in a safe environment through role play exercises grounded in disclosure scenarios,
- to discuss uncertainties which remain after disclosure has occurred and
- to develop a heightened level of comfort in making an informed decision about disclosure.

OVERVIEW OF THE ‘POSITIVE SEX’ WORKSHOP

This workshop aims to challenge societal belief systems and inaccurate information about HIV with the goal of eliminating stigma and fear. In addressing stigma, reactions to disclosure will become more positive, accepting and tolerable. Rates of HIV transmission will decrease as complex societal stigma diminishes. That is why the social change required around HIV must challenge belief systems in order to eliminate fears. There is no better way to approach this topic than through humour. Humour is a very appealing component to the workshop, as oppose to doing deep, emotional work.

Thirty years (30!) into the epidemic, stigma is identified as the most insurmountable obstacle for +people today. We hope to bring +people out of isolation, give a voice to those who remain in silence and remove some of the risks involved in disclosing to potential sexual partners.

The diagram below shows what knowledge and skills will be addressed in the ‘Disclosing to Potential Sexual Partners’ workshop.



WHAT ARE THE AIMS OF THE WORKSHOP?

The workshop has been developed to provide people living with HIV the skills and abilities to take charge of their sexual lives, while challenging societal misconceptions and stigma about the sex lives of +people. Living a 'normal', healthy life includes intimacy and sex. Life with HIV is a lifelong journey, challenge and commitment. It takes time and experience to develop the skills and confidence that enables a person living with HIV to take steps towards an enriched sexual life and to address stigma and change belief systems within society which makes disclosure extremely difficult. In this workshop, people living with HIV will, through humor and role play:



- 1 | Practice disclosure scenarios to determine when and how to disclose to a potential sexual partner. You may refer to your own personal 'disclosure comfortability scale'. In so doing, you will address the fears of disclosure to a potential sexual partner (fear experienced by +person) and address reactions due to stigma and fear (stigma experienced by potential partner who is HIV negative).
- 2 | Explore to what degree societal misconceptions reflect the way you think about yourself (internalizing and reinforcing negative, incorrect information about HIV which is built into layers of society). Explore and debunk external misconceptions that lead to fear and stigma.
- 3 | Identify and practice disclosure scenarios as a means of finding methods to externalize rejection (coping mechanisms) as a consequence of disclosure. Demystify disclosing to potential sexual partners by exploring techniques and rehearsing them, in order to build 'disclosure confidence' and cope with the uncertainty that lies in each disclosure experience.
- 4 | Address specific stigmas and misconceptions in a humorous way, and demystify them through humorous role play. The emphasis is on reinforcing and acknowledging that stigma and fear are external, societal dilemmas. Role play helps to educate society to change their misconceptions while working toward tolerance and acceptance of +people.

WHY PRACTICE DISCLOSING YOUR HIV STATUS?

People living with HIV require support, particularly with regards to disclosing their HIV status to potential sexual partners. Disclosing to a potential sexual partner is stressful and, in many cases, a re-occurring stressor because of the impending: legal implications, rejection, verbal or bodily harm and non-confidence. Additionally, +people have long lists for why disclosing is worrisome, painful and often avoided. Consequently, +people are faced with alternatives that include sex lies¹, relationship evasion and intimacy escapism – all of which lead to isolation.²

The third decade of HIV has proven that HIV is manageable and +people can hope to have long and fulfilled sex lives. Managing intimacy must factor into the overall well-being of +people. Providing +people with the tools, the confidence and the opportunities to 'practice' disclosing is vital in order to empower +people to make intimacy, relational and sexual choices. Part of empowerment is addressing stigma, which is the main obstacle and impediment for managing healthy intimate sexual relations and educating the public to change belief systems about +people.

What does the workshop involve?

- This workshop includes a series of practical and dynamic activities that can easily be adapted to various groups and ages, newly diagnosed +people and anyone keen to learn about positive sex. Ideally the workshop should be for 10-14 people.

We expect that participants will:

- Attend the entire duration of the workshop
- Participate fully in all games, role playing exercises and discussions, with support from facilitators
- Demonstrate a willingness to explore and re-negotiate their personal 'comfortability scale' surrounding disclosure to a potential sexual partner
- Demonstrate a willingness to share experiences and information
- Discuss experiences with stigma and how it hinders one's sex life by providing lived experiences
- Willingness to challenge the public's acceptance and tolerance of HIV so that disclosing one's HIV status does not lead to rejection and is not used as a screening device on the dating scene
- Be cooperative, helpful and supportive with all members of the group
- Demonstrate a devotion to creating positive change in one's life, including a fulfilled sex life and creating external changes and belief systems

¹ Sex lies refers to passive and active disclosure avoidance (not being forthcoming and/or lying when asked direct questions).

² Isolation among +people has been identified as a primary determinant in increased transmission rates of HIV in society. Isolation is a result of not being accepted and embraced by social and professional networks as well as by society. Therefore, in pursuit of a 'normal life' which is an inherent right of all people, including +people, those living with HIV sometimes chose to engage in behaviors that do not protect themselves or others (these behaviors range from not getting tested regularly for fear of rejection and criminalization to having unprotected and undisclosed sexual encounters to not adhering to a treatment regime for fear of being 'outed').



"Hey there good lookin'
come here often?"

THE POWER OF PRACTICING – A HUMOR-BASED APPROACH

HOW WILL PERFORMING DISCLOSURE HELP WITH REAL-TIME DISCLOSURE?

The anticipated benefits of this workshop are twofold: at the individual and community levels.

ANTICIPATED BENEFITS FOR PARTICIPANTS

Demystifying the disclosure experience by uncovering the layers that elicit stress, actual fear, perceived fear and personal reactions is part of the personal empowerment process. Practicing disclosure, determining the necessary characteristics for disclosure to occur, discussing uncertainties that are evident in the disclosure process, negotiating a sense of comfort during a disclosure, and watching others do it, in a theatrical, comedy-based approach, creates a visual and a learned behavior for reference in preparation for the real-time disclosure. Role playing, acting out and performing various disclosure scenarios will significantly contribute to confidence building and skills development for +people. Disclosure skills development also includes coping mechanisms and fundamentally leads to decision-making around disclosure.

ANTICIPATED BENEFITS FOR THE HIV SECTOR

It is expected that this manual will serve to fill a current gap in HIV service delivery at the community level. This workshop can be adopted as is, or adapted to complement existing workshops, support groups, or group exercises by associations that service +people. Furthermore, this workshop cuts across genders, race, ethnicity and affected populations by relying on rehearsal and repetition and challenging stigma to bring to light distinctions specific to the realities of all demographics.

This workshop has been developed using a humor-based approach, as humor is shown to have a positive impact in coping with emotionally complex situations. Laughter creates positive bonds and guards against stress, disagreements and disappointments. Laughter is also contagious and helps individuals connect with others and smooth over differences while providing relaxation and energy. A sense of humor is paramount to resilience by helping one take hardships in stride and rebound from distress and loss.

This workshop relies heavily on improvisation with participants, which is the best way to address disclosure. With the rapid changes taking place for +people, participants can improvise and create scenarios that are taking place in real time.

This workshop will offer live, theatrical, comedy-based, practical opportunities to negotiate disclosure comfort levels based on external belief systems. It will also provide a variety of coping mechanisms for externalizing the feelings and outcomes that may derive as a result of disclosure.

GETTING STARTED

The exercises and games in this manual build on each other. The workshop begins with warm-up exercises that are designed to promote trust, an essential element of this workshop. Group members are encouraged to participate as fully as possible, so as to establish a foundation of trust. Trust is ascertained with each exercise to allow participants a safe environment to role play and address fears of disclosure.

Several introductory trust exercises are described in this manual and the facilitator is encouraged to read and become comfortable with each. However, based on time constraints and group composition, the facilitator may choose one or some of the exercises suggested. As is the case with any group dynamic, it is best to have decided on activities prior to beginning the workshop while being ready and able to adapt to group strengths or limitations as needed. The facilitator is urged to adapt the exercise(s) to meet the needs of the group.





WARMING UP TO DISCLOSURE

[45 MINUTES TOTAL]

INCLUDING INTRODUCTIONS AND 1-2 ICEBREAKER ACTIVITIES

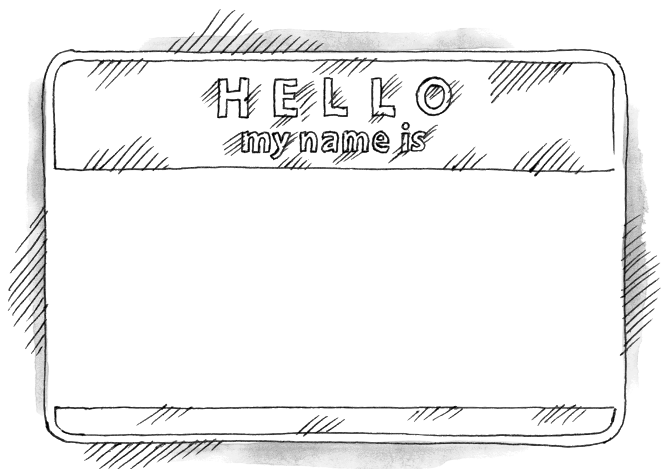
INTRODUCTIONS

[15 minutes]

The facilitator introduces her/himself and states the purpose of the workshop, which includes building a trusting environment where we can explore and examine obstacles that get in the way of disclosing HIV to sex partners. Providing a safe space to practice disclosure is important in order to build confidence and preparedness for negative reactions when one does disclose. Finding ways to externalize stigma and negative reactions to disclosure, empowers +people to have control over and be able to assess how and when it is safe to disclose. Challenging public perceptions of +people in order to make disclosure easier and in turn to enable people who are HIV negative to be more accepting of and aware of terminology and reactions to disclosure, reinforces silence and isolation of among +people.

Go around of names

Each group member introduces her/himself and their reason for choosing to come to the workshop along with what they hope to learn from the experience.



Graffiti Wall

Purpose

To have a place to react throughout the duration of the workshop (without interrupting the flow of the workshop) and providing an opportunity to work through something that is uncomfortable.

Materials Needed

Long roll of paper (or several flip chart papers taped together) posted to the wall, markers

Goal

To constantly and informally be receiving feedback about the workshop throughout the workshop

- a) Ask participants to write or draw on the graffiti wall throughout the day (the duration of the workshop) including: feelings, reactions, thoughts, feedback, suggestions for change, what worked well, what did not work well, anything at all.
- b) Encourage participants, at the end of the workshop, to take a moment to review the contributions from participants.

ICE BREAKERS

[30 minutes]

The following four exercises are listed in order of increasing action and increasing responsibility on the part of the group members. The first exercise is done seated and involves no improvisation. The second exercise is done while standing in a circle, no real improvisation, but members are asked to begin to 'create' and take responsibility for the shape of the exercise. Neither of the first two exercises is designed to directly introduce the subject of disclosure and the accompanying

stigmas. The third exercise is an improvisation, and it directly addresses the problems of stigma. The last is an icebreaker and is good to help introduce conversation about and around sex in a non-threatening manner. During this first 30 minutes, the facilitator may have time for only one of these exercises. The choice among the two is up to the discretion of the facilitator, for s/he can best judge the atmosphere of the group. Create structural places for 'de-briefing' because it cannot happen after each activity as the activities will likely lose momentum. Instead, consider pre-writing objectives on a flip chart for each activity so that the objectives can easily be referred to during explanations and concluding statements while facilitating each activity.

ACTIVITY THEMES

Each activity in this manual focus on one or two of the following themes:

- 1 Practicing disclosing for sex
- 2 Practicing externalizing feelings, stigmas and misconceptions
- 3 Practicing getting comfortable with being uncomfortable

ICEBREAKER #1: Circle Pass

Each group member enters the center of the group and allows her/himself to fall back onto the waiting hands or into the waiting arms of the circle of group members. S/he is then passed around the circle.

Extra Caution

Participants are asked to remove jewelry that might get caught. And since the individuals are passed forward as well, females are asked to cross their arms over their chests.

Purpose

This is a nonthreatening exercise and helps group members to trust each other. In this exercise, the entire group is responsible for the individual.

Materials Needed

None.

Modification

If a group member is too nervous, the group should move in closer to make the fall less risky. If further support is needed, the group should touch his/her back or shoulders, ensuring the participant of the presence and support of the group.



ICEBREAKER #2: Free Fall

In this exercise, we up the stakes by taking a greater risk.

- Group members form two lines, facing each other
- Participants stretch their arms, palms up, in front of them
- The person facing each participant puts his/her outstretched arms between them
For example: Between the participant's left and right hands will be either the right arm or left arm of the person in front of him/her
- Each member, one at a time, stands on a table or desk and falls back into the arms of the group.

Purpose

The stakes are higher—the fall is greater. And so is the reward. The payoff for having trust is immediate. Some may want to repeat.

Materials Needed

Chair or Desk/Table

Modification

Adjust space to make fall easier so that a more nervous participant is able to feel trustworthy enough to allow him/herself to fall. If a participant is too scared to fall from the table, he/she can remain on the floor and fall back into the arms of the other participants.



ICEBREAKER #3: Running Wild

This exercise is best done outside, or someplace with a long hall/space to move around. Trust and comfort levels are being challenged in this activity. Being able to let yourself go is the goal and blindfolded is preferable to keeping eyes closed. One couple at a time, let yourself go and trust your partner. Everyone can experiment, letting someone else take full responsibility for them by leading them with a hand (holding hands or on partner's hip). There is a sense of shared responsibility for both participants in leading and in following.

Group members work two by two: one leader and one follower. They will switch roles in the second part of the exercise so that both participants experience the role of being the leader and being the follower.

The 'follower' is blindfolded and led by the 'leader' to run.

Purpose

The 'follower' is putting her/himself into the "hands" of the 'leader'. Expect euphoria.

Materials Needed

Blindfolds for half the number of total participants. Blindfolds can be scarves or ties or pieces of material.

Modification

If a participant is uncomfortable with a blindfold he/she may choose to keep their eyes closed for the exercise instead.



ICEBREAKER #4: Bullshit

- a. Each person gives three details (facts) about him/herself, one of which is false or “bullshit” and two which are truths
- b. Group members must guess which statement is “bullshit”
- c. The facilitator goes first. For example, the facilitator says: I hitchhiked across Turkey, I have a twin sister/brother, and I am afraid of heights
- d. The group members are asked to guess which of the three statements is false or “bullshit”

Encourage participants to begin breaking boundaries by sharing truths and lies around sex, sexuality and disclosure.

Purpose

This game, tried and true, provides a gentle entry into the workshop. Participants are not asked to perform. They may remain seated comfortably in their seats. If the group seems reticent or shy, this game is an excellent one to begin with. And group members begin to get to know each other in an unthreatening way since the information disclosed is of their own choosing. This game also facilitates learning names since we are associating a name with information about each person.

Materials Needed

None. However, you can ask participants to write down their three statements (2 truths and 1 “bullshit”) in which case, a piece of paper and pen per person is needed.

Modification

Periodically throughout the game, the facilitator can stop to do a recap of the names of the group members.



ICEBREAKER #5: Pass It On

This exercise is designed to get all participants up on their feet and moving, and to begin to take ownership of the content of the exercise, but in a nonthreatening way. The movement of this icebreaker activity resembles “broken telephone” in that the final execution of the gesture and sound will probably be far removed from the initial one. Sex sounds are suggested for this exercise as it eases the participants into the workshop and raises comfort levels of talking and acting out sex sounds and gestures. Overall comfort levels are challenged because people take time to be at ease with sex exercises where we imitate sex acts and have the person next to us in the circle imitate us.

- a. One group member is asked to come up with a gesture and a sound
- b. The first person “teaches” that gesture and sound to the person next to him/her in the circle
- c. The second person then teaches exactly what s/he has learned to the third person, and so on
- d. This continues until the gesture and sound has gone around the circle and back to the first person, who will perform the gesture and sound as it is taught—not as s/he originally performed it

Purpose

This exercise works well to help everyone take risks without the fear of being judged for his/her “silly” or “funny” idea. The responsibility of being silly is removed for all except the initiator of the action because each one is simply mimicking the gesture and sound that s/he was taught. Facilitators may expect a lot of laughter as participants try to duplicate the ridiculous gesture and sound - and not duplicating it perfectly.

Materials Needed

None.

Modification

If group members seem resistant to initiating a silly sound and gesture, the facilitator could initiate the activity. The more reserved the group, the more useful it would be to have a very exaggerated sound and gesture to help loosen people up. This works best if the facilitator takes the first risks. For example, the facilitator could:

1. Imitate a sex gesture (ex: kissing, masturbating, gyrating hips)
2. Make a loud sex sound (ex: sign, grunting noises)

This is a quick moving exercise that can be used anytime the group needs to “switch gears” or to help refocus after a lunch break.

ICEBREAKER # 6: I Can't Hear You

Divide participants in two groups that line up in front of one another. Each line receives one statement that they look at and memorize. At the same time, each member of the two lines must yell the statement at the exact same time.

Ex: Members of line one yell "I'm HIV+" while members of line two yell "I hate Poz people". This happens simultaneously.

Do it over and over again and then ask each line what the other line said.

Purpose

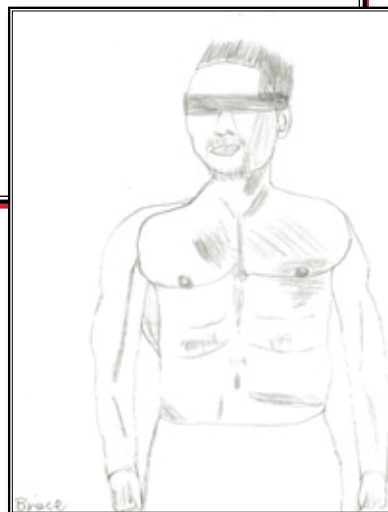
This exercise gets participants externalizing HIV-related stigmas and fears while also declaring their status (or another elements of who they are). It also practically illustrates how easy it can be to not hear what someone else is telling you. This exercise is great for warming up to the idea that changing the way we communicate difficult information is often necessary in order to make sure it is heard, understood and accepted.

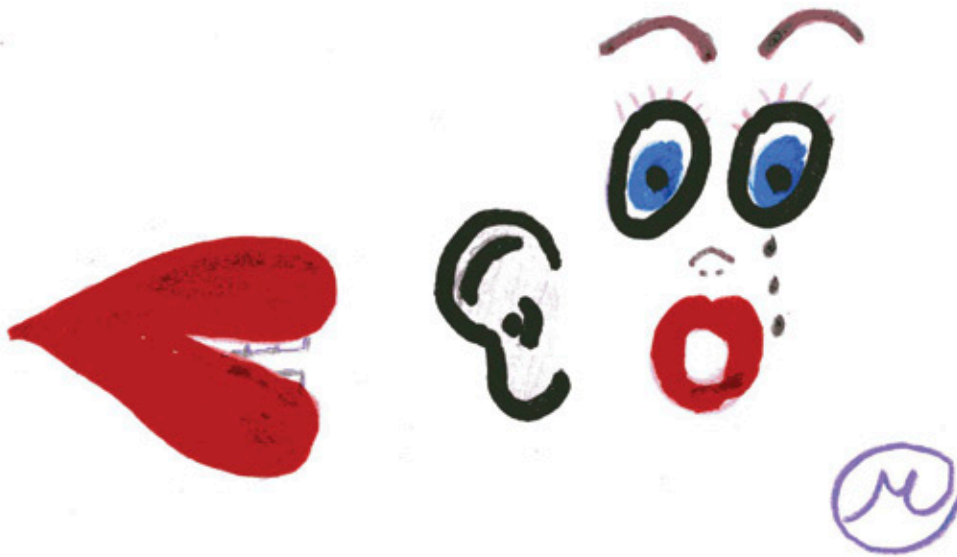
Materials Needed

None.

► Note to the Facilitator ◀

- One or two of the six icebreaker exercises will probably be sufficient. However, five examples are provided so that the facilitator has an option in accommodating each group.
- The size of the group will make a difference. If the group is small, they may complete the exercises quickly. And in the case of a larger group, the group might get restless.
- The facilitator could volunteer to go first to show his/her trust in the group. This works. But some groups are ready to begin on their own and may not need anyone to lead. Others will ask the facilitator to take a turn. Flexibility is always needed.
- It is recommended that any of the exercises chosen as icebreakers remain short as facilitators will want to move on quickly and begin exercises which involve discussion of disclosure, stigma, sexuality and sex – the purpose of the workshop. Spending more time on the games below will also allow for more group discussion of the main topics.
- **Prompting Discussion:** After the completion of each exercise, the facilitator should regroup the participants for an informal debriefing, checking the reactions of the participants. For example, the facilitator might ask: What was your first impression? Which role did you prefer: letting yourself be supported by others or working with other group members supporting the individual who is "taking the risk"?
- Making up and mimicking sex gestures and sounds could lead to discomfort in small groups. Therefore, contextualize the space because it is easier to talk about sex than it is to act it out. Gauge comfort levels with participants as they act out sexual gestures and sounds. Include some examples or themes of things to gesture in case people have a difficult time coming up with their own.





LOOK BACK, LOOK NOW, LOOK AHEAD

STIGMA HOUSE PARTY

[45 MINUTES]

This is a relatively quick game, so it can be played a few times with different group members. This game can be played with HIV negative people who already have some basic understanding/knowledge/awareness of stigma. This could be a good exercise for individuals who were not aware of or deny that they have stigmatized notions and ideas about HIV. Depending on the group, a lot of explanation may be needed to prepare for the game.

- a. The facilitator distributes paper and pens and asks the group participants to write one stigma or common misconception many people have about being HIV+. Participants are strongly encouraged to use their own examples of stigmas as this will make the workshop more pertinent and meaningful to them.
- b. These pieces of paper are folded and put into a box.
- c. The facilitator will already have put several stigmas into the box to ensure variety. Some examples of stigma or misconceptions about HIV may include:
 - Anyone who is HIV+ must be either a sex worker, a gay man, an immigrant, a poor person, an uneducated person or an intravenous drug user
 - The HIV virus is easily transmitted through mosquitoes, toilet seats, kissing, saliva or sharing kitchen utensils, dishes, drinking glasses with someone who is HIV+
 - Even if you have protected sex with someone who is HIV positive you will contract the virus
 - HIV is highly contagious and easily transmitted
 - Avoid HIV+ people and there will be no risk of transmission
 - People who are HIV+ did something to deserve this, their behavior was reckless, so they are to blame for their illness

Note: There may be repeats, in that the facilitator may have included the same stigma as a group member. If the same option is selected more than once, the member need only draw from the box again until a new stigma or misconception is selected.

- d. The facilitator asks for four volunteers: one will be the HIV+ host of the house party and the other three will be HIV negative house party guests.
- e. Each of the guests draws one piece of paper with a stigma written on it. S/he cannot say what stigma s/he has drawn.
- f. The HIV+ host starts the exercise by 'role playing/ improvising' getting ready for a house party.
- g. One by one, the three different guests arrive for the party, each embodying the stigma or misconception that s/he has drawn from the box.

For example:

- One guest could be trying to start an exclusive colony for HIV+ people and is trying to get money for the venture
 - One guest may be afraid to breathe the same air as the HIV+ host
 - One guest could be spraying mosquito repellent all over him/herself in case a mosquito bites someone who is HIV+ and then bites him/her
- h. As each guest arrives at the party, the guest must 'act the part' in order to help the host guess the stigma.
 - i. The host tries to remember the name of the person and tries to identify the stigma.

For example:

The host should be encouraged to probe by doing party things: do you want to share my drink with me, do you want to come to my room with me, attempt to kiss guests on the cheek to gauge reaction, etc.

- If the guest is pretending to spray mosquito repellent all over the host and/or him/herself, the host might say, "Well, John-I'm-afraid-to-be-bitten-by-a-mosquito-that-has-already-bitten-an-HIV+-person"---do you want some more chips?
- If the guest starts asking for a match and a spoon, the host might say, "Can I offer you something to drink, Mary--who-is-obviously-HIV+-because-she-is-an-intravenous-drug-user?"

- To avoid confusion and chaos, have only one person come to the party at a time and the host has 3 guesses based on performance before the audience can start guessing as well. As the group gets more comfortable with the game, 2 guests can be at the party at one time and then 3.
- j. The host has three chances to guess the stigma as portrayed by each guest.

Once the host identifies the stigma, that guest should be KICKED OUT of the party

The exercise can end with a discussion of stigma that will lead into the next game which involves role play of disclosure scenarios with full awareness of stigma and misconceptions that may hinder the process of disclosure.

Purpose

The purpose of this game is to begin the process of developing a comfortable level for all participants to begin identifying stigmas, discussing the stigmas and how they remain obstacles when disclosing to a sexual partner. Identifying and discussing the stigmas will stimulate conversation and ideas about how to address stigma when it arises in a disclosure setting.

Materials Needed

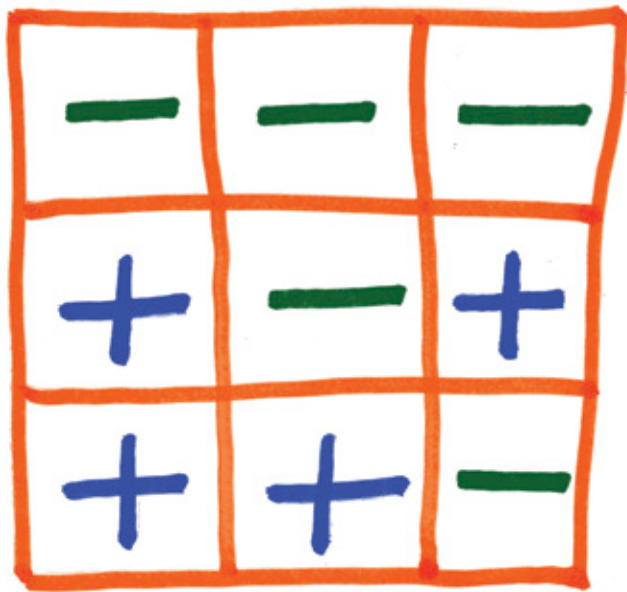
Post-it notes or small pieces of paper and pens for participants.
A box or bag or hat for the pieces of paper with stigma examples to go into.

Goals

- Involve many participants
- Get group members up on their feet
- Help group members loosen up by giving them a situation and role so they do not have the responsibility and perhaps fear or apprehension about having to come up with a good idea at the onset of the activity
- Start considering the stigmas, uncertainties and difficulties involved in disclosure, but in a humorous and nonthreatening way

This activity can help group members learn the names of the other participants which is especially important if it is one of the first exercises.

This activity is best used with groups who have little knowledge/ experience with HIV-related stigma.



Miri Garnier

DISCLOSURE COMPLEXITIES: MAKE SOME NOISE!

COURAGE IN DISCLOSURE ✨

[75 MINUTES]

This is our first improvisation that is devoted entirely to the notion of disclosure.

The group is guided to contribute the relevant material. However, we maintain an element of surprise or chance so that the game remains playful and comic as we start exploring the complex issue of disclosure. Participants are strongly encouraged to provide their own examples of disclosure. Reactions to disclosure can be strong or more subtle where there is an obvious discomfort with disclosure that is either spoken or through body language.

Disclosure improvisations should include terminology that needs to be challenged and changed, including "let's just be friends and avoid sex", "clean", "dirty", "disease free", "safe", "junkie" or any other screening mechanism that is used on the dating scene (like refusing to date Africans), specifically by individuals who are HIV negative. Participants should ask themselves if there is ever an ideal time to disclose one's status.

The workshop is designed to give individuals the space to practice role playing disclosure to a sexual

partner, gauging reactions, addressing stigma which interferes with disclosure and challenging societal beliefs. Role playing with humour is a means of identifying stigma and addressing it while working towards acceptance and tolerance so that a person's HIV status is not something to be feared.

The purpose of this exercise is for participants to begin to recognize that 'how' people react is beyond their control (particularly beyond the control of the HIV+ person doing the disclosure). However, discussing and therefore externalizing stigmas is a place to begin the process of removing stigma and working towards changes in belief systems that are placed on HIV+ people. And role playing (testing out different disclosure methods and responses to disclosures) is likely to increase comfortability with the disclosure itself and the externalization of a possible negative response. Emphasis should be on the reaction of the person being disclosed to (the discloser) in order to challenge their reactions.

WRITING BLITZ

[15 minutes]

- a. The facilitator distributes a notepad to each group member and asks them to write the following on separate sheets of paper:
 - Two people with matching sexual orientations (ex: 2 gay lovers, 2 heterosexual people: man/woman, etc).
 - One place to disclose. Ex: the bedroom, a first date, a bar, after dating for a month. Only 1 person in each pair of participants selects a place to disclose and one of the participants will be the discloser while the other becomes the disclosee.
 - Three different character traits or tics. Ex: always yells, licks lips, speaks too softly, picks his/her nose, stutters, etc. The tic keeps the role play exercise humorous. The facilitator should place the emphasis on this during the role play by asking participants to take the tic to the extreme, making the role play exercise as silly as possible.
- b. The facilitator will have 3 different 'hats' (or bowls or boxes). Each one labeled: Place to disclose, Gender/ Sexual Orientation, Different Characteristic or Tics.
- c. Group members fold their individual sheets of paper and put them in the corresponding 'hat'.
- d. Have the group set up the scene before the performance begins by choosing the location, the gender/sexual orientation of the pair and the tics or character traits, while the pair that will be acting out the scene steps out of the room. When the pair re-enters the room, the place, gender/sexual orientation and character traits/tics are assigned to them by the group.

Emphasis should be placed on the following:

- **Disclosee's style.** Is the person understanding, scared, asks a lot of questions, withdrawn, demonstrating escapism, angry, demonstrating subtle unacceptance by saying that - It is ok while acting as though it is not?

- **Disclosee's persona.** Is the person someone who gets tested every 6 months, has never been tested, is recently divorced and has only had 1 sexual partner in the last 20 years?
- **Discloser's Response.** Does the HIV+ person end up being the nurturer, the educator, intolerant of the disclosee's insensitivity or inappropriate reactions?

These traits give the non-actor participants something to do during the scene. These are designed to be funny. The participants may forget to incorporate the traits once the scene is underway. In that event, the improv should simply continue without it.

Purpose

The purpose of this writing blitz is to set up the stage for the upcoming disclosure activity by using 'real' disclosure components as contributed by each participant.

Materials Needed

6 sheets of paper per participant. Pens for participants. 3 'hats' or containers, one for each disclosure category (place to disclose, gender & sexual orientation, character traits)

Goals

- Get group members involved in the creation of the disclosure improv activity by guiding them through the creation of the disclosure categories for the activity.
- To focus on the discomfort of the disclosure and the reactions of the disclosee.



POWER OF ONE, POWER OF US!

LET DISCLOSURE BEGIN: IMPROVISATION IN BED ✨

[60 MINUTES]

Now is the time for improvisation: participants can role play disclosure scenarios and try to gauge reactions, stigmas, uncertainties and any other issue raised which interferes with or enhances the disclosure experience. This improvisation is a warm up to the complete improvisation that will follow this exercise.

Note: Disclosure scenarios should be simple, with a straightforward message. The facilitator should encourage participants to provide scenarios which have negative reactions to disclosure for sex. (Facilitator should ensure that participants are not being too kind, polite or thoughtful during the scenario).

- a. Group members divide into pairs
- b. Each person draws from each of the 3 'hats'. For example: in a bar, gay man, licks his lips.
- c. The scenarios should be prepared by the facilitator ahead of time. However, the facilitator may also ask the group members to come up with some scenarios of their own. In this case, participants can contribute their ideas on the spot; the facilitator can write them down and add them to the hat.
- d. Each pair must decide who will be the discloser (person disclosing) and who will be the discloser (person being disclosed to). The pairs take turns being the performers (one discloser and one discloser) and the audience.
- e. When it is time for a pair to 'perform a disclosure', they must draw 1 disclosure scenario from the scenario 'hat'. Possible suggestions to include in the disclosure 'hat' are:
 - **Disclosure and Anonymous Sex:** A and B are tourists who meet on vacation. They are attracted to each other. Neither one gives their name. A is HIV positive. They could meet at a café or in a bathroom or at the bar in an airport.
 - **Drunken Disclosure and Sex:** A and B are having a quiet evening and a couple of glasses of wine in A's apartment. The couple of glasses of wine turns into a couple of bottles. B is HIV positive.
 - **Disclosure for a Relationship:** A and B have been seeing each other for a little while. B

is HIV positive and has been delaying any conversation about sex until being certain that s/he wants to pursue a relationship with A. Now B is sure and wants to be in a relationship with A.

- **Strong Reaction to Disclosure for Sex:** A and B are out on a date, they are strongly attracted to each other. A is HIV positive and decides to disclose before they go any further. As soon as A discloses, B starts a scene, screaming and accusing him/her of being immoral or dirty or a drug user.
 - **Abstinence to Avoid Disclosure:** A and B have been seeing each other for some time. The relationship began platonically, but their feelings have changed. B, who is HIV positive, always avoids moments when the situation can turn sexual. S/he may state that s/he is asexual, but would like to continue seeing each other as friends.
 - **Post-Sex Disclosure:** A, who is HIV positive, does not disclose to B until after they have had oral sex. S/he tries to explain why the secret was kept and why having sex was not detrimental.
- f. Once the 'disclosure scenario' is revealed to the group, the audience will spontaneously provide scene direction by selecting a set, a location and a time of day – this added framework will facilitate the improvisation for the performers and will add further elements of realism.
- g. With the 'disclosure scenario' selected and the location set, the performers are ready to improv the scene.
- h. The last 10 minutes are reserved for a group de-briefing session, giving the participants an opportunity to talk about this exercise. This session is led by the Facilitator who should probe for immediate response and reactions post-disclosure. This guided conversation can include the following questions:
- How did you feel after you disclosed?
 - What made the situation funny?
 - Does it happen differently in actual experiences?

The group may be ready to respond without additional questions/probing. They may want to offer their own input immediately. They may have personal stories to share. They may want to discuss how similar the scenario was to their own experience—or how dissimilar it was. The facilitator may want to wait until the completion of all the improvs; however the facilitator may also alternate improv and discussion if the group spontaneously begins to talk about a particular improv/situation.

Purpose

The purpose of this improvisation is to examine different disclosure scenarios to encourage discussion and to 'practice' disclosure. This is meant to be a tool in developing one's own disclosure ability and disclosure confidence by determining when disclosure is personally appropriate and when it is not. Improvisation will help participants to be prepared for whatever reaction they may receive in a 'real-time disclosure' by discussing these reactions and ultimately externalizing them as a means of changing belief systems.

Materials Needed

No materials needed. However, to encourage humour and to stimulate role playing, you can include big wigs, big hats, big accessories, etc.

Goals

- Practice being a discloser (person disclosing) in order to negotiate different ways of disclosing and different reasons for disclosing
- Practice being a disclosée (person being disclosed to) in order to gain some perspective on your own personal reactions – what makes you react strongly, with empathy, with acceptance, with curiosity, etc
- Observe numerous disclosure performances, as a member of the audience, in order to detect traits, styles and settings that increase your own 'comfortability' with disclosure in addition to witnessing traits, styles and settings that do not give you disclosure confidence.



GETTING BACK INTO IT

[30 MINUTES]

Either of the next two exercises can be used to refocus the group. Choose one of the following two exercises to help refocus the group for exploration in the second portion of the workshop.

SOUND PAINTING

This activity is stationary. If the group seems quiet and not quite ready to start physically at the level they had reached before the break, this option will ease them back into the more physical exercises. This activity is a good lead into the next game, while digesting lunch. But ideally we should be lying on the floor.

- Group members lie on the floor in a circle with their heads in the center forming a small circle. Their bodies forming the “spokes” of the wheel.
- Participants are asked to imagine an emotion: fear, disappointment, desire, some feeling they have about disclosing, etc.
- Participants are then asked to pick a color that corresponds to that emotion and “paint” it on the ceiling using their voice. This is entirely personal. The facilitator should ensure them that there are no wrong choices.
- The facilitator should “teach” how to make the sound, using the breath and diaphragm, not the throat.
- The facilitator should position her/himself in the center of the circle, where the heads are, to ensure that the sounds are coming from the belly.
- Participants “free style”. This is a sound improv. The participants can make any kind of sound. Be sure to remind the participants that the sound can change as they change. A negative emotion can change into a positive one, and vice versa.
- The improv will end on its own.

Purpose

This activity puts participants in touch with their breathing and consequently with deeper emotions.

Materials Needed

A large sheet or blanket to spread on the floor if the floor is not clean.

Goals

- Refocus group
- Work on breathing that enables participants to get in touch with the emotional content of the workshop

Two options are given here for the facilitator to choose from. S/he may opt for both if the group is small and moves quickly through the first exercise. As always, each group will have its unique personality. One option may appeal more to one group than to another. Whichever activity is chosen, Sound Painting or Sex Machine, the other remains an option if the facilitator deems it more appropriate.

MAKE THE SEX MACHINE

This activity requires movement and is humorous. This exercise works towards externalizing a negative reaction to disclosure.

- Participants are asked to work together to make a machine using their bodies and their voices.
- This “machine” has interconnected parts, so the members of the group must work themselves into and around one another.
- The first person makes a sexual gesture or movement. In the best cases, the movement is accompanied by a sound. The gesture could be a fear or discomfort in response to the gesture or sound of another participant.
- The next person looks at the movement and hears the sound, and then adds another movement, or part of the machine, with a sound.
- After all members are part of the machine, the facilitator can ask the entire machine to move: to music (dance) or speed up, slow down, fall apart — whatever the facilitator wants to explore in that moment (including a weakness or strength this group is expressing).

Purpose

This exercise reinvigorates participants and has them quickly regain the comfort they acquired before the break around sex, disclosure and performing.

Materials Needed

None.

Goals

- Externalize fears or stigmas around disclosure
- Visualize and express stress, pressure and relief around a disclosure



THIS IS OUR WORLD: PLANNING FOR ACTION

SPECTATORS 1

[60 MINUTES]

* The premise of this activity was taken from *Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa*. UNESCO-CCIVS Project. 2006.

Version A (for groups with limited experience/knowledge of disclosure-related stigmas)

A basic awareness of stigma relating to disclosure is required. This game can be played with large or small groups. Relying on lived experiences is the ideal way to do this activity.

- a) The participants divide into pairs (groups of 2). Each group has 5 minutes to develop a short role play based on a disclosure scenario that has not gone well (has not been successful) because of the manner in which the discloser shared the information or the manner in which the disclosee reacted to the information. (Ideally, the role play is generated from a lived experience from within the group).
- b) The first pair takes the stage and acts out the scenario in 5 minutes. If need be, the pair can begin by setting the stage with a 1 minute

description, or incorporate information into the narrative of the role play. Emphasize that the role play should be brief, direct and to the point (to avoid confusion, loss of focus and extraneous details). The role play should end with no resolution to the problem.

- c) The facilitator then asks the audience members to volunteer to replace one or more of the actors in the role play, to re-enact the scenario in a way they think it should be done to ensure a positive outcome. The new actor(s) have 3 minutes to re-do the scenario.
- d) The next pair takes the stage and acts out their 5 minute scenario with no resolution to the problem. After which, the audience is invited to replace 1 or both of the actors to re-enact the scene in 3 minutes to ensure that it yields a more positive outcome.
- e) This continues until each pair has had the opportunity to role play their scenario. The facilitator should also encourage all (or most) participants to volunteer to re-enact a role play throughout the course of this activity.

- f) The facilitator should lead a group discussion at the end of this activity to re-cap various styles, settings, language and cues that were presented in the role plays.

Version B (for groups who have experience with disclosing for sex and disclosure-related stigma)

The activity is the same as described above (version A) however:

- The facilitator chooses a participant to step in and replace either the discloser or the disclosee by tapping a participant on the shoulder.
- The facilitator selects a participant to swap into the role play as the role play is ongoing (not at the end of the role play), allowing the conversation to continue to flow as each participant has a turn to be involved in the role play and to suggest different ways to respond to the disclosee or discloser.

► **Note to the Facilitator** ◀

You will have to act as the moderator throughout this activity, calling on participants to ensure constant participation, ensuring each has a turn to participate without interruption from the group, prompting the audience with questions if there are longer periods of silence, summarize to the group what has taken place at the end of each role play and facilitate a group discussion at the end of this activity.

It is possible that some scenes end with no resolution, despite all efforts. This is not an indication that the activity failed, but rather it is an indication that there are no immediate answers or resolutions available. If this is the case, use it as an opportunity to provoke discussion on strategies to rely for disclosing.

Remind participants to ground their role plays in negative experiences (negative outcomes) to resemble lived experience as much as possible. If participants are being “too nice” during the role play, encourage them to use negative or discriminatory language and body language, to be offensive or even threatening in order to suggest that the discloser is taking a risk.

Purpose

Provide participants with an opportunity to be a discloser or a disclosee (and refer back to a disclosure experience that did not go well) and to observe several disclosures in order to identify disclosure cues that are relatable and can be adopted in the future.

Materials Needed

Stop watch (or a wrist watch)

Goals

To evaluate disclosures and determine criteria, cues and language that increase a person’s comfortability with disclosing for sex





THIS IS OUR WORLD: PLANNING FOR ACTION cont'd

SPEED DATING: CHALLENGE TERMINOLOGY ON THE DATING SCENE

[60 MINUTES]

This exercise is a simulation of speed dating with 5 rounds of 3 minutes each. Emphasis should be on uncertainty and the mixed messages a discloser receives. Challenging problematic terminology should be encouraged in this game as well (ex: dirty, clean, safe, disease free). Why not simply ask someone what their status is in order to inspire tolerance and acceptance of +people. Encourage lived experiences from participants in this activity and time permitting, give each person the chance to be on both sides of the table.

The group must be divided into 2 teams: the REDS and the BLUES. The REDS are the disclosees (the people being disclosed to), and the BLUES are the disclosers (the people disclosing). Each person should take on a different role other than the role they adopted for the activity "Let Disclosure Begin: improvisation time". Pairs should be separated and a whistle is blow (or a bell is rung) to initiate the start and end of the speed date.

The facilitator has a box that contains negative responses to disclosure. However, s/he can ask for contributions from the group that s/he will write down and add to the ones already in the box. Ex:

- The HIV+ person must be dirty, immoral, a drug user, uneducated, trashy
- I will be polite, but I will never be friends with an HIV+ person
- I am afraid that I will "catch" it, I don't want to breathe the same air, or touch the person
- That HIV+ person is going to die very soon, so why waste my time

- a) The REDS (the disclosees) draw from the 'negative response box'.
- b) The BLUES (the disclosers) must *try* to disclose during this initial meeting of 3 minutes.
- c) The facilitator will sound the bell at the beginning of each speed dating round.
- d) During the 3 minute round, the BLUES (the disclosers) must *try* to disclose or divulge some information about him/herself while looking for signs from the REDS (the disclosees) in order to assess the situation.
- e) After 3 minutes, the facilitator will sound the bell again, signaling the end of the speed dating round. At this point, there is a 2 minute grace period and the BLUES (the disclosers) are asked to jot down their impressions of the REDS (the disclosees) they just spoke with.
- f) While the BLUES (the disclosers) are jotting down ideas and impressions, the REDS (the disclosees) move one chair to their right.

Ex: If there are 5 chairs on one side, the RED player seated in chair 3 will move to chair 4. The RED player seated at the end of the table in chair 5 will move to chair 1.

- g) At the end of the 2 minute grace period, the facilitator rings the bell again and begins the next 3-minute round of speed dating.
- h) At the completion of the 5th round, we regroup to discuss our findings. The facilitator should probe:
 - To help disclosers identify and share what they needed to see or hear in order to feel compelled to disclose and what they needed to see or hear in order to feel averse to disclosing.
 - To help disclosees identify what they observed (physically, verbally) that made them open to a disclosure and what made them closed to disclosure. For speed-dating, include worksheet for both disclosers and disclosees for post-activity de-briefing.

Purpose

The purpose of this exercise is not necessarily to disclose to a prospective partner, but rather to explore reading signs to determine whether the disclosure will be well-received or not. This exercise is productive in bringing to the forefront many misconceptions, fears and stigmas related to HIV. Participants who disclosed should have the opportunity to discuss how this made them feel, reservations about disclosing in certain situations and being cautious with whom to disclose to. Emphasis could be on different styles of 'rejecting' someone: subtle, outright, religious based, judgement free but scared, etc – so that the reactions are not entirely outrageous but grounded in reality.

There should be enough time put aside for debriefing after this exercise to discuss individuals' feelings, perceptions and reactions to speed dating.

Materials Needed

- A bell (or whistle)
- A notepad or 5 sheets of paper for each disclosee and discloser
- Pens for each disclosee and discloser

Goals

The goal of this exercise is also to raise awareness of and look towards changing terminology that reinforces stigma for +people in the dating scene.





COOL DOWNS AND GOODBYES

[30 MINUTES]

COOL DOWNS

Throughout the workshop, it may feel as though you are “preaching to the converted” because participants living with HIV have likely experienced stigma in one form or another in their personal experiences with disclosing to sex partners. As discussed in the workshop, fear of stigma may also prohibit someone from disclosing their status. The following activities are intended to ensure that participants are leaving the workshop with feelings of hope (regarding living with HIV including a fulfilled sex life), in addition to actions that address stigma and make a difference in challenging public perception of +people.

Purpose

For participants to declare their commitment to change:

- Public perception of +people
- How disclosure is received by the disclosee
- Reactions to negative reactions as a result of a disclosure
- Power-dynamic to increase the discloser’s sense of control in the situation

Materials Needed

- For “The Commitment Toss” you will need: a ball (or an object that is easy to toss)
- For “Spider’s Web” you will need: a ball of yarn/wool (or a ball)
- For “Mural of Promises” you will need: a long roll of paper (or several flip chart papers taped together) and posted to the wall, several markers

Goals

Figure out how to educate people who are not armed with the HIV facts *while* protecting yourself by externalizing the stigma that is associated with disclosing to a potential sex partner.

The three cool-down activities below are adapted from *Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa*. UNESCO-CCIVS Project. 2006 p, 55-56.

COOL-DOWN #1: The Commitment Toss

This activity works best with a small group (you can divide your larger group into 2 or 3).

Participants are invited to make a commitment to challenge: existing stigma, negative reactions to disclosure and perceptions of +people.

- a) Participants form a circle.
- b) Ask one participant to begin the activity by declaring to the group what action they promise to take when faced with: stigma, disclosure problems or misinformation about +people.
- c) Once the participant has made his/her declaration, he/she tosses the ball to someone else in the circle who will make their own commitment, based on what is important to them.
- d) Go around the circle until each member has been given the opportunity to make at least one commitment.
- e) *You could* write down people's commitments and share the collective action items with participants to reinforce power, control and the message that 'we are not alone'.

COOL-DOWN #2: Spider's Web

- a) Participants form a circle.
- b) Give one participant the ball of yarn and ask him/her to begin by sharing with the group what they will take away with them today or what their commitment is.
- c) Once the participant has shared his/her take-away message or commitment, the participant unravels the ball of yarn and tosses it to another participant in the circle who, in turn, will share with the group what they will take away with them today or their commitment.

- d) Go around the circle until each member has been given the opportunity to share at least one take-away message or commitment. At this point, a spider's web is formed, connecting all participants in their shared take-away messages and commitments.
- e) *You could* have each participant break off a piece of the yarn, tie it to someone else's wrist and wear it as a reminder of their shared commitments.
- f) *You could* write down people's commitments and take-away messages and share the collective feedback with the participants to reinforce solidarity.

COOL-DOWN #3: Mural of Promises

- a) Post a large piece of paper to a wall or roll it out on the floor in the center of the room.
- b) Using the available markers, ask participants to write or draw what actions they promise to take to challenge stigma, negative reactions and perceptions of +people.
- c) You can post this mural on the wall at your organization as a reminder of the actions that are possible and the promises that have been made.
- d) You could take note of (or take pictures of) the mural and share them with the participants to reinforce solidarity.

Note: taking note of the feedback offered in any one of these three cool-down activities forms part of the final workshop evaluation.

WORKSHOP FEEDBACK

Observation

Have someone act as an observer/note taker throughout the entire workshop, recording: themes that develop, quotes, why some activities worked well, why other activities did not work as well, general observations about how the workshop can improve, levels of participant engagement and interest per activity as well as questions that participants ask during the workshop. Also note changes that you observe in participant's comfortability with disclosure.

Debate

Organize an informal debate after the workshop to gauge how people were feeling about disclosure before the workshop versus how they are feeling about disclosure having just completed the workshop. The purpose is to determine as a group (and individually, through self-reflection) whether ideas, perceptions and feelings about disclosing for sex have changed/improved. Do participants feel more confident in approaching disclosure for sex?

Note: The debate could also take place a few weeks after the workshop in order to allow participants the time to assess the process, reflect on what they have learned, what they have taken away and what they have committed to. It is a good way of 'checking back in' with participants and providing ongoing opportunity to develop feelings of control or power about disclosing for sex.

Evaluation Form

Circulate an evaluation form at the end of the workshop and ask participants to take a moment to complete it, anonymously, and return it to you. The evaluation form can be modified after each workshop with the goal of improving ways to gather pertinent information that will help you adjust the workshop, or activities, to best reflect the needs of the participants.

Note: There are 3 evaluation forms included in this manual:

- Informal Evaluation that can be used to assess activities or the entire workshop
- Formal Evaluation for Mini-Workshops or Activities
- Formal Evaluation for the Entire Workshop

CONCLUSIONS

- a. During this time, the facilitator may ask:
 - What was the most important aspect of this workshop for you?
 - How has humor helped you to verbalize your problems with disclosure?
 - What would you like to see in another disclosure workshop?
- b. Final discussion, bring people together and ask each to share one moment or thing that moved them in the day (shifted their thinking, human connectedness) to end the day with camaraderie.
- c. Circulate the evaluation to be completed in about 3 minutes.
- d. The facilitator thanks everyone for his or her courage and commitment to the workshop.
- e. Goodbyes.
- f. The participants have a few minutes to talk informally to the facilitator and to each other.

EVALUATION FORMS



THINKING ABOUT TODAY'S WORKSHOP...

What did you like most?



One thing you would change?



Main take-away message?



One action item you will take into your work?



MINI-WORKSHOP/ACTIVITY EVALUATION

Please rate your overall satisfaction by circling the number that corresponds to your opinion.

1 = Unsatisfied 2 = Satisfied 3 = Good 4 = Very Good

Content of the workshop	1 2 3 4
Information was easy to understand	1 2 3 4
Length of time for the session	1 2 3 4
Relevance of the session compared to your knowledge needs	1 2 3 4
Contributions to personal growth	1 2 3 4
Facilitators	1 2 3 4
Overall rating of the session	1 2 3 4

What did you find the most interesting? _____

Is there anything that you would like more information on? _____

What could have been improved? _____

Other comments: _____

WORKSHOP EVALUATION

Please help us improve our workshop by taking a few minutes to complete this short evaluation.

Indicate on a scale of 1 to 5 if you agree or disagree with the following statements:

1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree

(CIRCLE YOUR RESPONSE)

1. The objectives of the workshop were clear.	1	2	3	4	5
2. The objectives of the workshop were met.	1	2	3	4	5
3. The workshop environment was safe, respectful, non-judgmental and respectful.	1	2	3	4	5
4. After attending this workshop, I feel better prepared to deal with the issue of disclosure.	1	2	3	4	5
5. I am now better able to make informed decisions about disclosure.	1	2	3	4	5
6. I feel more confident about discussing HIV status with a potential partner.	1	2	3	4	5
7. During the workshop, I shared my experience and knowledge.	1	2	3	4	5
8. I actively participated in all games, role-playing activities and discussions.	1	2	3	4	5
9. I attended the complete workshop.	1	2	3	4	5
10. My personal "comfortability scale" has changed.	1	2	3	4	5

Thank you for your input. Please add any additional comments on the flip side of this page.

CTAC is Canada's national civil society organization addressing access to treatment, care and support for people living with HIV. CTAC meaningfully engages community members, service providers, policymakers and researchers to identify, develop and implement policy and program solutions.

©2013, CTAC (Canadian Treatment Action Council).

All rights reserved.

Contact CTAC
1-877-237-2822 • www.ctac.ca

Design, Layout and Illustration
Phoenix Creative

Permission to Reproduce

This document is copyrighted. It may be reprinted and distributed in its entirety for non-commercial purposes without prior permission, but permission must be obtained to edit or otherwise alter its content. The following credit must appear on any reprint: This information was provided by CTAC. For more information contact CTAC at 1-877-237-2822 or www.ctac.ca.

