

One Foot Forward

A GIPA Training Toolkit

*Designed by and
for People Living
with HIV/AIDS*



FACILITATOR'S GUIDE

CANADIAN
AIDS
SOCIETY

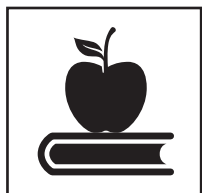


SOCIÉTÉ
CANADIENNE
DU SIDA

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*partenaires
in partnership with*



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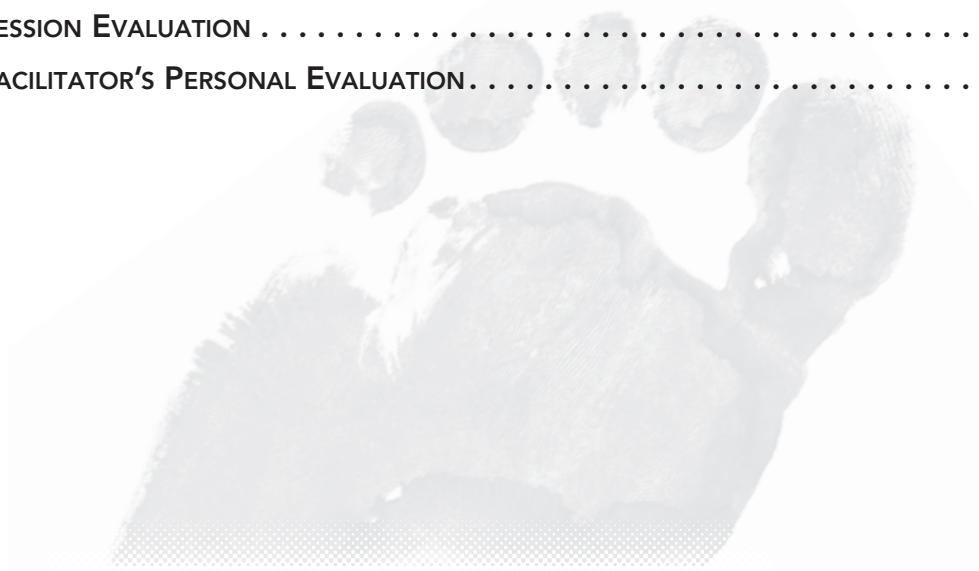
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INTRODUCTION

One Foot Forward is a set of training modules designed by people living with HIV/AIDS for people living with HIV/AIDS who are interested in becoming more involved with their AIDS service organizations or their communities. The complete set can be used as a training resource or each module used as a stand-alone learning tool.

The modules can be used by individuals as a self-study, if the person is confident with the material and its application, or in a facilitated group process. Either way, there must always be a process of debriefing and a "reality check" made available to those using the modules.

Since each organization and individual participant must decide what aspects of the modules are most important to them at any given time, this guide will not instruct facilitators or organizations on how to develop or structure a training program, but rather assist facilitators in conducting training programs based on the modules and individual needs.

1. HOW TO USE THE MODULES

While the modules can be used separately or as a collection, for a facilitated process, we suggest that participants read the modules prior to attending a session.

Each module contains a glossary of terms. There are so many issue-specific terms, jargon and acronyms involved in HIV/AIDS work that it is important for participants to have a basic grasp of the meaning of these terms.

As well, each module contains a self-assessment designed for participants to determine how comfortable they feel with the information presented. As a facilitator, you can assist participants with gaps in information and can quiz people in topic areas for which they might not fully grasp the information presented.

The modules are written in plain language to help ensure participation by the greatest number of people. While the modules contain a lot of information, they are not intended to be a comprehensive encyclopaedia. The modules are intended to be the base for a learning process to help engage participants, to increase their understanding and to become more meaningfully involved according to the level of their interest and ability.





2. LEARNING STYLES

Understanding adult learning styles can assist us in facilitating groups. For each participant, there may be more effective ways to impart knowledge and aid in comprehension of material.

To effectively grasp information, adult learners generally need a combination of learning methods, including: reading, listening, sharing and doing. For adults with learning difficulties (e.g., dyslexia), finding alternate ways to explore material will allow for greater success.

Readers

Some people learn well by reading. The focus for these learners is on words and information is absorbed through language. For people who learn through reading, listening to an instructor can become tedious.

As a facilitator, you can assist readers by offering notes and handouts after sessions. As well, you can use PowerPoint presentations to highlight points in the presentation and give readers something else to absorb.

Doers

Some people learn best by doing something. They gain knowledge by actively participating in an activity, exercise or hands-on work. People who learn by doing can become bored or disinterested with too much reading or listening – they require a tactile experience to process information.

As a facilitator, you can assist these people by incorporating exercises, games, role-plays and other activities that engage people in hands-on involvement.

Listeners

People who learn by listening are not interested in reading or doing. They may make their own notes to remind themselves of the information, but they may be reluctant to participating in games or exercises.

You can assist these people by providing a good amount of discussion and sharing – not always in a lecture format, but with the input of the group.

Thinkers/Processors

People who learn by processing information over time may seem uninterested in the group, quiet and withdrawn. They may not share their thoughts easily. People who learn through the processing of information require time to absorb information and determine the relevance of the material.

You can facilitate learning for thinkers by offering time to reflect before moving on, or by allowing those people to take information away and present their thoughts at the next session.

Interviewing

You may choose to question participants in an interview prior to the sessions and ask how they think they learn most effectively. This way, you can tailor presentations to meet the needs of the participants.

By providing a balance of doing, talking, listening and reading, most people will take away something positive from each session.





3. CULTURAL AND URBAN/RURAL CONSIDERATIONS

While *One Foot Forward* is designed to be as generic as possible, as a facilitator, you may want to keep specific considerations in mind, including the different cultures and communities that your target audience may come from.

People living with HIV/AIDS live in all communities across the country. People in urban settings, as well as those in rural areas can both benefit equally from the information in the modules.

Urban areas generally have a greater number of services and programs for people living with HIV/AIDS. Support groups, food security programs, drop-in centres and more assist people in connecting with others to meet their needs. Many people who access these services, however, may not realize they could fulfil roles beyond that of client.

Staff of urban area agencies may also have a client model mind set: that is, they view people with HIV/AIDS as clients to whom they provide services, rather than encouraging them to participate actively in developing and providing services and programs.

People from rural areas who are living with HIV/AIDS will likely have reduced access to services and programs, in comparison to those from urban settings. As a result, common in smaller communities is the cooperative model, where people who are clients of an organization are actively involved in the delivery of services. It's important to note these differences when addressing a group.

Facilitators also need to be aware of cultural sensitivities. Who is the audience? Are they Aboriginal, Asian, South Asian, gay, women...? All these differences can shape the dynamics of the group and the way sessions are presented.

This guide will provide suggestions for ways to tailor presentations and sessions, but ultimately it will be your understanding of your community and its unique qualities that shape the sessions you facilitate.

4. ICE-BREAKERS

You may have a score of ice-breaking games and exercises in your facilitator's bag of tricks. The games we suggest may already be familiar to you, but there may be a few new ones you can use.

You can search online for ice-breaking games and exercises, tweaking them here and there to suit the group you are facilitating.

Developing Group Cohesion & Trust

Developing trust within the group will be an important aspect of your work. Trust is not easy to gain and can easily be lost.

There are many different ways to build and maintain trust in a safe environment for participants. Some of the ice-breakers can be used at different points during sessions to remind and reinforce participants of the connections they are making.

You may also wish to consider the natural evolution of groups and group dynamics. Given that several sessions may be required for members of a group to settle into roles within the group, the facilitator can ease this process by continually monitoring both the individual and his/her participation, as well as the overall "feel" of the group.

Participants will have different levels of interest in each module. Those who are interested in board work may be less inclined to consider self care as important. On the other hand, those who consider self care important may also see the clear connection between self care and board involvement.

There's no real map to where you are going, but there is a real journey!

Ice-breaking Games and Exercises

Candy Introductions

Candy Introductions is a get-to-know-you game that helps people learn new facts about each other in an easy way. Participants select various pieces of candy from a bag, and each candy variety is associated with a fact about each participant, which they will present to the others. This game also goes by other names, including the M&M Game, Candy Confessions, the Skittles Game, or the Gum Drop Game.



Candy Introductions can work with any group size. This ice-breaker works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run the ice-breaker within smaller sized groups. This ice-breaker works best indoors, and is well-suited for classrooms or meeting rooms. Materials required are: candy (ensure there are about five different variations, colours, or types of candy), and an optional chalkboard/whiteboard.

Purchase several variety packs of candy -- enough to provide each person with at least five pieces. They can be any type of candy, but don't provide too many choices -- limit it to around five or six different varieties. Alternatively, you can buy gummy bears, Life Savers, gum drops, Skittles, M&Ms, or any other candy that comes in a variety of colours.

Pass around the candy and tell each participant to choose from one to five pieces of any type of candy they want. Instruct them not to eat it yet though. After they have chosen their candy, tell them what each candy type/colour represents.

If there is a whiteboard or chalkboard, write the following:

- Red – Favourite hobbies
- Green – Favourite place on earth
- Blue – Favourite memory
- Yellow -Dream job
- Orange – Wildcard (tell us anything about yourself!)

If you don't have the above colours, change the above to match the candy types that you do have. Each person takes turns introducing himself or herself, beginning with their name and then stating one fact for each candy type they have. This easy introduction game should go relatively quickly --assuming they weren't greedy and didn't take too many pieces of candy!

Never Have I Ever...

Never Have I Ever is an ice-breaker game that helps people get to know each other better. Everyone sits in a circle and takes turns saying something they have never done. Each player starts with ten fingers showing. Each time someone says something that you've done, you hide a finger. The goal is to be the player with the most visible fingers remaining.

This *get-to-know-you* game can be played indoors or outdoors. The recommended number of people for this game is ten to fifteen, but all group sizes can play by dividing into appropriate sized groups. Recommended age is eight and up. No special materials are required.

Instruct everyone to sit in a circle. If you have an extremely large group, tell people to form smaller circles of about ten to fifteen people. To start each round, each player holds out all ten fingers and places them on the floor. Go around the circle and, one at a time, have each person announce something that they have never done, beginning the sentence with the phrase "Never have I ever..." For example, a person could say, "Never have I ever been to Europe." For each statement that is said, all the other players hide a finger if they have done the activity mentioned in the statement. So, if three other people have been to Europe before, those three people must fold down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to be the last person with fingers visible). To win, it's a good strategy to make statements about activities that you suspect most people have done, but you haven't.

In addition to getting to know each others' experiences better, another benefit of playing this game is its potential for humour (e.g., when someone makes silly statements such as, "Never have I ever skipped a class in school," or "Never have I ever soiled my pants.") Have fun!

Who Done It?

Who Done It? is an ice-breaker that reveals interesting -- and sometimes incredible -- things people have done. It's a simple guessing game that is straightforward and easy to play.

This game is a *get-to-know-you* style game in which players try to guess which person corresponds to each item written on note cards. The recommended group size is a medium-sized group of about eight to sixteen people, although the game can be adapted to accommodate other sized groups. Playing this ice-breaker indoors is most ideal. Materials required are: several note cards and pens. *Who Done It?* is playable by all ages, including college students and adults in corporate settings.

It can be played individually or with two teams. For extremely large groups, choose ten volunteers and split them into two teams of five. To set up the game, pass out an index card and a pen to each participant. Ask each person to write down something interesting they have done.



Examples could include the following:

- I went skydiving once.
- I got arrested before.
- I once drank a gallon of milk.
- I lived in seven different states.
- I ate bugs before.

Try to instruct people to write a fact that most people don't already know – the sillier or more unbelievable, the better. Collect all the cards. Separate them into two piles, if two teams are playing. Shuffle the cards and then deal them out randomly. Each person (or team) takes turns reading aloud their card and then the reader must guess whose card he or she has just read. After he or she guesses, the guessed person simply says “yes” or “no”. If the guess is correct, the person referred to may briefly explain what they wrote, if desired. The guessing continues until all cards are read. At the end, each person reveals the card they wrote.

Who Done It? is a good, simple get-to-know-you game that is especially suitable for newly formed groups. Sometimes humorous facts can be revealed, leading people to exclaim, “You did WHAT?”

Blind Man

This is a trust game and a way to raise awareness of how helpful we are – even when we don't believe it.

In pairs, one person is blindfolded and led by their partner around the room and even into the hallway. The “sighted” person tells their “blind” partner about obstacles, doors, steps, etc. and ensures the safety of their partner. After a couple of minutes, the pairs return to home base and the partners switch roles.

In debriefing, ask how it was to have to trust the person leading you. Was it easy? Did it get easier? Were there things your partner did to reassure you and make you feel more at ease being led?

Who Are You?

This is a game for people to really look deeply at how they identify themselves in the world.

ONE FOOT FORWARD

In pairs, one partner asks only one question over and over: "Who are you?" The other partner may not answer the question with the same response twice.

Example:

Who are you? I'm John

Who are you? I'm a man

Who are you? I'm a brother...

After a few minutes, switch roles and repeat the questioning.

In debriefing, ask people how it was to have to come up with new answers each time. Was it increasingly difficult? Talk about how we are like icebergs – the simpler parts are above the water, but when we delve deeper, we can see that we are a combination of many things.

Bored Stiff

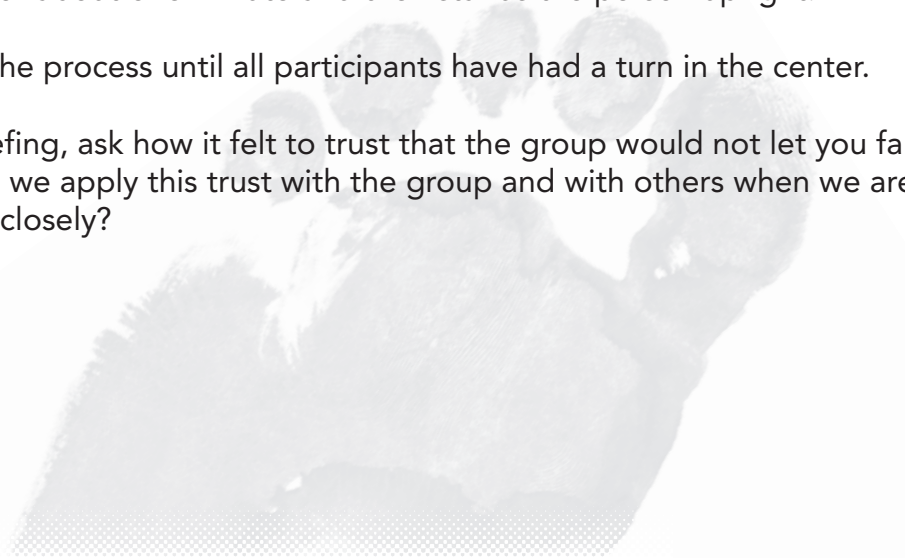
This is another trust game that is best used after the group is fairly comfortable with each other. This might be an excellent group exercise for board members, but may also be used in general situations.

Divide participants into groups of five or six, with one person standing in the center and the others standing closely in a circle surrounding the person in the center. The person in the center stands very stiffly: locking knees and with arms at the sides or crossed over the chest. The person in the center can choose to close their eyes if they wish (in fact, it makes it easier if they do). The person then leans back and is held up by the others in the circle.

Gently, the group begins to pass the person around. Each person on the outside helps to hold the person in the center in place, pass him/her around for about one minute and then stands the person upright.

Repeat the process until all participants have had a turn in the center.

In debriefing, ask how it felt to trust that the group would not let you fall. How can we apply this trust with the group and with others when we are working closely?





5. PREPARING FOR SESSIONS

Since each module deals with a separate subject, planning for each session may vary significantly.

We believe the following key elements are required to prepare for sessions using the *One Foot Forward* modules.

The Space

Do you have the space required for presentations?

What type of seating arrangement is required? Using a circle or some form of arrangement of chairs will assist participants in becoming more comfortable. Theatre style seating separates participants and you, the facilitator.

But space includes more than seating arrangements. Do people need room to move around?

If you are engaging people in activities that require movement, ensure you have enough room for participants to move around.

Light

It might not sound important, but the lighting in the room may help people to feel more comfortable. Some element of natural light (i.e., windows) can make the space more inviting. Fluorescent lighting gives off a low hum that can deaden a space and be distracting to participants.

Materials

Flip charts and flow charts: do you go low tech and use flip charts or high tech and use PowerPoint? That's up to you, but often the lower tech solution may serve you better. If you do opt for high tech, ensure you have all of the necessary power outlets, projectors and equipment.

Do you have all the handouts you require?

Do you have enough evaluation forms?

ONE FOOT FORWARD

Do you require other materials for your presentation or discussion? These can include paper, pens, pencils, coloured pencils, crayons, props and anything else that enhances your presentation.

Time

Do you have enough time for the presentation? As the facilitator, you have to take the reins and decide how much time is required for each session. Some sessions may be shorter than others.

Try to determine how much time is enough and plan accordingly.

Are you Psychologically Prepared?

Believe it or not, your frame of mind will influence the group and the outcomes of the session. Are you ready to do this? Do you have all the information you need to move forward? Do a self-check here and make sure you have everything that you need in place.

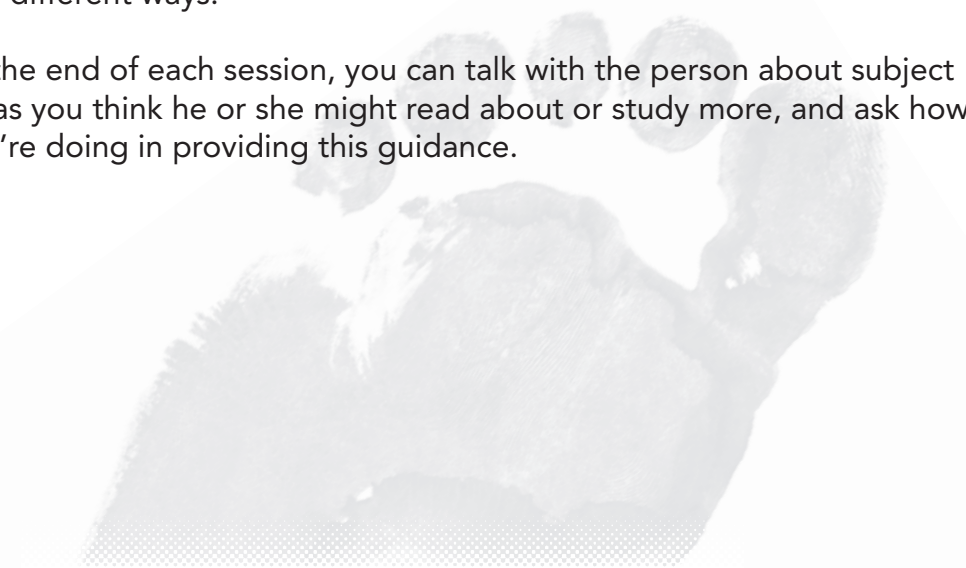
Preparing for Individual Sessions

Working one-to-one can often help you be more relaxed in presenting information.

One-to-one work allows you time to get to know the person well. You can meet in an office setting, or out in the community, if that suits you and the person with whom you are working.

Allow lots of time for questions and discussion. When a person is not grasping concepts, ensure you use the time you have to find analogies and metaphors that can assist the person to see the information in new and different ways.

At the end of each session, you can talk with the person about subject areas you think he or she might read about or study more, and ask how you're doing in providing this guidance.





Metaphors and Analogies

Finding metaphors and analogies is a way to present information in a way that may be more accessible to the participants.

Metaphors assist us in making abstract concepts concrete. The images we use to explore a concept can transform a simple idea into one that comes alive and can be easily understood.

As an example, you can use a theatre metaphor to explain how boards function: each director has a role to play in the production.

The Chairperson is like the stage manager: she or he knows where all the players are, where the props are, how the lighting is set, but does NOT do all those jobs.

The Treasurer is like the production manager: he or she knows where the money is and how it's being spent, keeping an eye on the expenses.

The Secretary is like the script master: she or he understands the actors' roles and the lines of the play, knows the blocking for the scenes and can assist in pulling the actors back into place by keeping records of the action.

Members-at-large: these people are like the crew of the play. Without them, the sets wouldn't change, the lights wouldn't work and the production would be at a standstill. They keep everything moving and add to the production by making sure the director, actors and the rest of the crew are on their toes and on their mark. If something doesn't seem quite right, these directors raise the point.

The membership is like the audience. If the audience wants Shakespeare and the board is producing a musical, the audience won't like the show. The board has to make sure that the audience is heard – they are the directors of the directors. Without the audience, the show is a flop.

ONE FOOT FORWARD

While this is a simplified version of a larger metaphor, the group may be able to grasp the abstract idea of “board of directors” in a way that is more real for them.

You can also use familiar stories to make your point. It might also add some humour to your presentation. For example, how does the story *Goldilocks and the Three Bears* relate to working in an AIDS organization? How does the story *The Fox and the Grapes* from Aesop’s Fables relate to communication skills? Use your imagination and develop analogies that fit the topic of discussion.

Whatever metaphors or analogies you choose, make sure the group is following the story by checking in regularly to ensure you’re being understood. If it’s not working, never be afraid to shift the metaphor or analogy, or drop it altogether. That’s okay, too.



**MODULE
1****.....COMMUNITY-BASED GROUPS****SUMMARY**

This module is designed to give the participants a general idea about community group structures and programs, including:

- support groups;
- advocacy ;
- counselling programs;
- speakers' bureaus and the lived experience;
- needle exchanges and harm reduction principles;
- service organizations and how they differ from peer-based groups;
- agency culture;
- staff and staff structures;
- organizational charts;
- stewardship and how it differs from "top-down" models;
- disclosure of HIV status and how the person can decide when or if to disclose;
- conflict and dealing with conflict; and
- GIPA and privacy issues.

ENVIRONMENT

Depending on the organization you're facilitating a group for, your description and explanation of the structure of each organization will differ.

If you are already working within an organization, it may be easier for you to explain the structure and how the programs work at that organization. If you are not working for the organization, you will need to explore the programs and services, the staffing and board structures, lines of communication, etc. of the organization you're facilitating for before you prepare for the session.

POSSIBLE EXERCISES FOR THIS MODULE

General Agency Overview

You may prepare a series of flip charts or PowerPoints to describe the programs and structure of the agency. A visual representation may be helpful for the participants. Using handouts to accompany the presentation can assist in a homework phase for the sessions and could perhaps be more beneficial over a longer period than a presentation-only approach.

Client/Member Game

In this role-play, one person enters the agency as a new client/member. The partner acts as the intake person. The job of the intake person is to explain the services and programs to the new client and to assess the client's interests and needs.

Debrief

How well did the intake worker explain the agency? How welcomed did the new client feel during the encounter? What could have been more effective?

Harm Reduction

1. Engage the group in a general discussion about harm reduction principles and practices and how these principles relate to both needle exchange and safer sex information and programming.
2. Using a set of props, how could each be used in a harm reduction framework? You can use humour here! Bring a rolling pin, a band-aid, a spatula, an apron, a garden hose, any item that will encourage the participants to use their imagination with the game. In debriefing, explore with the group how any number of practices can assist in developing a harm reduction approach.



Stewardship

Exploring stewardship is valuable, even if the agency does not use this model in its organizational chart. Stewardship is a way of promoting respect, and all agencies would most likely include respect as an underpinning of their work.

A steward is the keeper of the hall. Stewards look after the patrons; they make sure that people have what they need to feel comfortable in their surroundings.

In an agency, stewardship turns a top-down model upside down. Where the board and executive director are often seen at the top of a chart, stewardship places them at the bottom, with each group supporting the one above (see diagram in Module 1).

Supporting Supporters

Divide the big group into five smaller groups of two, three, or more, depending on the number of participants.

Each group will choose a role to play: board, executive director (E.D.), staff, volunteers, and client/member. Remember that in this model, the client/member is the most important role.

The board supports the E. D. who supports the staff, who supports the volunteers, who support the client/member.

The clients sit around the edges of the room. They each have a need chosen from a list, which might include:

- water;
 - food;
 - a better chair;
 - emotional comfort; and
 - information about... (you can decide what based on the programs/services the agency offers).
1. The volunteers are assigned a client, but cannot directly respond to the request. The volunteers take the request to the staff.
 2. The staff cannot direct the volunteers in what to do. They must take the information to the E.D.

3. The E.D. cannot directly inform the staff about what to tell the volunteers – not yet. The E.D. takes the requests to the board.
4. The board takes the information and decides on a course of action in consultation with the E.D. What are the needs? Does the E.D. have enough resources in the room to provide for the needs? What can the board do to assist in locating the resources (e.g., go to another room for a better chair or find a glass for the water, etc.)?
5. Once the E.D. thinks they have enough resources, a meeting with the staff is called. Does the staff now have enough resources to take to the volunteers? If not, can the E.D. assist in locating other resources?
6. Once the staff thinks there are sufficient resources, the staff can offer those to the volunteers. Do the volunteers feel they have enough resources? What can the staff do to assist if other resources are needed?
7. When the volunteers have the resources they need, they can now fulfil the requests of the clients. Where a resource cannot be located, is there an alternative the client could consider?

Debrief

While this is a simulation of how stewardship works, how did it feel to be supported in the work, rather than being left to your own devices or told what to do? How can we incorporate this sense of respectful support in the work we do?

Conflict

This area is not always easy to define. You may need to explore if there exists within the agency a conflict resolution guideline or process. If so, tailor your discussion around those specific policies and practices.

Whether there are policies or not, you may decide to talk about conflict and how it affects individuals, as well as the agency.



Conflict Game

Divide the group into two. One group will have a conflict with the other and the goal is to resolve the conflict.

Group one will choose from conflicts written on pieces of paper. These could include:

Miscommunication

- You didn't tell me...
- You didn't inform me...
- You told me...
- I thought you meant...

Personality

- You make me feel...
- You don't do anything to help...
- You never do what you're asked to...

Politics

- My way is the best way because...
- You don't understand my reality...
- That's not the way we do things because...

Group two does not know what the conflict is. Group one must present their issues in a way that group two can start to understand the basis of the conflict.

1. Group one will make a complaint.
2. Group two must attempt to come up with a compromise or ask questions to clarify the problem.
3. Group one can accept the compromise or propose another solution. If the compromise is accepted, the game is ended.
4. Group two can accept the alternative or propose another option.
5. And so on...

After 10 to 15 minutes, end the game regardless of whether or not the conflict has been resolved.

Debrief

How did it feel to have someone in conflict with you when you weren't certain what the conflict was? How does this relate to our experiences? How did it feel to attempt to resolve the conflict? How can we incorporate "finding a middle ground" into the way we handle conflict?

Self-Disclosure and Privacy

For this topic, you may want to hold an open discussion about privacy issues and rights and about self-disclosure, or engage in a brainstorm about self-disclosure of status and how people feel about it.

Are there safety issues to consider?
Are there family matters to consider?
When is it good/not good to disclose in our work?

Ultimately, each person will have to decide about self-disclosure and if, or when, it's appropriate for them.

SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session (see below), but you can also incorporate a discussion piece, posing the following questions.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do people understand the basics about how the agency works and other concepts around conflict, stewardship, etc.?





Here is a possible template evaluation. You can choose to add other questions to obtain desired feedback.

1. Was the information presented easy to understand? ___yes ___no
2. Was there enough time for the session? ___yes ___no
3. I think I had enough opportunity to share my thoughts and ideas.
___yes ___no
4. I would like more information about: _____

5. The part I liked best was: _____

6. The part I liked least was: _____

7. If I could change one thing about the session, it would be:

8. Comments: _____

FACILITATOR'S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

MODULE
2

ASSESSING YOUR AGENCY

SUMMARY

This module assists participants in being better able to assess the agency and their potential place within it. Topics include:

- GIPA Principles;
- the GIPA Pyramid – ways in which people might become more involved in their agency;
- getting to know the agency by using the GIPA Principles as a base;
- accountability, responsibility and how it applies to becoming more involved;
- different kinds of conflicts that might arise when we are more involved, including personal conflicts, politics and roadblocks to involvement; and
- size of an agency and qualifications for involvement.

POSSIBLE EXERCISES FOR THIS MODULE

GIPA Principles and the Pyramid

Each person should have had some time to review the principles. Try a simple review and question period. Read through each principle or use a Power Point slide/flip chart with each principle written out. Ask participants for their interpretations and impressions.

You can use this same technique with the pyramid. Provide a visual representation of the pyramid and ask each person to consider where on the pyramid they might best fit. Take it one step further by asking where and how they would gain more skills for a higher level of involvement.

The Agency and GIPA

Once people start to show an understanding of the principles, you can move to a discussion using the questions found in the module. Each principle includes a question or set of questions that explores its relation to the agency.



Ask the group to come up with as many examples as possible, showing that the principles are being followed by the agency.

If there are concerns that the principles are not being followed, ask the group what might be changed to put the principles into practice. Remember that the group or individual members will not be able to implement any of the changes, but recognize the potential for change as a start.

Accountability and Responsibility

Try an open discussion format for this topic.

- What does accountability and responsibility mean to the participants?
- How can we ensure that we are meeting both the needs of the work and the agency, as well as our own needs?

Roadblocks and Politics

People might see or experience roadblocks to involvement, imagined or real. The following game will help to identify strategies that can be used to minimize or resolve the problems.

Roadblock Game

Pick one person to be the “newbie” and one to be a “mentor”, while the rest of the participants, are roadblocks. Each roadblock will choose a statement of rejection, which will be written on pieces of paper. These might include:

- You don't have the skills.
- Sorry all positions are filled.
- Maybe next month...
- We only hire professionals.
- You don't have the energy.
- The agency is too small.

The mentor can assist the newbie to develop ways around the roadblocks, but only when asked.

ONE FOOT FORWARD

The newbie goes to each person designated as roadblock asking to be let in. The roadblocks use their statement to turn the newbie away. When the newbie meets the mentor, s/he can take the mentor back to other roadblocks and together they work on a way to move around the block.

The exercise can be repeated a few times with participants switching roles.

Debrief

How did it feel to encounter roadblocks? How helpful was your mentor in getting past the blocks? How can we apply this information to our involvement with the agency?

Political Freeze

Two participants volunteer to act out a political conflict. The topic of the conflict can be written on pieces of paper and might include situations such as:

- staff who don't get along;
- gossip about a staff member;
- board members who don't like the way the Chair works with the group;
- clients/members who complain in secret about the agency; and
- gossip from one client/member about another client/member.

The role-play moves along with the rest of the participants watching. At any point, observing participants can call "freeze" and replace one of the actors in the conflict. This new actor must move the discussion toward a more favourable outcome as best they can.

Repeat the role-plays as many times as you like.

Debrief

How easy was it to find a middle ground or change the tone of the role-play? How can we apply this experience when we hear or see politics being played out in the agency?



Open Discussion

You can talk about politics in a safer environment by simply invoking confidentiality and opening up the discussion to what people have heard, seen, etc.

But be absolutely clear that this discussion is not to be mentioned outside the group under any circumstances. Discussions about agency politics can be very unsettling and people may not feel secure that what is said in the room stays in the room.

SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session, but you can also incorporate a discussion piece.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do people understand ways in which they can observe and reflect on the agency, GIPA principles and potential ways to resolve conflicts and move past roadblocks?

FACILITATOR'S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there are other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

MODULE
3

LEADERSHIP

SUMMARY

- What is “leadership” and how do we view leadership?
- Assessing your community
- Social power and how it relates to becoming more involved
- Influencing the influencers
- Being a leader as a person living with HIV/AIDS
- Mentors and mentoring
- Empowering new leaders
- Basic information about groups and group dynamics
- Basic communication skills
- Meetings and process in meetings
- How to approach politicians
- Basics of public speaking
- Finding allies and developing relationships
- Self care

CONSIDERATIONS FOR THIS SESSION

Given that the concepts and content of this module are in-depth and require a lot of discussion, you may need to break the session into two parts or plan for more time (e.g., one full day, two days, etc.).

Practicing communication skills takes time and you may find that you only have enough time to pass on basic information. Nonetheless, ensuring that participants grasp the information means ensuring time for the exercises.

POSSIBLE EXERCISES FOR THIS MODULE

Leadership

Open discussion/brainstorming on what leadership means to the participants. As people living with HIV/AIDS, are there aspects of our experience that makes us leaders that we can share with others?



Listening

Ask the group to sit and listen for one minute. This exercise is in the module and can be used to assist the group in understanding that listening means paying close attention.

Debrief

What did people hear? What was close and what was in the distance? How can we apply this experience when we are listening to others?

Community

Community means "with unity". You can have a brainstorming session around questions of community such as: Who is our community? Is it only other HIV-positive people or is it broader than that? Are there communities within communities? Who are the people in those communities?

Uniquely the Same

You can explore personal meanings of the following: *"The only thing we have in common is that we are unique."*¹ What does that mean to us as we become more involved in our community?

Power

Open discussion: What is power? Who has power? How do people assert that power? What power do we have internally? How does power become unbalanced?

The Checker

Divide the group in two. You will require one checker board and one checker. Place the checker in the middle of the board. Each group takes a turn moving the checker one space in any direction. When one group moves the checker to the other side's edge they get a point. If, after a while, the checker continues moving without either side getting a point, you can demonstrate a compromise. If one side is allowed to move the checker, they'll get a point and if the other side is then allowed to move the checker, then they'll get a point. It's called "cooperation."

¹ James Hillman, *The Soul's Code*

Debrief

In Western cultures, we view winning as getting the most points and so power imbalances occur. In other cultures, cooperation is necessary for survival and so compromises are found so that everyone wins.

HIV and Leadership

Thinking back to the GIPA Pyramid, there are many ways in which people can be involved. What meaningful involvement includes is an individual and personal interpretation.

Brainstorm. What makes you a leader? Why do you want to be a leader? What makes you so special?

Qualifications

This exercise allows people to think about skills and sub-sets of skills.

Ask someone to volunteer to speak about something they think they do well. Write that down. Now explore that one activity. What sub-sets of skills are required to perform the task?

Example:

Skill:

- I like to paint.

Sub-sets:

- Colour recognition
- Fine discrimination between shades of colour
- Understanding form
- Understanding shape
- Knowledge of media (e.g. acrylic, water colour)
- Knowledge of other materials (e.g. brushes, canvass, paper)
- Creative exploration of subject
- Interpretation of subject
- Abstract conceptualization
- Concretization of abstract ideas



Debrief

When we explore one skill and discover the sub-set of skills required for that skill, we can apply those same strengths to other kinds of work in which we might be engaged (e.g. board of directors, program planning).

Mentors and Mentoring

Mentorship means commitment. Finding a mentor means developing a respectful and open dialogue through which you can learn. It also means trust.

Leading the Blind

You can repeat this trust exercise from earlier sessions and add a twist. The blind person cannot hold the leader's arm to be led. The mentor must talk to the blind person and tell them where to step, in which direction to turn, when to stop, etc.

For people who are hearing impaired, the mentor can use his or her hand for directions (e.g., point to the left or right, or hold hand up to stop, etc.)

Debrief

How did it feel to trust the mentor to lead you only with verbal instructions? How did it feel being the mentor and assisting the person to navigate the space without being able to touch them?

Working with Groups

You may choose to work on basic group dynamics: forming, storming, norming and ending. Alternately you can choose to involve the group in studying itself.

Within every group, people may end up playing particular roles based on their personality. These can include: "the thinker", "the processor", "the planner", "the devil's advocate" and others. Everyone adds something to the group's dynamics and evolution.

Brainstorm: How do you view your role within this group? How do you see others' roles in the group? Invoke safety and confidentiality by ensuring that comments are respectful and constructive. People must be comfortable hearing what others think about them and must be respectful when sharing their ideas and opinions.

Sometimes we may think a person is acting in a way that causes problems. When we reconsider and reflect on how a person is interacting, we can sometimes see how the actions of the person are affecting the group. Is this behaviour challenging us to look at things differently, rather than simply a way of antagonizing?

Communication

Practicing basic communication skills is generally useful for participants. Standard training in focusing, listening, reflective language, etc. will give participants the basics they require.

You can use a reflective language exercise, a physical focusing exercise and others to allow people to grasp the concepts. Not all people will know the difference between parroting and paraphrasing. People might not realize that physically attending means removing distractions (e.g., objects, fidgeting, postures, etc).

Meetings

The Agenda Game

The group is to develop an agenda for a meeting to plan a surprise birthday party.

Provide the group with two pieces of information only: the name and age of the person (you can make this up, or pretend the party is for you).

Debrief

Did you have all the information you needed to develop the agenda? In developing the agenda, what were the elements of the work that you identified (e.g., the cake, the decorations, etc.)? Did your agenda omit anything? How can we apply this exercise to developing agendas for other meetings?



Meeting with Politicians

Being prepared is crucial when meeting with politicians. That means making sure you have all the information you need and providing the politician with pertinent information on the topic you wish to discuss.

Mock Meeting

One person will play the politician and two others will be the people who meet with the politician on behalf of the whole group.

Part 1: The group meets to discuss the focus for the meeting. Choose any topic with which the group is familiar. What are the key points the group wants to make? Are the representatives clear about these points? What information or materials are required prior to the meeting? Is there any background about the politician that would assist the representatives in preparing for the meeting?

Remember, a politician is responsible for representing and responding to the needs of all of their constituents – not just your group.

Part 2: The representatives meet with the politician and make their points. By the end of the meeting, the politician must clearly understand the issues and what the group would ultimately like as an outcome.

Debrief

How did the representatives do? Were the points made clearly? What might have made the meeting more successful?

Public Speaking

This skill takes time to develop and everyone will establish their own style and presentation format, but practicing some basic exercises can help participants to start off on the right foot. Not everyone is comfortable in the role of public speaking and some participants may decide that this is not an area of interest for them.

Mock Speak

Just as a point of practice, ask for a couple of volunteers who are willing to develop a quick two-minute presentation on a topic of their choosing. The speakers will have five minutes to prepare for the talk and can use any of the items in the room as props or aids during the presentation.

After the two have presented, ask the group how they did. Were the points clear? Would something else have assisted in the presentation? Given that the time was so brief, would scaling back points of discussion have been more effective?

Scrum

One person is the speaker and the rest of the group members are media representatives. The speaker has one minute to make a point about a topic of their choice and the media must try to poke holes in the argument presented.

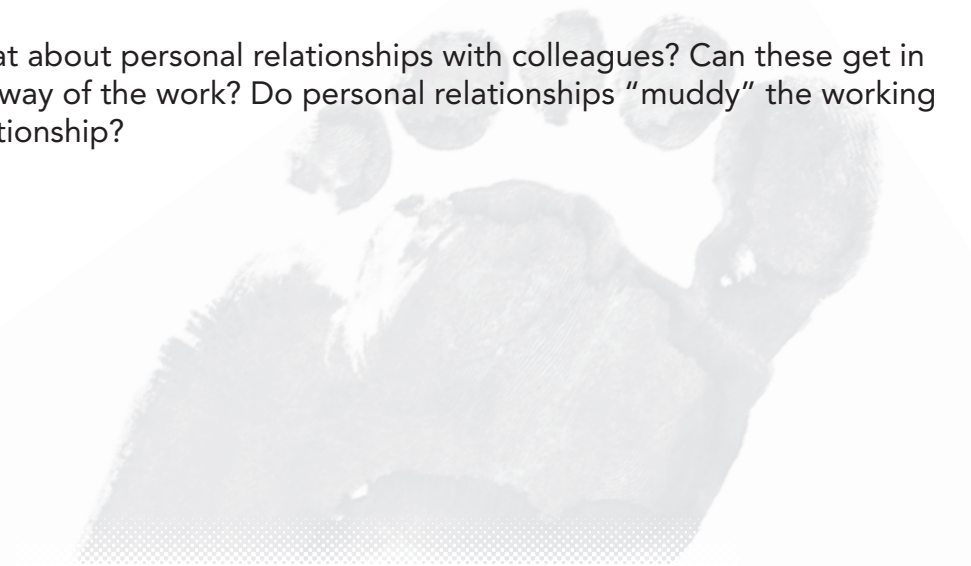
Debrief

How did it feel when your points were challenged? Do you think you defended your points well?

Allies and Relationships

Open discussion: How can we ensure that we're developing ongoing and positive relationships within the agency or community? What can we do if a relationship is not going well? What can we do to build on relationships both within and outside the agency (e.g., meeting away from the confines of the office, going for coffee or making meetings less formal)?

What about personal relationships with colleagues? Can these get in the way of the work? Do personal relationships "muddy" the working relationship?





Self Care

This topic is repeated a couple of times in the modules, since it is very important to maintain our mental and emotional health as we become more involved.

Open discussion/brainstorm: How can we make sure that we are taking care of ourselves? What things can get in the way of self care? How can we make sure that we are as important as the work?

SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session, but you can also incorporate a discussion piece.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do participants have a better understanding of leadership and the ways in which they might exercise or develop leadership qualities?

FACILITATOR'S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there any other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

MODULE
4

BOARDS AND GOVERNANCE

SUMMARY

- GIPA and boards
- Definitions of governance
- Review of stewardship
- Types of boards
- General positions on boards
- The board as the community's voice
- Who can attend board meetings?
- Quorum
- Board meeting structure
- Motions and seconding
- Consensus models
- In camera discussions
- Committees and how they function
- Annual general meetings
- Constitutions and bylaws
- Accountability
- Assessing the board for mission and values
- Ethics and board work
- Openness and transparency
- Following best practice models and understanding capacity
- Conflict of interest for board members
- Understanding the difference between bias and conflict
- Basic information about finances and reading financial statements
- A board member check list
- Being an HIV-positive board member



CONSIDERATIONS FOR THIS SESSION

As with the previous module, there is a lot of information to cover and you'll need to make sure you have enough time for the session. Consider breaking the session into two or more parts or scheduling a full day or two half days to adequately cover the information.

You will also need to have concise information about the board structure of the agency where you are presenting. Does it have a specific number of seats for people living with HIV/AIDS? What type of board is it? (e.g., working board, governance board, etc.) What bylaws relate specifically to the involvement of people living with HIV/AIDS? How are meetings conducted? What are the mission and value statements of the board? Is the board aware of how people living with HIV/AIDS are involved in the daily decision-making processes of the organization?

POSSIBLE EXERCISES FOR THIS MODULE

GIPA and Boards

The participants should already have a basic understanding of GIPA Principles, and how those principles can be used within agency structures.

GIPA, as it applies to a board of directors, means that the decision-making body of the organization has within it a significant number of people living with HIV/AIDS. There is no room here for token positions for HIV-positive people.

Open discussion: How does the board reflect the GIPA Principles? If their application of the GIPA Principles is in question, what changes might improve the board's inclusion of GIPA?

Governance & Stewardship

You may have covered the topic of stewardship already, but reflecting on governance will give participants an understanding of how that model fits into the agency.

Governance Game

Governance looks at policies and processes, rather than the daily work. In this exercise, participants are asked to develop processes and/or policies that meet a need, but are not allowed to create direct actions for the need in question. The group must decide whether a policy is required or a process should be established and must consider the options before drafting anything.

Challenge: Clients/Members do not receive communications regarding program changes in a timely manner.

Debrief

What questions did the group have to consider before drafting a policy or process to respond to the challenge? How was it to develop a process or policy without being “directive” as to how that policy or process is implemented? Was more information needed before drafting the policy or process?

Types of Boards

For this discussion, the group needs to understand what type of board it’s working with.

Governance boards: address policy and process, overarching principles, values and mission, but do NOT become involved in procedure or daily operation. What are the most important functions of this type of board?

Working/Operational boards: develop policy, process, principles, values and mission, as well as on-the-ground functions. How do these board members clearly differentiate between a board function and an operational function?

Consumer boards: involve people directly affected by the issue. They may be involved in operational activities, but are also responsible for policy, process, values and mission. How do these board members see the “bigger picture” and avoid too much emotional or personal connection? Does this type of board require “outsiders” – people who have expertise or knowledge that will help the board function?

Cultural values and governance: how do boards that embrace different forms of leadership ensure that governance is met, while incorporating the specific cultural values and norms of the agency?



General Board Positions, Move, Second, Vote

Role-play

Review with the group the basic rules of voting procedure. This exercise brings together all the elements of a board meeting and is meant to allow participants to practise various roles.

From a hat, each participant will select one of the following roles:

- chairperson;
- vice-chairperson;
- secretary;
- treasurer; and
- member-at-Large.

Note: For smaller groups you can combine the secretary/treasurer positions.

Each title will have a brief overview of their role within the group.

Chairperson: understands the bigger picture, chairs meetings, arranges agendas, is in touch with other members, keeps things on track, is directly knowledgeable about agency staffing, finances, programming, etc.

Vice-Chairperson: must also know the bigger picture, knows the agenda, is in touch with other board members, generally understands agency issues (as above).

Secretary: is responsible for preparing/distributing minutes, knows the agenda, keeps notes and minutes at meetings, knows the by-laws.

Treasurer: knows the finances of the agency and can tell the board about issues arising from the finances of the agency (e.g., budget expenditures, programs that are over/under budget, fundraising proposals, etc.).

Member-at-Large: participates in meetings, keeps their own notes, reviews materials and information, and asks pertinent questions regarding various issues arising at board meetings. Members-at-large represent the best interests of the membership of the organization.

A standard meeting agenda is used for this exercise.

1. Call to order (Chairperson)
2. Approval of agenda (Chairperson)
3. Approval of minutes from previous meeting (Secretary)
4. Approval of financial statements (Treasurer)
5. Staff reports
6. Other/new business (Chairperson)
7. Date for next meeting (Chairperson)
8. Motion to adjourn (Any board member)

If you have access to previous minutes, financial statements, etc. from a board meeting, you can use those for this practice exercise.

Allow the participants a few minutes to reflect on their role on the board and then let the role-play begin.

Debrief

How did this practice session feel? Were there areas where you felt you were not clear about your role or the role of others on the board? As board work entails a learning curve, how do participants feel about the potential for their continued involvement?

Quorum, Consensus, In Camera

You'll need to describe the following and provide handouts, or refer participants to the module to make sure they understand these concepts and actions.

Pop Quiz

1. You are on a board of 11 and only three people show up for the meeting. Do you have quorum?
2. You are discussing the discipline of a staff member with the E.D. Should the meeting be held "in camera"?
3. You are "in camera" and you notice one member taking notes. What will you do?
4. You have quorum at your meeting, but one person states there aren't enough for quorum. What will you do?



5. You are going to go "in camera". What happens first?
6. You are using a consensus model, and you disagree with the proposed action. What must you do?
7. You have just completed an "in camera" discussion about a board member. What happens next?
8. You are working through consensus toward a policy on staff boundaries. Everyone agrees on developing the policy. What happens next?
9. The E.D. wants to go "in camera" to cover the monthly financial statements. Is this appropriate?
10. You have quorum and you have completed the board meeting. What is the last thing the board requires?

Answers

1. No, unless the by-laws state another number.
2. Yes.
3. Ask the person taking notes to stop. The Chairperson may ask the person to give up any notes taken.
4. You can refer to the by-laws regarding quorum, or use the simple majority rule, if that rule is used by the agency.
5. A motion to go "in camera", including a second and a vote.
6. If you disagree with a proposal during consensus, you must come up with an alternative that will work for you and everyone else.
7. A motion to move "out of camera", including a second and a vote.
8. The policy development moves forward.
9. No. General monthly financial statements are a part of a regular meeting and are not considered sensitive information.
10. A motion to adjourn.

Consensus Role-play

Have the group try to reach consensus on any topic. Outline the rules for consensus before beginning and make sure people understand them. You are allowed to step in when there are impasses.

Examples

- The organization needs to raise money by selling t-shirts.
- The organization needs to hold monthly parties for members.
- The organization needs to change its name.
- The organization needs to increase its board size by five seats.
- The organization needs to stop sending out the newsletter because it costs too much.

Debrief

At any point did people feel frustrated with the process? How smoothly did the process move along? If you were at an impasse, how easy/difficult was it to find alternatives that worked?

Committees

Use visuals and handouts or the module to discuss committees and their function. If the organization where you are presenting has committees, become familiar with them and their purpose.

Pop Quiz

1. The staff has decided to hold a holiday party for the clients/ members. What kind of committee could handle the organization of the party?
2. The standing committee on finance needs a fundraising strategy developed. What kind of committee would do this work?
3. True or false: terms of reference refer to how the committee works together.
4. An ad hoc committee has submitted its final report. What does the committee do next?
5. The agency has had ongoing problems with program implementation. What kind of committee should be struck to look after this? Who would be on that committee?
6. True or false: the Executive Committee is an ad hoc committee.



Answers

1. An ad hoc committee. This is a one-time event.
2. A working group or ad hoc committee to develop the strategy.
3. True.
4. When an ad hoc committee has completed its work, it is dissolved.
5. A standing committee on program implementation might work, given that the problem is ongoing.
6. False. The executive committee is a standing committee of the board.

Annual General Meetings

Participants should have a basic understanding of the annual general meeting (AGM) and its purpose to the organization. You can illustrate particular aspects of AGM through role-playing some elements of meetings, such as by-law amendments, resolutions, etc.

By-law Re-writing

Ask the group to take one or two of the following mock by-laws and re-write it to make sense.

All members who are not regular members of the Society shall be able to speak at meetings of the board or of the Society without having the right to vote at board meetings, and shall not be allowed to attend or speak at committee meetings unless the member who is not a regular member is a member of the committee.

Directors of the Society shall not engage in any activity that is in direct violation of the Constitution and by-laws of the Society where that activity will hamper or harm the Society, its members, or shall otherwise be considered unlawful.

The President of the Society shall cast one vote but shall not have a vote that is a vote to break a tie between the other directors of the Society at a regular or extraordinary board meeting.

By-Law Amendment

In this exercise, you will play the role of a member of an organization who wants to make an amendment to a proposed by-law amendment. The group must determine if the amendment is friendly or not and follow procedure.

By-Law: Directors of the Society shall be remunerated for reasonable expenses considered to be within the scope of their work as directors.

Proposed by-law amendment: Directors of the Society shall be remunerated for reasonable expenses considered to be within the scope of their work as directors when receipts for such expenses are submitted and approved.

YOUR amendment: Directors of the Society shall be remunerated for reasonable expenses considered to be within the scope of their work as directors when receipts for such expenses, with the exception of meals, are submitted and approved.

The amendment is not friendly in that it detracts from the intent of the original by-law and the proposed amendment. The group should notice this and the amendment to the amendment should not be allowed.

The group would then continue with procedures to adopt the original amendment.

Resolutions

In small groups, ask the participants to draft mock resolutions. They must be clear, concise and easy to explain to others. They must also relate to the work of the organization and should not present an undue burden for the organization to implement (i.e. – require prohibitive staffing or financial resources).

After the groups have completed their work, they will present the resolution to the others.

You can use the following as a framework.

Preamble: the part that explains the reason for the resolution. "Whereas, ABC AIDS Society is...

The text: the body of the resolution. Be it resolved that...



Debrief

How easy was it to find the right language for the resolution? Did the group get stuck in drafting the resolution? What would work better? How can we apply this information to by-law amendments or resolutions for the organization when we're working on a board?

Constitution and By-laws

The constitution and by-laws of an organization outline the rules of operation for the board, and all the programming and services the organization provides.

Each participant should have a copy of the organization's constitution and by-laws and have reviewed them prior to the session.

Open discussion: Are there any parts of the by-laws that you don't understand? What purposes do you see for the constitution and by-laws in ensuring the effective operation of the organization?

Accountability

The board is accountable to the membership. They are stewards of the organization and have a responsibility to carry out business in a way that positively impacts the group and its membership.

Open discussion: In what ways does the board demonstrate accountability? In what other ways might a board demonstrate accountability?

Openness and Transparency

This section can be used to discuss ethics, values, mission, etc. When a board is open and transparent, the values, ethics and other aspects of the organization's core philosophy are evident in both the actions of the board and the daily activities of the organization. If an organization is transparent, it is also forth-coming in presenting information about its internal policies, procedures and activities.

Hide & Seek

Divide participants into two groups, with one playing the board and the other the membership.

Take the board members into another room or the hallway, where the membership can't listen in. Instruct the board to answer the questions posed to them, but not to answer completely.

Example: The members ask to see last month's minutes. The board can respond, "We have those minutes, but you have to ask the E.D. for a copy. We don't have direct access."

Here are a few questions the members can ask. You can have these written on paper.

- What is the board doing to address fundraising initiatives?
- What is the board's position on medicinal marijuana?
- When a member has a problem with a staff person, which board member can be approached to discuss these issues?
- We would like to see last month's financial statements. Where can we get a copy?
- What is the board doing to make sure board reports are on the website?

Debrief

For the members: What feelings did you have when your questions were not answered directly? How does this affect the way you view this board? How can this be applied to foster a better understanding of board functions?

Best Practice

Following best practice allows for the most effective means of contributing to the overall work of an organization. Best practice refers to those actions and activities that have proven to be the most effective in most cases.

Open discussion: In what ways does the board follow best practice? What could add to the board's ability to follow best practices? Who is responsible for ensuring best practice?



Conflict of Interest and Bias

Most boards have a conflict of interest policy. It may be written into the by-laws. You will need to become familiar with these policies.

If the agency does not have such policies, you may need to have a discussion with the group about what constitutes conflict and/or bias.

Conflict Game

The goal here is to be able identify conflict of interest, perceived conflict and bias and to clearly distinguish each from the other. Use coloured voting cards: red for conflict, yellow for perceived conflict and green for bias.

A board member is also working for a rental management company. The board member posts apartments for rent on the organization's notice board.

The Chairperson of the board is given a large fruit basket at the hotel where the organization is holding the Annual General Meeting.

The treasurer of the board believes that the financial statements should be posted in the agency's drop-in.

A board member receives a recommendation letter for another candidate for a job for which she herself is applying.

A board member believes that the organization should work more with street-involved people.

The secretary of the board is also on the board of the local university that allocates grants for non-profit societies.

The vice-chairperson of the board works for a home support agency and spends time in the agency drop-in talking to people about the work he does and how it could benefit the client/member.

Finances

This takes practice for people who are not familiar with spread sheets or who are not financially minded.

Put up a mock spread sheet for the organization's finances (or use a real one). Move through the items line by line and talk about what each line means or represents.

Small groups: The organization has \$100,000.00 for operations. Each small group prepares a budget for expenses based on that figure and presents it to the other groups, rationalizing why they made the choices they did for budget allocations.

Checklist

Open discussion: If participants are interested in greater and more meaningful board involvement, what are the key things that need to be considered?

SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session, but you can also incorporate a discussion piece.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do participants have a better understanding of boards and how boards function within the organization?

FACILITATOR'S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there any other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

**MODULE
5****RESOURCES AND RESEARCH****SUMMARY**

- The internet
- Libraries
- Government resources
- Health and treatment information
- Non-western medicine
- Using social networks

POSSIBLE EXERCISES FOR THIS MODULE

The best way for people to practice researching is by doing it. If the agency where you are presenting has a library or computer access, use those to your advantage.

Scavenger Hunt

Divide participants into pairs or threes, asking each group to locate the items of information requested below using whatever resources are available around them. Give the group about 60 minutes.

1. The website addresses for three national AIDS organizations
2. The pharmaceutical companies that produce Atripla, Kaletra and 3TC
3. Five quotes from any book about living with HIV (naming the book and the page numbers)
4. Five websites for AIDS groups in Canada
5. At least one personal story of a person in Africa living with HIV
6. Statistics for HIV/AIDS in China
7. Health Canada statistics for HIV infections in the past year
8. An article on herbal medicine and HIV
9. An article on Aboriginal people and HIV
10. Three websites that talk about vitamins and HIV
11. A library's online listing for any book related to HIV
12. A YouTube video about HIV

Debrief

Were there any pieces of information that were more difficult to locate than others? If so, what strategies did you use to find the information?

Snake Oil Salesmen

Although there is a lot of credible and useful information on the Internet, there are as many “snake oil salesmen” trying to make money on false claims. It’s important to use good judgment to determine which information is accurate and legitimate. This requires us to see past our own beliefs and biases and to use critical thinking to analyze what we hear or read. We need to evaluate if it really makes sense. If it sounds too good to be true, it probably is.

Get the group/groups to find several sites that might include inaccurate or false information. Searching for “AIDS Cure” might be a way of seeking out such sites.

Debrief: How many sites did the group(s) find that had questionable claims or outright wrong information? What influence do you think these sites might have on a person living with HIV/AIDS?

SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session, but you can also incorporate a discussion piece.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do participants have a better understanding of research and how to locate information?

FACILITATOR’S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there any other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

**MODULE
6****.....WHAT ABOUT ME?****SUMMARY**

- What are my interests?
- Activism and getting involved in activism
- What do I think is fun?
- What am I good at? Self assessment, transferable skills, previous work, trial and error and finding time for work and my own needs
- Energy and assessing the energy we have to do the work
- Accountability to the group and myself
- Working styles
- Values and beliefs, including limiting thoughts
- Self care and burnout

POSSIBLE EXERCISES FOR THIS MODULE**What are my interests?**

People may have already worked through the checklist of interestes (p. 1, Module 6). You can start by brainstorming interests and then asking the group to find themes that emerge from the list. New ideas might also come up. These ideas are as important as the checklist in the module.

Talk to each participant about their selected areas of interest and have them explore what it is about that area that motivates or appeals to them.

Examine which of the organization's programs coincide with each person's interests?

Activism

Brainstorm: What is activism? What activities could be activist in nature? Exhaust all possibilities – some might be simple letter-writing campaigns and others might involve theatre, music, and other dramatic events. Activism differs from advocacy. Activism is generally based in political action while advocacy means "to speak for" and usually includes working directly with clients/members to solve problems.

Fun

Brainstorm: What is fun? Why is fun important? What do we value in play? What can play do for us in both our personal life and work life?

The Laughing Game

This is a game to show how we affect each other. You need lots of floor space for this exercise.

Ask participants to lie on the floor, with each person resting their head on the belly of another person, creating a human chain. Go to the first person lying down in the chain and whisper to them to start laughing. What should happen is that when that person starts to laugh, the person whose head is resting against him/her starts to laugh and so on, until everyone is laughing.

Debrief

When we are engaged in something that gives us pleasure, we emanate that joy to others. How can we apply this to both our work and personal life?

What Am I Good At?

The group may have worked through the checklist of what they're good at (p. 5, Module 6), but you can continue the brainstorm.

You might also repeat the exercise about sub-sets of skills to further demonstrate that a task involves a complex number of abilities.

How can we apply the skills we excel at to the work we want to do with the organization?

Transferable Skills and Previous Work

Skills from one area of our life can be transferred to other situations. For example, a parent is more than a caregiver for a child. She or he is also a negotiator, a planner, an organizer and an emotional support.



Brainstorm: What do we do in one area of our life that can be transferred to other areas?

In pairs, have one person talk about something they do in everyday life. The partner assists the person in exploring the transferable elements of that task.

Debrief: How does it feel when we realize one task can apply to a number of other tasks? How can we apply this in our work with the agency?

Trial and Error

Ask the group to answer the following riddle.

Why is a raven like a writing desk?

There is no answer. This riddle was posed by the Mad Hatter in Alice in Wonderland, and while many people have attempted to find an answer, there really isn't one. When we put our brains to something, we don't always get it right.

The Puzzle

Divide participants into small groups and give people several simple children's puzzles, but shift one piece from each puzzle to another group. When the group realizes they can't complete the puzzle, stop the exercise.

Open Discussion: What are we taught about failure? How do you feel about failing? What can we do to shift our thinking in order to learn from the mistake, rather than blaming ourselves for failing?

Einstein said, "Anyone who has never made a mistake has never tried anything new." What does this mean as we approach new work?

Time and Energy

Finding time and the energy we need to do the work is a juggling act.

The Day-planner Game

Divide participants into small groups or pairs. In a day-planner, ask the group to schedule the following items. If any one thing seems too much, the group can drop the item.

- Breakfast meeting
- Kids to hockey practice
- Dinner with Mother
- Reiki appointment
- Review emails
- Write a letter to Prime Minister
- Research flu and HIV
- Lunch
- Walk the dog
- Shop for groceries
- Coffee with friend
- Visit client/member in hospital
- Get blood work done
- Meditate

Debrief

How challenging was it to try to figure out the time it would take to get all these things done? What about “me” time: what importance did we place on personal things? What happened to your energy level as you tried to fit all these things into one day? What could we do to maintain balance?

Accountability

We are accountable to the group as much as to ourselves.

Open Discussion: What does accountability to the group mean to us? What can we do to ensure that we remain accountable to the group, as well as tend to our personal needs?

Support

Accountability includes supporting each other. You can repeat the “bored stiff” exercise from the ice-breakers section as a way to demonstrate how we can provide support to one another.



How Do I Like to Work?

If the group has completed the checklist on work you like to do (p. 10, Module 6), you can work through the responses and continue a brainstorm on the ways in which people like to work.

Chores

Put up a list of household chores and ask people to choose their first, second and third choices.

Chores might include:

- Laundry
- Washing the dishes
- Cooking the meals
- Taking out the trash
- Vacuuming
- Sweeping the floors
- Paying bills
- Cleaning the bathroom
- Mowing the lawn
- Washing windows

Debrief

What was it about the particular task that was most appealing to people? Was it more or less physical? Was it less time-consuming? Was there a creative element to it?

Values and beliefs

In addition to reviewing the checklist of personal values and beliefs (pg. 11, Module 6), you can brainstorm with the group about their personal beliefs and possible limiting thoughts.

What do you think are your most valuable qualities?

What would you like to change about yourself?

What do you think you cannot do?

What do you think others value about you?

What one thing do you love about yourself, or are you proud of?

Alternate: Write down five things you love about yourself or of which you are proud. These cannot involve other people (e.g., I'm proud I have good children).

Debrief

It's often easier to find faults, rather than good things, in ourselves. How difficult was it to find five things you love about yourself? What does this mean? What can we do to shift our limiting thoughts? A clue – start with "thank you".

Self Care and Burnout

Recognizing some of the signs of burnout in ourselves is the first step in avoiding it.

Brainstorm: What happens when we're overtired? What happens to our relationships when we have no energy? What can we do when we sense these things in ourselves or when others are pointing them out to us?

Self Care Collage

This will take some time. Ask participants to create a collage of their self care. Call it a vision board for self care. Choose images and/or words that show how the person creates their own care.

Debrief

Each person shares their collage and the meaning behind the images or words. Each person can put this in a prominent place to be reminded of the vision they have for their own self care.





SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session, but you can also incorporate a discussion piece.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do participants have a better understanding of their skills and abilities?
4. Do participants have a better understanding of self care and burnout?

FACILITATOR'S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there any other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

MODULE
7

Is That All There Is?

SUMMARY

- What are the options --including considerations about fear of losing disability status, employment considerations, disability resource groups?
- Finding paid work, including résumés, letters of reference, benefit plans, reasonable accommodation if you're fired, online employment services and your AIDS service organization
- Volunteering in the community
- Work or volunteering in an ASO -- a reality check
- GIPA and training in your ASO
- What do you want to be?

POSSIBLE EXERCISES FOR THIS MODULE

What are the options?

Brainstorm: What are people's fears about employment? What happens to your disability status? What if you get sick? What if...?

"What if" is a powerful phrase.

You can use this phrase to assist participants in examining their options.

Brainstorm: What if...

- ...I get sick?
- ...I can't perform the job?
- ...I lose my disability status?
- ...I start to burnout?
- ...I succeed?
- ...I find I am really good at the work?
- ...I get overloaded with work?
- ...I can't find time for myself?

What can we do to counter the negatives of "what if...?" What can we do to reinforce the positives of "what if...?"



Disability Groups

In addition to ASOs, many other groups provide services for people living with HIV/AIDS that offer support for disabilities.

Brainstorm: What other resources are there in the community that can assist you in getting where you want to be?

Paid Work

Sometimes as people living with HIV/AIDS, we think that we are limited to working for an ASO. And yet, as we've seen in other modules, there are many things we can do that have nothing to do with HIV/AIDS.

Brainstorm: Where do we see ourselves in a year or even five years? What would we like to accomplish in that time? What keeps us from moving toward our goals?

Résumés, Letters of Reference and Reasonable Accommodations

There are many ways to present work histories. For people who have been out of the workforce for a period of time, focusing on skills and transferable skills, rather than chronological sequencing of work experience can highlight our potential.

Skills Inventory

As with previous exercises, ask participants to work in pairs to list not only their hard skills (e.g., computer skills, research, and learned skills), but also soft skills (e.g., wicked sense of humour, the ability to work well with all kinds of people, etc.).

Debrief

How did it feel to see all your potential skills? How can you tailor these in a résumé?

Open Discussion: Who would you ask for a letter of reference? What would you want someone to say in a letter of reference?

Reasonable Accommodation

True or False

1. A chair that is comfortable is a reasonable accommodation. (True.)
2. I need childcare in my working contract (This depends on the resources of the agency and their policies on childcare).
3. I can only work four hours per day. (True.)
4. My medications must be paid for by the agency. (False. Unless there is a stated policy that covers all staff, most employees are responsible for their own medications. HIV medications are generally covered through provincial formularies.)
5. I need adequate training for the work. (True.)
6. I need supervisory meetings every day. (False, unless you are in a probationary period.)
7. I need yearly performance reviews and the chance to improve. (True.)
8. I need extra training and the chance to attend conferences that suit my work. (True, but dependent on financing.)
9. I must have input if my work is to be changed. (True.)
10. I must be allowed two hours off every afternoon to rest. (False, unless specified in your contract. Employees are required to perform their duties for the specified hours.)

If You're Fired

Open Discussion: What happens if you are fired with cause? What can you do if you are fired without cause? If you are laid off due to work shortages or lack of funding, what are your options?

Online Employment Agencies

Divide participants into small groups and ask each to find the websites of at least three online employment services. These could assist with résumés, or job postings (e.g., Monster.ca).

Open Discussion: In what ways can you use online employment agencies to assist you in finding work?



Volunteering in the Community

As people living with HIV/AIDS, we often think that we are limited to working for our ASO. In fact, there are many opportunities in the community where our skills and abilities would be appreciated.

Brainstorm: What do you love to do? Where in the community could you do those things? What might keep you from exploring those opportunities?

Work or Volunteering for an ASO – Reality Check

Brainstorm: What changes when we move from service recipient to a volunteer or staff of an ASO? What can we do to make sure that our needs, as well as that of the agency and our work, are met?

Us and Them

Divide the group in two. One group is THEM (Administration), and the other is US (people living with HIV). The two sides spar over particular issues listed below.

US – Always right and believes THEM to be corrupt and unresponsive
THEM – Always right and believes US to be whiners

Issues:

Us

- You don't respond to my needs as a person living with HIV/AIDS.
- You don't listen to my ideas.
- You don't respond to the needs of the clients/members.
- You don't realize the problems I face in my life.

Them

- You don't complete assigned work.
- You don't understand the bigger picture here.
- You don't know the pressure of running an agency.
- You don't see the politics of trying to keep everyone happy.

*"Tweedledum and Tweedledee
Agreed to have a battle;
For Tweedledum said Tweedledee
Had spoilt his nice new rattle.
Just then flew down a monstrous crow
As black as a tar barrel
Which frightened both our heroes so
They quite forgot their quarrel."*

Lewis Carrol, Alice in Wonderland

Debrief

What are the common things between Us and Them? What can we do to better understand other people's point of view? What's the big deal?

GIPA and Training

Under the GIPA Principles, an allowance must be made for training that adequately prepares the volunteer/employee.

Open Discussion: What do you think the agency must reasonably do to ensure adequate training? What is not reasonable? Where is the balance between the two?

The key here is "reasonable". A university degree course is NOT reasonable. A community course in volunteer management could be considered reasonable if that is the scope of the volunteer's/employee's responsibilities.

What do you want to be?

Brainstorm: Where do you fit? Where do you not fit? What, in your imaginings, is the best thing for you?

The Grand Canyon

At the bottom of the Grand Canyon is a river. The river carved the canyon, but the job of the river was not to carve the canyon. The job of the river was to be the river. Your job is to be you, regardless of what you create in your life. Put one foot forward and see where you go.



SESSION EVALUATION

You can choose to use a standard snapshot evaluation form for each session, but you can also incorporate a discussion piece.

1. How do people feel after the session?
2. Are there any topics on which people would like to spend more time?
3. Do participants have a better understanding of options for employment and how they might seek employment?
4. Do participants have a better understanding of the benefits and pitfalls of volunteering at an ASO?
5. Do participants have a better understanding of their options?

FACILITATOR'S PERSONAL EVALUATION

1. How do you feel about how you presented the information?
2. Were there any topics or areas you might want to change?
3. Are there any other exercises that might make the information more tangible?
4. In your estimation, did the group seem to grasp the information and concepts?

